



September 2022

# School Success Plan

Lindsay Park 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

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.

To develop an inclusive learning environment, it is our goal to support students in making good choices and developing positive behaviors through social/emotional lessons. This work should help create a strong sense of belonging for all students in our school.

Our academic goal is success for all learners in literacy and numeracy. With literacy, intentional guided reading and small group work will help students understand how sound functions in words. This focus may improve reading and writing for all learners, in particular Indigenous students. In numeracy, our goal is to develop and implement rich tasks that are real-life, experiential and meaningful to children ages 5-8.

Our last goal is focused on creating opportunities for staff to collaborate and engage in rich discussions about teaching and learning in lessons related to school goals.

We are excited about continuing the journey of school success with equity, literacy, numeracy, and collaboration as key focus areas for our work during 2022-2023.



Dan Clark

# School Demographics



STAFF	STUDENTS	GRADES
<ul style="list-style-type: none"><li>• 11 Classroom teachers</li><li>• 1 Learning Services Teacher</li><li>• 1 Teacher-librarian</li><li>• 3 Education Assistants</li><li>• 1 Indigenous Education Student Support Worker</li><li>• 1 Admin Assistant</li><li>• 1 Principal</li></ul>	<ul style="list-style-type: none"><li>• 175 students</li><li>• 20 Indigenous students</li><li>• 4 students on IEPs</li><li>• 3 students on learning plans</li></ul>	<ul style="list-style-type: none"><li>• K-3</li></ul>



# 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

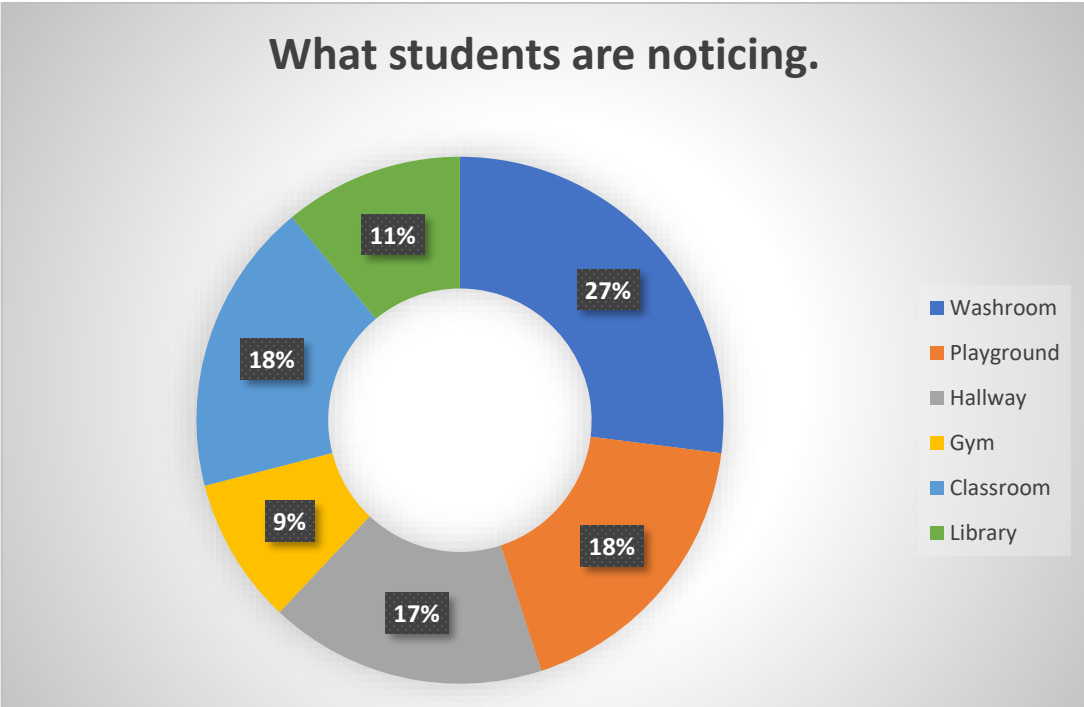
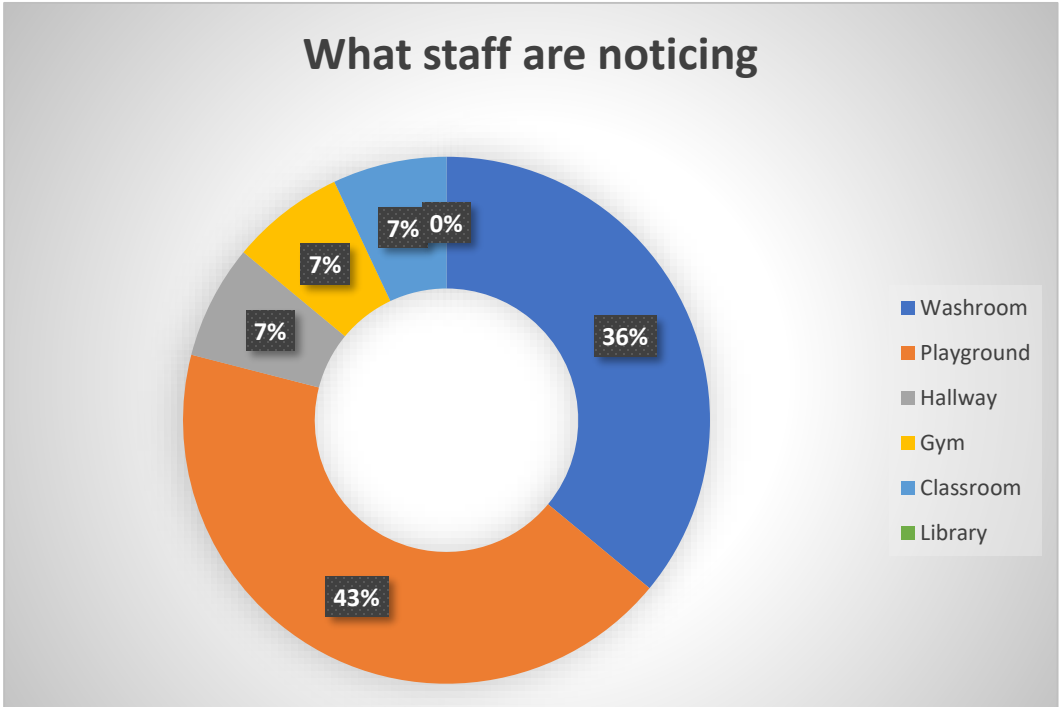
### Goal

