



August 26, 2023

SCHOOL SUCCESS PLAN

Lindsay Park Elementary



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 excited about continuing the journey of school success with equity, literacy, numeracy, collaboration, and stewardship as key focus areas for our work during 2023-2024.

To develop an inclusive learning environment, it is our goal to help students create a strong sense of belonging in our school through multi-class learning activities. Our academic goal in literacy is using a structured literacy program to help students understand how sound functions in words. In numeracy, our goal is to collaboratively plan and deliver lessons across grade groups in a scope and sequence that builds skills in a sequential order to help all learners find success in numeracy. Our last goal is focused on the purposeful application of outdoor learning.



SCHOOL DEMOGRAPHICS

Staff

- 8 Classroom teachers
- 1 Learning Services Teacher
- 1 Teacher-librarian
- 4 Education Assistants
- 1 Indigenous Education Student Support Worker
- 1 Admin Assistant
- 1 Principal

Students

- 168 students
- 18 Indigenous students

Grades

- Kindergarten - 30
- Grade 1 - 55
- Grade 2 - 41
- Grade 3 - 46





MISSION

We communicate positively and care for ourselves, each other, and this place, so that everyone feels they belong and can learn together.

VISION

To create an open learning community that honors personal strengths and enables everyone to grow their thinking.



VALUES



Wellbeing

Our physical, mental and emotional health are necessary for success in all areas of our life.

Relationships

Healthy relationships with open communication foster belonging, respect, trust and kindness.

Creativity

Looking for possibilities, sharing ideas, expanding our thinking, and expressing ourselves in new ways.

STRATEGIC PRIORITY ONE

Equity, Diversity, and Inclusion

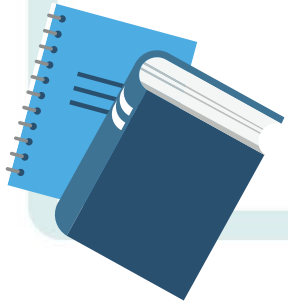


To increase students' sense of belonging.



Evidence Narrative

Our belonging survey data shows that our students feel connected to school, staff and other students. We want to increase the positive interactions students have with other students outside of their class so they feel more comfortable at school and like school better.



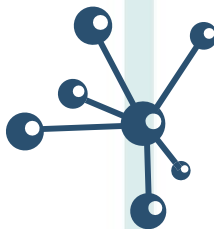
Concept Focus

We want to support students with preferred activities in multi-class groupings to help students feel more comfortable and like school better.



Strategic Inquiry

If all teachers teach positive interaction strategies during multi-class activities on a weekly basis, will students report a higher sense of belonging?

