

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

Admiral Seymour Elementary is in a thriving neighborhood between Glen Drive and Vernon Drive on the Downtown Eastside of Vancouver with students from many diverse cultures. The school serves 144 students from Kindergarten through 7th grade, representing a diverse range of ethnicities such as Indigenous, Syrian, Chinese, Vietnamese, Mexican, Colombian, French, Lebanese, and Jordanian. The students come from homes where languages such as English, Arabic, Spanish, Cantonese, Punjabi, and Vietnamese are spoken. Approximately 30% of our students are English Language Learners.

Our school has a rich history, with its first building constructed in 1900 and a second brick building added in 1907. In 2000, Seymour Elementary celebrated its centennial with a celebration spanning through the decades. Over the years, as the neighborhood has evolved, so has the school, becoming a dynamic and vibrant hub of the community.

Classes at Seymour Elementary are organized as combined classes, grouping students from different grade levels together. The combined classes include 1st/2nd grade, 2nd/3rd grade, 3rd/4th grade, 4th/5th/6th grades and 6th/7th grade. The students adapt well to various instructional settings, including individual work, classroom activities, and small group configurations.

The safety and well-being of the students are paramount at Seymour Elementary. The school has two before and after-school care providers: Raycam, located at Hastings and Campbell, and the YMCA, which operates on the school premises. Additionally, the school offers school-based after-school programs focused on sports, Science, and leadership. The school has established significant partnerships with community groups, including the Saint James Music Academy for music programs and the Writer's Exchange for after-school writer's workshops. According to the MDI survey, 82% of Seymour students who took the survey reported having a positive after-school activity that contributes to their well-being.

To ensure students have access to nutritious meals, Admiral Seymour Elementary provides a breakfast program and a lunch program. The school also participates in the BC Agriculture in the Classroom initiative, receiving monthly shipments of fruits and vegetables. In conjunction with Fresh Roots Urban Farming Society and Growing Chefs, our school hosted a Lunch Lab “pop up” for the first time in the Spring of 2023, wherein students took part in the preparation, cooking and serving of nutritious food for the whole school. Healthy snacks are always available, and the school participates in the Backpack Buddies program, which allows students to take food home each week.

Additionally, Seymour Elementary serves as a Strong Start site, welcoming children between the ages of 1 month and 5 years on weekday mornings from 9:30 am to 11:30 am. The Strong Start Centre provides a welcoming space for families and caregivers to connect while offering preschoolers access to a rich and high-quality learning environment.

Our valuable community contributors include the Terminal City Club, Lawson Lundell LLP, BC, and Yukon Book Prizes, Sentinel Secondary and Brooksbank Elementary. We are especially proud of our 20-year partnership with Borden Ladner Gervais law firm (BLG) and love the weekly reading sessions with the lawyers in our classrooms. We also love the books they bring, and our school library is one of the best in the district thanks to their contributions. Fine Arts opportunities are enriched through school-wide performances, various dance programs such as DancePlay, Young Actors Studio, music for all classes with the Saint James Music Academy and photography and visual arts through Artists in Residence in Schools.

We are proud of the diverse athletic opportunities available to students at Seymour Elementary. Last year the Vancouver Whitecaps sent some of their best players and community coaches to run a soccer academy and lively soccer games take place every recess and lunch. Over 110 students had six weeks of triathlon training with Excelleration Triathlon. In the winter, all classes had skating lessons and time on the ice. Throughout the year we offer basketball, volleyball, lunchtime yoga sessions, cross-country, running, track and field and gymnastics with Gym Sense.

The parental community at Seymour supports all the activities and opportunities available to Seymour students. Our PAC has monthly meetings where we discuss school initiatives and other ways to engage and support our community. As a school we try to offer many opportunities for parents to get involved in our school. By volunteering for field trips or offering support for community events, the parents at Seymour are beginning to become actively involved in the fabric of our unique community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students of Seymour are kind, thoughtful and resilient. Seymour students come from a wide array of backgrounds and have a strong connection to their unique cultures. They are proud of where they come from and are respectful of others cultural values. At Seymour 30% of students are ELL, 40% are Indigenous and 28% have a learning designation. These numbers showcase the many competing needs that are evident within our school community. Many students require extra supports in order to be successful in an educational environment. To add to this many students also come from difficult situations over-seas and within Canada, making them vulnerable in a number of ways.

