



Vancouver School District School Plan for David Livingstone Elementary Year 3 (2019-2020) of 3 Year Plan, 2017 - 2020

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

1. GENERAL SCHOOL STORY:

David Livingstone Elementary School was built in 1912 and opened in 1913. Located in the northeast quadrant of Vancouver's Riley Park neighbourhood, adjacent to Prince Edward Park, Livingstone has a population of about 320 students that includes English Language Learners (ELL), students with Ministry designations and students of Indigenous heritage. Livingstone families are from a variety of cultural backgrounds and valuing and celebrating their diversity is one of the main foci of the school community.

Livingstone is one of 8 elementary schools that make up the Sir Charles Tupper Secondary family of schools. Our close proximity to Tupper has facilitated a cooperative relationship between our two schools. Livingstone students and staff use Tupper's space for concerts and other activities, Livingstone alumni attending Tupper return to Livingstone to support our students as tutors or volunteer coaches, teachers from both schools work collaboratively to support each other's students and Tupper's Community Schools Team supports Livingstone students by providing after school programming.

Livingstone families are very involved in supporting their children's learning. Livingstone's Parent Advisory Council (PAC) organizes several community building and fundraising activities throughout the school year. Families and school staff at Livingstone work together to prepare our students for success.

Over the past several years, Livingstone has established a reputation as being a technologically savvy school. Many of our teachers continue to use Smart technologies as a vehicle for learning and teaching. More recently Livingstone staff focused on enhancing student learning through the curricular areas of Science Technology Engineering Arts and Mathematics (STEAM). Though we have not abandoned our technology focus, Livingstone staff have opted to shift our focus over the next few years to supporting our students social and emotional learning. Our current school plan foci are Self-Regulation, Valuing Diversity and Building Relationships and the inquiry question we're contemplating is: What strategies and activities can be implemented at school and reinforced at home to develop student self-regulation while valuing diversity and building relationships in our school community?

Livingstone staff are also making efforts to stay current when it comes to the redesigned curriculum and reporting. Nine of our divisions took part in the Communicating Student Learning Pilot this year.

2A. WHAT DID WE SEE?

Our students continue to show the following overall strengths and areas of need:

Self-Regulation

Strengths

- Some students are able to persevere with challenging tasks.
- Students are able to advocate for themselves.
- Some students can work independently or in a group responsibly. They can wait their turn, identify others who need help and communicate tactfully.

Areas of need

- Students need to actively use strategies to manage their emotions.
- Some students get easily upset or frustrated when things don't go their way or when they can't do things perfectly.
- Some students are reluctant or unwilling to try challenging tasks.
- Students have difficulty determining what is expected versus unexpected behaviour in different environments in the school.
- Some students are unable to control their behaviours or to avoid distractions so that they're able to focus during direct teaching or group work.
- Some students cannot wait their turn and blurt things out. Some students can't or won't adapt their behaviours for the good of the group.
- Some students need support expressing themselves in a way that isn't hurtful to others.
- Some students need to work on developing perseverance and resiliency.

Valuing Diversity

Strengths

- Some students are inclusive of others.
- Students are accepting of some differences between individuals.
- With support students are expanding their understanding and appreciation of differences rooted in faith, country of origin and ethnicity.
- Students demonstrate an appreciation for people from diverse backgrounds.
- Students are able to show empathy, put themselves in another's shoes and consider differing perspectives.
- Students seem tolerant of people with different physical, mental and socioeconomic needs.

Areas of Need

- Students need to learn to advocate for others better.
- Some students may need support with better understanding the economic diversity in the Livingstone community.
- Despite being able to identify the needs of others, students don't always offer to help.

Building Relationships

Strengths

- Some students can work and play cooperatively with friends.
- Students can be extremely kind and loving.
- Students are very welcoming to new students and guests to the school.
- Students behave very well when outside the school on field trips.
- Students are able to identify and differentiate between healthy and unhealthy relationships.

Areas of Need

- Students need help identifying when others need support, as well as help providing support to those in need.
- Students need to be aware of how others may feel.
- Some students require direct modeling of how to share, take turns, listen to friends and solve problems.
- Some students can be exclusionary during unstructured play time.

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

The information we've collected regarding our students' learning is still largely anecdotal. We still need to do a better job of using the empirical evidence already being collected by outside agencies and community partners to inform our planning. This school year, most of our grade 4 students completed the Middle Years Development Instrument (MDI) and our kindergarten teachers completed the Early Development Instrument (EDI) for their students. Our grade 4 and 7 students completed the Ministry of Education Student Learning Survey this school year but our participation in the parent and staff surveys was again quite low. We need to continue to communicate the importance of these measures to our school planning process with our school community and develop a better process first for sharing our results and then for making changes based on them.

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

Our inquiry question will continue to be: What strategies and activities can be implemented at school and reinforced at home to develop student self-regulation while valuing diversity and building relationships in our school community?

4. WHAT IS YOUR NEW PLAN?

Our plan for supporting our students' development of self-regulation, valuing diversity and building relationships will remain the same but with some refinements. First, we need to continue collecting information regarding our students' strengths and areas of need but as noted above, we need to make better use of the empirical evidence already available to us. Perhaps rather than trying to take relevant information from all the different possibilities, we need to narrow our scope to a more limited number, or even a single assessment tool. Other schools with social and emotional learning as their school plan focus have had success using the Devereux Student Strengths Assessment (DESSA). Or perhaps the Student Learning Survey, to which schools can add their own customized questions, is a better option. As we continue our preparations for the coming school year, our staff will seek to make the best decision in this regard.