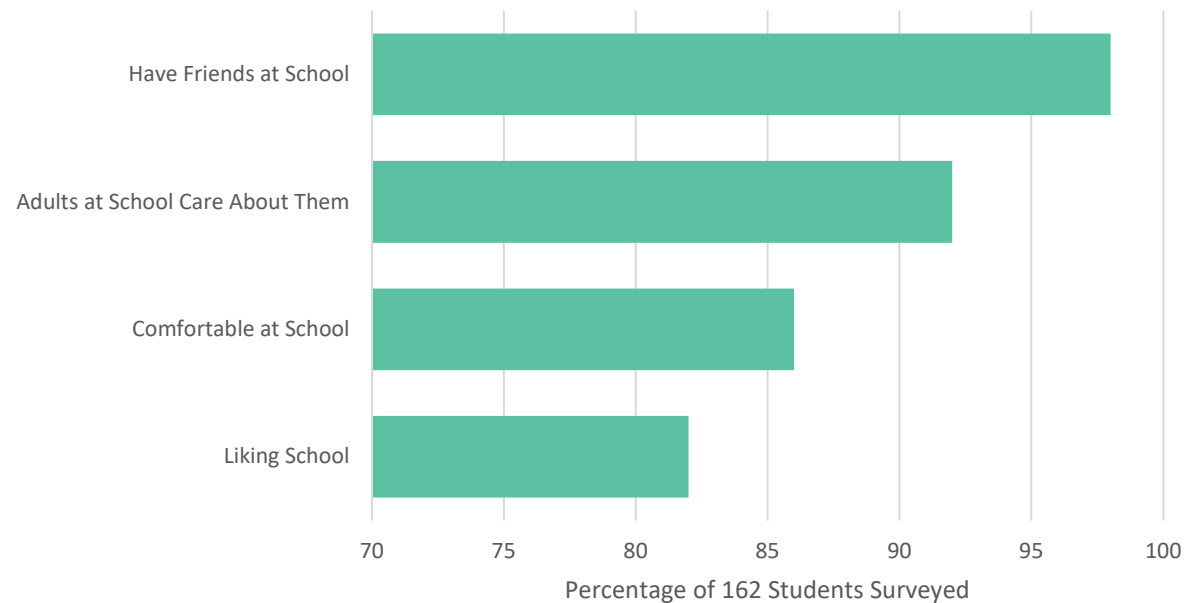


DATA

Student Belonging Survey

Most students at LPES report having friends at school and adults who care about them, so our belonging focus is to help students feel comfortable around the school, and create opportunities for preferred activities so they like school more.

Students Sense of Belonging at LPES in April 2023



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

For the 2023-24 school year, staff will:

- June 2023: Purchase *Animals Care for Mother Earth: A Teaching Resource for Personal Development* for every classroom teacher. MindUp curriculum will be provided to each classroom teacher.
- August 2023: Principal plans weekly Friday grade group assemblies with learning from the following curriculum: MindUP, WeThinkers, *Animals Care for Mother Earth*.
- September 2023: Teachers plan weekly groupings for multi-class activities that include same age and multi-age paired classes.
- Monthly: Staff meeting review of activities and curriculum.
- November 2023, February 2024 and May 2024: Self-assessment by students on topics including core competencies, belonging survey questions, and learning from Friday grade group assemblies.



STRATEGIC PRIORITY TWO

Success for Each Learner: Literacy

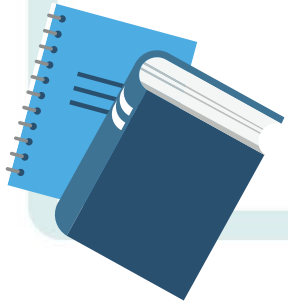


Improve literacy achievement for all students.



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 literacy.



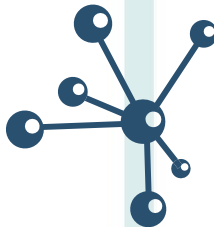
Concept Focus

Using manipulatives and visuals to support oral phonics instruction.



Strategic Inquiry

To what extent will literacy achievement improve, if teachers expand oral literacy instruction to include manipulates and visuals in each class daily?

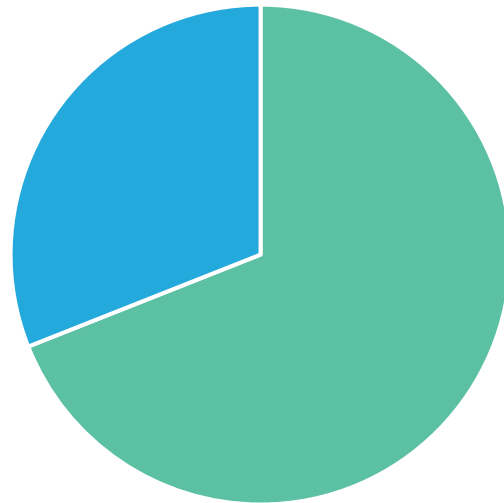


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Grades 2-3 Reading Proficiency

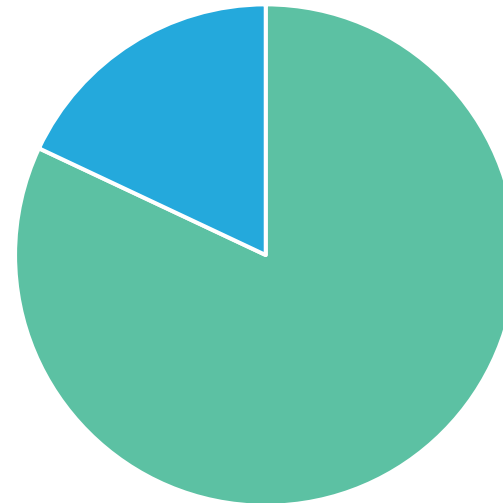
Data demonstrates a need to increase the number of students at reading proficiency.