Many students who enter kindergarten have not been in pre-school or an early childhood program of any kind. They are lacking many of the skills that are required for successfully adapting to the kindergarten program. This is why early literacy intervention is such a critical component to our schools learning program.

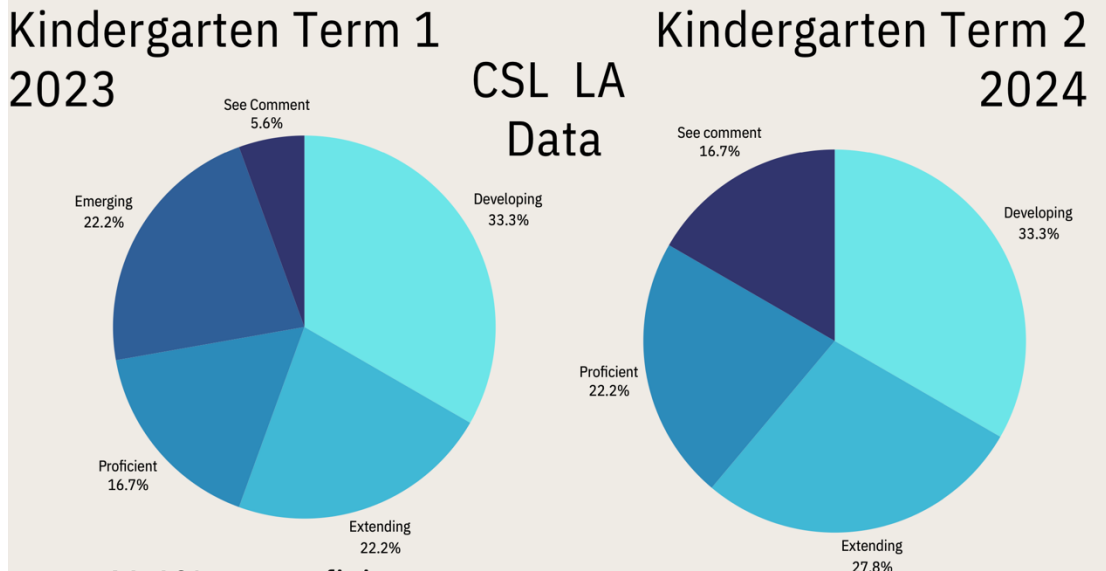
At Seymour we also have many students who are chronically absent from school and have missed a significant amount of their education. This leads to a very wide array of skill levels in each grade grouping that teachers must work with.

Students at Seymour thrive when they feel safe and close to others within the school. Having these positive relationships are essential to our student's success. Seymour students need to feel safe and cared for by the adults supporting them. By having an amazing staff team in the building who foster these positive relationships everyday, many students have become open to learning new things and have begun to take chances when engaging in lessons and activities.

At Admiral Seymour Elementary, our mission is to educate the whole child. We recognize that education goes beyond academics and encompasses the social and emotional well-being of students as well. Our approach centers on addressing the academic, social, and emotional needs of every student in our care while also celebrating individual cultures and identity.

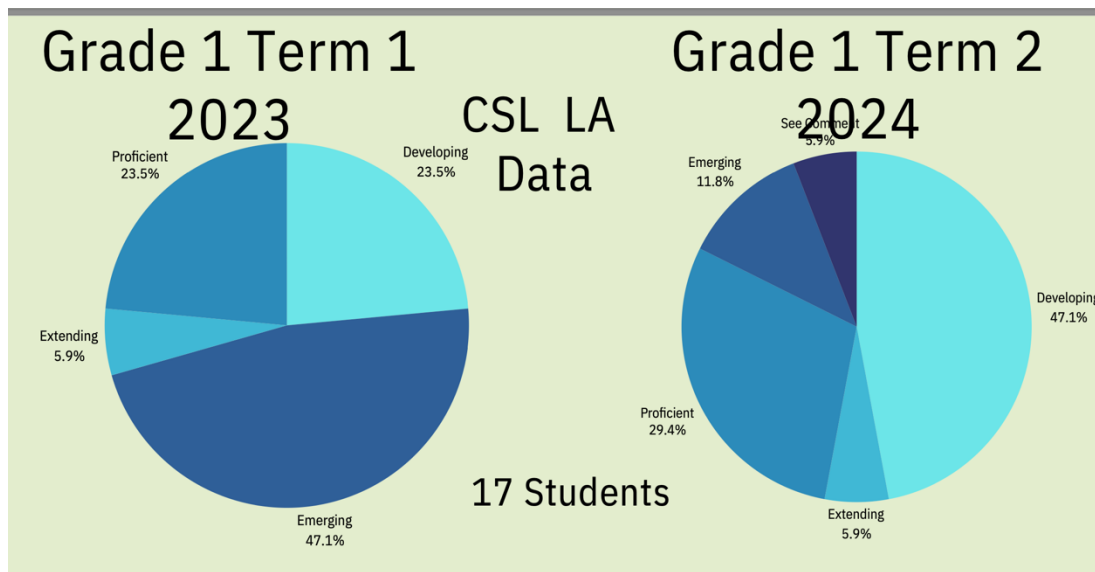
By focusing on academic, social, and emotional growth while emphasizing kindness, we aim to create a supportive and inclusive learning community at Admiral Seymour Elementary. Our goal is to empower students to become well-rounded individuals who are not only academically prepared but also equipped with the skills, values, and attitudes necessary to thrive in all aspects of their lives.