Increase positive behaviors around the school.



# Data

During the spring of 2022, staff noticed an increase in office referrals and behavior interventions. We surveyed staff and students with the finding that behavior incidents were increasing within the washrooms and on unstructured times in the field.



## Evidence Narrative

To improve equity and inclusion, we gathered data in 2021-2022, that indicated that all Indigenous learners (100%) belong, feel safe, and can name adults who care about them.

Understanding this was key to knowing more about how student behavior issues impact inclusion.

Data shows that in some school situations, students are having a hard time making good decisions.

## Concept Focus

We will focus on improved conduct and positive behavior supports, which includes teaching about making good decisions.

## Strategic Inquiry

To what extent will we see more positive behaviors around the school, if teachers intentionally teach social/emotional learning lessons with a focus on making good decisions?

# Strategic Targets and Measures





## Strategic Priority | Success for all Learners

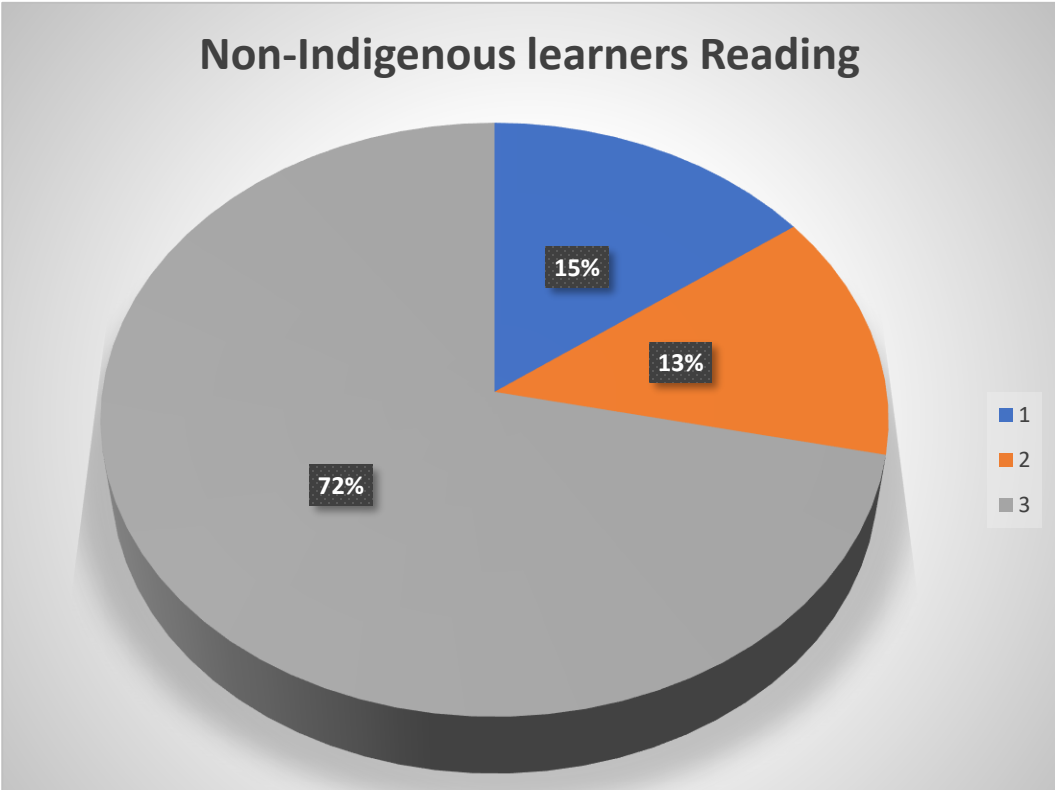
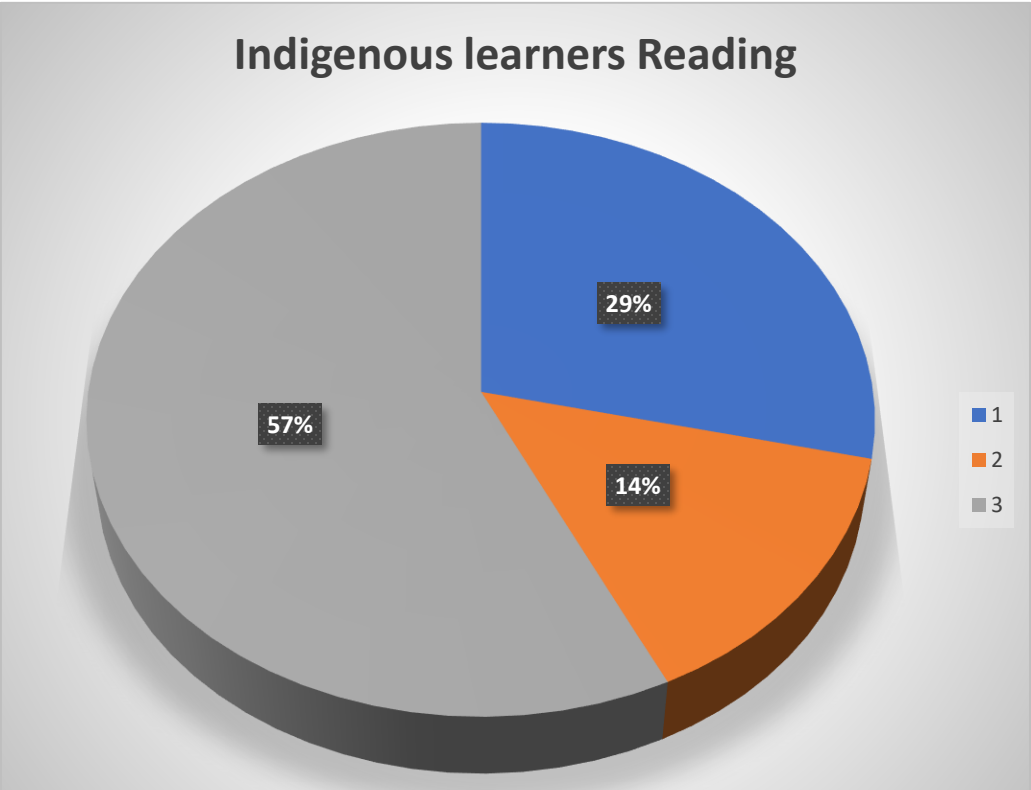
### Goal

Literacy: Improve literacy achievement for all students.



