



**ROCKY
MOUNTAIN**

School District #6



LINDSAY PARK ELEMENTARY SCHOOL SUCCESS PLAN

September 10, 2021



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 works hard 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.

As a school team, there are several sources of information the staff reviewed to see how our students are progressing. We based the following goals on literacy and numeracy assessments, report card outcomes and student learning surveys. We met in both March and again in early June to review student progress. We looked at three pieces of information: outcomes as a whole school, outcomes for Indigenous Learners and outcomes for Non-Indigenous learners. As proud as we are about our literacy and numeracy growth as a whole school, the staff recognized the discrepancy in achievement between our Indigenous and Non-Indigenous learners and decided this needed to be a focus.

Further, as part of the data review and also through year round discussions about social emotional learning, we knew we had to continue our focus in this area because of its critical importance to student success. We turned towards the student learning survey as a source of information and took themes from there to help us formulate our goal around belonging.

Lastly, in our discussion at the end of the school year, we decided as a team the importance of working together to review as professional learner success. It was through this collaborative conversation where our third goal was created. As a school team, we look forward to using our strategic plan as a framework for enhancing student learning and overall school success.





SCHOOL DEMOGRAPHICS

Lindsay Park Elementary School

NUMBER OF STAFF

20

7 FULL-TIME TEACHERS
3 PART-TIME TEACHERS
5 EDUCATION ASSISTANTS
3 ITINERANT STAFF
1 SECRETARY
1 CUSTODIAN
1 PRINCIPAL

NUMBER OF STUDENTS

159 TOTAL
20 INDIGENOUS LEARNERS

GRADE CONFIGURATIONS

K-3 SCHOOL

8 DIVISIONS
CLASSES:
K, K, 1, 1/2, 1/2,
2/3, 2/3, 3





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, honour diversity and inclusion, are safe, caring and healthy places to work and learn.



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 ONE

Equity and Inclusion



GOAL

At Lindsay Park, in dedication to Truth and Reconciliation, and living TRB Standard 9, our goal is to increase sense of belonging for all students with a specific focus on Indigenous learners.

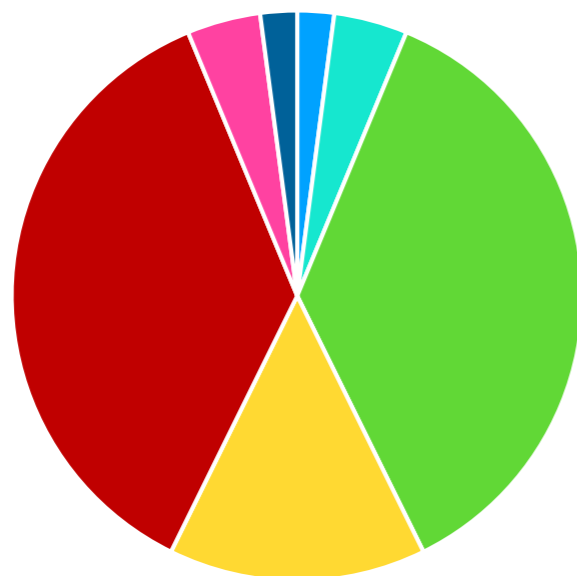


SENSE OF BELONGING AND CONNECTION

STUDENT LEARNING SURVEY 2021

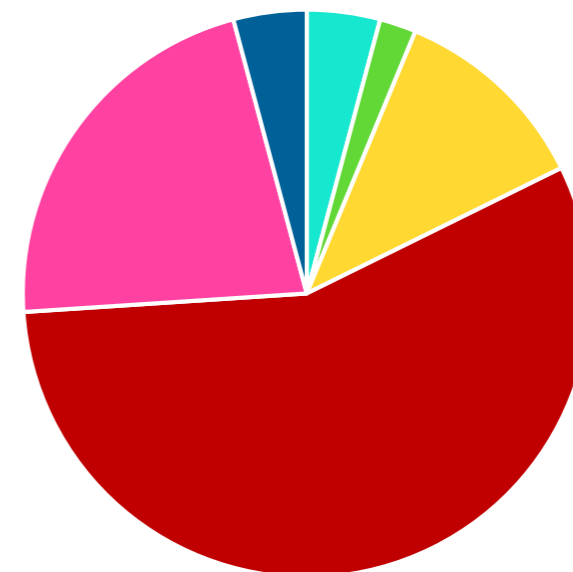
"Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)." We know emotions are integral to learning, and to be grounded in our emotions, we need to feel connected to the people at our school and to the land and place around us. Relationships are key to our connections at school. This data tells that only 49% of our students feel they belong. Further, 25% can not name adults who care about them. Our goal is to scan and reflect how we can improve in ensuring all students feel they belong and feel connected to adults at our school. We have this concern because we know that when students are emotionally connected at school, they learn better.

