



September 2022

School Success Plan

Lindsay Park Elementary School

DRAFT PLAN June 9, 2022



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 —

At Lindsay Park Elementary School, we acknowledge that we learn and play on the unceded territory of the Ktunaxa First Peoples. Lindsay Park is a K-3 primary school that prides itself on having a learning community that strives to create an inclusive, caring environment where our students and families feel safe, valued, and respected. We are committed to paddling together in one direction towards truth and reconciliation, and equity for all.

Throughout the year, we met monthly to review all goals in the success plan and to celebrate successes along the way. We reviewed the initial data in the fall to see what it told us and created lessons and learning based on needs of students. In the fall, we scanned the students to see how they felt with their sense of belonging at school. Did they feel safe and secure in the building and with the people? Did Indigenous students feel they belonged at Lindsay Park? For the most part, they did, but we still had room to grow. Classes implemented check-ins daily to ensure students felt heard. A mid-year scan resulted in all Indigenous learners feeling safe and secure at school.

Our goals around success for all learners centered around two sub-goals: literacy and numeracy growth. With literacy, intentional guided reading and small group work would be evident in all classrooms. Providing a range of reading instruction was our goal to target improved reading for all learners, in particular Indigenous learners. Supporting a collaborative approach to instruction, along with targeted Tier 1, 2 and 3 supports, our data story tells us we have grown. Our next steps will be to dive deeper into strategies and learning to improve reading and writing fluency.

Numeracy was a similar story. Our goal was to look at real-life numeracy and engage learners in tasks that made sense to them. Although the tasks took us longer to get off the ground, we noticed improvements in numeracy amongst our school population. This will continue to be a goal for 2022-2023 in developing rich tasks that are real-life, experiential and meaningful to children ages 5-8.

Lastly, our goal around teaching and leadership excellence was based on a collaborative approach to adult learning and growth. Due to Covid, this did not get the momentum we had hoped for. Again, we had pockets of success with some collaboration in early fall and late spring, but this will be a goal that will continue into next school year.

We are excited about continuing the journey of school success with literacy, numeracy, equity and excellence.





School Demographics

STAFF	STUDENTS	GRADES
<p>Staff: 15 plus Itinerant Staff</p> <ul style="list-style-type: none">• 8 Classroom teachers• 1 LST• 1 Teacher-librarian• 3 Education Assistants• 1 Principal	<ul style="list-style-type: none">• 170 students• 20 Indigenous students• 3 students on IEPs• 2 students on learning plans	<ul style="list-style-type: none">• K-3



MISSION

We take care of ourselves,
Each other,
This place, and
This land.



VISION

Everyone belongs and
learns here.



VALUES



- Respect
- Kindness
- Relationship
- Communication
- Trust
- Health
- Creativity



Strategic Priority | EQUITY and INCLUSION

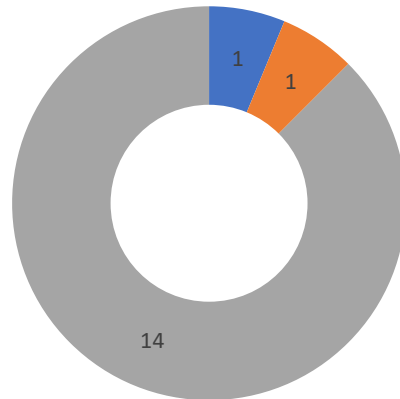
Goal

- Create a coordinated approach to support social emotional learning across all grades



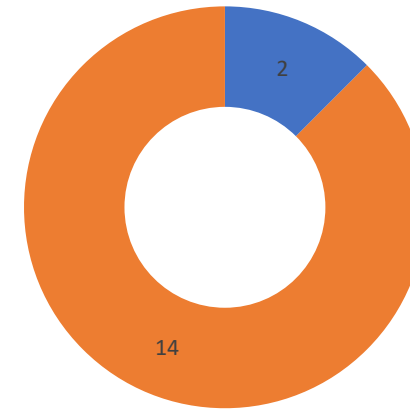
DATA: where we started

Count of Can you name 2 or more adults at our school you know care about you?



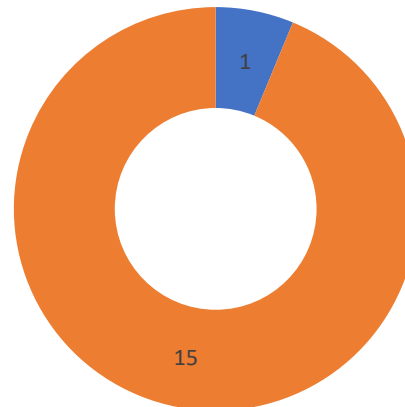
■ No
■ Sometimes
■ Yes

Count of Is Lindsay Park Elementary School a place where you feel comfortable to share your ideas?