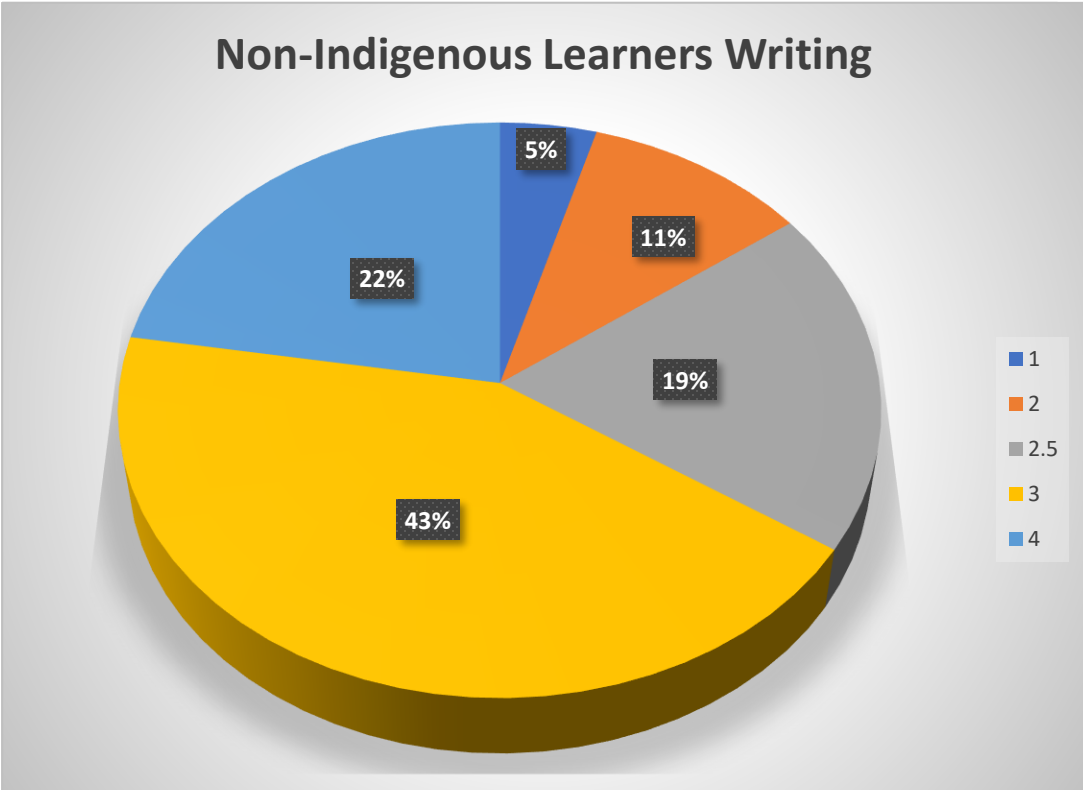
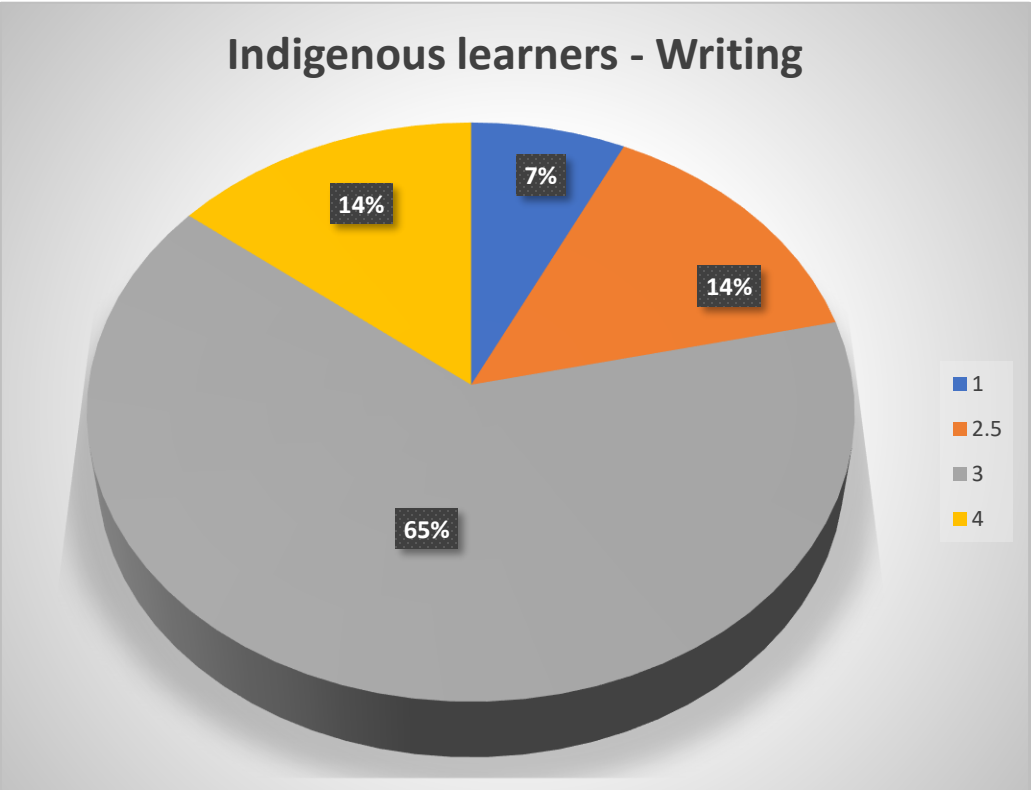
# Data

