



J. Alfred Laird  
ELEMENTARY SCHOOL

September 2023

# SCHOOL SUCCESS PLAN

J. A. Laird Elementary School



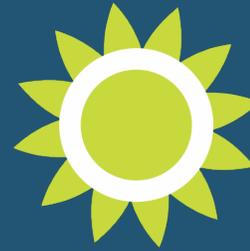
School District No. 6 (Rocky Mountain) is located on the unceded lands of the Secwépemc and Ktunaxa People, and the chosen home of the Métis People of B.C.



# PRINCIPAL MESSAGE

I am pleased to present our School Success Plan goals for the 2023-2024 school year. These goals were developed in collaboration with all school staff and our school community through the May 2023 Community Engagement Evening. At J.A. Laird, we strive for continuous improvement through programs like Leader in Me™, through collaboration with community agencies such as Groundswell Community Network and the Columbia Valley Food Bank, and through building strong relationships with the students and families in our school community.

I invite you to read through our goals, and partner with us as we strive to achieve great things in our work with the young people we are privileged to serve.



Terri Ann Hayes, Principal  
J. A. Laird Elementary School



# SCHOOL DEMOGRAPHICS

## Staff

- Principal
- Vice Principal
- Administrative Assistant
- 13 teachers
- 7 Education Assistants
- 1 Indigenous Education Support Worker
- 1 Youth Care Worker

## Students

**235**

## Grades

**4-7**





**MISSION**

**To support, nurture,  
and empower each  
student**

A dark blue rounded rectangle containing a rocket icon in the top left corner and the text 'MISSION' and 'To support, nurture, and empower each student' in white.

**VISION**

**Limitless potential**

A light green rounded rectangle containing the text 'VISION' and 'Limitless potential' in white, and a stack of four books in the bottom right corner.

**VALUES**

**Community** - We work together to make our school a safe, welcoming and joyful place for everyone.

**Caring**- We take care of ourselves, each other, our school, our family, our community and the earth.

**Diversity, Equity and Inclusion** - We value, respect, and support every person in our school community.

**Responsibility** - We take ownership of our words, our actions, our work habits and our learning.

A large blue rounded rectangle containing the text 'VALUES' and four value statements in white.

# STRATEGIC PRIORITY ONE

Equity, Diversity, and  
Inclusion



Goal

## Improve student access to nutritious food.

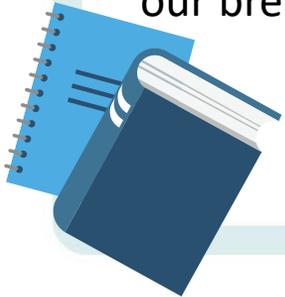
Leader in Me™ focus:

- Sharpen the Saw



## Evidence Narrative

Traditionally, our breakfast program has provided toast and fresh fruit. However, given that a large percentage of our students report not eating breakfast and subsequently feeling hungry at school, we want to be able to provide a wider variety of nutritious foods at our breakfast program to ensure students are ready to learn.



## Concept Focus

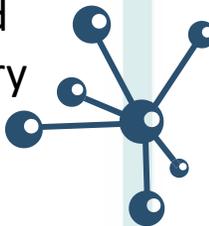


### Maslow's Hierarchy:

students' basic needs must be met before they are ready to learn.