■ Sometimes
■ Yes

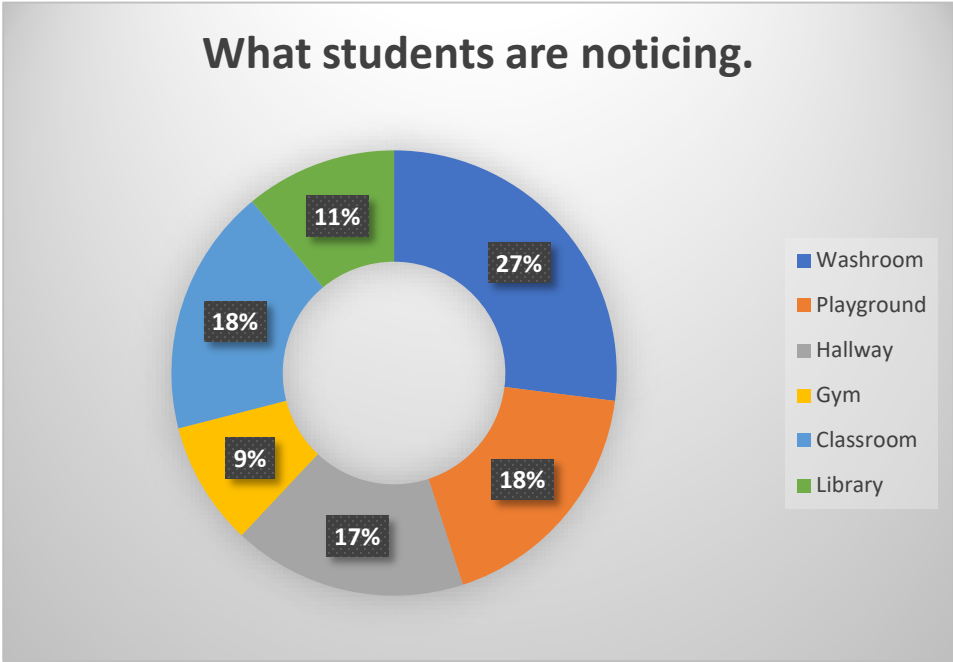
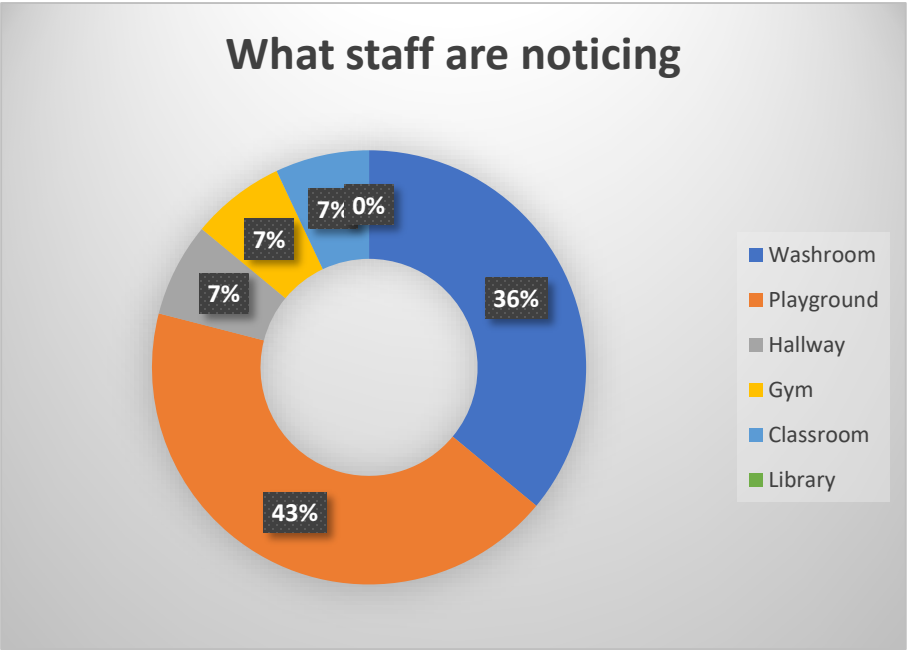
Count of Do you feel safe at school?



■ Sometimes
■ Yes

Data

- Spring 2022 – increased office referrals to office and behavior interventions were noticed. Our hunch was behavior incidents were increasing within the washrooms and on unstructured times in the field. We asked the students and the staff.



Evidence Narrative

In 2021-2022, it was important to us to learn if Indigenous learners felt they belonged at Lindsay Park. Two scans were done and 100% of indicated that they always feel this way or sometimes do. They all feel safe at school and can name adults who care about them. Understanding this was key to the next step – do ALL learners have the strategies to regulate their emotions. We know that if learners don't feel safe at school, they will not regulate. Now that we know our learners ALL feel safe at school, we want to dive deeper into supporting their regulation so they can learn. As we notice an increase in behavior.

Concept Focus

The concept we are focusing on centers around common language and approaches. Using evidence-based research in both The Zones of Regulation and We Thinkers, students will be intentionally taught these strategies. We know that intentional teaching of social and emotional learning and strategies is key for students to acquire these skills and start to use them. The ultimate goal is for them to use them independently. We will begin with co-regulation and do gradual release of supports as students acquire these skills in targeted areas.