For the 2021-22 school year, the data indicates that 71% of Indigenous learners are on-track in reading (scoring 2 or 3 on the reading assessment), while 85% of non-Indigenous learners are on-track.



# Data

For the 2021-22 school year, the data indicates that 93% of Indigenous learners are meeting expectations in writing (by achieving a 2.5, 3, or 4), while there are 84% of non-Indigenous learners meeting expectations.



## Evidence Narrative

Students are growing in their reading and writing, but there is still a significant percentage of students who are not yet meeting expectations in reading and writing.

## Concept Focus

The concept we are focusing on will be phonological and phonemic instruction to improve reading, and also help students express themselves in writing easily and articulately. Using a diverse resource base, all K-3 classes will target this work, coupled with other daily reading and writing instruction.

## Strategic Inquiry

To what extent will reading and writing results improve, if teachers intentionally focus on instruction in phonemic and phonological awareness on a daily basis?

# Strategic Targets and Measures

MEASUREMENT CYCLES	TARGET	KEY DATES	PROFESSIONAL LEARNING	SUPPORTING STRUCTURES
<ul style="list-style-type: none"><li>• Literacy assessments October 2022 and May 2023</li><li>• Mid-year scan as needed.</li></ul>	<ul style="list-style-type: none"><li>• 15% increase in Indigenous students on-track in reading.</li></ul>	<ul style="list-style-type: none"><li>• October</li><li>• February</li><li>• May</li></ul>	<ul style="list-style-type: none"><li>• Science of Reading</li><li>• Words Their Way/Hegerty</li><li>• Sound Connections</li></ul>	<ul style="list-style-type: none"><li>• August Pro-D</li><li>• Class Reviews</li><li>• Staff Meetings</li><li>• Instructional Rounds</li></ul>