Literacy Data



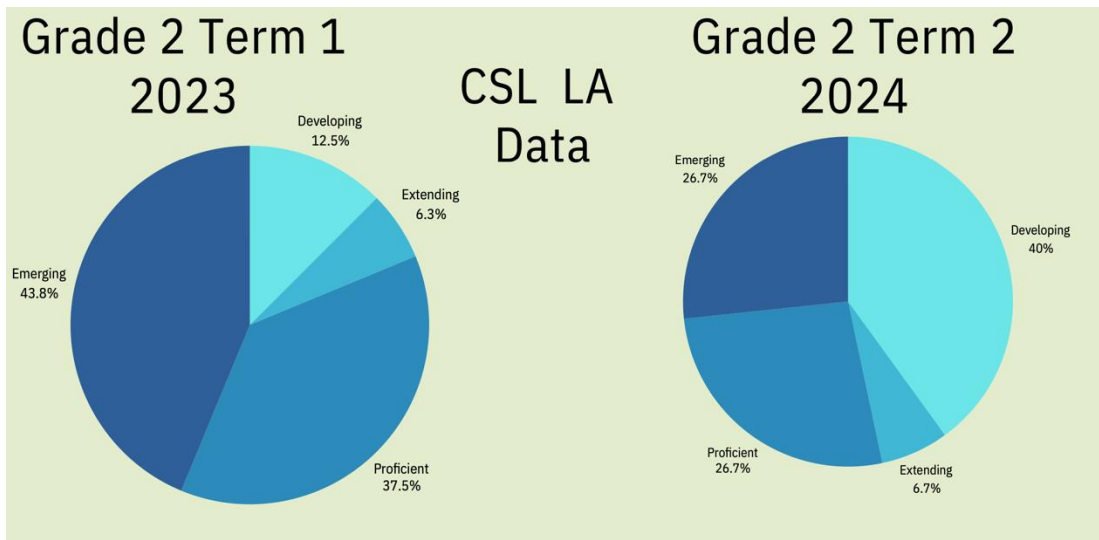
38.9% Proficient/Extending
33.3% Developing