Is School a place you feel you belong?



- Never
- Sometimes
- All the time
- Few Times
- Most of the time
- Don't know

How many adults you think care about you?



- None
- 1
- 2
- 3
- 4 or more
- Don't know



STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE: At LPES, we have 20 Indigenous students who identify as Ktunaxa Nation, Metis, and other First Nations. We notice that there is a lack of belonging in our school culture. This is particularly accented in our Indigenous population. Our data tells us that only 49% of all students feel that they belong most or all of the time.

STRATEGIC FOCUS: Our focus is to increase the self-awareness of their identity and how frequently they see themselves in the activities of the school. Using weekly self-reflections and being intentional in our scan will inform us of how we are doing and what impact we can make. We'll work as a staff to decolonize the curriculum and examine our own biases and beliefs.

STRATEGIC INQUIRY:

If staff focus on intentional **check-ins/reflections** **daily**, will students report a greater sense of belonging?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

October 2021 Scan
February 2021 Scan
Student Learning Surveys
3 Times Per Year



TARGET

50%
To
80%
Of Indigenous Students have a sense of belonging



RESOURCES

Decolonize First, First People Principles of Learning, UDL, Formative Assessment, Circle of Courage

SUPPORT

Specific Ab Ed EA for academic support.
Small-group Collaborative LST Tier 1, 2,3



PROFESSIONAL LEARNING

DISTRICT DAY FOCUSING ON INDIGENOUS LEARNERS AND WAYS OF KNOWING, ONGOING WORK WITH WORKBOOK, EQUITY SCAN; COMPASSIONATE SYSTEMS LEADERSHIP, CIRCLE OF COURAGE



SUPPORTING STRUCTURES MONTHLY STAFF MEETING SCHOOL-BASED TEAM

School collaboration
Locally developed survey & focus group
Ab Ed Support Worker

LEARNING FOCUS

Staff meeting for monitoring objectives & adjusting strategy, routinely reflecting on survey data.