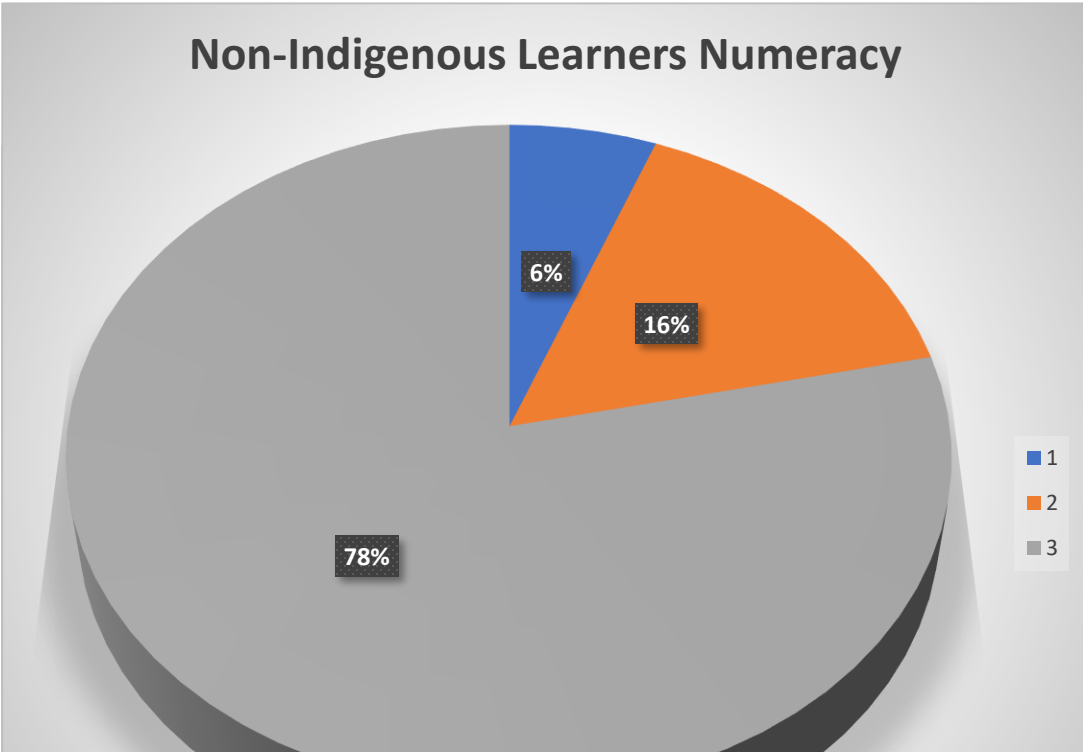
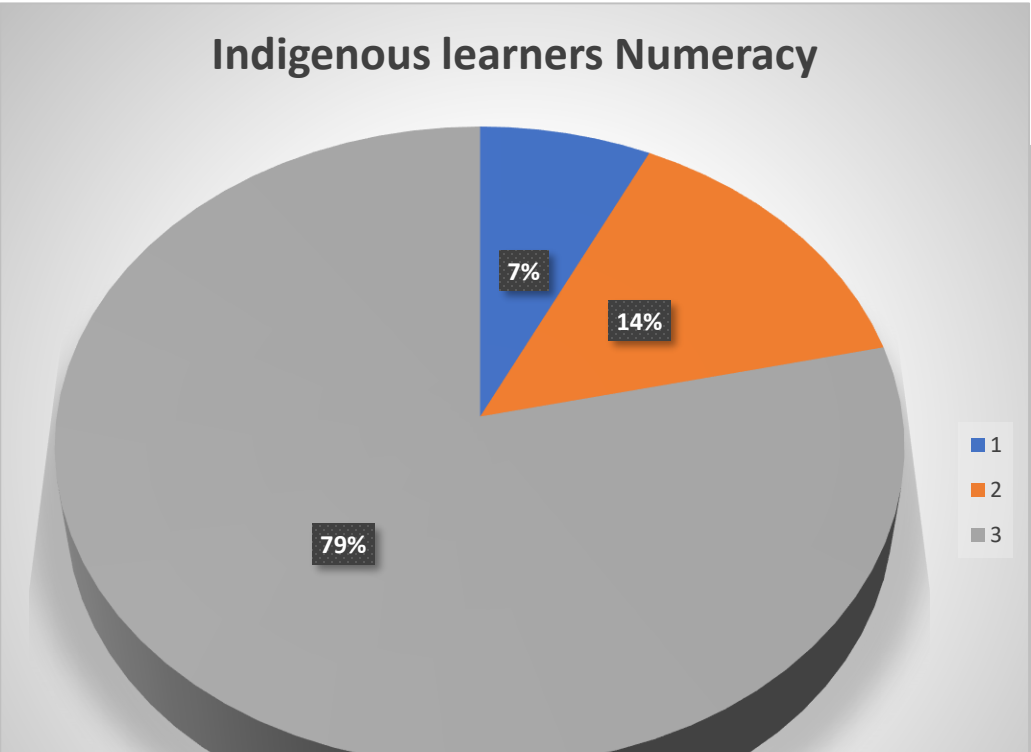
## Strategic Priority | Success for all Learners

### Goal

Numeracy: Increase understanding of and relationship with numbers in real-life.



# Data



For the 2021-22 school year, the data indicates that 79% of Indigenous learners are meeting expectations in numeracy (by achieving a 3), while there are 78% of non-Indigenous learners meeting expectations.



## Evidence Narrative

The SNAP numeracy assessment data tells us that 78-79% of all students are on track in numeracy. Students are shifting from writing about their thinking, to talking, showing, building and collaboratively solving numerical problems. To deepen student numeracy understanding, we wonder if they need support seeing numeracy in the real world.