50% Proficient/Extending
33.3% Developing



29.4% Proficient/Extending
23.5% Developing

35.3 % Proficient/Extending
47.1% Developing

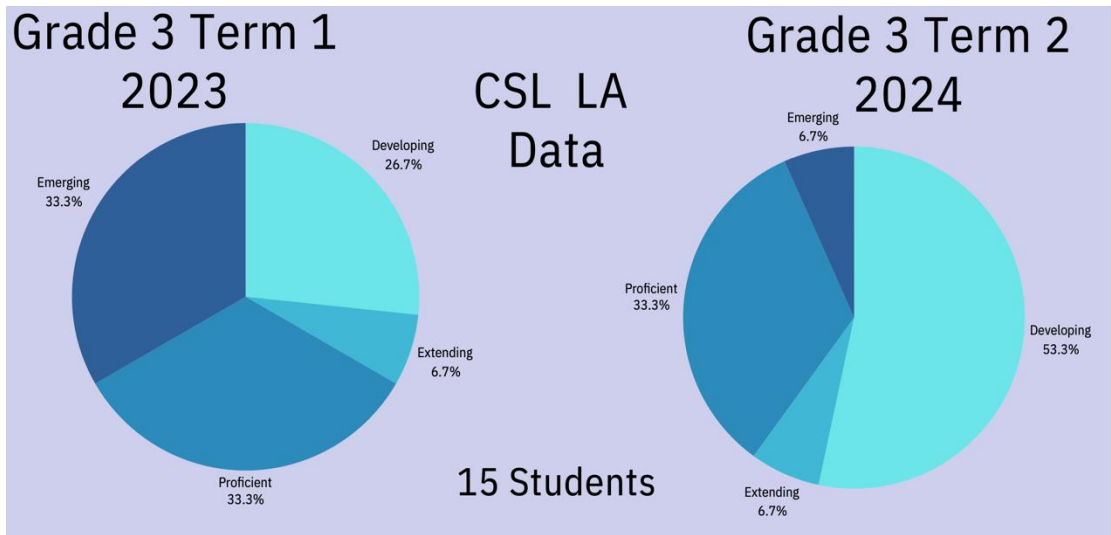


43.8% Proficient/Extending

12.5% Developing

33.4% Proficient/Extending

40% Developing



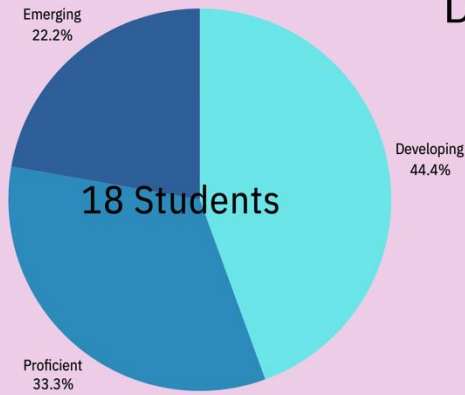
40% Proficient/Extending

26.7% Developing

40% Proficient/Extending

53.3% Developing

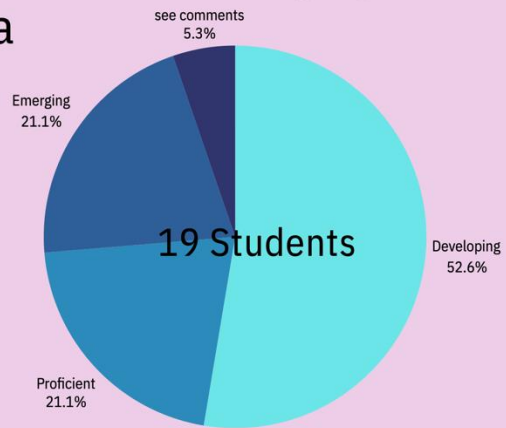
Grade 4 Term 1 2023



33.3% Proficient - No Extending
44.4% Developing

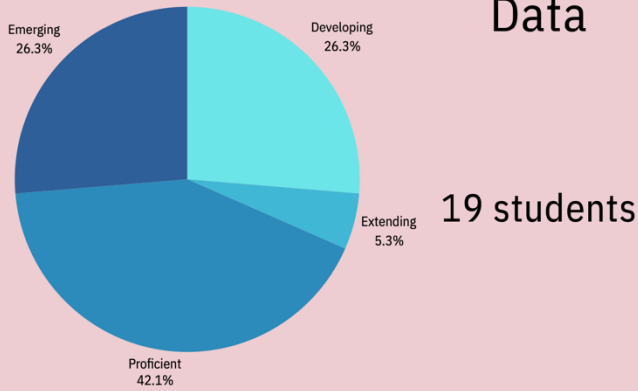
CSL LA Data

Grade 4 Term 2 2024



21.1% Proficient - No Extending
52.6% Developing

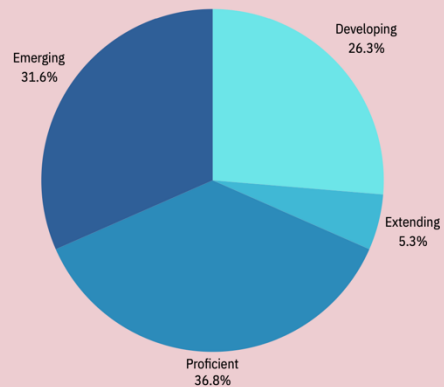
Grade 5 Term 1 2023



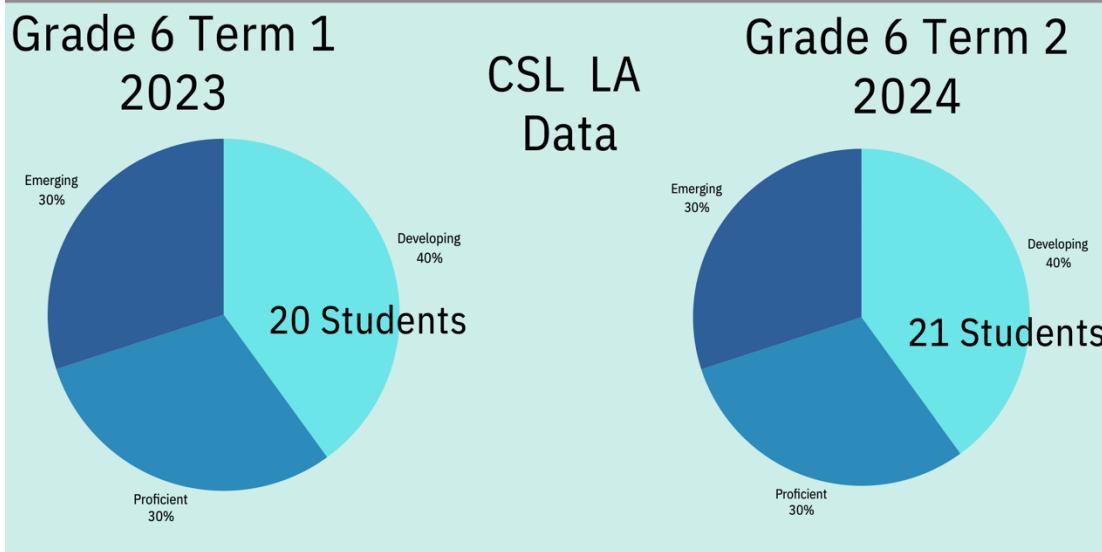
47.4% Proficient/Extending
26.3% Developing

CSL LA Data

Grade 5 Term 2 2024

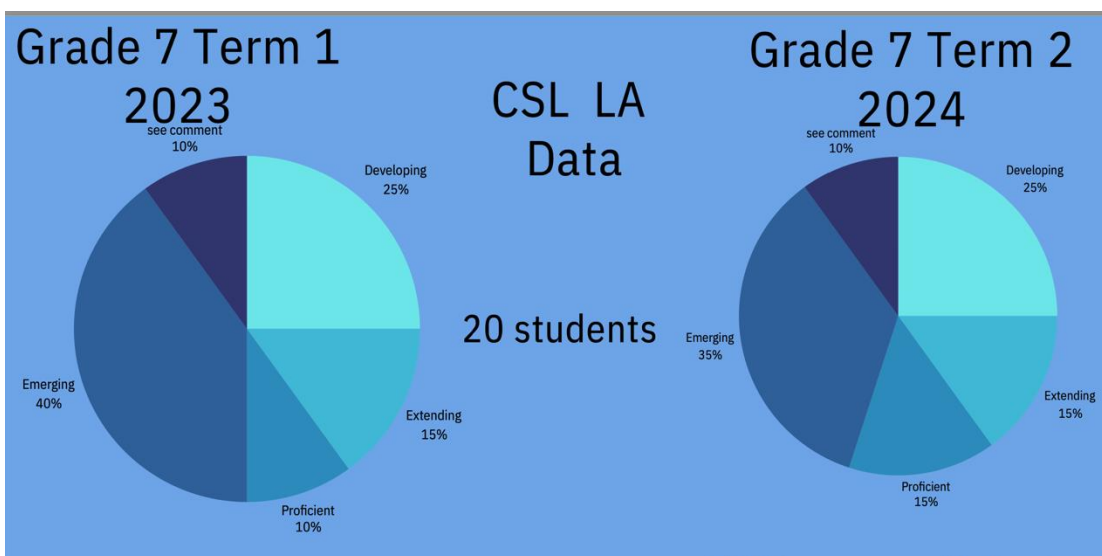


42.1% Proficient/Extending
26.3% Developing



30% Proficient - No Extending
40% Developing

30% Proficient – No Extending
40% Developing



25% Proficient/Extending
25% Developing

30% Proficient/Extending
25% Developing

This data is based on student report cards in Language Arts, it shows that students in grades K to Four have generally made excellent progress this year in literacy. While we do see less progress in grades 5 to 7, this is only one aspect of literacy which is reading. The data indicates improvement in most grades from term to term, however well over half the students at Seymour are in the Emerging/Developing Range. In some grades more than 70% of the students are developing or emerging. The data shows

that we are doing a great job of getting students from the emerging level to the developing level, but getting learners into the proficient range is proving to be very difficult. This data will help guide our literacy goals as they are integral to Seymour students future success. This literacy data shows that Seymour students continue to struggle with literacy, therefore it will continue to be a focus school wide.