## Strategic Inquiry

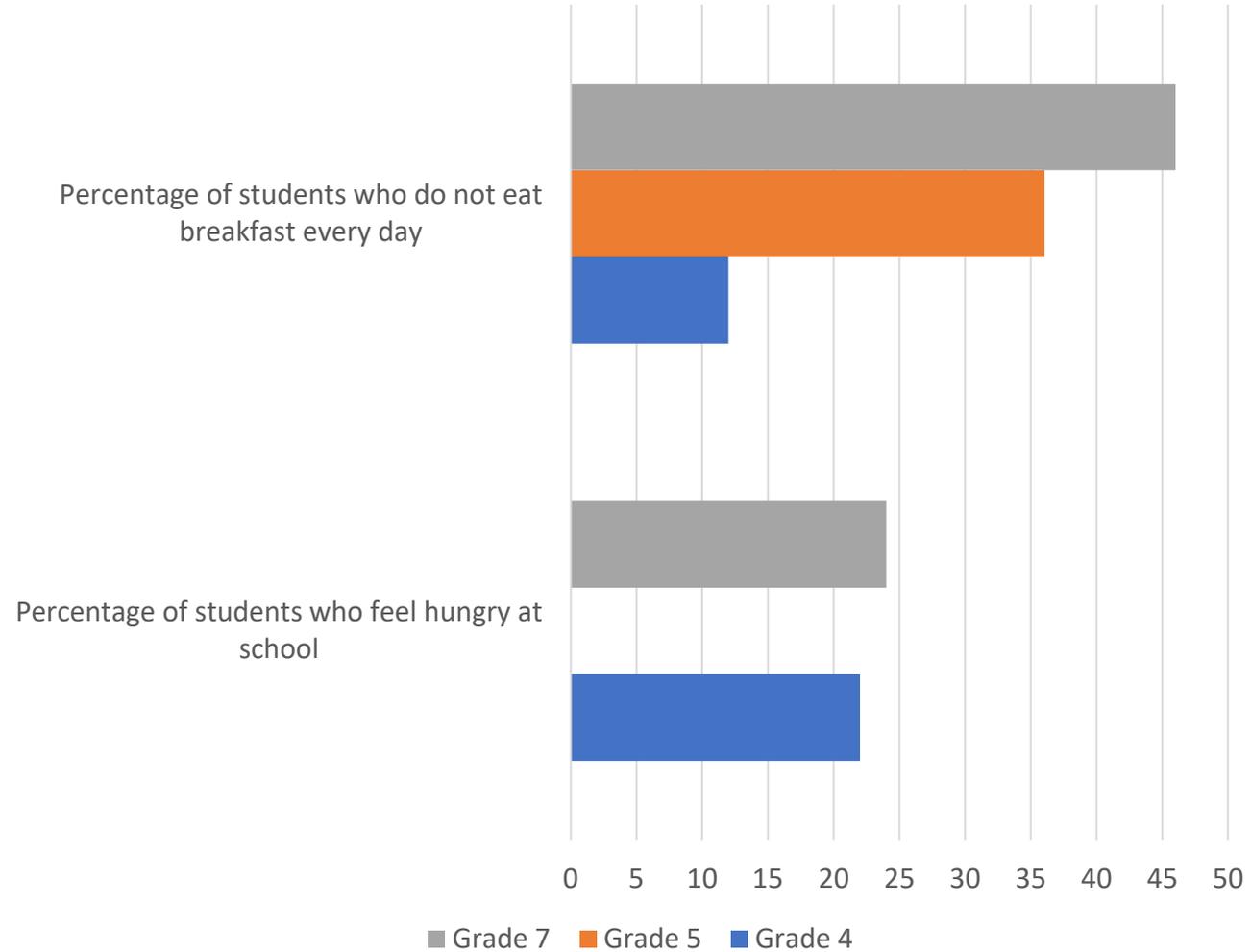
If all staff provide access to a daily, barrier-free nutritious breakfast for students, and ensure that the nutrition curriculum is taught in all classes, will we see a decrease in the number of students who do not eat breakfast, and who report feeling hungry while at school?



# DATA

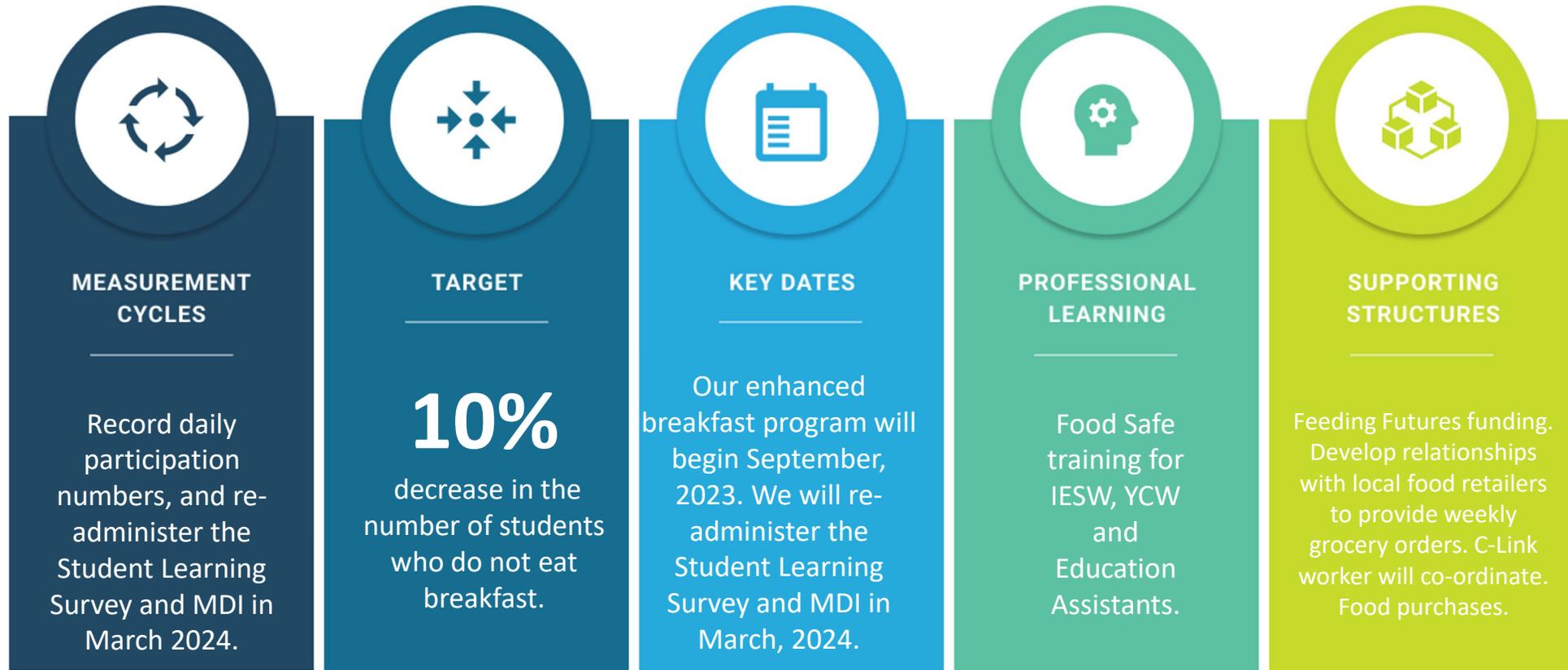
Our data clearly indicates that we have a high percentage (approximately 23%, or 55 students) of students who feel hungry while at school, and an even higher percentage of students who do not eat breakfast every day. In all cases, the older a student is, the more liable they are to not eat breakfast and to feel hungry while at school.