## Concept Focus

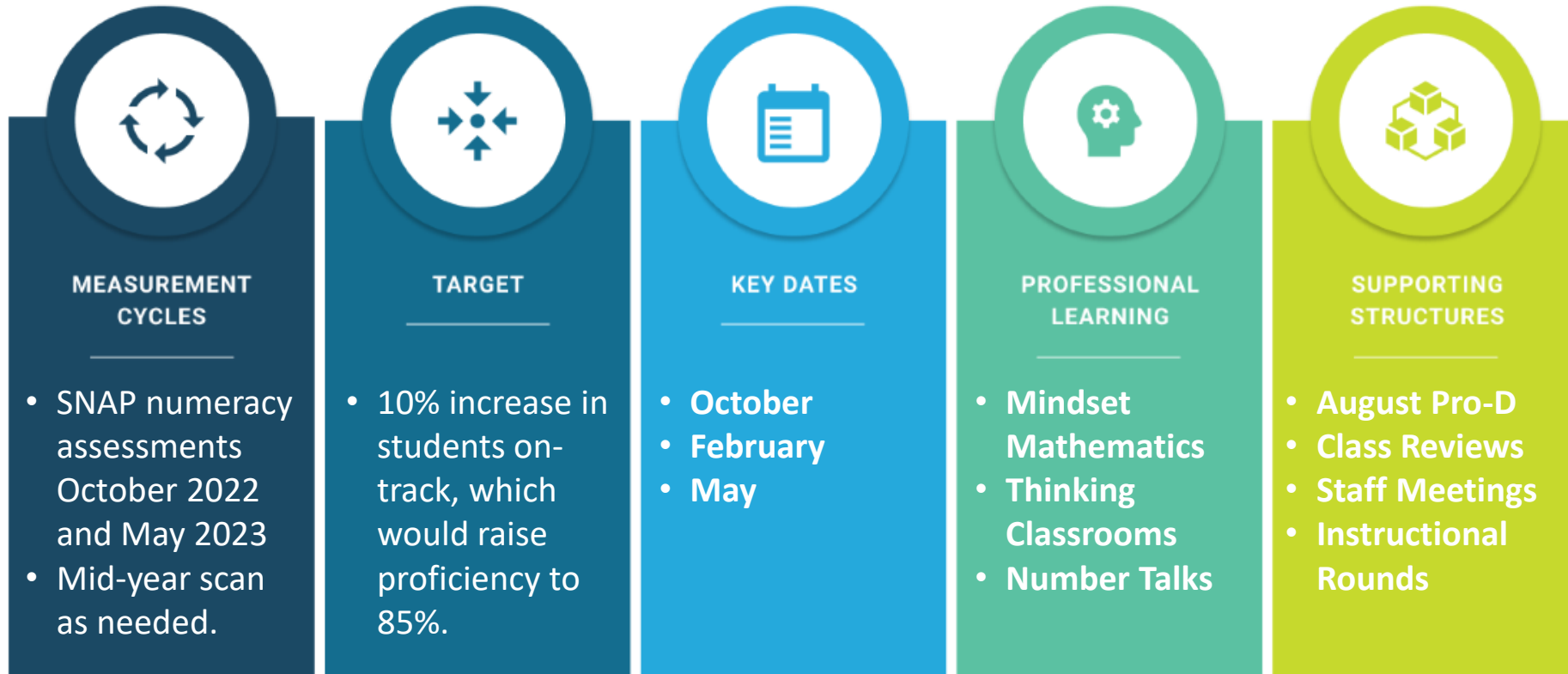
The concept we are focusing on is to increase students understanding of and relationship with numbers in real-life so they have a relevant and personal connection to numbers.

## Strategic Inquiry

To what extent will students be able to represent a deeper understanding about numbers, if teachers create real-world numeracy lessons and students engage with these authentic numeracy tasks?



# Strategic Targets and Measures



# Strategic Priority | Leadership and Excellence

## Goal

Increase quality and frequency of staff collaboration.



# 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 with two years of interrupted collaboration. Staff have expressed an interest to meet with more frequency in small teams of 2-3 to collaborate, co-teach lessons, and then reflect on their learning.

## Concept Focus

The concept we are focusing are groups of teachers co-planning, co-teaching, and reflecting on lessons related to school goals.

## Strategic Inquiry

To what extent will teacher collaboration increase with structured opportunities to co-plan, co-teach and debrief lessons on literacy, numeracy and inclusion goals?



# Strategic Targets and Measures

