



Draft June 2022

School Success Plan

**J. Alfred Laird
Elementary School**



School District No. 6 (Rocky Mountain) is located on the unceded lands of the **Secwépemc** and **Ktunaxa** People, and the chosen home of the **Métis** People of B.C.

Principal Message —

<Insert Message>

<Principal Photo>





School Demographics

STAFF	STUDENTS	GRADES
11 Teachers 6 Education Assistants 1 Administrative Assistant 1 School Counsellor 1 Youth Care Support Worker 1 Community Link Worker 1 Indigenous Education Support Worker 1 Vice Principal & 1 Principal	246 Students 55 students with Indigenous ancestry	4-7 Intensive French 6 and 7



MISSION

We collaborate in the pursuit of each student's success as knowledgeable, caring, resilient, and contributing members of a global community.



VISION

Opportunity, equity,
and success for ALL learners



VALUES



Respect

We foster respectful relationships that build trust, safety and well-being

Equity

We strive to build learning environments that are equitable, honor diversity and inclusion, are safe, caring and healthy places to work and learn.
well-being.

Integrity

We nurture a sense of self-awareness, responsibility and honesty to become environmental stewards and morally upright global citizens.

Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.

Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.



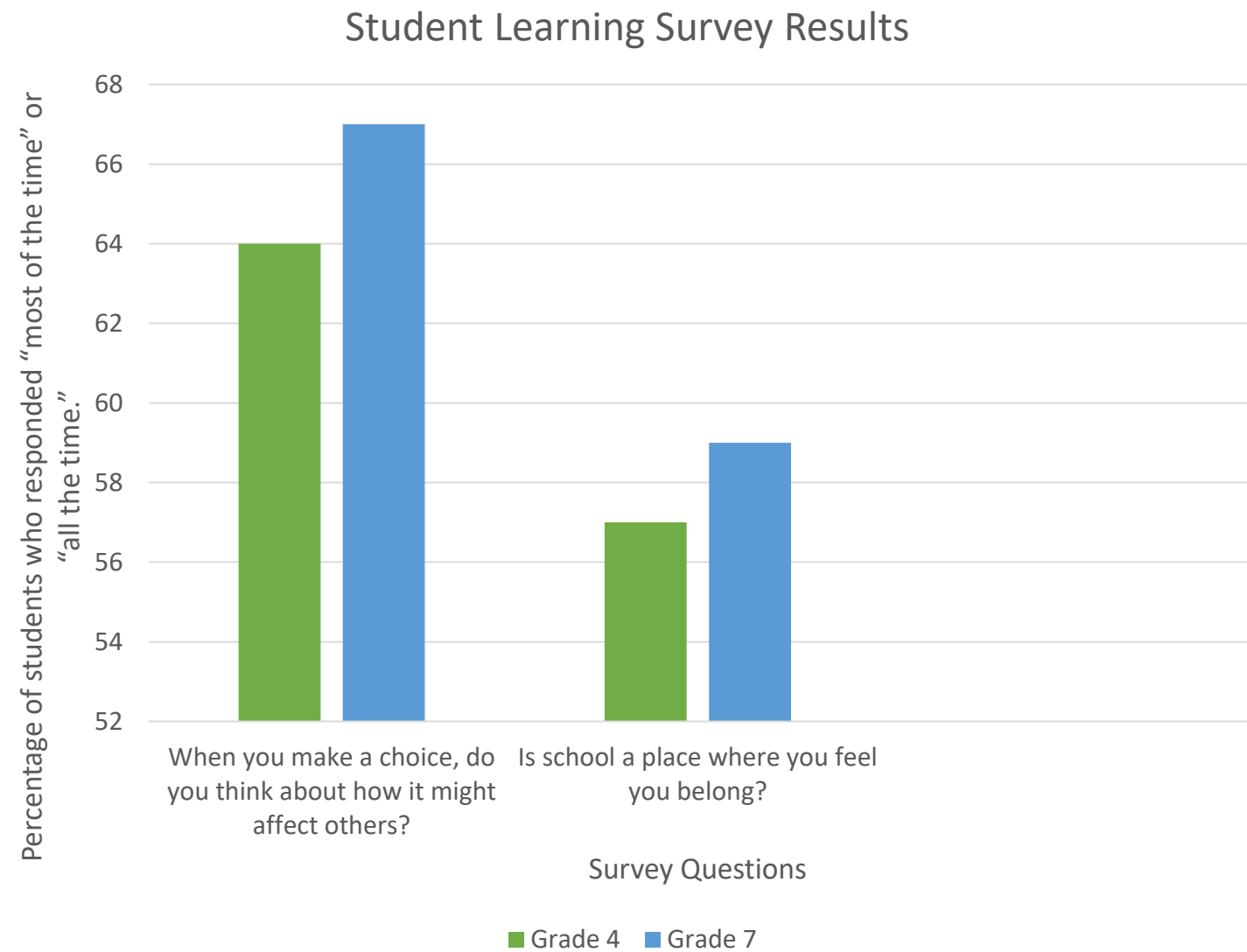
Strategic Priority | Equity & Inclusion

Goal

To increase the number of students who feel connected and cared for at school.

<Insert Image>

Data



Evidence Narrative

The evidence reveals that we continue to have work to do to ensure students feel that they belong at school. In addition, we need to continue to support children to develop empathy, and the ability to think about how their actions impact others.

Concept Focus

The *Leader in Me* Morning Meeting is designed to:

- Set the tone for respectful learning;
- Establish a climate of trust;
- Motivate students to feel significant;
- Create empathy and encourage collaboration;
- Support social, emotional and academic learning.

Strategic Inquiry

If we set aside 15 minutes each morning to hold a *Leader in Me* Morning Meeting, will students report feeling a greater sense of belonging and empathy toward their fellow students?

Strategic Targets and Measures



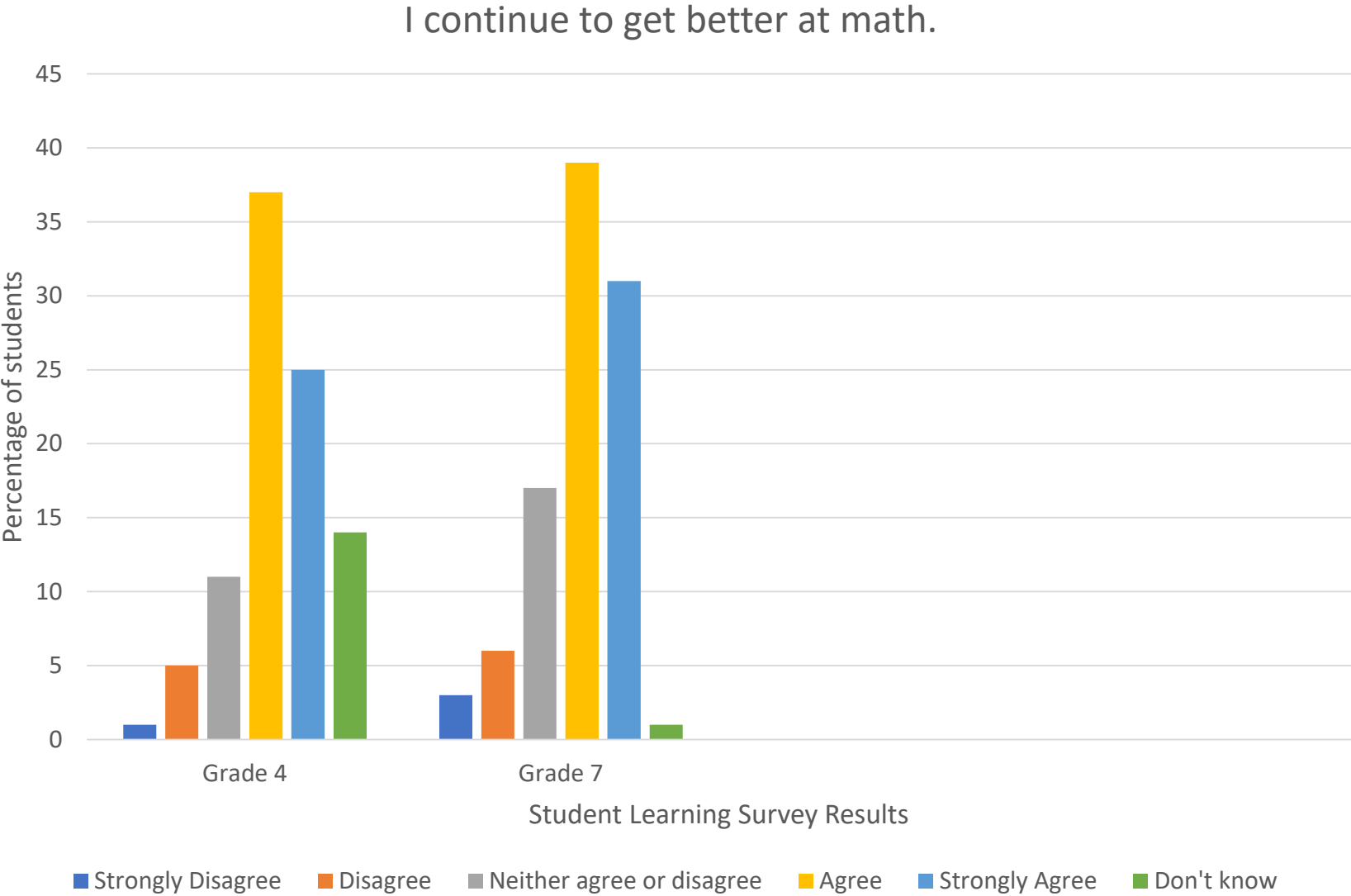
Strategic Priority | Success for all Learners