STRATEGIC PRIORITY TWO

Success for all learners

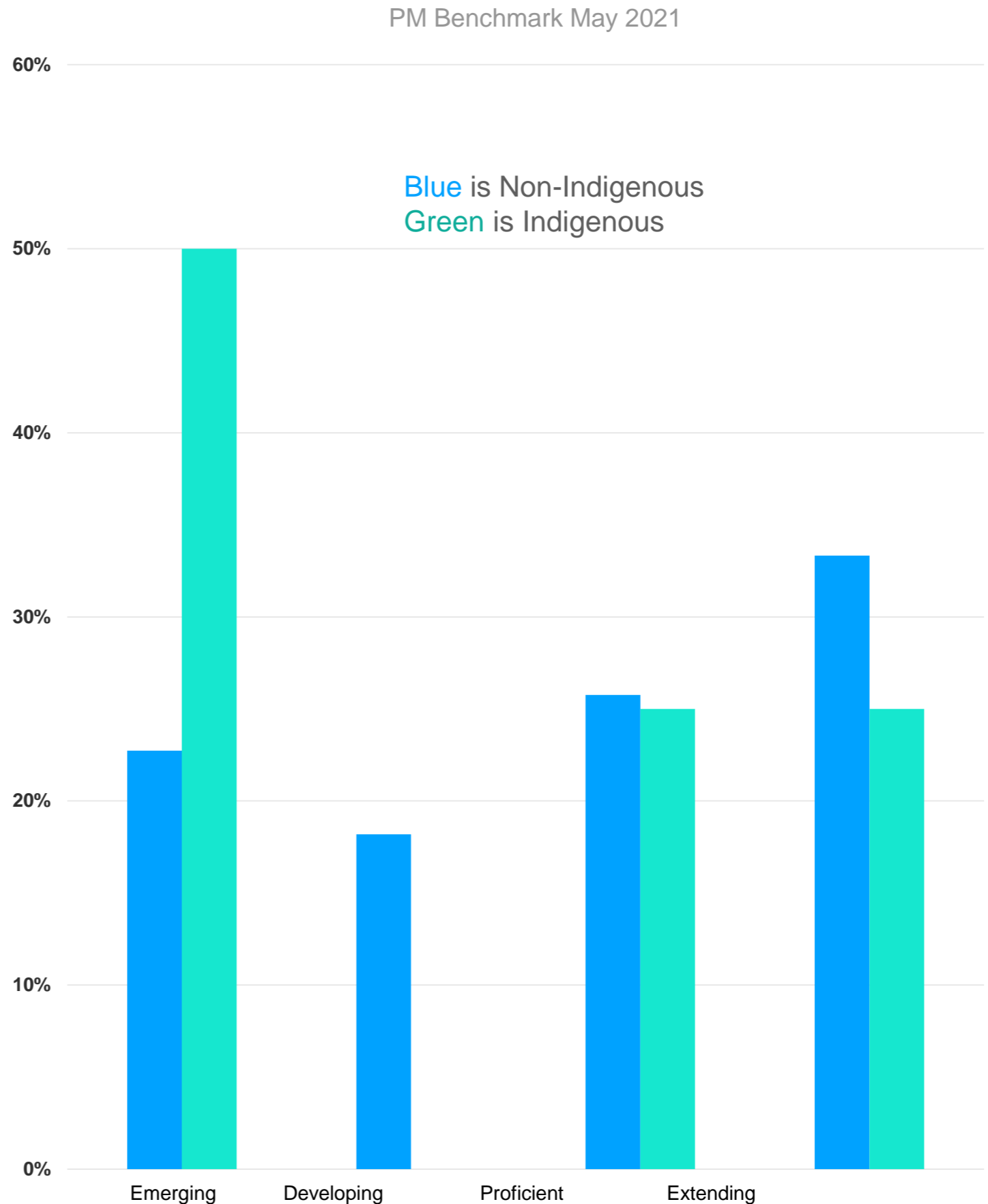


GOAL #1
To improve reading
results Grades 1-3.



READING

Our history with our reading assessments (PM Benchmark) says we made growth up to May 2021 - many started their journey well-below grade level and are nearing the benchmark for developing at grade level. This year, there is a disparity in reading success between our indigenous and non-indigenous learners and this will guide our focus for this school year.



