



Vancouver School District

School Plan for David Lloyd George

Year 3 (2017)

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 School was opened in 1921 and was named after the British Prime Minister, David Lloyd George, who governed from 1916 to 1922. David Lloyd George School enrolls approximately 388 students from kindergarten to grade 7. We are a diverse, dynamic, multicultural community. Currently, our population comprises approximately 60% English as Second Language learners from varied cultural backgrounds and is host to students with varying academic abilities. Although 29 different languages are identified as home languages for our students, we are proud to highlight our students learning, and their strong tradition of success as they move on to Secondary School.

We take pride in our reputation of having a positive school culture with well-behaved students. We have focused on developing a safe, caring and positive environment in our school. We have a variety of leadership activities and work hard to encourage our students to be positive leaders and role models. Our student leadership program continues to be an important way of preparing students to be contributing citizens whose positive influence is felt in school and beyond. The leadership Program has added another important avenues of participation and influence for our senior students. The school Code of Conduct and motto, 'Be Responsible, Be Respectful, Be safe, Be Ready to Learn', are taught and reinforced throughout the school year.

Our current Parent Advisory Committee has worked very hard over the last two years to increase participation and attendance at PAC sponsored events and PAC Meetings. Their perseverance has resulted in more than doubling attendance at PAC Meetings this year. The past two years have also resulted in significant increases in PAC fundraising initiatives. This has enabled them to reach the fundraising goal for the building of the new intermediate playground. The playground was installed by parent volunteers in December and opened for student use in January 2017.

The PAC is now excited to be able to support other areas of school need such as technology in the coming years.

Our school goals for the 2017-2018 will continue to be:

- 'To align our practice with what we know about how children learn.'

Our goal was chosen because of a successful collaborative inquiry group two years ago. Since then we have had close to 100% of our teaching staff involved in inquiry groups. The nature of the goal has allowed us to approach it from many perspectives and learn from each other as we critically examine our practice.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Again, this year we had many collaborative inquiry groups form to look at our school goal from various perspectives. All but one staff member was involved in one of these groups. The questions being investigated were:

- How will increased enthusiasm help my struggling readers?
- What impact will inquiry based teaching have on students?
- What impact will providing recreational equipment and opportunities for grades K,1,2 have on the community atmosphere at DLG?
- What does assessment and evaluation look like in an inquiry classroom and how do we report to parents?
- How can daily breathing practice improve self-awareness, self-regulation and decrease anxiety among students?

The inquiry groups meet regularly throughout the year and used their release time to plan, investigate, and adjust their individual and collective practice based on their learning.

The various groups reported out at Staff and SAC Meetings. We spent Professional Development time during the year planning and investigating our questions. On our final Professional Development Day, we spent half a day revisiting/revising our definition of the ideal DLG student leaving us after grade seven. Then, in groups, we discussed what supports need to be in place in the following areas; resources, assessment, reporting, home/school communication, technology, and teaching practice.

These discussions will provide a guide for reasonable next steps as we continue to embrace change individually and as a group.

3. WERE WE SUCCESSFUL?

- Outline results

Absolutely! The staff has embraced change and continues to work towards the goal of better experiences and outcomes for our students.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

We have shared at Staff and SAC Meetings, at PAC Meetings, Professional Days, and in School Newsletters.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

We will continue with the same goals as we continue to change our pedagogy to reflect what we know about how children learn and as we learn to include aboriginal content and ways of knowing into our lessons. Our team will continue to support Aboriginal Learners and their families.



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

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Our aboriginal learners are move and learn seamlessly in our school. They, like all students, have some challenges, but overall, they are all doing well.

We currently have 11 Aboriginal Learners in our school. (3-K, 1-Gr. 2, 2-Gr. 3, 2-Gr.4, 2-Gr. 5, 1-Gr.7)

7. 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.
 - Neighbourhood historical walks which include a stop at site of the original Musqueam Village.
 - Aboriginal acknowledgements at assemblies and as part of our morning messages.
 - 8 week Canada 150 aboriginal carving project. The artist, a Musqueam carver, has been on site two days a week so that classes can stop in and speak with him about his process and traditions. The two large pieces will be permanently displayed in a prominent place in the Main Hall
 - Aboriginal focus performance – ‘Mistanum’
 - Carving Project launch Assembly
 - Carving Project Official Unveiling
 - Grade 7 Moving Forward Ceremony

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

- List continuing and new initiatives
 - Neighbourhood historical walks which include a stop at site of the original Musqueam Village.
 - Aboriginal acknowledgements at assemblies and as part of our morning messages.
 - Aboriginal themed performances where appropriate.
 - Guest speakers
 - Grade 7 Moving Forward Ceremony
 - Continue to Increase Aboriginal perspectives and ways of knowing in our lessons.

9. 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

The carving project has created a great deal of interest in the community. Martin Sparrow, our Musqueam artist, has become like a staff member through his presence and interactions with students, staff, and parents. He has established something of an ‘Aboriginal Presence’ here at DLG.