Student Learning Survey Data on our Grade 4 to Grade 7 students

The results from the SLS survey showed that 58% of Grade 4 -7 students felt like they belonged at the school most or all of the time. We also learned that 61% of students felt that at least three more adults at the school cared about them.

We will monitor this data for next year to determine if the initiatives and goals we are working towards have a positive effect on the ways students are feeling in these 2 areas.

Regarding reconciliation, students have enjoyed many authentic learning opportunities. We started the year with a school wide parade to celebrate Orange shirt day, where we walked around our community with signs and posters to honor this very important day. Each week all Seymour students engage in Indigenous learning activities with our Indigenous Enhancement worker Carmen. Students have learned the Coast Salish anthem and have learned about residential schools. We have also had many other cultural and schoolwide celebrations where food has been served and we spend time with the entire community.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our literacy goal at Seymour Elementary is to improve reading success for all students in all grades by providing them with an explicit, systematic, cumulative evidence-based reading instruction. We will focus on student Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension.

We will track our success by collecting assessment data in the fall, winter and in the spring. For some children, physiological, medical, or attendance issues interfere with the goal of grade level reading. We will chart growth using this data.

Here is how we will meet our goal:

Strategies:

1. **Phonics Instruction:** Implement systematic and explicit phonics instruction to help students develop strong decoding skills and phonemic awareness. Utilize multisensory activities and manipulatives to engage students in learning letter-sound correspondences.
2. **Vocabulary Development:** Incorporate vocabulary-building activities across the curriculum to expand students' word knowledge and comprehension. Integrate strategies such as semantic mapping, context clues, and word study to deepen understanding of word meanings.
3. **Fluency Practice:** Provide regular opportunities for guided and independent reading practice to improve fluency and automaticity. Use repeated readings, choral reading, and reader's theatre to enhance prosody and expression.
4. **Comprehension Strategies:** Teach explicit comprehension strategies such as predicting, questioning, visualizing, summarizing, and making connections. Scaffold instruction to support students in understanding and applying these strategies during reading.
5. **Small-Group Instruction:** Implement targeted small-group instruction based on students' specific needs and skill levels. Use ongoing progress monitoring to adjust instruction and provide individualized support.

Improve equity

By utilizing our support staff, Youth and Family Worker, Indigenous Enhancement Worker and Literacy Enhancement teacher, we can create, foster and enhance programs We can also be creative with service schedules that support our most vulnerable students in a variety of ways. By doing this we can help students with many of the obstacles that they are facing in their day to day lives.

At Admiral Seymour Elementary, our mission is to educate the whole child. We recognize that education goes beyond academics and encompasses the social and emotional well-being of our students as well. Our approach centers on addressing the academic, social, and emotional needs of every student in our care while also celebrating individual cultures and identity.

We place a strong emphasis on kindness within our school community. We strive to cultivate an environment where kindness is practiced and valued. This includes promoting kindness towards one another, fostering a sense of empathy and respect among students, staff, and the community beyond. We also encourage kindness towards our school itself, instilling a sense of pride, responsibility, and care for our physical learning environment. Moreover, we emphasize the importance of self-kindness, teaching students to develop a positive self-image and prioritize their own well-being.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

As a school we are working on making Indigenous education more authentic and hands on. By creating opportunities and experiences for students that embrace Indigenous ways of knowing, we hope to give students a plethora of authentic lessons, activities, experiences and field studies.

HOW WILL WE KNOW WE'RE ON TRACK?

We plan to continue to use our report card data from year to year to compare and analyze which areas we are improving in and what areas we need to focus on. It is clear that literacy is an area that we will be focusing on in the upcoming years. We are planning to use the DIBELS assessment tool, the Phonological Awareness Skills Screener combined with the Quick Phonics Screener 3 times a year. We will use the P3P Assessment Tool from the District Literacy Framework. By using these tools we will be able to track Seymour students abilities in literacy so we can create programming to target areas where they require support.

We will also continue to use the data from the Student Learning Survey to continue to monitor and track the mental well-being of Seymour students and their connectedness to our school. We are also hoping to conduct small focus groups to gather more specific data regarding student's mental health and social emotional well-being.

Lastly, we will be documenting and tracking our Indigenous activities and engagement throughout the year by collecting pictures, videos and artifacts from our events and learning. We will keep track of all events and lessons on a calendar, so we can continue to build on this year to year.