Fall 2022 - Grades 2-3 Reading
On-Track (69%) vs. Emerging (31%)



■ Fall On-Track ■ Fall Emerging

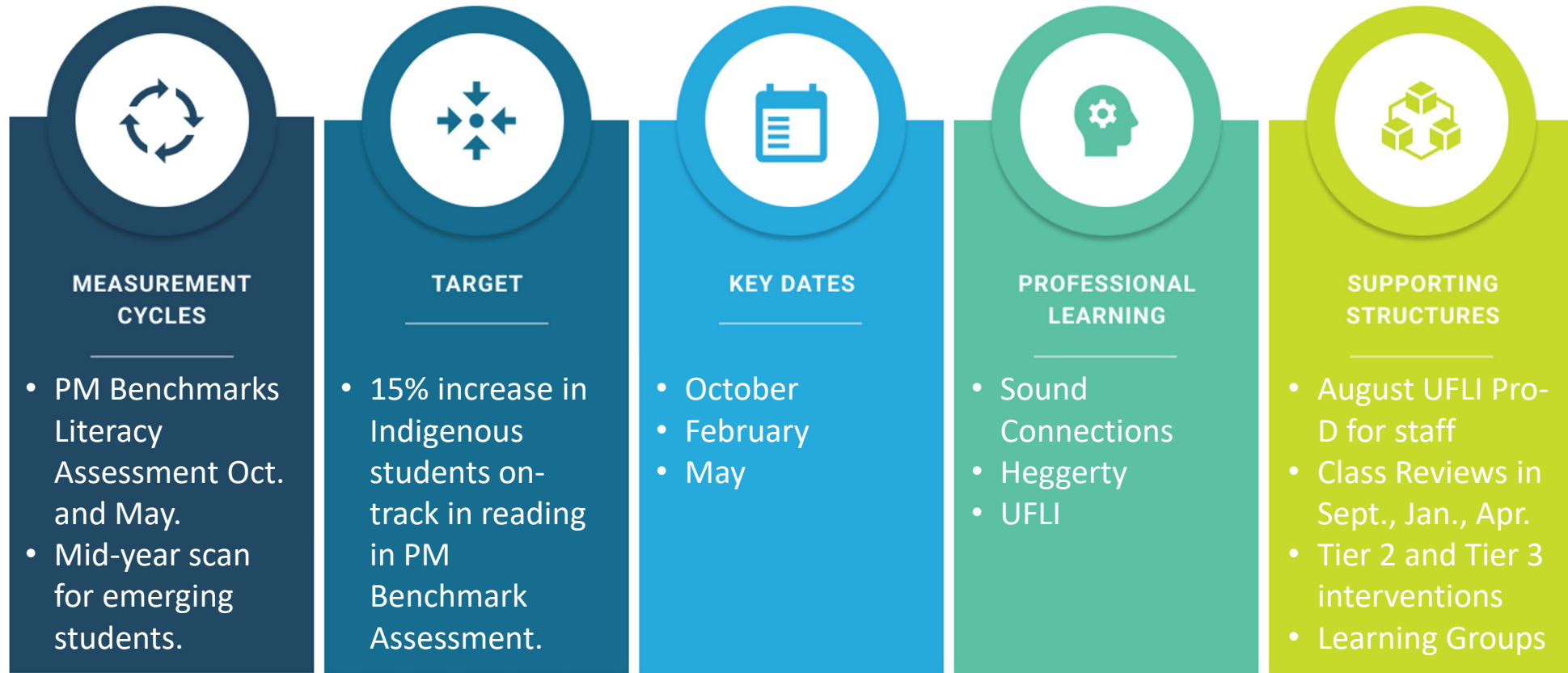
Spring 2023 - Grades 2-3 Reading
On-Track (82%) vs. Emerging (18%)



■ Spring On-Track ■ Spring Emerging



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

For the 2023-24 school year, staff will:

- 2022/2023: Purchase of Heggerty and UFLI teacher resources for each class.
- June 2023: Purchase, copy and laminate four class sets with baking trays and magnetic letters/graphemes for UFLI lessons.
- August 2023: Principal to provide each classroom teacher with literacy assessment and report card data from 2022-23 for each of their new students.
- August 2023: Pro-D on structured literacy using UFLI resource.
- September 2023: Class review meetings with each teacher to identify tier 2 and tier 3 supports needed in each class.
- Monthly: Staff meeting to review progress with literacy goal and assessment data.



