



July 21, 2024

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

Lindsay Park is a K-3 primary school with a focus on well-being, relationships and creativity. It is our goal to create an open learning community that honors personal strengths and enables everyone to grow their thinking.

Each year, our school develops a framework of how we can enhance learning. This framework is based on district priorities for equity, diversity and inclusion; success for each learner; growing capacity of self and others; and stewardship for the future. Our staff monitor our goals at staff meetings and adjust our strategies as needed. This spring we reflected on data from district and in-class assessments, and also identified challenges to teaching and learning. In the spring, staff collaborated to identify a focus on improving student regulation as an area that may provide the greatest opportunity for student growth during the 2024-2025 school year.

Regulation is part of the BC Core Competencies, which are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens.

I would like to thank our staff and Parent Advisory Council who offered their insight and consideration of this plan through the spring feedback process. Strategies in the plan such as integrating regulation instruction into place-based learning activities and creating regulation spaces in indoor and outdoor learning areas were informed by the feedback received in this engagement.

Dan Clark
Principal, Lindsay Park Elementary School





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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

- 165 students
- 15 Indigenous students

Grades

- Kindergarten - 34
- Grade 1 - 35
- Grade 2 - 51
- Grade 3 - 45





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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

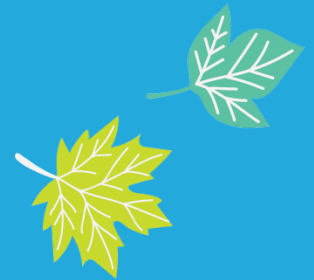
Our physical, mental and emotional health are necessary for success in all areas of our life.

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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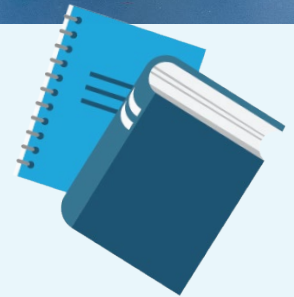
THEMATIC NARRATIVE

Staff have engaged in a series of collaborative reflection activities to identify focus areas within the BC Core Competencies that may improve inclusion and success for each learner at LPES. Within the 23 facets of the Core Competencies, regulation was picked by all six staff groups as an area that may provide the greatest opportunity for student growth during the 2024-2025 school year.

In regards to regulation, staff are observing that many students are struggling to control their emotions and actions in a way that fits the situation. This happens in class, other areas of the school (hallways, library, washrooms, and gym), and outdoors. Regulation is a challenge for many students during structured and unstructured times of the day.

Teachers and support staff engaged in further reflection and discussion about ways to enhance students' regulation. Students will benefit from lessons on recognizing how they feel, strategies to calm themselves, and ways to handle stress. Staff will teach, model and co-regulate with students to help them manage their feelings, stay focused, and deal with problems in positive ways.

The parent community consultation group shared similar observations and expressed a desire to have increased communication with families related to the strategies and language being taught and used at school so that consistency between school and home can be improved.



2024-2025 SCHOOL GOAL
Increase student regulation.





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EQUITY, DIVERSITY AND INCLUSION

Inquiry

To what extent will student regulation improve if staff develop regulation spaces in indoor and outdoor learning areas and teach regulation strategies appropriate to each space?

Action

Staff will collaborate on the development of regulation spaces and teaching of strategies for:

- Calming spaces in each classroom.
- Move, Work, Breath stations in shared indoor spaces.
- Zones in outdoor learning spaces for different types of play.
- Peace Table near playground.

Background, Data, and Monitoring

Background:

- Staff have identified increased challenges with dysregulation throughout the 2023-2024 school year, observing students with low stamina who are reactive and emotional. Students responses often do no match the size of the problem.

Data:

- Staff identify regulation areas and compile anecdotal evidence of use that is shared at staff meetings on a monthly basis.
- Student incident report data is used to clarify types of dysregulation, areas at school, and regulation strategies used as intervention.

Monitoring:

- Staff compile anecdotal evidence and incident report data for review at school-based team and staff meetings.





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SUCCESS FOR EACH LEARNER

Inquiry

To what extent will student engagement in literacy and numeracy lessons improve if teachers use regulation practices before and during instruction?

Actions

- Teachers will develop a shared understanding of regulation practices and collaborate on their effective use.
- Staff will track regulation practices used and student regulation during one literacy or numeracy lesson in each class on a monthly basis.

Background, Data, and Monitoring

Background:

- Structured literacy programs including Heggerty and UFLI were implemented as part of the 2022-2023 and 2023-2024 School Plans for Student Success.
- During the 2023-2024 school year, teachers trialed MathUp program developed by Marion Small. For the 2024-2025 school year, our school has purchased a license for teachers to support improved numeracy instruction in each class.

Data:

- Tracking sheet for regulation practices and student regulation in structured literacy or numeracy lesson.
- PM Benchmarks Literacy Assessment, District Wide Write, and SNAP Numeracy Assessment in October, February and May.

Monitoring:

- Compilation of tracking sheets at CARE team meetings and discussion at staff meetings on a monthly basis.
- PM Benchmarks and SNAP monitored October, Feb. (mid-year scan for emerging students) and May.





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GROWING CAPACITY OF SELF AND OTHERS

Inquiry

To what extent will staff collaborative opportunities improve the quality of regulation instruction?

Action

- Staff will collaborate on their use of regulation strategies and share their learning at staff meeting so that other staff can implement these strategies.

Background, Data, and Monitoring

Background:

- During the 2023-2024 school year, teachers participated in 15 collaborative Learning Groups. Each group met three times to co-plan, co-teach and debrief their learning. Following this successful year of learning, there will be 10 days in 2024-2025 for teachers to collaborate to support school goals.

Data:

- Anecdotal observations from collaborative learning shared at staff meeting.
- Development of shared resource for regulation strategies.

Monitoring:

- Strategies are shared with staff and students as they are taught so they can be practiced and reinforced school-wide. Observations from structured and unstructured times are shared at staff meetings.





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STEWARDSHIP FOR THE FUTURE

Inquiry

How can staff use Indigenous resources and place-based learning to enhance student regulation?

Action

- Staff will collaborate in the use of resources such as, “Circle of Courage,” “Animals Care for Mother Earth,” and the “Coyote Mentoring” to improve student regulation.
- Staff will provide instruction in regulation during place-based learning activities.

Background, Data, and Monitoring

Background:

- Staff take students outside for learning with most classes accessing parks and natural spaces near the school on a weekly basis.
- Staff recognize the value of outdoor learning for regulation, but more consistent instruction in regulation strategies may benefit students during these activities and once students return to their classrooms.

Data:

- Staff identify regulation strategies taught during outdoor learning and compile anecdotal evidence of its impact in class that is shared at staff meetings on a monthly basis.

Monitoring:

- Staff compile anecdotal evidence from outdoor learning and share at staff meetings.

