

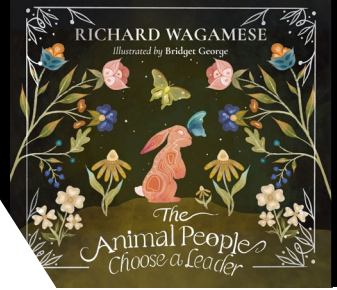


2025-2026

SCHOOL SUCCESS PLAN

J. A. Laird Elementary School





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PRINCIPAL MESSAGE

June 2025

This year, teachers will be using the Richard Wagamese picture book, *The Animal People Choose a Leader* as a mentor text. This picture book explores themes of leadership, respect, collaboration, and appreciating differences. These themes have been identified as areas for growth at our school, through results from our most recent Student Learning Survey.

Our goal in the upcoming school year is to foster critical thinking, as students consider their roles as learners, and as citizens of their school and community. This goal embraces all three of the BC Core Competences: Communication, Thinking, and Personal and Social Responsibility.

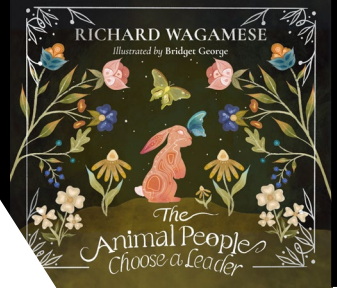
This plan was developed in conjunction with all school staff. A draft plan was presented to our Parent Advisory Committee in May 2025, and a survey soliciting feedback from our school community was sent to all families in June 2025. The feedback from our community has been overwhelmingly supportive of this year's goals.

This is my last year as principal of J.A. Laird. It has been such a privilege to work with staff, students and their families over the past 7 years. As I pass the baton to our new principal in 2025-2026, Don Reid, I wish our Laird community a rich year of learning.

Sincerely,

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Principal





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SCHOOL DEMOGRAPHICS

Staff

- 1.4 Learning Services Teachers
- 10 Classroom teachers
- 1 Youth Care Worker
- 1 Teacher-librarian
- 7 Education Assistants
- 1 IESW
- 1 Admin. Assistant
- 1 Principal, 1 Vice-principal

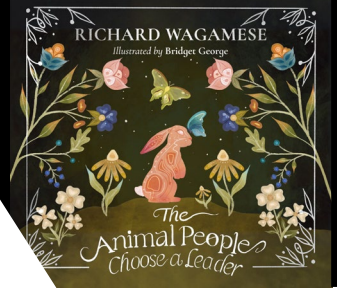
Students

- 259 students
- 51 Indigenous students

Grades

- Grade 4 - 62
- Grade 5 - 58
- Grade 6 - 67
- Grade 7 - 71





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VISION

Our vision is to create a safe and dynamic learning environment that fosters personal growth, curiosity, confidence and compassion.

MISSION

At J. Alfred Laird Elementary School, our mission is to nurture the intellectual, social, emotional, and physical growth of every student, in collaboration with our families and community.

VALUES

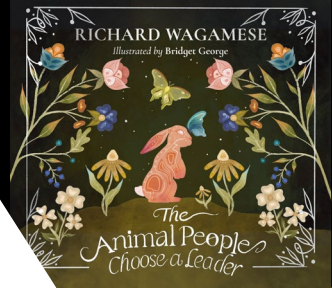
Community: We work together to make our school a safe, welcoming and joyful place for everyone.

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.





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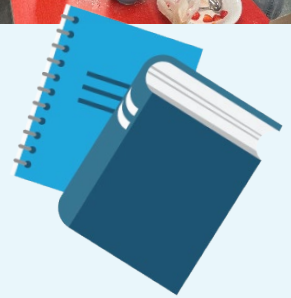
THEMATIC NARRATIVE

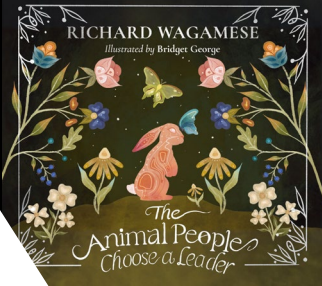
We examined a range of school data, as well as anecdotal evidence, in order to arrive at our School Success Plan goals.