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

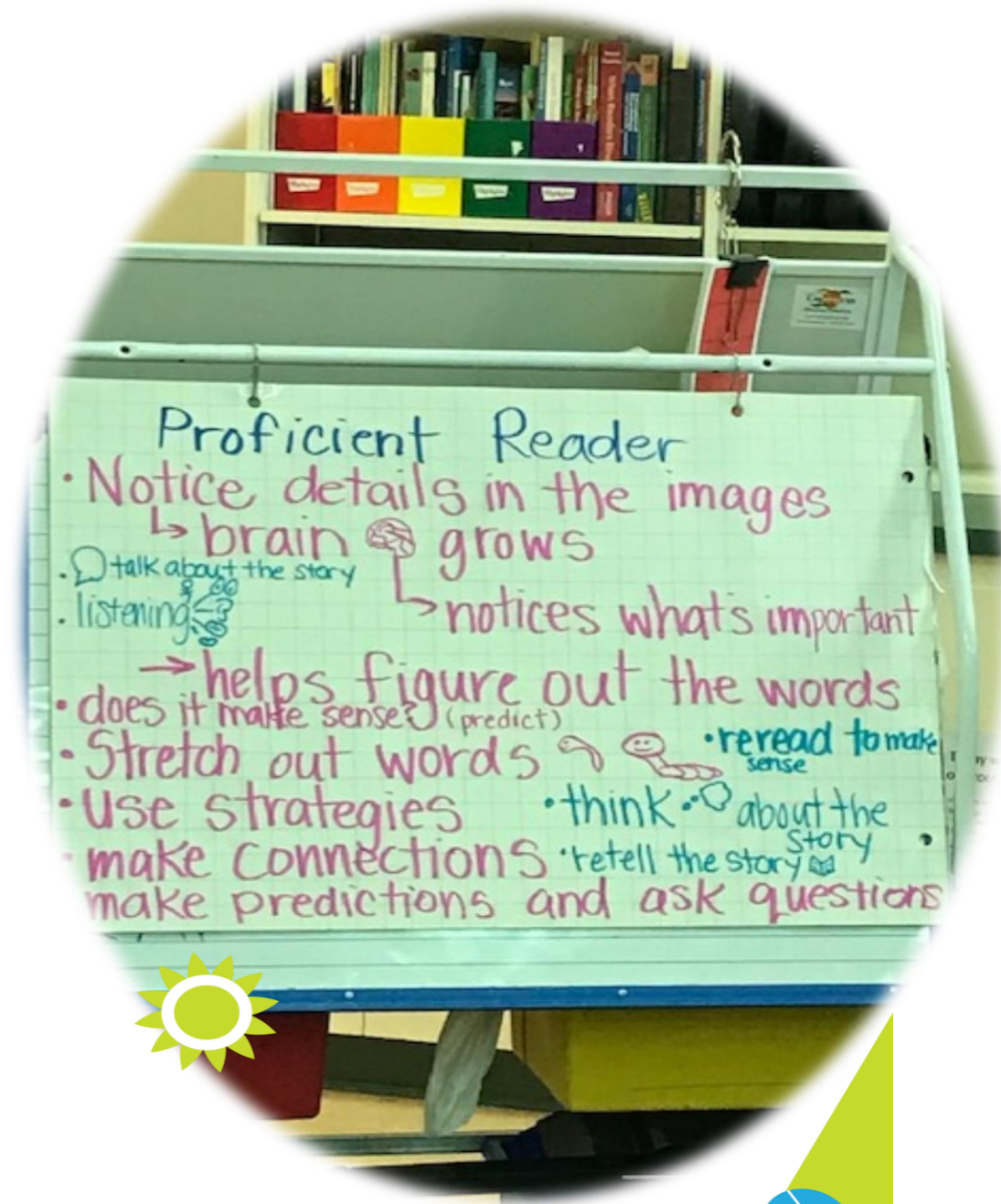
We have a distinct discrepancy in reading success between our Indigenous and non-Indigenous learners. 38% of our whole school are not reading at grade level yet. 46% of our ab ed learners are emerging in independent reading.

STRATEGIC FOCUS:

Within our measurements of reading success, we've learned that our largest area of growth in reading is decoding and fluency.

STRATEGIC INQUIRY:

Will a school-wide needs-based approach to reading groups result in improved reading success for all learners, in particular our Indigenous learners?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

PM ASsessment
District Write
Early Literacy
Phonemic Assessement

3

Times Per Year



TARGET

65% PRF

*54% Ab Ed students

To

80% PRF

For All Students



RESOURCES

Student Diversity
PM/Indigenous
Levelled Readers
SMART Sequences
Heggerty Resource
Words Their Way