Strategic Inquiry

If all teachers intentionally teach social/emotional learning lessons centered around these two curriculums, will we see evidence of increased student ability to regulate with effective problem-solving across grades and school locations?

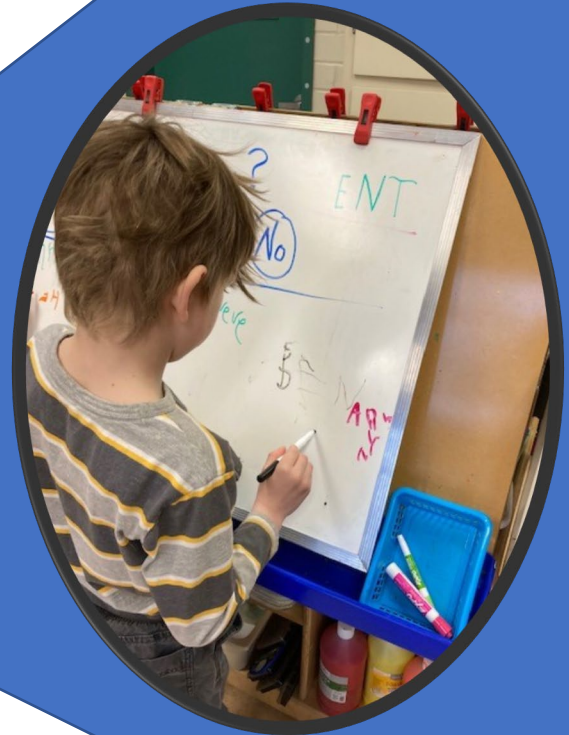
Strategic Targets and Measures



Strategic Priority | SUCCESS FOR ALL LEARNERS

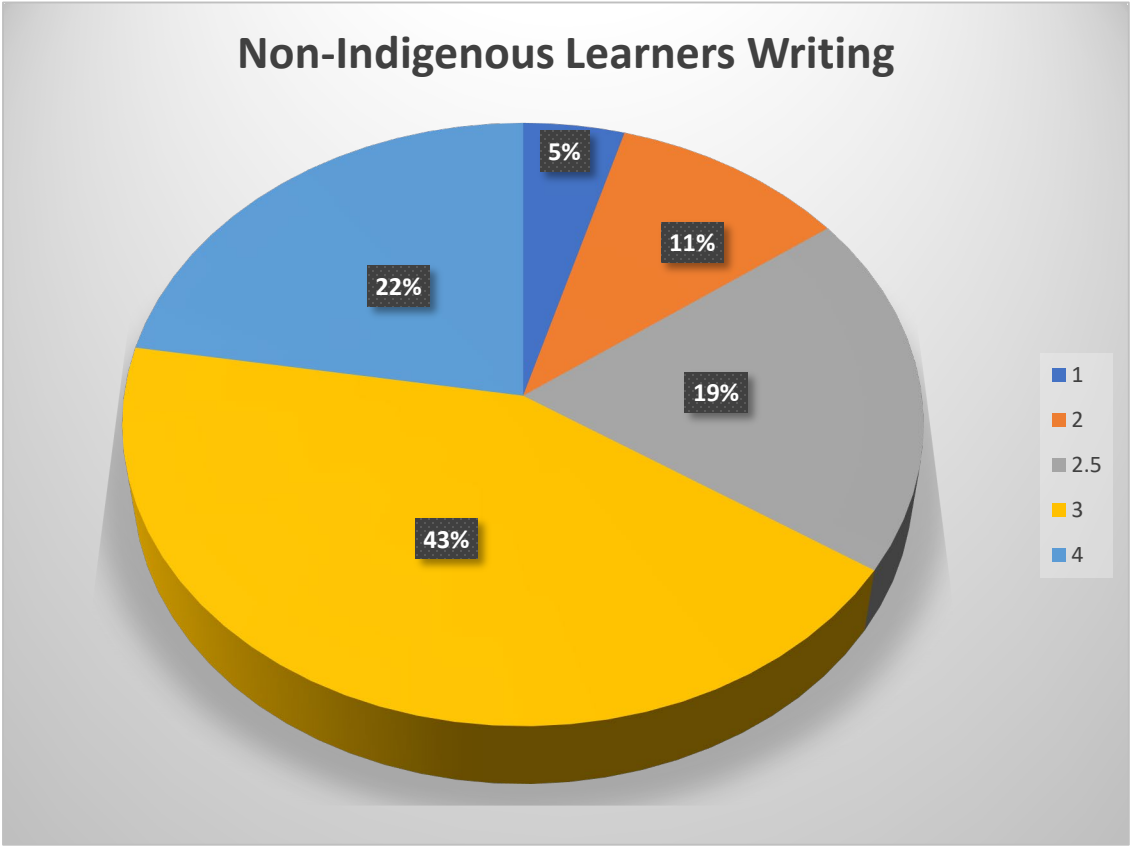
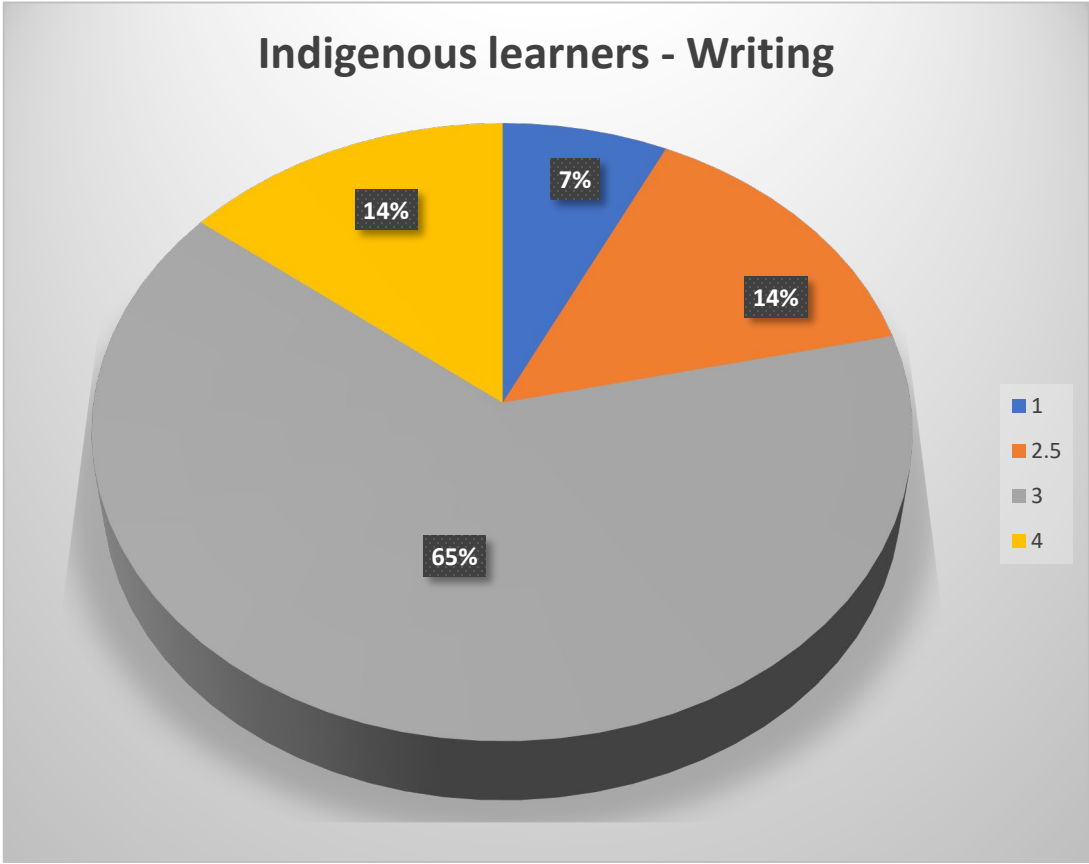
Goal