Our Student Learning Survey results, as well as anecdotal evidence, suggest that, as our student population becomes more diverse, we are also seeing an increase in discrimination on the basis of race. Four percent of our Grade 7 students reported that they frequently experience discrimination on the basis of race. We frequently witness racist slurs being exchanged between students at recess. Any level of discrimination is unacceptable. It is important that we address this issue and invite students to think critically about their role in creating a safe, inclusive learning environment.

Academically, we see evidence that students struggle to clearly communicate their justification for decisions or points of view. For example, 20% of students completing the SNAP numeracy assessment were “Emerging” in their ability to justify their answer. Similarly, in written assessments such as the Performance-based Literacy Assessment (PBLA) and the FSA, many students struggled to use evidence to justify and defend their position.

Teachers have reported that they need assistance in incorporating Indigenous perspectives and ways of knowing across the curriculum. This is an expectation of teachers both through the Calls to Action, and as one of the Professional Standards for BC Educators. Teachers would like to fulfill this obligation by learning from and collaborating with local Indigenous Elders and Knowledge Holders.

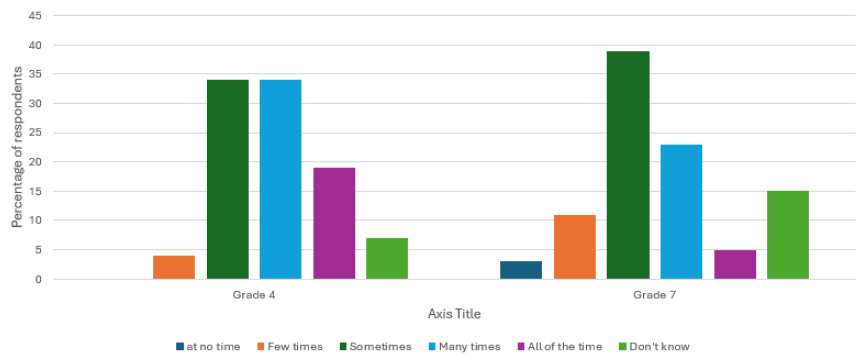




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At school are you learning how to do things to care for the environment?

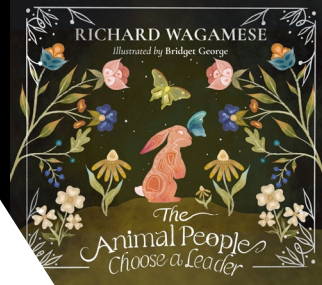


At the same time, we can see that, with regards to stewardship for the future, students are fluent in the 3 Rs (reduce, recycle, reuse) but have not had experience in considering diverse perspectives and possibilities with regards to stewardship. Recognizing that we cannot solve challenges related to stewardship with the same mindset that created those challenges, we seek to broaden our students’ perspectives and encourage critical thinking through infusing Indigenous points of view.

Goal

Our goal for the 2025-2026 school year is to encourage and promote students’ ability to think critically about and be able to justify their decisions and points of view, in their roles as learners and as citizens of their school and broader community.





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EQUITY, DIVERSITY AND INCLUSION

Inquiry

If we focus on anti-racism in the classroom, will we see a decline in the extent of racism being witnessed and/or reported at school?

Action

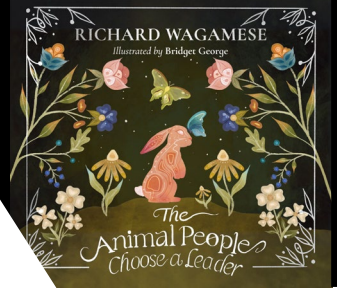
Every classroom teacher will present a series of lessons on anti-racism by the end of October 2025. We will be purchasing additional picture books to support lessons on anti-racism, and will be using digital resources from a collaboratively-generated list.