SUPPORT

Ab Ed EA
Small Group
1:1 as needed
Daily Read Alouds
Word Study
Activities



PROFESSIONAL LEARNING

SEPTEMBER PRO-D
TEACHER
COLLABORATION
HEGGERTY
SMART READING



SUPPORTING STRUCTURES

SBT

for specific higher tier intervention

LEARNING FOCUS

Staff meeting for monitoring objectives & adjusting strategy



STRATEGIC PRIORITY TWO

Success for all learners

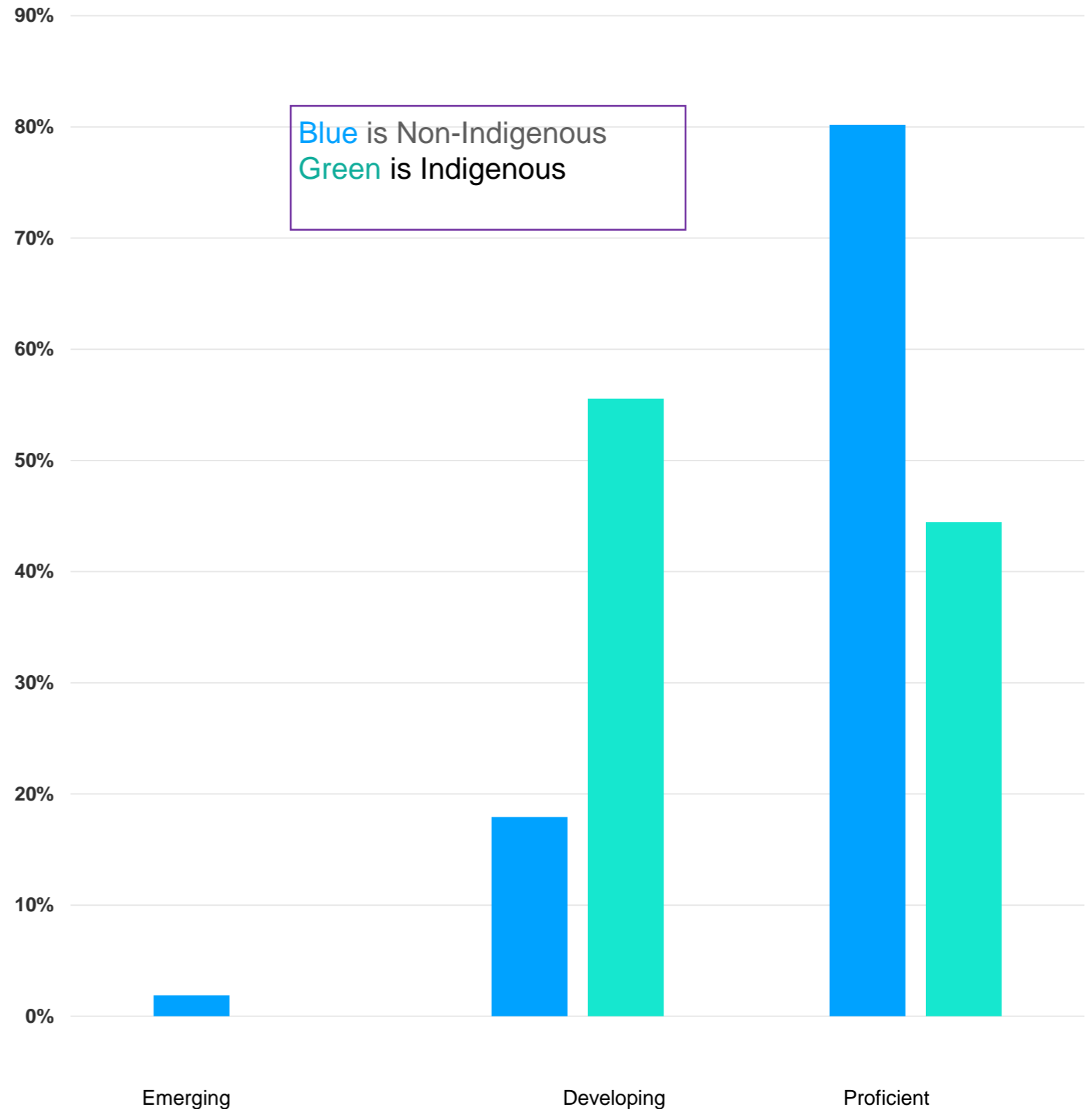


GOAL #2
To improve numeracy
for Indigenous learners
grades K-3.

NUMERACY

The SNAP numeracy results are informative to our next steps as a school. We see a clear discrepancy between the success of our non-Indigenous learners and our Indigenous learners. Our goal will be to support an increase of our Indigenous learners becoming more proficient in numeracy.