Goal

That all students will experience growth in and recognition that they are improving in Math.

<Insert Image>

Data



Evidence Narrative

Many students feel they are “bad” at math. Survey results indicate that 31% of Grade 4 students, and 27% of Grade 7 students either feel they are not improving in math, or are unaware of their improvement in math. If students cannot see their growth and improvement, they are less likely to persevere and put forth their best effort. We want to create classroom environments where every child feels successful, and knows that they are improving.

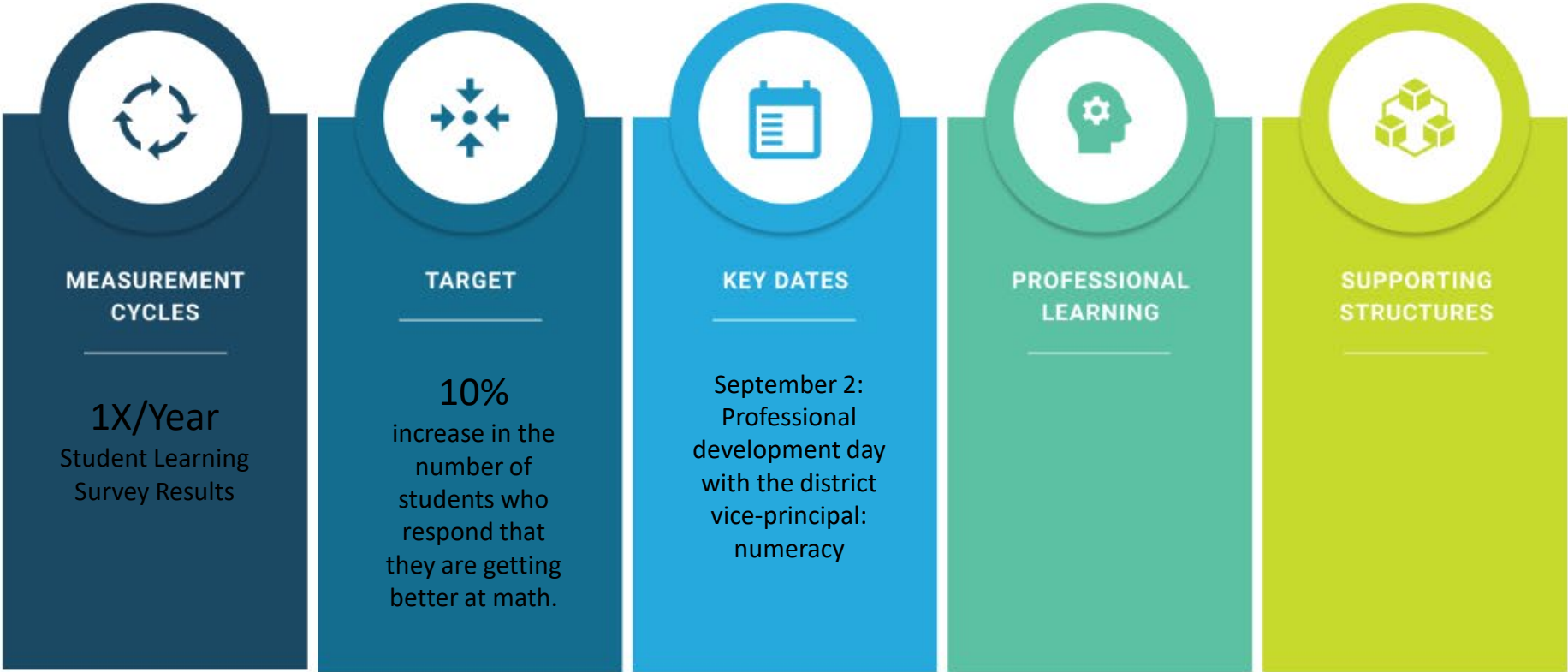
Concept Focus

Differentiation and rich task design.

Strategic Inquiry

If we improve in our ability to differentiate math tasks, and to design rich numeracy tasks with a low floor and high ceiling, will students develop a greater sense of confidence and continuous improvement in math?

Strategic Targets and Measures



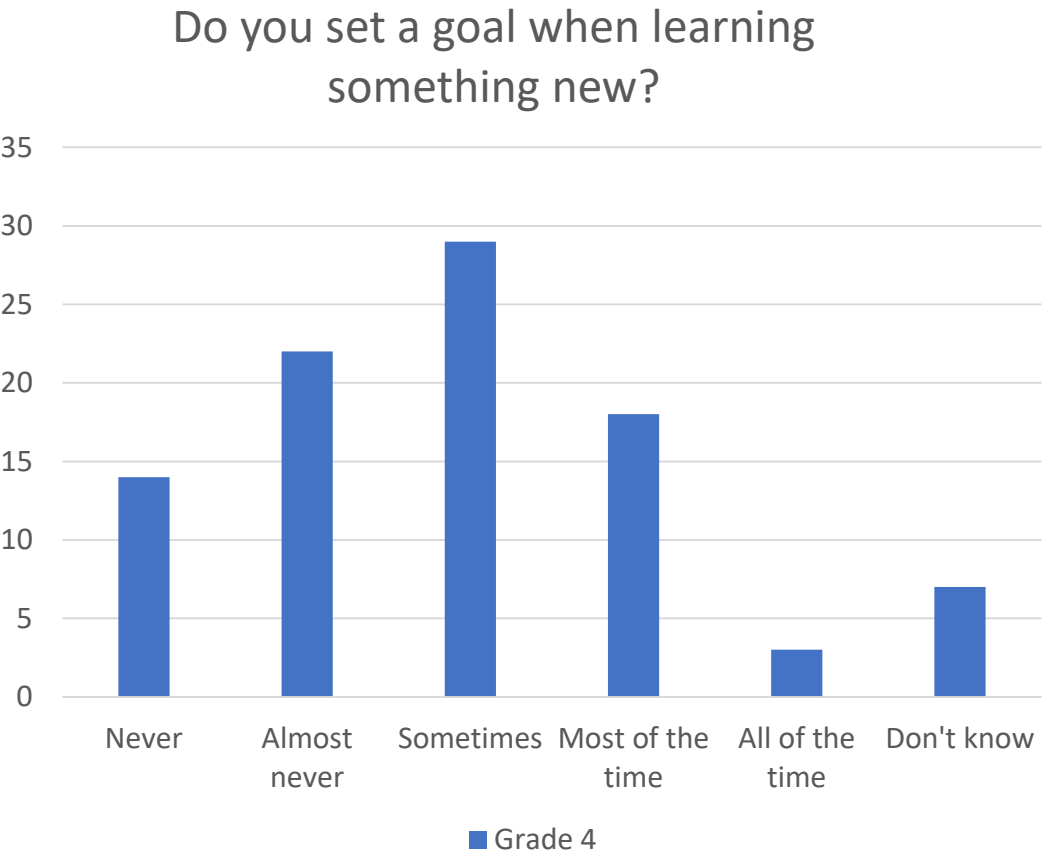
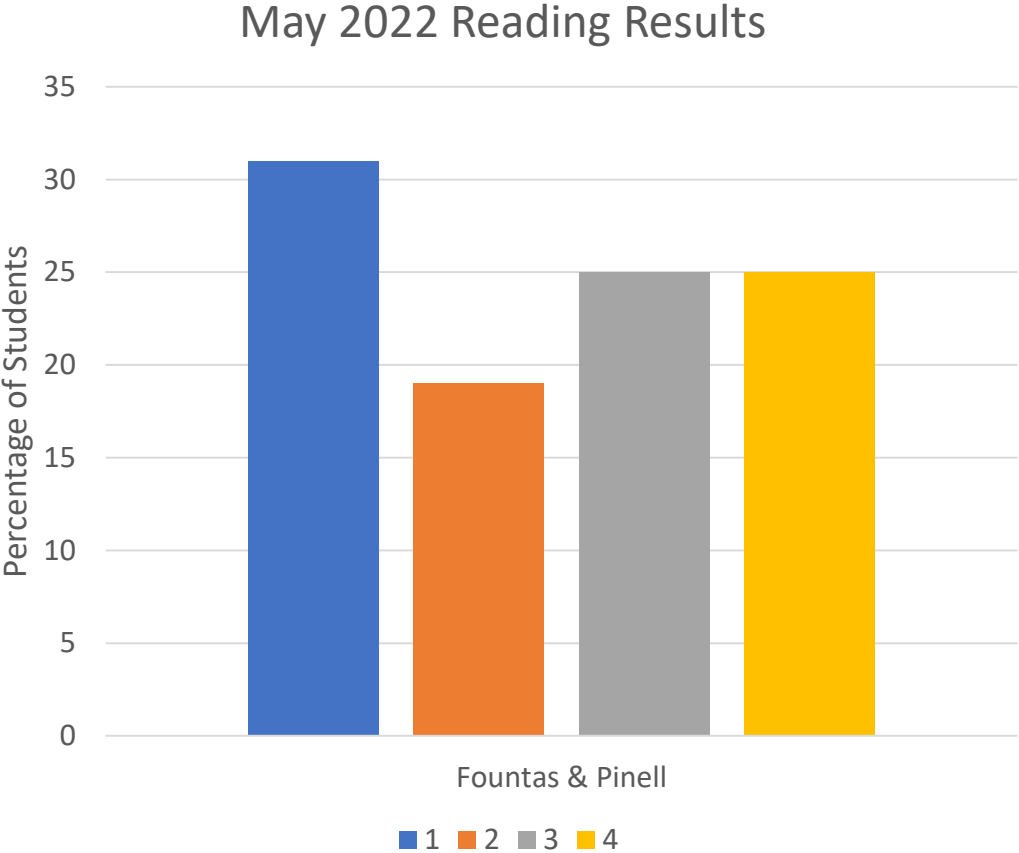
Strategic Priority | Success for all Learners