1. Literacy:
 - To improve reading and writing fluency for all learners.



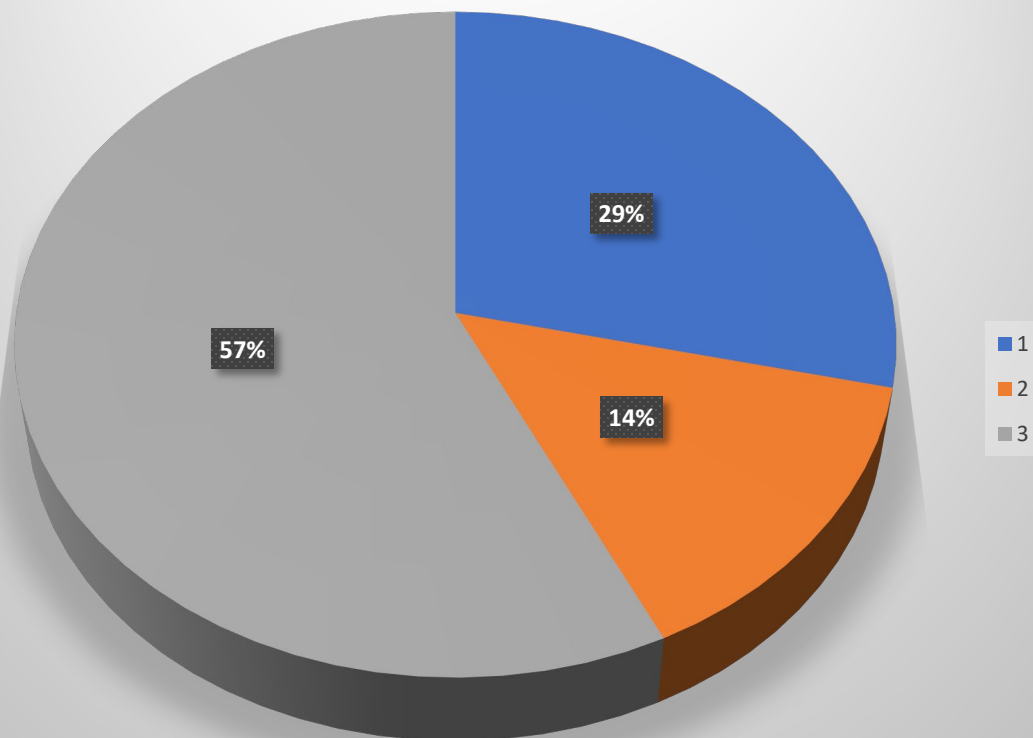
Data

Writing

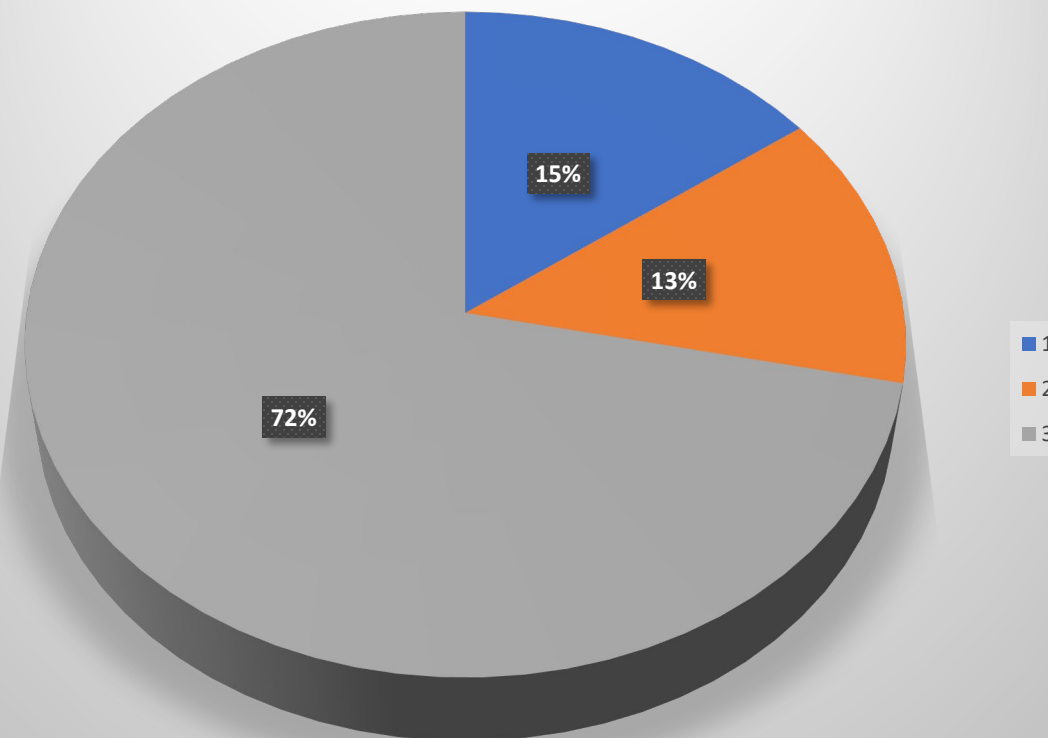


Reading

Indigenous learners Reading



Non-Indigenous learners Reading



Evidence Narrative

Our current grade one's have the largest percent of students who are emerging in reading according to PM Benchmark data. This group was also, in Kindergarten, one of the largest groups in the CHEQ data that had experienced high levels of trauma and transition in 0-5 years of life.

Given this groups' trends as well as the whole school trends and although we have great celebration of learning happening, we'll focus on instruction to attend to improved reading levels across all grades. We still have discrepancy between Indigenous and non-Indigenous learners in reading. We are on track with writing.