SNAP May 2021



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

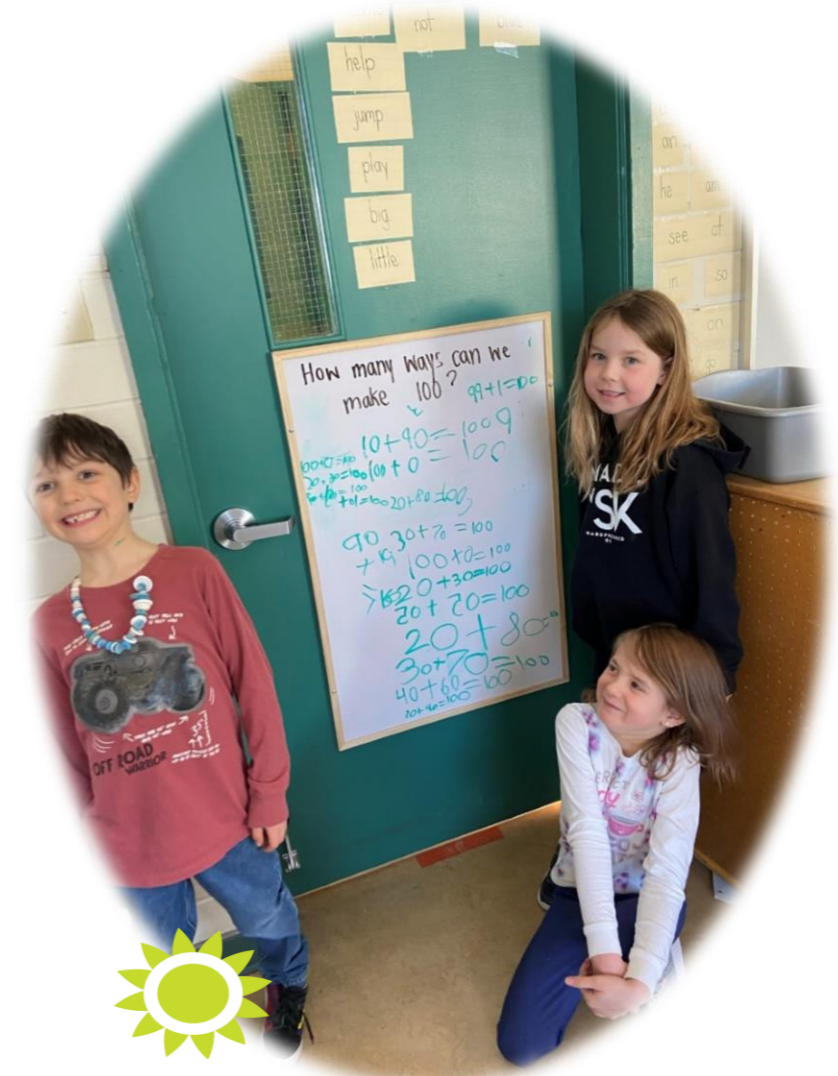
After one year of using the SNAP, we see a clear discrepancy between the success of our non-Indigenous learners and our Indigenous learners. None of our students are exceeding in numeracy; and 43% of Indigenous learners are proficient compared to the 80% of non-indigenous learners.

STRATEGIC FOCUS:

Within our measurements of numeracy success, we've learned that our largest area of growth is number sense and connecting numeracy to real-life.

STRATEGIC INQUIRY:

Will a school-wide needs-based approach to numeracy result in improved success for all learners, in particular Indigenous learners?



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership



GOAL

To increase the frequency of meaningful teacher collaboration to improve inclusive practices and equity.



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE: Learning is a lifelong process and LPES staff have had 2 release sessions/year over the last two years. This is not enough time to effect change. Staff have expressed an interest to meet with more frequency in small teams of 2-3. This is intended to improve the level of engagement for each teacher.

STRATEGIC FOCUS:

The focus is to create effective structures to meet collaboratively.

STRATEGIC INQUIRY:

To what extent does releasing teachers frequently after assessment cycle improve the quality of collaboration?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Staff Meeting
Review Monthly
Teacher
Collaboration three
times/year
Further
Collaboration sign-
ups monthly
Inclusive Classroom
pre and post scan



TARGET

90% teachers report
increased confidence
in teaching towards
goals.

100% express value
in collaborative
model.



RESOURCES

Release time
provided. Reflection
on collaborative
process.

SUPPORT
Staff Sharing at
Staff Meetings



PROFESSIONAL LEARNING

Book studies
Conferences
workshops

COLLABORATIVE
GRANT
For release time for
collaboration and
observation



SUPPORTING STRUCTURES

MONTHLY STAFF
MEETINGS AND
COLLABORATION
SIGN-UP &
RELEASE

LEARNING FOCUS
Staff meeting for
monitoring objectives &
adjusting strategy



STRATEGIC INQUIRY OR IMPLEMENTATION

