



Vancouver School District
School Plan for David Lloyd George Elementary
Year 3 of 3 Year Plan, 2020 – 2021

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

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

Some of our learners have challenges. Often, these students are English Language Learners (ELL) or from families where adults are working long hours, cannot spend time helping their children with schoolwork or volunteer. For students facing challenges, staff is looking at various, often creative ways to help students achieve in all developmental areas.

Due to our diverse needs, our staff choose an inquiry question that allows staff to collectively and individually find ways to meet their instructional goals in order to serve our students.

Our Inquiry question: To use inquiry process and design thinking to refine classroom practices to enhance student engagement, confidence, and achievement.

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 and design thinking, staff will observe, empathize, define learning challenges and then ideate solutions for our students to grow in positive ways.

Our focus is based on the idea that we differentiate professional development to accommodate our varied needs and strengths. Individual educators will observe, define, and problem solve student learning challenges in their own situations and then conduct self, group, or whole school professional consultation meet students' needs.

2A. WHAT DID WE SEE?

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

Our students are responding well to staff use of inquiry process and design thinking to further enhance student engagement, confidence, and achievement.

Staff have reported the following strengths of our students:

- eager to learn, motivated to produce a good final product with visual impact
- strong readers (fluency and decoding)
- oral presentation skills are improving (confidence)
- follow instructions independently
- collaborative group work is improving
- motivated by hands-on learning experience
- some love 'thinking questions'/ provocation
- different degrees of readiness for risk-taking
- awareness of own learning needs
- enthusiastic about learning new thing
- supportive parents
- high energy and curiosity
- love/need to move (especially outdoors)
- responds well to positive reinforcement
- students are increasing accepting of special needs inclusion in the classroom, setting up play groups
- Social Circles time with special needs students improve functional life skills

Staff have reported the following student challenges:

- use of technology is impacting attention span and mood.
- emotional/social needs
- problem solving strategies
- reading comprehension and vocabulary development for at-risk students
- resilience when faced with challenge or failure
- better self-regulation
- citizenship (contributing more to the classroom and greater community)
- personal interest projects where students pick their own animal of interest and ask wonder questions and find relevant information to answer their questions (some with support)
- needs varied approaches to present the same content material/curriculum

2B. WHAT DO WE NEED TO RE-ADJUST?

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

The staff want to keep the current goals as they have room for continued exploration and experimentation of ideas, practices and learning experiences.

- sharing after self-directed Pro-D and inquiry project
- structuring inquiry projects at beginning of year and moving toward greater independence as the year progresses
- encourage all teacher to increase inquiry learning in their classrooms.
- give opportunities for student, staff and parent voice
- modified programs are necessary for those students who cannot follow the regular classroom curriculum, we need to collaborate to make programs that suit our students learning needs

3. INQUIRY QUESTION (previously known as "Goal")

- Does the original question need to be readjusted/continued/changed given the results outlined above?

The original inquiry question does not need to be adjusted.

4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 2) and any changes from previous plans

Individual staff have reported that after one year of focusing on the goal of **using inquiry process and design thinking to refine classroom practices to enhance student engagement, confidence, and achievement, they would make specific adjustments to their own instructional practices:**

- use Design thinking in classroom to create better flow and transitions, especially for anxious students.
- find more ways to support hands-on inquiry learning
- use common design thinking language school-wide across the grades
- to provide more opportunities and time for design thinking/inquiry/prototyping projects in classrooms
- more outdoor field trips
- continue participation in the salmonid in the classroom for two classrooms, probably with strengthened connection with environmental protection
- look for and try out ways to get students excited about writing and writing with more thoughtfulness (not writing because it is an assignment)
- look for and try out more hands-on and relevant math learning experiences
- continue use of outdoor field trip experiences to introduce life science topics
- share ideas (strategies, activities & programs) with each other at regular meetings so we have a toolbox to use from. This will require consistent communication between ssw's, teachers and resource teachers
- start a learning journal that goes with the student throughout their school years to show their reflections in their learning
- encourage more self-reflection about project work
- emphasize the learning process rather than just focusing on the final product
- possibility of a literacy block 3 days a week for primaries
- students are talking about what they have learned and sharing with their parents
- field trips to various outdoor environments to make and record observations of the abiotic and biotic elements and biodiversity of those places (also comparing human versus natural processes observed for facilitating decomposition and soil preservation)
- Salmonid in the classroom for some classes
- English language arts combined with math project – Show Down of the Books
- English language arts combined with social studies – global communities reading, information search and then use the information for expository writing
- use of public transit for field trips was a 'life skill' the students demonstrated growth in confidence and competence; expand to all special needs students