## Student Nutrition



Source: Student Learning Survey and Middle Years Development Instrument

# TARGETS, MEASURES & SUPPORTS



# LEARNING & STRATEGIC RESOURCES

- Co-ordinate program with Community Link Worker and District Lead for *Feeding Futures* initiative;
- Ensure Food Safe training for Youth Care Worker and Indigenous Education Support Worker, who will prepare and serve breakfast;
- Teachers to sign-up in September 2023 to join students in the breakfast program and provide support 1 day/week;
- Purchase of larger refrigerator/freezer for student kitchen;
- Investigate funding sources including Ministry of Education and Child Care *Feeding Futures* funding and other potential grants.



# STRATEGIC PRIORITY TWO

Success for Each  
Learner

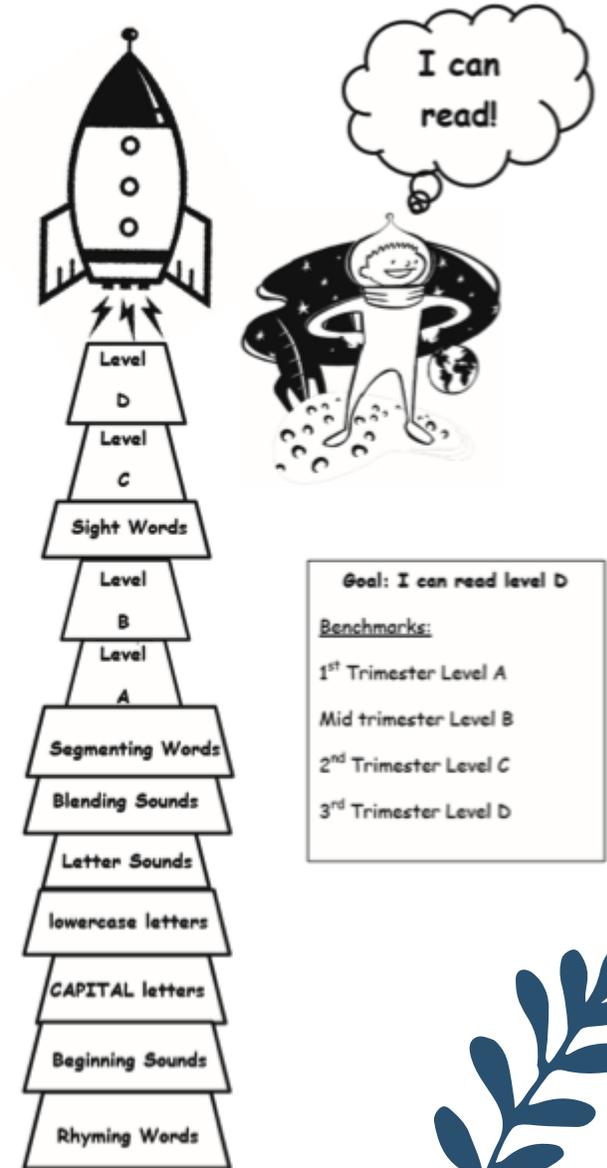


Goal

## Improve numeracy and literacy achievement.

Leader in Me™ focus:

- Begin with the end in mind



## Evidence Narrative

Our last-year's goal was for students to set a goal prior to reading. However, we noticed that students were often unable to create specific goals related to their learning. We are hoping that by regularly discussing learning intentions and success criteria, students will be better equipped to set specific and achievable learning goals.