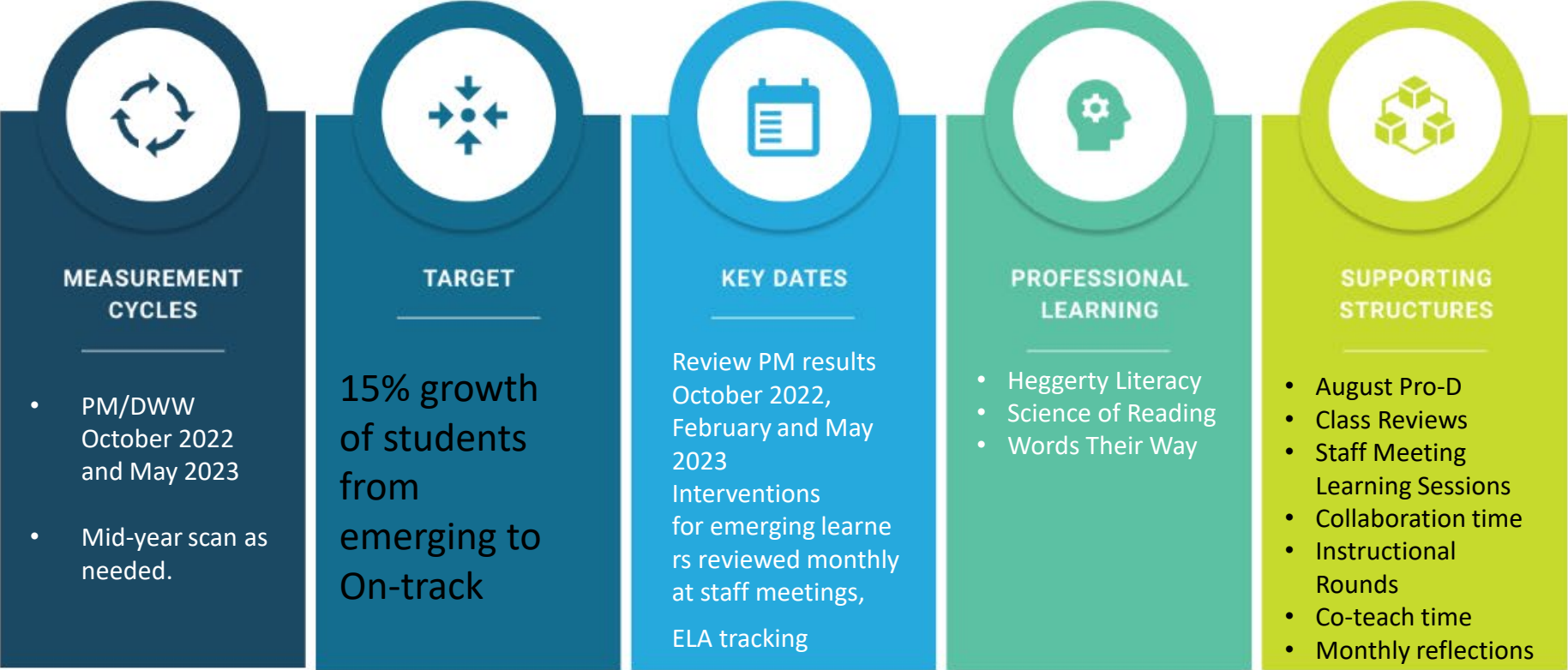
Concept Focus

The concept we are focusing will be intentional phonological and phonemic instruction. Using a diverse resource base of Heggerty, Words Their Way, and Sound connections, all K-3 classes will target this work, coupled with other daily reading and writing instruction.

Strategic Inquiry

If ALL classes use common language and practice in teaching phonemic and phonological awareness daily, will we notice an increase of reading and writing fluency across all grades?