Goal

To improve reading success for all students, especially students with emerging reading proficiencies.

<Insert Image>

Data



Evidence Narrative

The traditional narrative is that primary students learn to read, while older students read to learn. However, our May 2022 reading scores point out that almost 1/3 of our students are reading at an emerging level. These students struggle with reading fluency in the lower levels, and with reading comprehension at the higher levels. As a result, they are not yet ready to “read to learn”, and will need focused interventions to support them to become confident, capable readers.

Concept Focus

Smart Learning reading strategies are targeted toward setting specific goals during pre-reading, reading and post-reading.

Strategic Inquiry

If we work with children to set goals for their reading, and explicitly teach targeted, research-based, developmentally-appropriate reading strategies, will we see an increase in the percentage of children reading at a developing level or higher?

Strategic Targets and Measures



Strategic Priority | Excellence in Teaching & Leadership

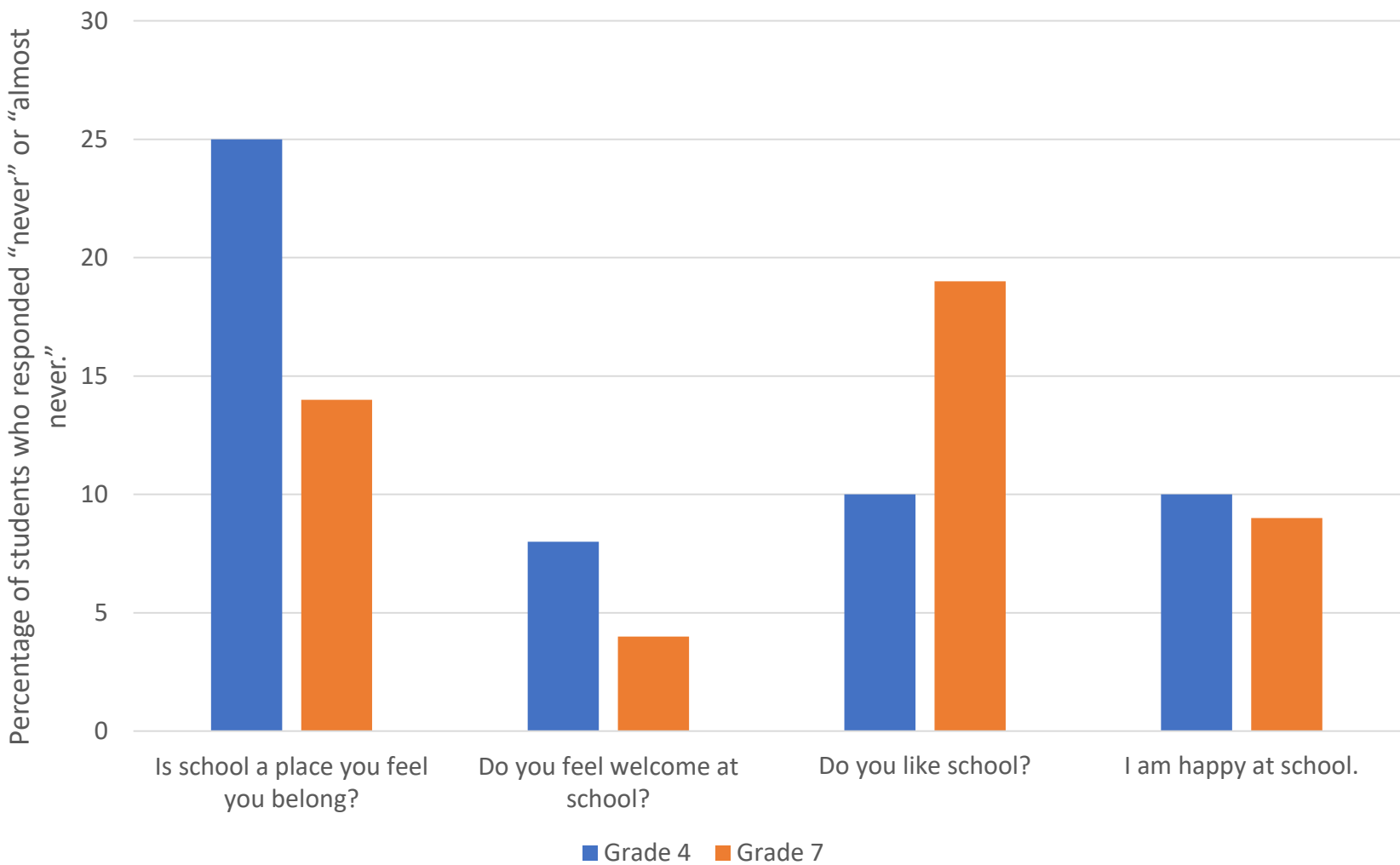
Goal

<Insert Image>

To create a trauma-compassionate school, in which all staff feel capable and confident in co-regulating with children who are reacting negatively to life events, and in which all students feel cared for and supported.

Data

Student Learning Survey Results



Evidence Narrative

Although we have seen overall improvement in students' sense of belonging and connectedness, we still have a small pocket of children who do not feel like they have adults (and in many cases, peers) at school who care about them. As a staff, we often feel frustrated and anxious because we do not have the tools and expertise to effectively support and nurture these children. Due, in part, to our own limitations, these children continue to feel misunderstood, disconnected and unwelcome at school.

Concept Focus

Trauma-informed, compassionate schools. Compassionate Schools **benefit all students who attend but focus on students chronically exposed to stress and trauma in their lives.** These schools create compassionate classrooms and foster compassionate attitudes of their school staff.

Strategic Inquiry

If we build our capacity to respond compassionately to students who are experiencing, or have experienced, trauma, will those students, in turn, feel more safe, accepted and welcome at school?

Strategic Targets and Measures