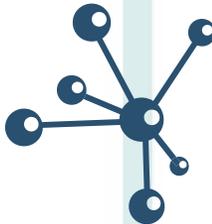
## Concept Focus

Learning Intentions  
& Success Criteria



## Strategic Inquiry

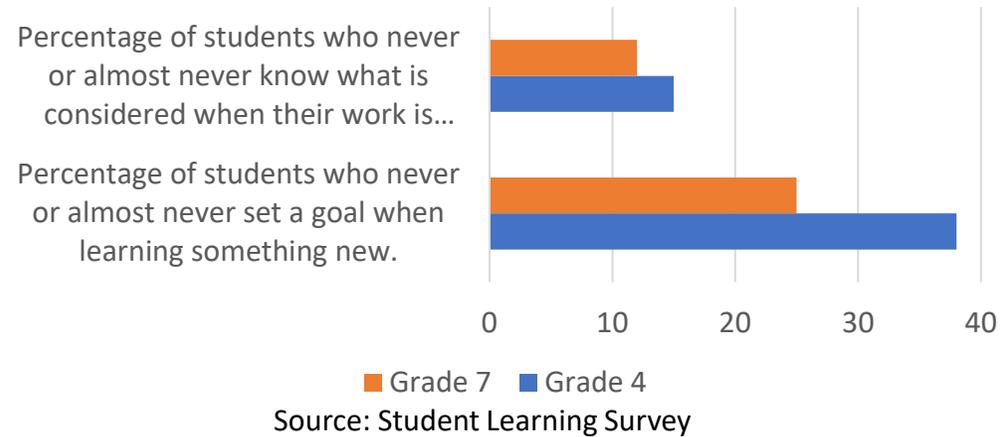
If all teachers post learning intentions and success criteria in the classroom and teach students to use success criteria, will students improve in literacy and numeracy?



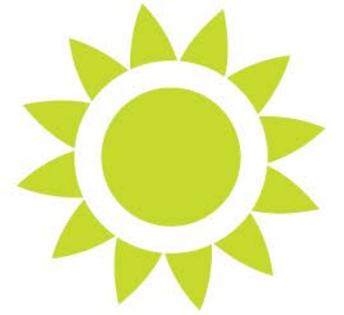
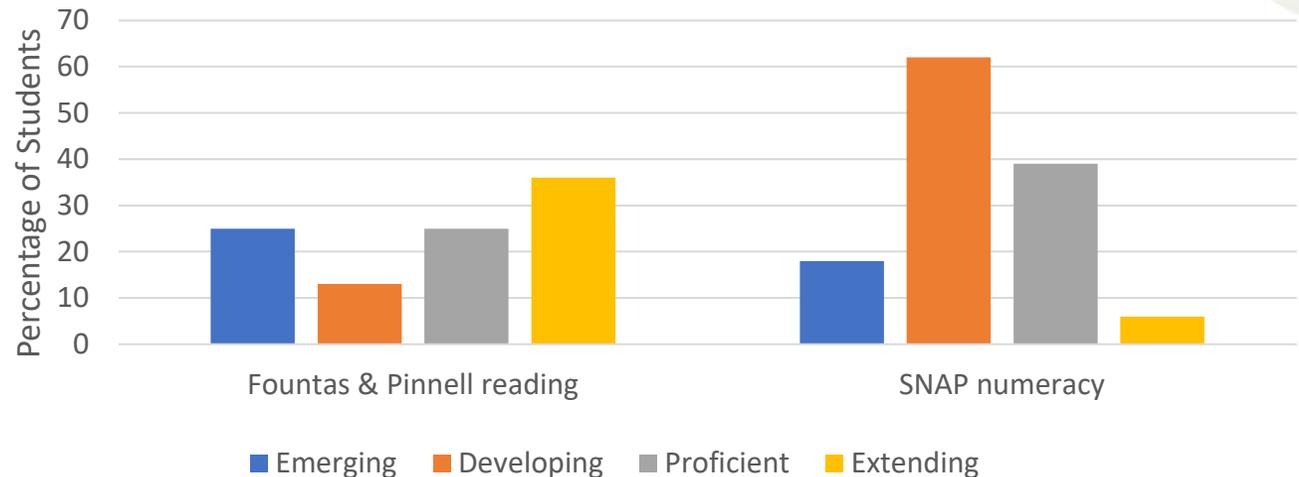
# DATA

Our data indicates that a high percentage of students never or almost never set learning goals. In addition, up to 15% of students feel that they do not know what will be considered when marking their work. A recent survey of Core Competency Reflections indicated that only 4% of students were able to set specific, measurable and attainable goals. It is difficult to set specific and achievable goals when students do not know the intention of the lesson, and they are unsure of what success criteria are being used to evaluate progress.