STRATEGIC PRIORITY TWO

Success for Each Learner: Numeracy

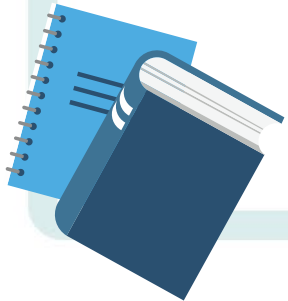


Improve numeracy achievement for all students.



Evidence Narrative

Despite 78% of students being on-track in numeracy in the spring Student Numeracy Assessment & Practice (SNAP) assessment, staff report inconsistencies in the scope and sequence of numeracy concepts taught in each grade.



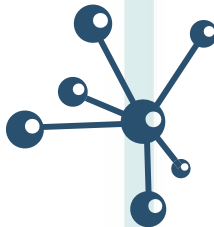
Concept Focus

The concept we are focusing on is to deliver lessons that are more consistent across grade groups to help students build skills in a sequential order for improved achievement.



Strategic Inquiry

To what extent will students' numeracy achievement improve if teachers teach weekly lessons that they collaboratively planned so that numeracy skills are developed in a sequential order?

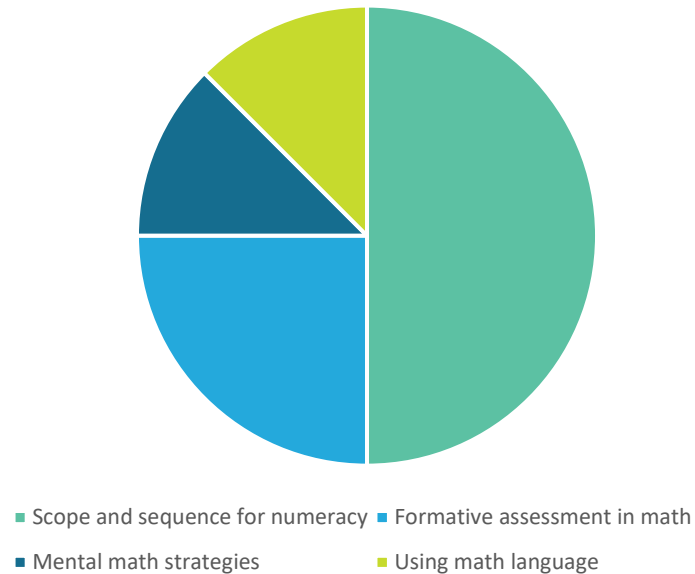


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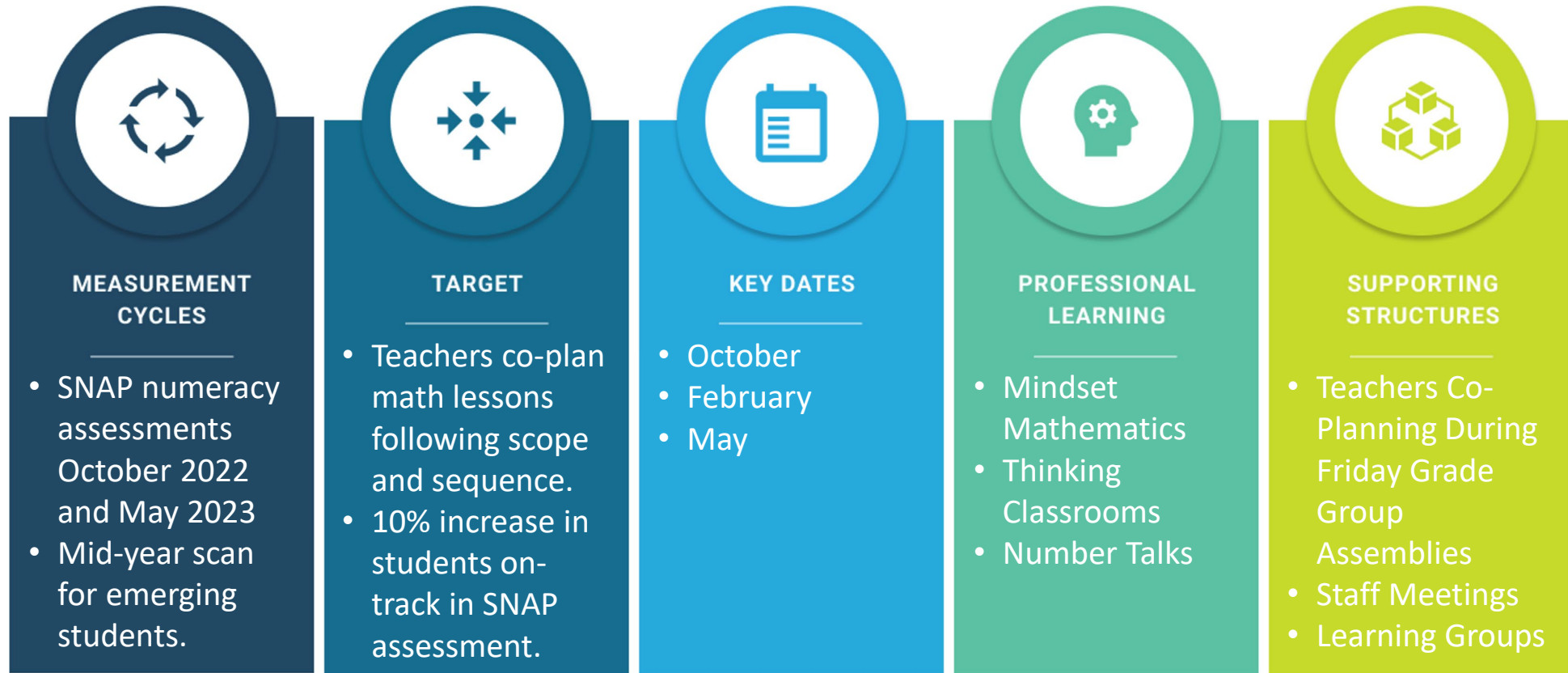
Grades 1-3 Number Sense

