



August 18, 2025

SCHOOL SUCCESS PLAN

Lindsay Park Elementary



Lindsay Park is located on the traditional and unceded territory of the Ktunaxa people. We are working to learn with and from the Ktunaxa to care for this land, honour other ways of knowing, and strive for reconciliation.





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PRINCIPAL MESSAGE

At Lindsay Park Elementary, we are proud to be a K–3 learning community rooted in the values of well-being, relationships, and creativity. Guided by our vision to create an open learning environment that honors personal strengths and fosters growth, we align our work with the four strategic priorities of School District 6:

1. Equity, Diversity & Inclusion
2. Success for Each Learner
3. Growing the Capacity of Self and Others
4. Stewardship for the Future

This year, our school-wide focus is on problem solving — as a social-emotional skill, and as a mindset that supports learning, connection, and resilience. We believe that when students, staff, and families work together to solve problems, we build stronger relationships and a more inclusive, supportive school culture.

Our goals reflect this belief:

- We are teaching inclusive social problem-solving strategies to support equity and belonging.
- We are strengthening family partnerships to improve attendance and student connection.
- We are deepening our use of the Collaborative and Proactive Solutions (CPS) model to grow capacity in students and staff.
- We are engaging families in meaningful ways to build a sustainable, connected community to support well-being.

We are grateful to our staff and Parent Advisory Council for their ongoing collaboration and commitment. Together, we are helping our learners grow into thoughtful, capable, and compassionate people.

Dan Clark
Principal, Lindsay Park Elementary





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SCHOOL DEMOGRAPHICS

Staff

- 7 Classroom teachers
- 1 Learning Services Teacher
- 1 Teacher for library and prep coverage
- 4 Education Assistants
- 1 Indigenous Education Student Support Worker
- 1 Admin Assistant
- 1 Principal

Students

- 146 students
- 11 Indigenous students

Grades

- Kindergarten – 26
- Grade 1 – 34
- Grade 2 – 36
- Grade 3 – 50





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VISION

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

MISSION

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

VALUES

Wellbeing

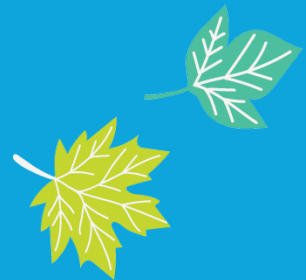
Our physical, mental and emotional health are necessary for success in all areas of our life.

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.





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THEMATIC NARRATIVE

Through collaborative reflection, Lindsay Park staff identified problem solving as a unifying theme that connects our work across all four district priorities. We observed that many students struggle with conflict, regulation, and perspective-taking—skills that are essential for both social and academic success.

To address this, we are:

- Teaching and modeling inclusive problem-solving strategies to support equity and belonging.
- Partnering with families to improve attendance and strengthen student connection.
- Applying the Collaborate and Proactive Solutions (CPS) model to build student agency and staff capacity.
- Engaging families in learning to foster a shared sense of responsibility for student well-being and future success.

By embedding problem solving into our daily practice, we aim to reduce frustration, increase empathy, and build a stronger sense of community. This work reflects our belief that learning is relational, responsive, and rooted in connection—with each other, with our families, and with the land.

2025-2026 SCHOOL GOAL
Increase students' problem solving.





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EQUITY, DIVERSITY AND INCLUSION

Inquiry

To what extent will explicitly teaching and modeling social problem solving strategies improve student interactions?

Background

- Staff have observed that many students struggle with social conflict, often reacting emotionally or physically before they can process or communicate their feelings. These challenges impact inclusion, peer relationships, and the overall school climate.
- This plan supports SD6's commitment to safe, inclusive learning environments by ensuring all students have equitable access to social-emotional learning through inclusive, differentiated strategies that help them feel seen, heard, and valued.

Data

- Pre- and post-assessments of student responses to classroom scenarios.
- Staff tracking of student social interactions using a 3-point scale (1 = Not Yet, 2 = Sometimes, 3 = Usually), collected in October and every two months.
- Student reflections (journals, exit slips, or surveys) on their social learning and sense of belonging.

Actions

Universal Strategies (All Students):

- Staff will select and teach two inclusive social problem-solving strategies per month.
- Students will engage in role-playing, scenario discussions, and guided reflection.
- Use of the Peace Path and Peace Table during recess for peer-led conflict resolution.

Targeted Strategies (Some Students):

- Small group sessions to practice healthy conflict resolution.
- One-on-one coaching for students needing additional support.