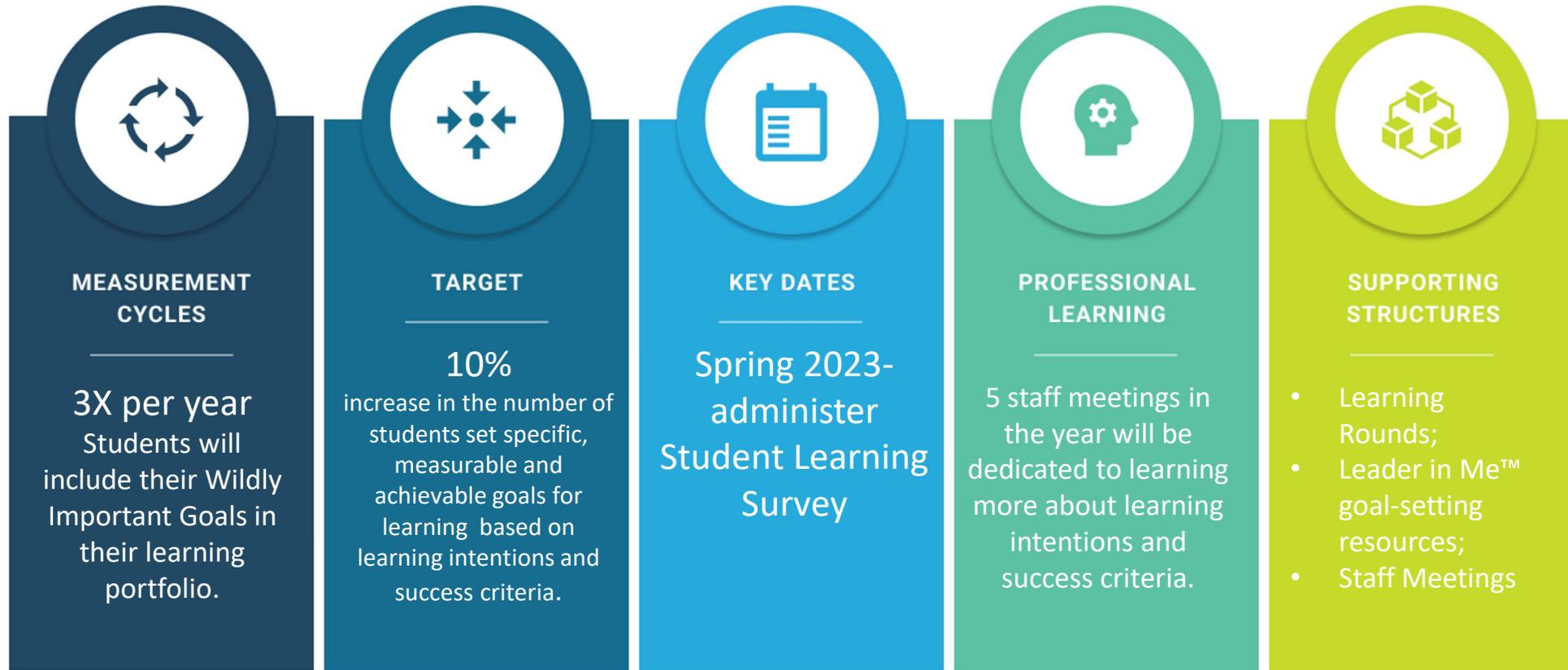
## Learning Intentions



## Literacy and Numeracy Scores May 2023



# TARGETS, MEASURES & SUPPORTS



# LEARNING & STRATEGIC RESOURCES

- Dylan Wiliam videos on Learning Intentions viewed at staff meetings and Professional Development days;
- Articles by Connie Moss and Susan Brookhart on “learning targets” discussed at staff meetings;
- Regular Learning Rounds will be used to observe methods of implementation;



# STRATEGIC PRIORITY THREE

Growing Capacity of Self and  
Others



## To improve student self- reflection.

Leader in Me™ focus:

- Begin with the end in mind



## Evidence Narrative

We know that active participation in the development of learning portfolios leads to greater student self-reflection and meaning-making. Anecdotal evidence from Core Competency reflections suggests that many of our students are not yet able to reflect meaningfully on their growth in thinking; communication; and personal and social competencies.