Our SNAP numeracy assessment data shows a large percentage of students on-track in their numeracy. However, staff have identified the need for consistency by developing a scope and sequence for each grade and co-planning numeracy activities.

Teacher Responses for Ways to Support Students with Numeracy Concepts



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

For the 2023-24 school year, staff will:

- August 2023: Principal to provide each classroom teacher with numeracy assessment and report card data from 2022-23 for each of their new students.
- September 2023: Meeting time to start work on scope and sequence and identify resources available in the school to support numeracy instruction.
- September 2023: Class review meetings with each teacher to identify tier 2 and tier 3 supports needed in each class.
- Bi-Weekly: Teachers in K/1 and 2/3 grade groups meet to collaborate on numeracy scope and sequence for each grade and provide reflection on progress to principal.
- Monthly: Staff meeting to review progress with numeracy goal and assessment data.



STRATEGIC PRIORITY THREE

Growing Capacity of Self and Others

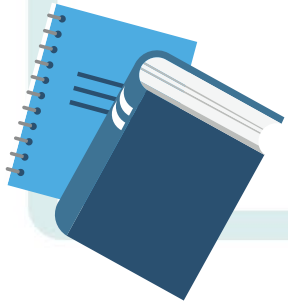


To increase the quality of collaboration.



Evidence Narrative

We have a culture of collaboration and completed Learning Rounds during the 2022-23 school year. Staff have expressed an interest to meet more frequently in small teams to collaborate by co-planning, co-teaching, and reflecting on their learning.



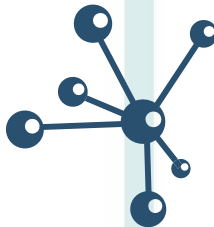
Concept Focus

We are creating learning groups who focus on a topic of interest related to literacy or numeracy. Staff will co-plan, co-teach, and debrief their learning.



