



Vancouver School District

School Plan for David Livingstone Elementary School

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.)

Livingstone is a growing, community rich school of about 340 students in a two-story 100 year-old building. We pride ourselves on the warm friendly atmosphere of the school and are very proud of the talents and accomplishments of all our students.

Livingstone has built a strong relationship with Tupper Secondary (proximity definitely helps) over the past two years and have utilized the Community School Team for both after school programming and as a liase with outside partners such as UBC and local partners. We have also been able to access Tupper's space for concerts, schoolwide activities and secondary teaching staff giving their time to work with all ages. It has become a great partnership and will continue for years to come.

This community has changed quite drastically over the past 5 years as it is no longer considered an area of high needs (once an Inner City School). It is a very affluent parent population with many working professionals living in the neighbourhood. The parents are extremely supportive of school initiatives and are in favour of the new/re-designed BCed curriculum as it provides their children the best chance for success in the future.

Our school for the past two years has been looking at *how do we promote exemplary learning, teaching and leading for the purpose of enhancing student-learning outcomes through the curriculum areas of Science Technology Engineering Arts Mathematics (STEAM)*. This goal originated from the need to better guide our teaching practice to ensure students are prepared for the future. It also gave our staff some direction in approaching the redesigned BCed curriculum as it has a greater emphasis on project based learning.

Our staff and community also continued to work on embedding the aboriginal component within the class and in whole school activities.

2. WHAT DID WE SEE?

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

With the change in demographics in this school, the students are coming in with a greater background knowledge and the gap between overall literacy skills has narrowed. This allowed staff to explore S.T.E.A.M. with an increased variety of activities and were able to bring the 5 elements together in one project. Livingstone is also well equipped with a variety of mobile technology which allowed students the opportunity to explore their passions in full.

What we did see in pursuing these S.T.E.A.M. projects, is it allowed those students with a variety of learning challenges to have greater success as they were able to choose projects they were interested in and work at a pace that suited them. Staff were able to support those students more directly as many of the other students worked independently (support when needed).

3. WERE WE SUCCESSFUL?

- Outline results

We have been extremely successful over the past 2 years in exploring and embedding the elements of S.T.E.A.M. Our first year was understanding the elements of S.T.E.M. (added Art in 2nd year) and what materials we may need to engage our students. We even created a S.T.E.A.M. room with materials and supplies for staff to grab-n-go in terms of student projects.

Our second year saw all staff and students take on S.T.E.A.M. projects in their classrooms at various times of the year. They reviewed the elements of S.T.E.A.M. and students worked on lengthy projects in small groups and individually. In many of these projects, students were able to self-assess their progress and results, which tied in with the BCED curriculum and the need for self-assessment in relation to the competencies.

In our second year, staff were also able to explore the re-designed BCED Curriculum during our professional development sessions and see the comparisons with our S.T.E.A.M. goals.

4. HOW HAVE WE SHARED?

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

We continue to use social media (Twitter) and our school E-Newsletter (weekly mail out) to share with our parent and school district community about everything that is happening at our school. We have also shared with our school PAC as they have been extremely supportive of all our initiatives, including S.T.E.A.M. In fact, they have been able to fund many of the materials and tools needed to enable S.T.E.A.M. projects in the classrooms.

We also shared all our projects related to S.T.E.A.M. at a professional development day and used padlet.com

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 have been extremely successful in introducing S.T.E.A.M. with our staff and students these past 2 years. We will continue to embed it in our teachings and make it part of our continued understanding of the BCEd Curriculum. Our PAC will also continue to see the teachings of S.T.E.A.M. as an important aspect to the future success of their students.

Our discussions (and online collaborative Powerpoint) in what we see in our students include:

- Kids are anxious
- This clientele is becoming very entitled parents are more demanding and the children are much more critical of each other
- Lots of the kids are precocious readers- the highs and lows are further apart than they used to be
- A lot of background knowledge
- Kids have a lot of rich experiences in their home life and vacations-though many don't the socio-economic range is significant.
- Overall grasp of English language is increasing with all students.
- Lots of social intervention/help needed
- Many kids struggle with self-regulation, social boundaries and positive social interaction
- Many kids are having difficulty transitioning to non-report card feedback: conditioned to L.G.
- More students are stronger readers and writers, in general, than clientele of previous years
- Lots of anxiety issues interfere with learning
- Overall behaviour and culture of school during assemblies and in hallways etc could be improved
- Strengths: In general, kids play well with each other during unstructured time, and can be focused, motivated learners with high expectations of self
- Needs: In general, kids are not used to being held accountable for their choices and actions (they are genuinely surprised when called upon to do so); social and academic anxiety; self-regulation.

In conclusion we have decided, as a staff, to take the next three years to focus on the Personal and Social Competency and all its profiles and facets. We feel that it is important to provide students with skills to manage emotions/behaviours early on especially given the rise in anxiety levels (I would also include that it could help with impulsivity that has had children acting aggressively in the classroom). This will also increase the 'failure' is an option to decrease anxiety, especially in the project based learning approach.



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.

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.

Some examples include:

- A stocked S.T.E.A.M. room has been created
- Increased availability of iPads and laptop options
- Optional participation in Global Day of Design
- "Day of Play" promoted exploration, choice, and hands-on learning
- Broader curriculum integration of Aboriginal content
- Aboriginal content in Canada 150+ Day
- Field trips to Museum of Anthropology, Haida Gwaii outdoor education trip
- Mobile Museum in-school presentation
- All aboriginal books in library labelled with a sticker; traditional stories in labelled bin
- New aboriginal resources for library
- Two staff members developing teacher resource to guide teachers choosing an aboriginal resource for a specific concept or theme

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

- List continuing and new initiatives

We will continue to use S.T.E.A.M. activities in our classroom and schoolwide activities. They lend themselves very well to the independent and project based learning projects found in all areas of the BCEd Curriculum. With our resources, such as a 3D printer, stock of laptops and ipads, robots, and easy access to online coding software, staff and students will continue to utilize these knowing they are vital to the skills needed for the future – problem solving, digital literacy, team-work, leadership, emotional intelligence, communication, entrepreneurship, and global citizenship.

Focusing on Personal and Social Competencies (Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility), will bring everything together.

We will also incorporate the Aboriginal Seven Grandfather Teachings – Wisdom, Honesty, Truth, Courage, Respect, Humility, and Love.

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

- Students motivated to research on their own (e.g., after our class unit study on the Haida, some students decided to make their own research booklets expanding on their knowledge)
- Students created bracelets using the traditional Haida colours during recess
- Students motivated to do further reading about Residential Schools after reading "Fatty Legs" and "A Stranger at Home"
- Students choosing to sign out aboriginal resources regularly