Data and Monitoring

We will be tracking the number of racist interactions in My Ed (our student reporting system) throughout the school year to determine the kinds and frequency of racist interactions, as well as any trends we need to address.

We will survey students using the Student Learning Survey in the Spring of 2026 to determine if there is a decline in the number of students reporting discrimination on the basis of race.





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SUCCESS FOR EACH LEARNER

Inquiry

Will a focus on communication of ideas and information in both literacy and numeracy lead to improved outcomes on a range of student assessments (FSA, Performance-Based Literacy Assessments (PBLA), SNAP numeracy assessments)?

Action

Literacy: Teachers will teach a unit on persuasive writing, using resources such as Adrienne Gear's resources on non-fiction writing. All students will create and share a piece of persuasive text, such as a piece related to which animal they think should be our school mascot, demonstrating their ability to defend decisions and assumptions.

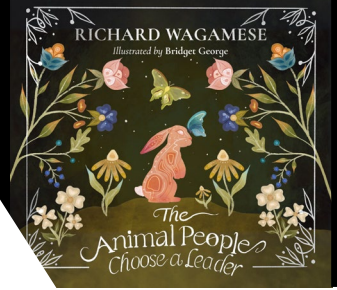
Numeracy: Teachers will explicitly model, and students will practice the "Communicates" aspect of the Numeracy Pathways, specifically the "justifies and defends decisions and/or ideas" sub-aspect.

Data and Monitoring

Teachers will use the BC Ministry of Education Literacy & Numeracy Pathways to collaboratively evaluate students' growth in communicating ideas and information in both numeracy and literacy. In literacy, our focus will be on students' ability to represent, explain, and defend final products in context. In numeracy, we will focus on students' ability to represent, explain, and defend their approach and solution within a problem's scenario.

We will also compare results in the FSA, PBLA, and SNAP assessments year-over-year to determine achievement growth in these areas.





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GROWING CAPACITY OF SELF AND OTHERS

Inquiry

Will learning from Indigenous Guardians and local Elders and Knowledge Keepers lead to increased infusion of Indigenous perspectives across the curriculum, and, in particular, when discussing environmental stewardship?

Action

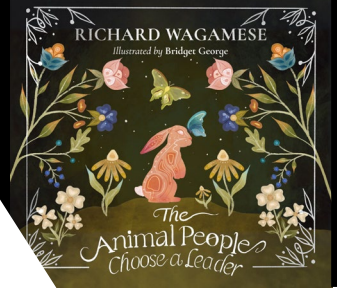
In the 2025-2026 school year, all school staff will participate in learning sessions with Indigenous Guardians and other elders and knowledge holders to learn more about Indigenous perspectives related to the stewardship of land, water and cultural artifacts. We will also be using picture books and websites such as [Indigenous Connections - YouTube](#) and [Indigenous Knowledges | Climate Atlas of Canada](#).

Additionally, staff will be provided with collaboration time to develop lessons incorporating their learnings into age-appropriate units of study related to stewardship. Those lessons will be presented to students.

Data and Monitoring

We will survey staff at the beginning and end of the school year to assess their confidence and experiences in infusing Indigenous perspectives about stewardship of the land, water and cultural artifacts.





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STEWARDSHIP FOR THE FUTURE

Inquiry

Will students exhibit a broader understanding of stewardship after being exposed to ideas and perspectives from Indigenous knowledge holders?

Action

Every class will participate in an outdoor field trip to the Spirit Trail, with Indigenous Guardians and other knowledge holders as guides, to learn about Indigenous perspectives on the stewardship of land, water, and cultural artifacts.

Data and Monitoring

We will use student journals and anecdotal evidence to monitor students' developing understanding and appreciation for stewardship of the land, water and cultural artifacts.

Our Science Fair theme for this school year will include stewardship. We will be monitoring exhibits looking for evidence of students' expanding understanding of ways in which they can demonstrate stewardship.