Strategic Inquiry

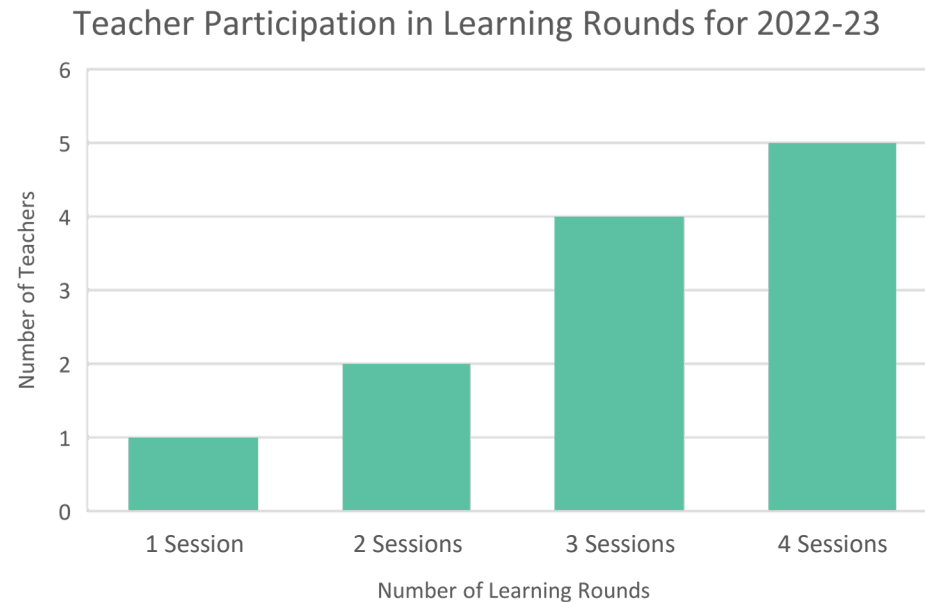
To what extent will staff co-planning, co-teaching, and debriefing improve the quality of collaboration?



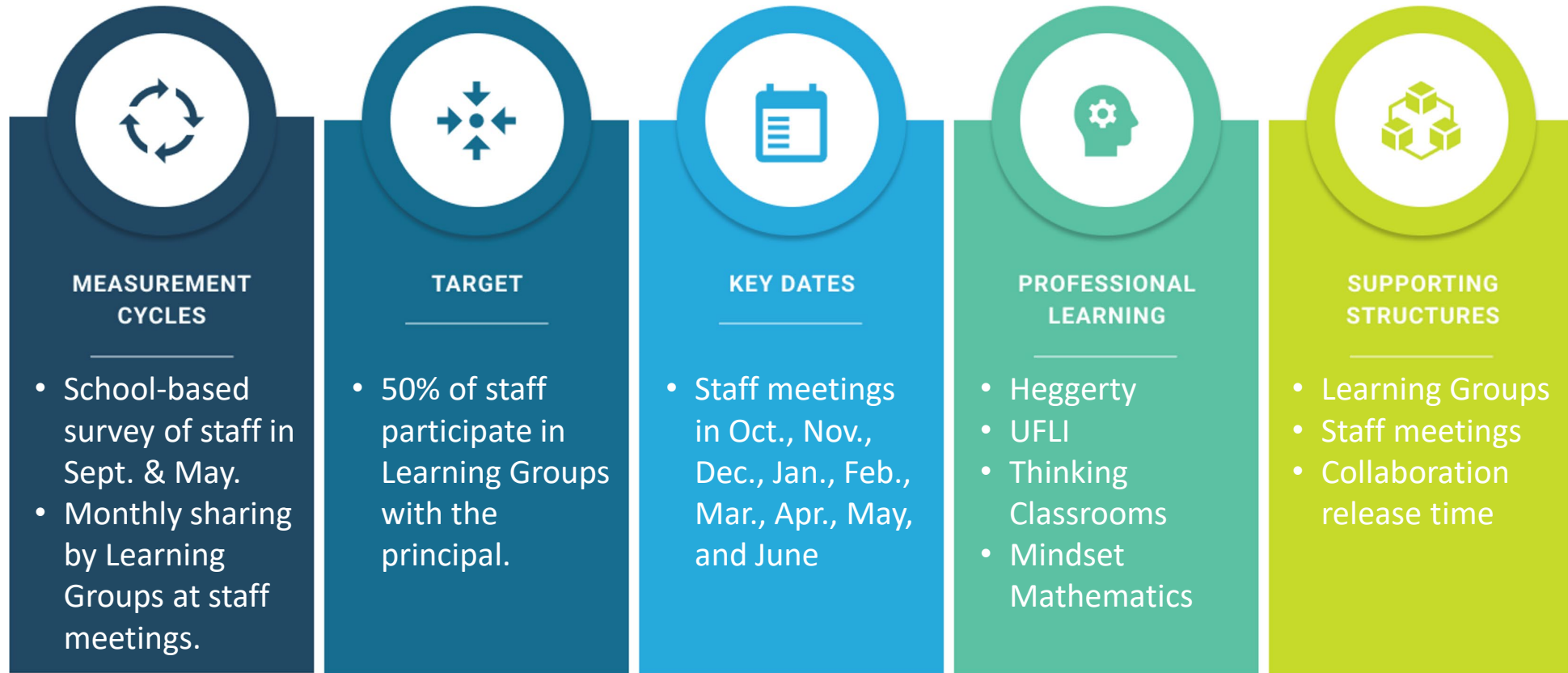
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Teacher Participation in Learning Rounds

During the 2022-23 school year, teachers and the principal engaged in Learning Rounds with 4 spots for teachers per session. We were able to complete nine Learning Rounds with all teachers participating in at least one session and many teachers participating in three or four sessions.