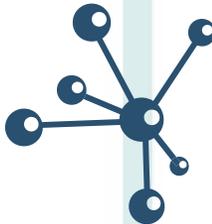
## Concept Focus

### Learning and Leadership Portfolios



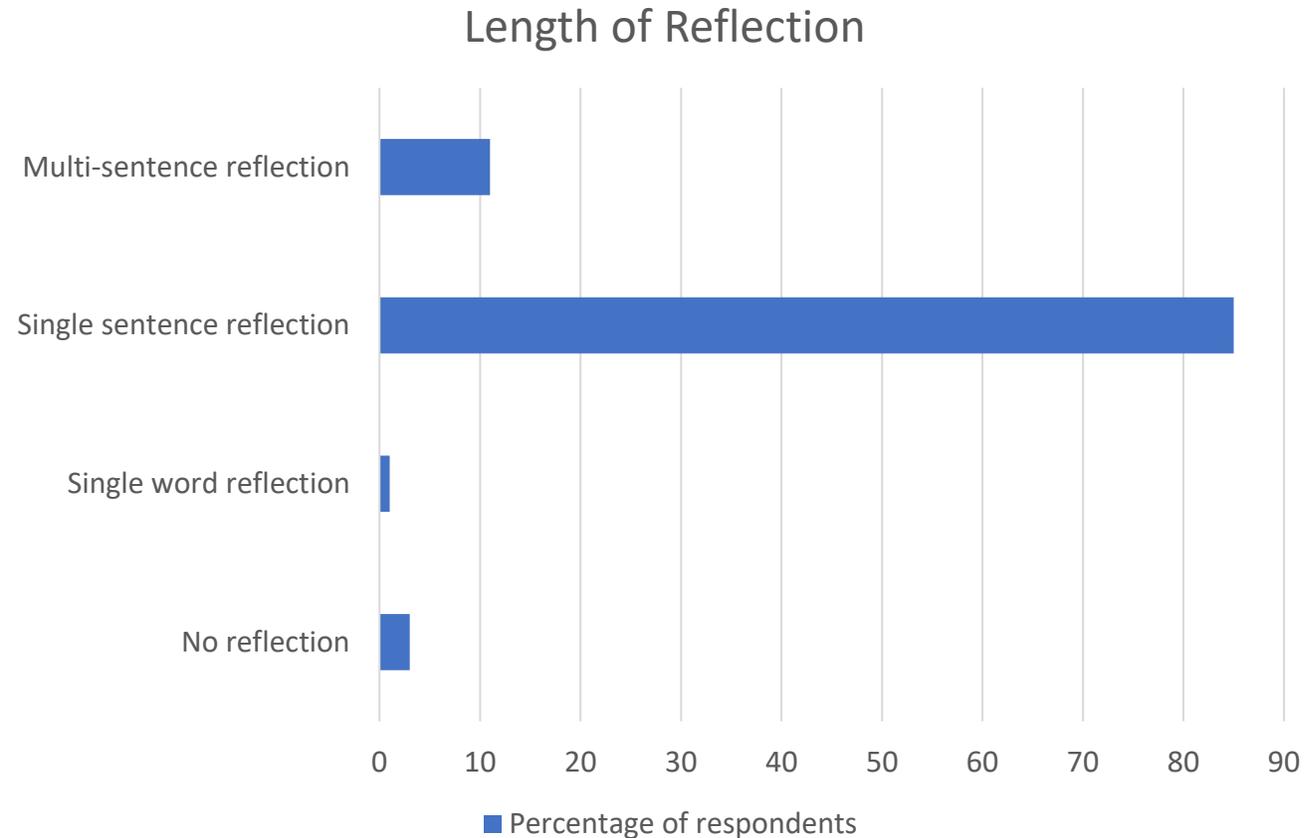
## Strategic Inquiry

If students routinely select and reflect upon academic and personal/social skills for a personal leadership and learning portfolio, will we see improved ability for students to speak about themselves as learners during student-led conferences and Core Competency reflections?

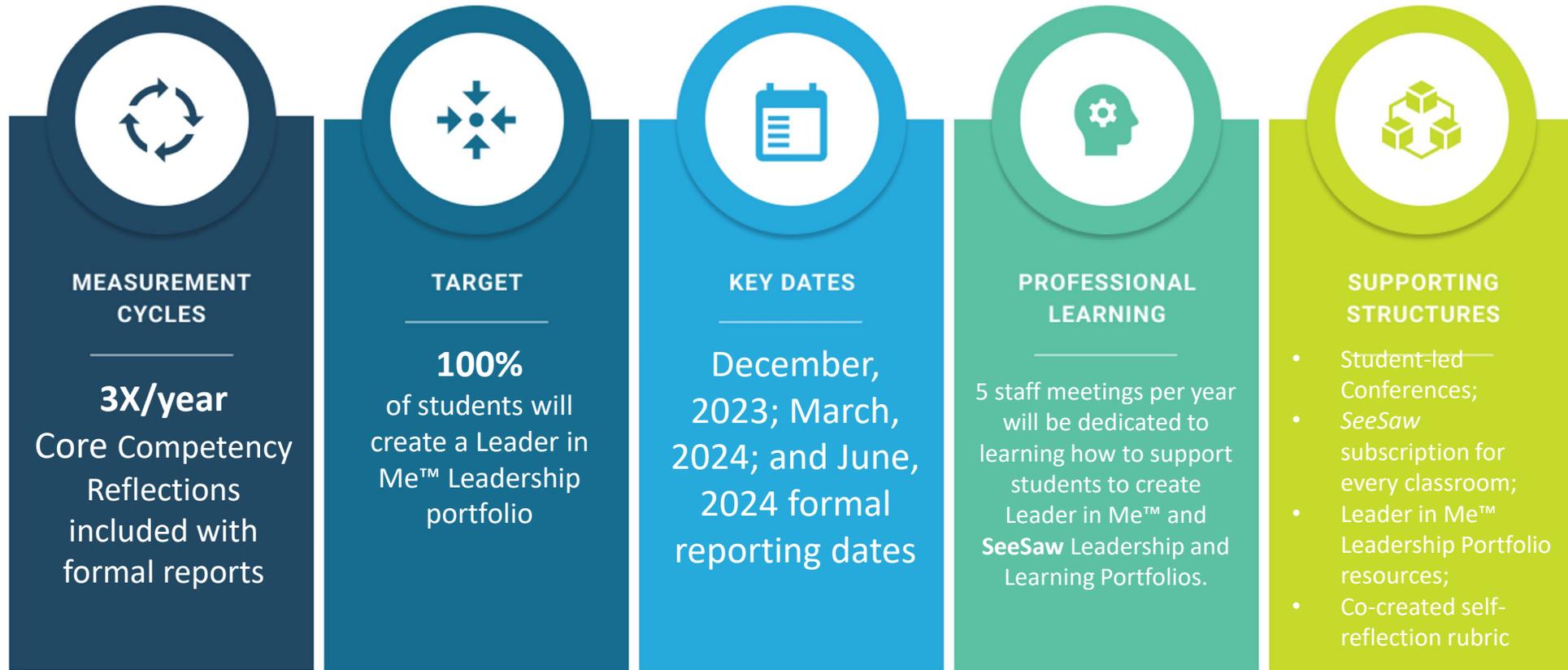


# DATA

A random sampling of 100 Core Competency reflections across all grade levels indicates that the majority of children (85%) reflect on the Core Competencies using a single sentence. Furthermore, 47% of reflections were connected to out-of-school pursuits and relationships, as compared to academic accomplishments (12%) or work habits (32%). Our students would benefit from further practice reflecting upon themselves as learners.