Strategic Targets and Measures



Strategic Priority | SUCCESS FOR ALL LEARNERS

Goal

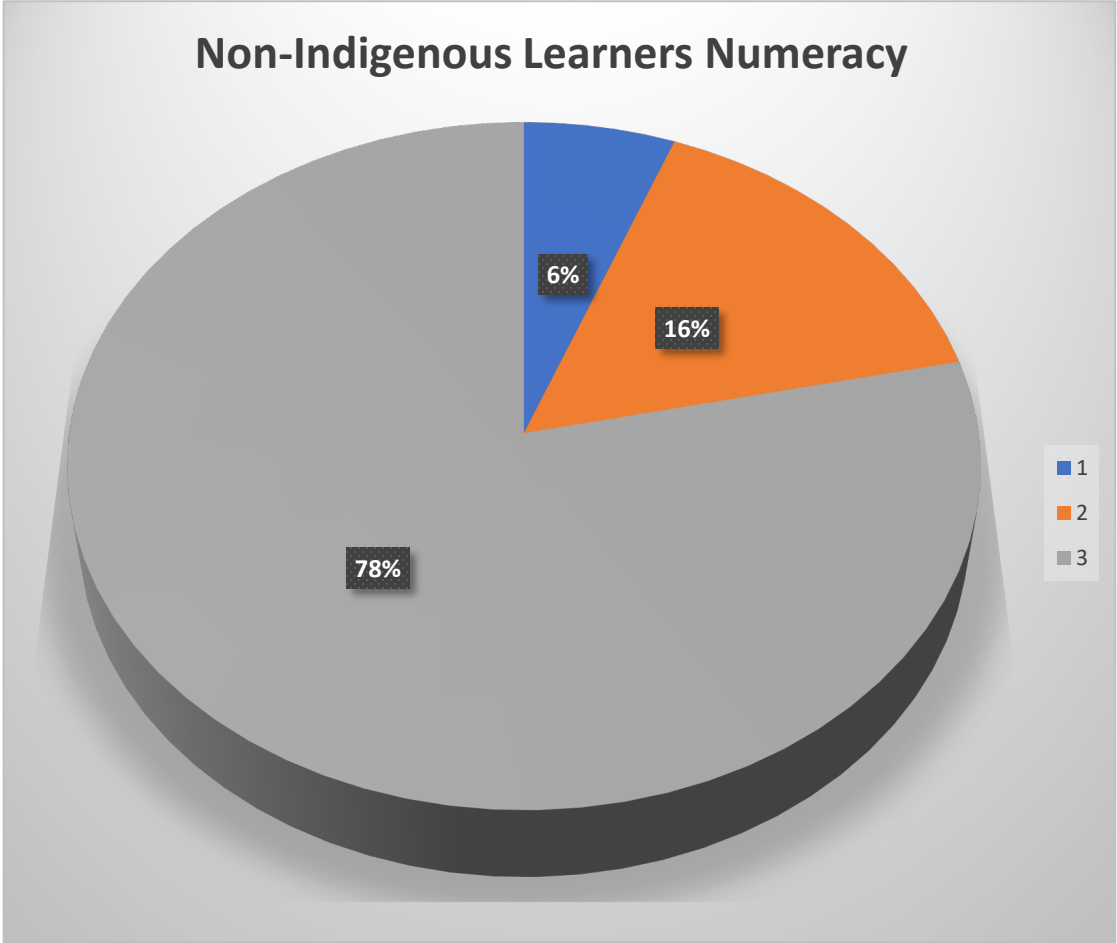
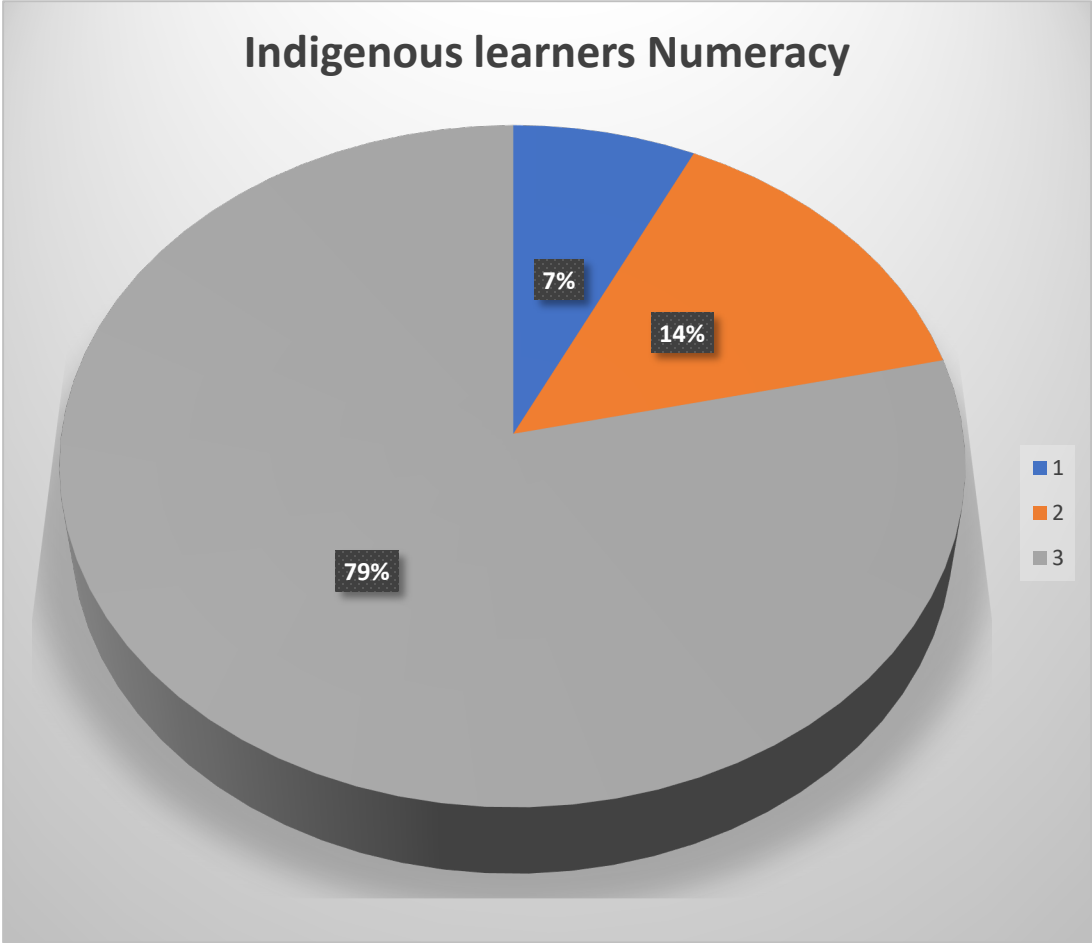
2. Numeracy

- To increase understanding and problem solving.