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

For the 2023-24 school year, staff will:

- June 2023: Staff identify topics of interest for collaboration and possible learning groups with three people per group.
- August 2023: Principal develops schedule for release time for staff.
- September 2023: Staff confirm group members, sign up for meeting times, and identify content focuses for learning groups.
- September 2023 to June 2024: Teachers and Education Assistants will have their own groups and meet several times through the year.
- Monthly: Staff meeting sharing of highlights from group learning.
- November 2023, February 2024 and May 2024: Self-assessment by staff of their group learning.



STRATEGIC PRIORITY FOUR

Stewardship for the Future

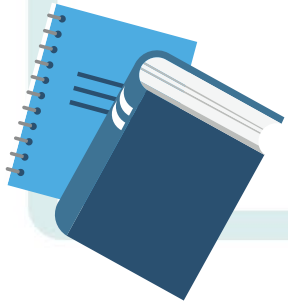


To increase the quality of outdoor learning.



Evidence Narrative

Staff regularly take students outside for learning at LPES. As a school, we have limited documentation of curricular connections for many of these outdoor learning activities. We need to develop a consistent understanding of outdoor learning activities school-wide.



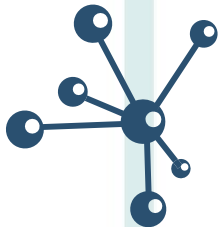
Concept Focus

Our focus is to ensure high quality learning happens outside with explicit curricular connections for outdoor learning activities.



Strategic Inquiry

To what extent will teachers sharing curricular connections for outdoor learning activities help improve the quality of outdoor learning?



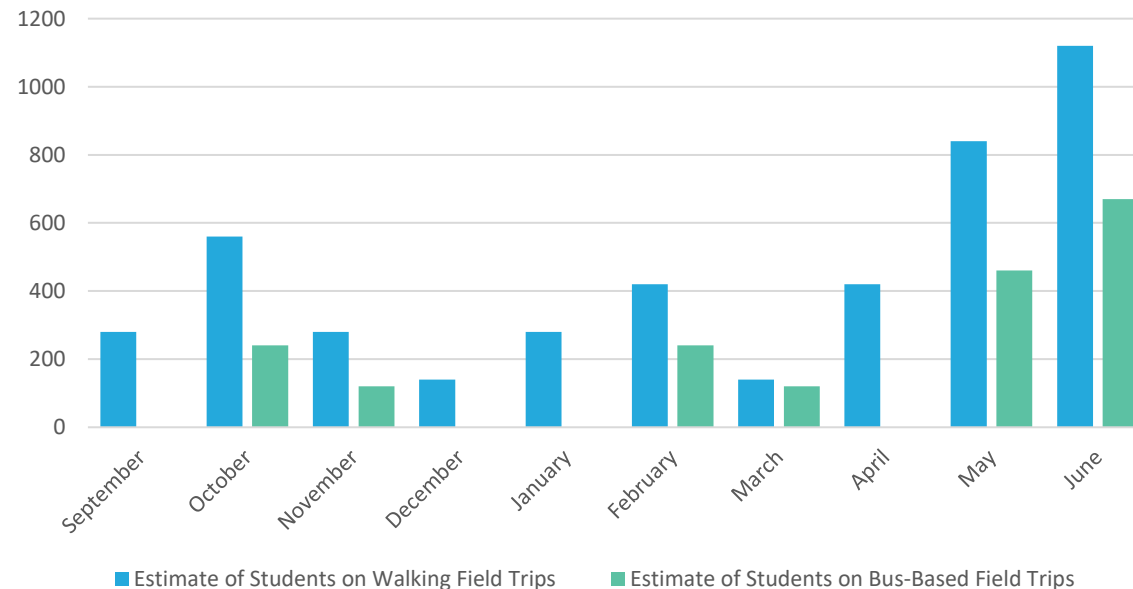
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Student Participation in Outdoor Learning Activities