# TARGETS, MEASURES & SUPPORTS



# LEARNING & STRATEGIC RESOURCES

- SeeSaw Resources about student learning portfolios will be reviewed during staff meetings and Professional Development days;
- Leader in MeU student portfolio resources will be used to create a Leadership Portfolio for every student;
- Teachers will co-create a rubric identifying the criteria for a quality self-reflection;
- Students will generate Core Competency self-reflections at least 3 times/year prior to formal reports.



# STRATEGIC PRIORITY FOUR

Stewardship for the  
Future



# All students will improve their understanding of food sustainability.

Leader in Me™ focus:

- Sharpen the Saw
- Synergize



## Evidence Narrative

We have several classes who currently participate in a gardening program, which has taken learning outside more often, and has resulted in students contributing to their community and eating more vegetables. We feel that expanding this program to the entire school will address all of these aspects of learning for more students in the school.



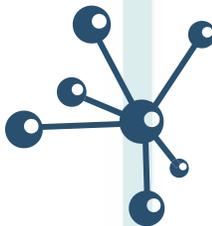
## Concept Focus

**Local, sustainable food production practices.**



## Strategic Inquiry

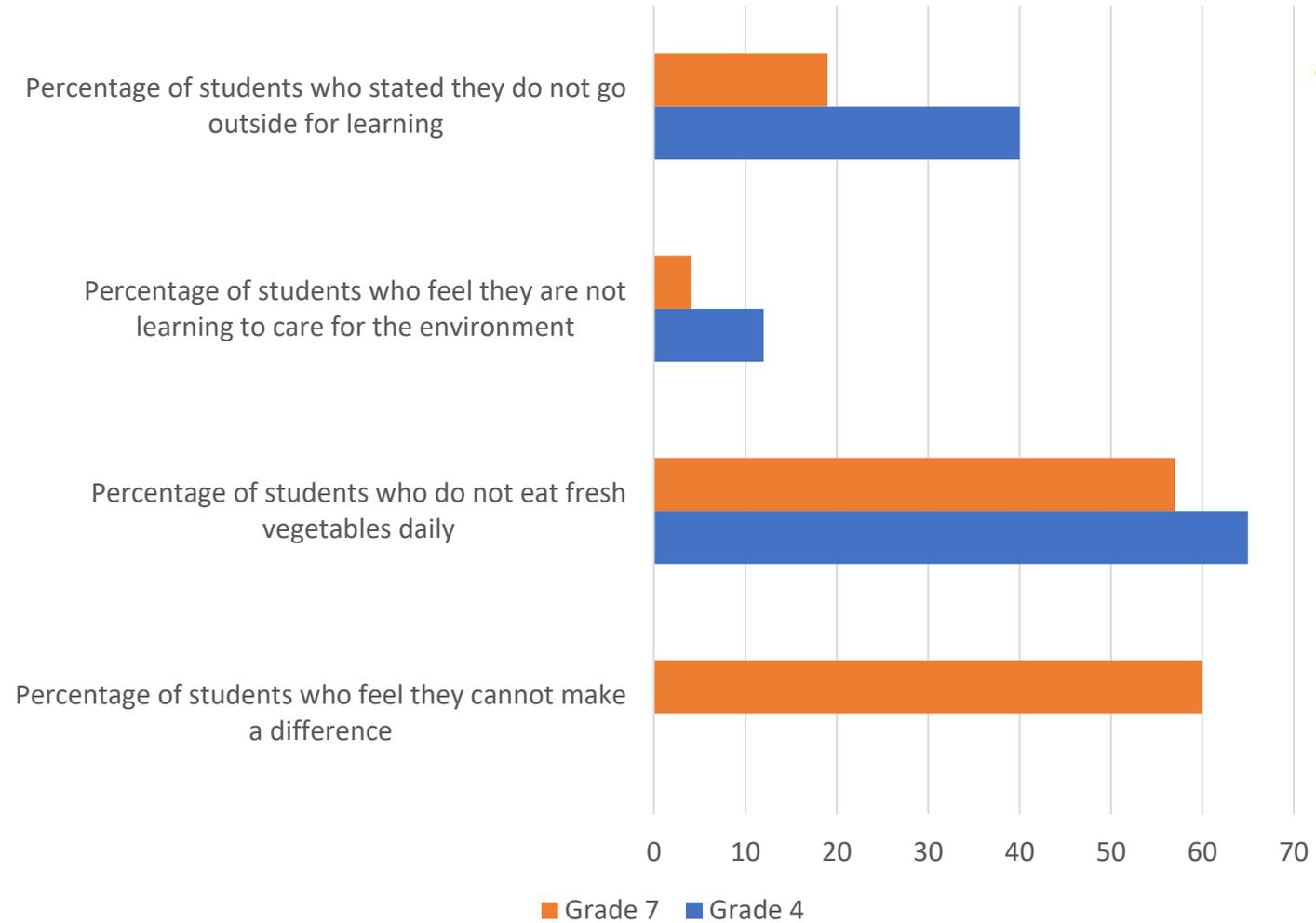
If teachers teach sustainable food practices, such as gardening, to students, will students develop an improved understanding of global sustainability?