Data

Numeracy



Evidence Narrative

We started the year focusing on how the SNAP would not only support informing instruction, but how it can be used for instruction. This assessment allows students to show their thinking about numbers as well as ability to do computation. The SNAP Data tells us that 94% of students are on track in numeracy and this includes Indigenous learners. Students are shifting from writing about their thinking, to talking, showing, building and collaboratively problem solve. We still have a wonder about the fluency of computation in some math areas.

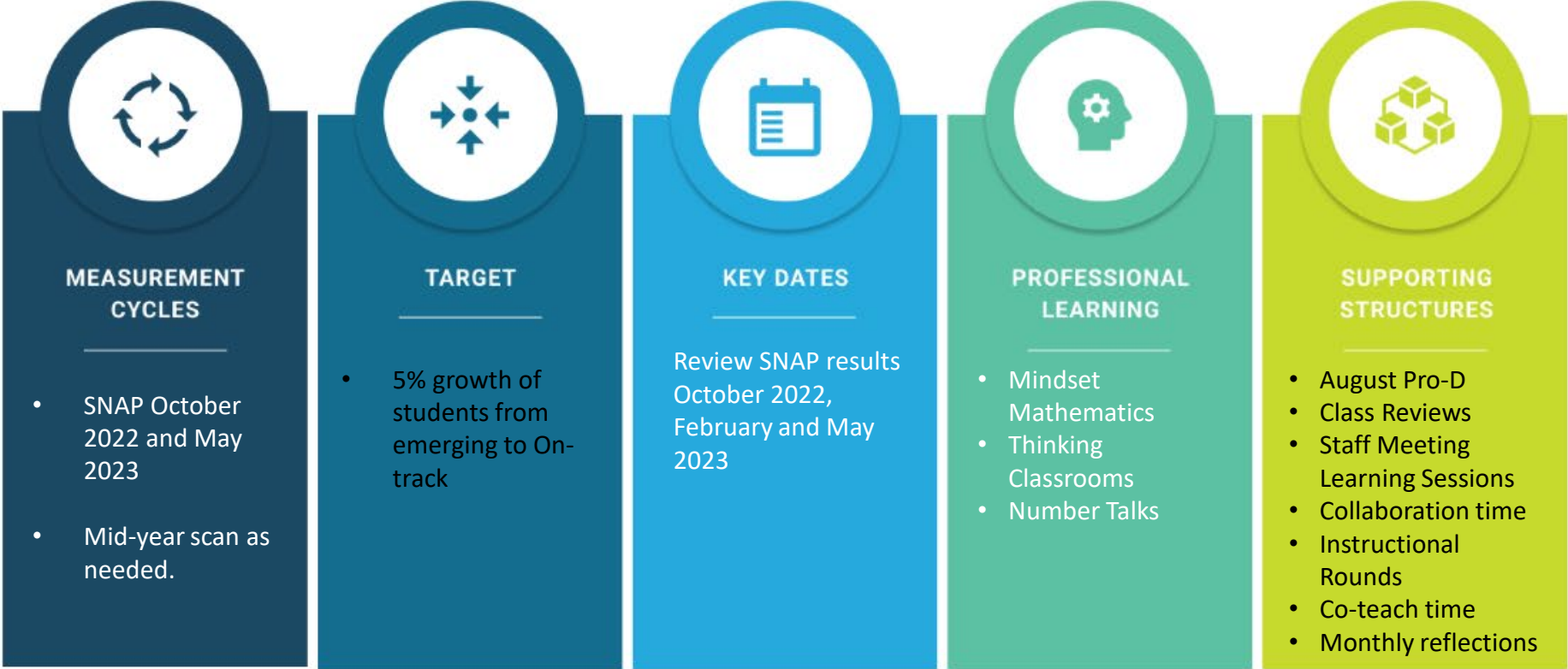
Concept Focus

Teachers will focus on experiential numeracy tasks connected to the real-world.

Strategic Inquiry

Will a school-wide focus on creating numeracy tasks demonstrate a deeper understanding of computation while continuing to support collaborative thinking and reflection about numbers?

Strategic Targets and Measures



Strategic Priority | Leadership and Excellence

Goal

- To develop a professional learning community where collaboration, co-teaching, and team reflection are part of the school culture.



Data

- 10/10 teachers participated in 2 collaborations in 2019-2020
- 0/10 in 2020-2021
- 6/10 teachers participated in co-teach lessons in 2021-2022.
- Goal for 2022-2023 – 100% of teachers participate in co-plan and co-teach lessons around school goals.

Evidence Narrative

Learning is a lifelong process and LPES staff have had very few collaborative opportunities. Staff have expressed an interest to meet with more frequency in small teams of 2-3 to not only collaborate, but then to co-teach lessons and reflect upon this new learning.

Concept Focus

The concept we are focusing are teams of teachers co-planning and then co-teaching lessons around literacy and numeracy. Reflecting on the student engagement and outcomes will support next steps.

Strategic Inquiry

If teachers co-plan and co-teach lessons around literacy, numeracy, and inclusion goals, will we notice an increased confidence in teaching and learning together?

Strategic Targets and Measures