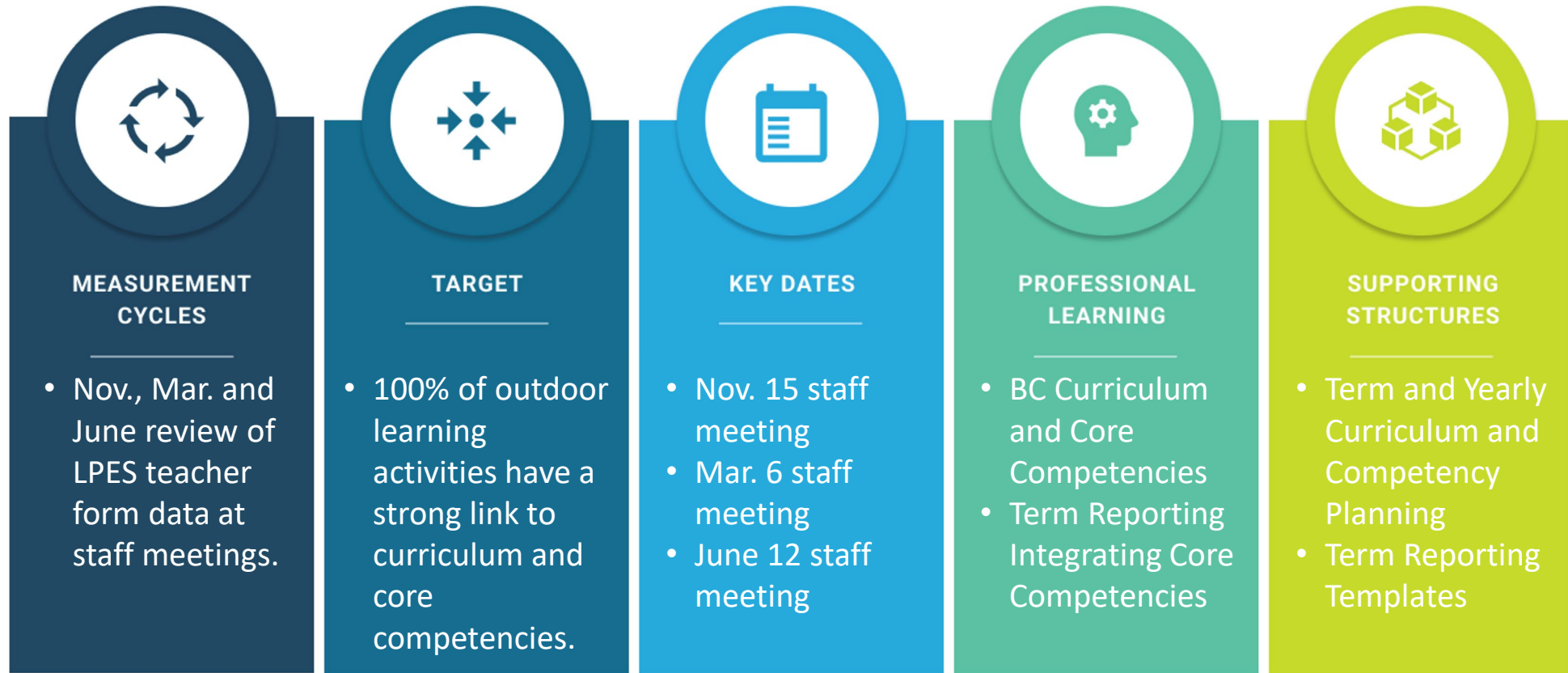
For the 2022-23 school year, there were over 6000 individual participants in outdoor learning activities at LPES. However, practices vary with each class and we need to develop a consistent understanding of outdoor learning at LPES.



Estimate of Students on Walking and Bus-Based Field Trips by Month for 2022-2023



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

For the 2023-24 school year:

- June 2023: Staff identify events and field trips to be scheduled for each grade for the 2023-24 school year.
- July 2023: Principal develops draft schedule and form to collect information on outdoor learning activities.
- September 2023: Teachers provide input on draft schedule and form and principal makes changes.
- September 2023 thru June 2024: Teachers identify curricular connections for field trips in schedule using form.
- Monthly: Staff meeting review of curricular connections and strategies for outdoor learning activities.

