

## 2022-2023 - Year 1 School Learning Plan

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### 1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Situated in the heart of Vancouver's historical Marpole area, David Lloyd George Elementary is proud to be on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) nations.

We are ideally located at the crossroads of major transportation arteries - east/ west to UBC and south/ north to the airport and downtown Vancouver. Passenger jets can be viewed soaring as we have expansive views of Richmond.

Our community is densifying and as a result, our school is increasing in population. We are currently going through a seismic mitigation project and we are preparing to move to a new school building (with a gifted həŋqəmiñəm name) next school year.

As we prepare to move into our new school, we are able to create a new culture of learning, teacher, collaboration, and excellence. Our staff chose an inquiry question that allows staff to collectively and individually find ways to further expand and find new ways to create a successful community of learners when we move into our new school.

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### 2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

David Lloyd George Elementary is a socially and ethnically diverse community. Many of our student have caring families who value education. Our families support DLG staff, attend Parent Advisory Committee (PAC) meetings, participate in school events, and help their children with home assignments and volunteer for field studies. They are hard-working families who want the best for their children and as a result, many of our students find success in school.

Some of our learners have socioeconomic challenges. Students may be English Language Learners (ELL). For students facing challenges, staff are looking at different, often creative, ways to help students achieve in all developmental and academic areas.

Families, including students have wanted more leadership opportunities at school such as being parts of clubs (choir, diversity, Daylighters, athletics, assembly, PA, etc). Our staff and parents volunteer to provide as many opportunities as possible.

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### 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS? (SCANNING)

Our students are generally engaged and happy at the with our social-emotional assessmentslarge participation in many school activities and events. However, our Middle Years Development Index (MDI) paints a different picture. Our Well-Being Index (children's physical health and social and emotional development that are of critical importance during the middle years: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health) indicate only 18% of our grade 6 are thriving compared to the district 28%.

On the MDI Assess Index (assets are positive experiences, relationships or behaviours present in children's lives), students feel they have good peer relationships but (88% compared to district 78 %) but our adult relationship is 58% compared to the district 70%.

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### 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

From our school MDI data, DLG staff will focus on creating a learning environment that encompasses us building a student community that increases a sense of thriving and assess indexes for our MDI survey.

We will focus on staff building relationships with students as well as peer to peer relationships. By looking at our practices and discussing them during meetings and collaboration time, we can see what works and what does not.

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### 5. INQUIRY QUESTION (FOCUSING)

**Our Inquiry question:** How to use the inquiry process and design thinking to purchase furniture, plan spaces, refine classroom practices to enhance student engagement, collaboration, and achievement? This aligns with the VSB Education Plan 2026 Goal 1 by improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

The nature of the goal has allowed us to approach student learning from many perspectives and learn from each other as we critically examine our practices, both collectively and individually. Using the inquiry process, design thinking and collaboration, staff look for ways to carry forward our successes and look for ways to constantly improve in our areas for growth.

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## 6. WHAT IS OUR PLAN? (PLANNING)

**Year 1:** choosing furniture, classrooms, and other spaces to work in. Gathering like grades together to develop for classrooms to collaborate and build a community so teachers best instructional practices. This is a year for defining what a school community we collectively envision and how to use the new building to implement new ideas. We look forward to using the multipurpose rooms and outdoor spaces for multi-class activities so teachers get a chance to work with students outside their own classes.

**Year 2:** review year 1 to look for our successes and ways to further challenge our school community to improve. We plan to refine our timetable and collaboration space to further improve our vision. Staff would use professional development time to research and learn about teaching in a collaborative space as well as participate in team building to bond staff relationships.

**Year 3:** reflect on to continue goal or finding new goal based on data we receive from student surveys and anecdotal conversations.

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## 7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

Time and professional development days to empathize, define, ideate, plan, and implement, and refine our school goals. This will include having staff meetings to talk about our collaborative process and the constant goal for small improvements. We will also invite the school architects and meet as a staff to see how our furniture and instructional practices drive meet our vision of a engaged and collaborative school.

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## 8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

Anecdotal feedback from staff, students, and families provide the best insight about our learners. Their day to day emotions and conversations tell us how well our staff is achieving our goal of using our new space to to enhance student engagement, collaboration, and achievement.

Other sources will include the MDI and student learning survey. Our Foundation Skills Assessment (FSA) writership is too low to make it a reliable source of data. Sections we would focus on are the engagement and community building parts of the Middle Years Development survey.

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## 9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- Connections and relationships built by staff, students, and families
- Celebration of learning events
- Class and school newsletters
- Class presentations (students share their learning with their peers) Possible school-wide Design Thinking/ADST/Maker Day Bulletin board displays in the hallways Continued communication with family members as currently practiced, e.g. written reports and conferences, electronic media, as family members and teachers prefer
- Welcome to Kindergarten



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

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## 10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

- 3 staff members attended Workshop at Musqueam: giving information about our teachings The 3 staff members shared their learning with the entire staff at staff meeting
- DLG school received the MOA kit from February 17 to April 8, 2022. All classes used the MOA kit for at least one lesson
- Librarian used the kit for all classes she sees
- Intermediate classes made trip to Marpole Midden and site by Arthur Laing bridge where Indigenous remains were found
- All classes have taught some aspect of Indigenous culture/ history prior to arrival of MOA kit
- All Indigenous students with their families along with students from Div. 1 and 2 were part of the Indigenous Drum making workshop held on March 7, 2023.

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## 11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

- Indigenous land acknowledgement in most announcements and public assemblies
- Indigenous land acknowledgement for assemblies are personalized statements by Indigenous students or family members
- All classes have done Indigenous culture or subject area education
- Drums made during our workshop will be part of our music program once songs and permission to use them are gifted to our music program

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## 12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

- Classroom teachers are continuing looking at new ways to embed Indigenous perspective and knowledge throughout their instruction.
- September 2023 professional development day will be reserved to learn about Indigenous culture as we take a tour with Takaya Cultural Tours in North Vancouver