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year
 - resources to purchase supplies, containers, etc. for inquiry learning projects
 - more Professional Development time devoted to share ideas and possibly bring in guest speakers who could lead design thinking workshops
 - more access to technology (computers, iPads, consider changes in school policy for students to use personal devices to work on projects at school)
 - prep for same grade at same time to accommodate collaboration time
 - relevant professional resources and student resources and manipulatives for various topics and learning experiences
 - adjust prep time and duration to best suit grade-appropriate needs
 - more collaboration with teacher and case managers in order to create a consistent program to set up our students for success, through this collaboration, it is important to gather the appropriate resources in order to create those programs

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan
 - see students reflecting on their learning process and able to make meaningful revisions to their work or projects
 - students will be able to work more independently, and problem solve without teacher intervention
 - use the design thinking language meaningfully with each other and their teachers
 - from both observation of student engagement during the process and the output
 - Prezi project, Celebration of Learning Parent Night, posters, FreshGrade, oral Presentation, kinesthetic presentation style - scene, rap, dance, etc
 - use of learning journals
 - conference with students one to one
 - social and emotional growth in future grades
 - organization and school readiness skills evident in future grades
 - when staff accomplish goals on the IEP at the end or throughout the school year

7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?
 - through our Celebration of Learning
 - monthly class 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
 - celebration of learning.
 - school newsletter
 - Welcome to Kindergarten



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

8. What do we know about the Aboriginal Learners in Our School?

- Include numbers of students, grade levels, etc.

We currently enroll nine students with Indigenous backgrounds:

Grade 7 – 1

Grade 6 – 2

Grade 5 – 2

Grade 2 – 1

Grade 1 – 1

Kindergarten - 2

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- Indigenous support worker working with classroom teachers and students to enrich student knowledge, values, and history
- Indigenous presenters: Claire from BCTF and Claire Shannon-Akiwenzie (January Pro-D "Infusing Aboriginal Content")
- Pow Wow dancer presentation
- celebration of Orange Day
- residential schoolbooks studies
- inviting Indigenous worker in our school to teach class lessons, lead activities, and share their own Indigenous background
- reading books in class with Indigenous content
- professional Development at Musqueam Interpretive Centre
- Social Studies/Science/Language Arts/Visual Arts integration
- at the primary grade level, reading lots of books from the Indigenous culture, followed up with discussions (e.g. comparing what the Indigenous people think of nature versus other cultures' views)
- including Indigenous perspective as much as possible / relevant in different curricular areas (e.g. reading Taan's Moons when learning about telling time)
- identifying Indigenous resources that are user friendly and do not require excessive self-study to make the resource/ information usable
- connecting Indigenous culture to our community, environment, and salmon unit
- Six Cedar Trees resources
- Indigenous recognition message in the PA announcements and assemblies

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
 - invite Indigenous speakers to compliment regular classroom practices.
 - novel studies on Indigenous content
 - demonstrate to students that Indigenous peoples are much like everybody else: there are people with Indigenous backgrounds who are pursuing 'successful' careers.
 - more Indigenous guest speakers/presenters to provide more authentic experience
 - focus on student activities (students participating/learning the Eagle, Beaver, etc. Dance), guest speakers, storytellers, drumming performance/workshop, (less watching, more "doing")
 - continue to bring awareness to the culture thru literacy
 - supported by Indigenous Worker with classes on a regular basis for all classes
 - more collaboration/sharing within our school community
 - use our resources to teach the children the Core Competencies as represented by the 6 animals (Bear, Beaver, Salmon, Orca, Raven, Wolf)
 - make social stories/activities to include the special needs students.
 - continue recognizing via PA announcements and assemblies give opportunities for student, staff and parent voice
 - give opportunities for student, staff and parent voice
 - when students are comfortable with discussing the cultural roots of the Indigenous community

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice
 - in student reflections, students wrote about the mistreatment of residential school students and how they didn't know anything about residential school
 - students conducting research and presentations on Indigenous culture such as pow wows
 - students were eager to learn about Orange Day and did a wonderful group presentation.
 - grade 4 and 7 Satisfaction Surveys will reflect that students have more awareness of Indigenous content
 - students are talking about what they have learned and sharing with their parents.
include both data-driven and anecdotal examples
give opportunities for student, staff and parent voice
 - more inclusive language by staff and students
 - when students are asking questions/information about the Indigenous community