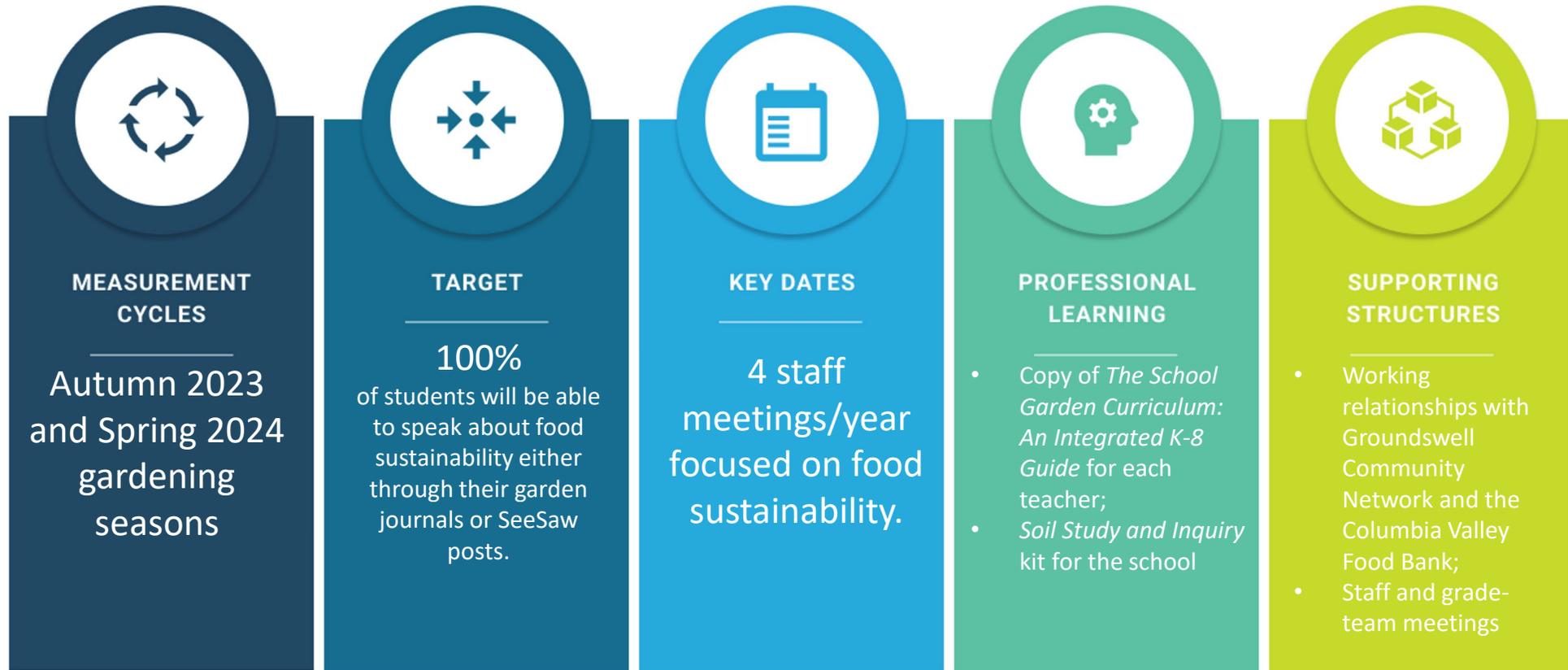
# DATA

Anecdotally, community members who attended our Community Engagement Session overwhelmingly asked for more opportunities for students to learn outside. Additionally, many students indicate that they do not get to go outside for learning on a regular basis, and that they do not eat fresh vegetables daily.

## Student Learning Survey Results



# TARGETS, MEASURES & SUPPORTS



# LEARNING & STRATEGIC RESOURCES

- Collaborative relationship with Groundswell Community Network educators;
- *The School Garden Curriculum: An Integrated K-8 Guide* for each teacher;
- Working relationship with the Columbia Valley Food Bank;
- Funding potential through PAC, the annual *Make It Sow* fundraiser, a Whole Kids Foundation grant and Brett Wilson Foundation funding;
- Regular grade-team meetings to plan gardening activities and field trips;
- Wild Schools workshops on sustainable gardening practices;
- Several classes have booked co-teaching sessions with the Columbia Outdoor School around soil health.