Second, we need to continue to implement the supports and strategies we're finding to be successful. Earlier this school year, we updated our Second Step social-emotional learning kits for our kindergarten to grade 5 divisions. Our goal is to use Second Step as part of the foundation for our schoolwide social-emotional learning program. We've also sought to simplify our school code of conduct, moving away from the Respect, Ownership, Attitude, Responsibility, Safety (ROARS) acronym borrowed from Tupper Secondary, to a more elementary school friendly 3 Cares motto: I care about myself, I care about others, I care about our spaces, which aligns more directly with our school plan foci of self-regulation, valuing diversity and building relationships. As well, during the final two professional development days of the year, our staff participated in Talking Peace restorative justice workshops facilitated by the Community Justice Initiatives Association. One of the aims of the workshops was to help our staff begin to develop concrete processes for fostering social emotional learning, proactive self-awareness and accountability.

Third, we need to continue to work toward greater community involvement and transparency regarding our plans and progress. As mentioned above, we're looking for ways to give our parent community a greater voice in our planning process, and though our staff is involved, we also need a better way to quantify their observations.

Finally, as we move into the third year of our plan, we need to continue to adapt our supports and strategies to the changing needs of our students.

5. WHAT SUPPORTS WILL WE NEED?

Livingstone staff are already using, and will continue to use the following to support their students' social and emotional development:

- Teachers, our resource team and support workers continue to support students with goal-setting and behaviour plans.
- Interactions between primary and intermediate classes give opportunities for modeling appropriate behaviour, accountability and managing emotions.
- Mindful eating in classrooms instead of the gym has been a great success.
- We updated our Second Step social-emotional learning kits for our kindergarten to grade 5 divisions this year. All our divisions are encouraged to use Second Step language and strategies to discuss and support students' social and emotional learning.
- This school year, Livingstone staff were encouraged to participate in a number of sessions aimed at fostering overall school excellence and the realization of our school goals facilitated by ProActive Resolutions.
- This school year, Livingstone staff were given the opportunity to participate in two Talking Peace professional development sessions on restorative justice facilitated by the Community Justice Initiatives Association.

- For next school year, we've scheduled performances focused on multiculturalism, discrimination, bullying and friendship and on making friends and overcoming anxiety.
- Tools for recognizing social temperature, bucket filling and empathy building.
- Social stories and art work.
- Some classes are doing daily social and emotional learning activities such as MindUp.
- Ready Bodies Learning Minds
- Our sensory room is really starting come together and should be used more regularly by more students this and next school year.
- Considering a return to Reading Recovery and Early Intervention

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

Livingstone staff will continue to use observation as the main measure of student success with respect to our school plan. Ideally the interventions we implement will lead to positive changes in student self-regulation, valuing diversity and building relationships.

We will continue to track advancement toward our goal of personally and socially competent students, capable of taking accountability for their choices and actions, and of managing their anxiety, behaviour and emotions by continuing to observe their progress and by examining sources of empirical evidence such as the EDI and MDI, the Student Learning Survey, school behaviour logs and students' self-assessment of the core competencies. As mentioned above, we may look to narrow our scope in order to be more efficient and effective in our data collection.

Ideally our interventions will have a positive effect on students' self-regulation, valuing diversity and building relationships. However, if we see little or no response to our interventions, we understand that this means changes may have to be made.

7. HOW WILL WE SHARE?

We understand open, transparent communication of our goals and progress is essential for holding us accountable for our promises and for encouraging participation in our school plan process. We will make families, students and other members of our school community aware of, and encourage their involvement in our school plan through the following:

- We will post our school plan to our school website and include links to the school plan section of our website in subsequent messaging.
- At monthly PAC meetings, we will give regular updates on the school plan.
- At the beginning of the school year, we will make sure students are made aware of school plan goals and we will keep students apprised of their progress toward achieving our goals.



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

8. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

At Livingstone we have only a few students who identify as being of Indigenous heritage. Our Indigenous learners are in the intermediate grades and are representative of our general school population.

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

- At assemblies and whole school performances we acknowledge that we live, work and learn on the traditional, unceded territories of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.
- At the beginning of each school year, we unpack the acknowledgement statement with students, explaining the term unceded and discussing where the Musqueam, Squamish and Tsleil-Waututh Bands reside.
- Every school year we arrange for a variety of whole school performances. This year's performances were chosen keeping in mind our school plan foci to value diversity and build relationships. Performances covered topics ranging from music and dance appreciation to anti-racism to emergency preparedness to Indigenous and African storytelling. Performers were from a variety of cultural backgrounds and often made a point of sharing their histories, traditions and culture with students.
- Throughout the school year, individual and, or groups of classes at Livingstone have sought to integrate aspects of all people's traditional ways of learning into the curriculum. Classes have invited visitors to the school or gone on field excursions to give students authentic opportunities to experience all culture's histories, traditions, routines and customs, and contributions.

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

- We will continue to incorporate Indigenous ways of sharing knowledge in our learning and teaching.
- We will continue to encourage our Indigenous learners and their families to contribute to our learning community.
- We will continue to invite a variety of presenters, including authentic Indigenous presenters and community members to Livingstone to interact with our students.
- We will seek to take our students to authentic Indigenous places of learning and discovery.

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

Some examples of how we know we are being successful increasing knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students are:

- Students are able to comment on the values and traditions of specific Indigenous groups.
- Students are able to show they understand the differences between how Indigenous peoples were able to live in greater harmony with the earth than non-Indigenous peoples.
- Even our youngest students are able to understand and explain the significance of acknowledging our presence on traditional, unceded Indigenous territory.
- Students independently select Indigenous stories to read for pleasure.
- Students are able to name local Indigenous groups.
- Students are able to make connections between Indigenous and non-Indigenous culture.
- Students demonstrate an awareness of Indigenous perspectives.