Staff Collaboration:

- Two staff meetings each month to:
 - Choose new scenarios and strategies.
 - Share student responses and adjust instruction.
- Reflect on equity and inclusion practices.

Monitoring

- Ongoing review of student data and staff feedback.
- Adjustments to scenarios, instruction, and supports based on student needs.
- Mid-year and year-end reflection on progress toward equity and inclusion goals.





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SUCCESS FOR EACH LEARNER

Inquiry

To what extent will strengthening family partnerships and using problem-solving approaches improve student attendance and connection to school?

Background

- Consistent attendance is foundational to student success, especially in the primary years. Attendance is a shared responsibility between families and the school. When students miss school, they miss opportunities to engage in learning, build relationships, and develop problem-solving skills.
- This goal supports SD6's commitment to responsive, relationship-based learning by strengthening school-family partnerships and improving attendance as a foundation for student success.

Data

- Monthly attendance tracking to identify students at risk of chronic absenteeism (>10%).
- Parent surveys to assess understanding of the importance of attendance and their role in supporting it.
- Staff logs of outreach and support provided to families.

Actions

Proactive Communication:

- Daily calls for unexplained absences, teacher check-ins after 3 absences, and monthly principal reviews.

Family Engagement:

- Share expectations through PAC and newsletters, host learning sessions, and use student-led conferences to highlight growth.

Problem-Solving Support:

- Apply the CPS model in SBT meetings and use trusted staff to connect with families and address barriers.

Welcoming Culture:

- Celebrate student returns and focus on rebuilding connection and confidence.

Monitoring

- Monthly review of attendance data and family outreach efforts.
- Adjust strategies based on trends, student voice, and family feedback.
- Share successes and challenges at staff meetings to refine practice.





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GROWING CAPACITY OF SELF AND OTHERS

Inquiry

To what extent will learning and applying the Collaborate and Proactice Solutions (CPS) model support students in solving problems so they can demonstrate expected behaviors?

Background

- Building on previous learning, staff will deepen their understanding of the CPS model and apply it to support students in solving problems collaboratively.
- This aligns with SD6's commitment to fostering a learning organization where both students and staff grow through meaningful, reflective practice.

Data

- Number of students engaged in CPS conversations.
- Number and types of identified unsolved problems.
- Progress on strategies developed through CPS.
- Staff reflections and examples of student voice in problem-solving.
- Feedback from students and families on the impact of CPS.

Actions

Team-Based Support:

- School-based team meetings may activate the CPS model for individual students requiring additional support.

Staff Learning and Collaboration:

- Teachers and EAs will receive ongoing training in CPS strategies through meetings with the Learning Services Teacher.
- Staff will share experiences and insights at monthly staff meetings to refine practice and support one another.

Student Engagement:

- Teachers and EAs will meet individually with students to apply CPS strategies.
- Students will be active participants in identifying unsolved problems and co-creating solutions.

Monitoring

- Staff will monitor student behavior and progress related to CPS strategies.
- Adjustments will be made based on student needs, staff observations, and family feedback.
- Successes and challenges will be shared at staff meetings to inform ongoing learning.





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STEWARDSHIP FOR THE FUTURE

Inquiry

If we offer more opportunities for parents to be involved will they express a greater understanding of the importance of their role at LPES?

Background

- Families have expressed a desire to better understand and support school strategies at home. Strengthening the home-school connection is essential for student success, particularly in areas like attendance, social-emotional learning, and engagement.
- This goal supports SD6's vision of Stewardship for the Future by partnering with families to support student well-being and build a connected, collaborative school community.

Data

- Online parent surveys in September and May to assess understanding of social-emotional strategies and perceived role in student success.
- Monthly attendance data reviewed for trends and patterns.
- Participation rates in PAC meetings, parent events, and student-led conferences.

Actions

Family Engagement:

- Share school goals, strategies, and student learning at regular PAC meetings.
- Host parent learning opportunities (e.g., book clubs, workshops, evening sessions) focused on social-emotional learning and executive functioning.
- Use student-led conferences to highlight growth in both academic and social-emotional areas.

Home-School Communication:

- Share classroom strategies and language through newsletters, visuals, and digital tools to promote consistency between home and school.

Attendance and Belonging:

- Monitor attendance patterns and reach out to families to understand and address barriers.
- Gather student voice to assess their sense of belonging and connection to the school community.

Monitoring

- Adjust family engagement strategies based on participation and feedback.
- Use survey data and attendance trends to inform next steps.

