

## 2024-2025 School Learning Plan

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### 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 x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (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, Mexican, Colombian, French, Lebanese, Jordanian, Filipino and Sri Lankan. The students come from homes where languages such as English, Arabic, Spanish, Cantonese, Punjabi, and Vietnamese are spoken. Approximately 40% of Seymour 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 students adapt well to various instructional settings, including individual work, classroom activities, and small group configurations. At Seymour we have a Youth and Family Worker and Indigenous Enhancement Worker. These two positions support our students and families by providing additional programs and tools to our community. We also have a Curriculum Enhancement Teacher who supports our literacy, numeracy and curriculum-based initiatives. This teacher also provides support to all our classroom teachers and offers extra learning opportunities for our entire staff team.

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, the Writer's Exchange for after-school writer's workshops and science programs with

Science World. According to the 2024 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 LunchLAB “pop up” in the Spring of 2023 and 2024, wherein students took part in the preparation, cooking and serving of nutritious food for the whole school. In 2025 LunchLAB will be returning to Seymour every Thursday and will be creating nutritious meals with students to feed the entire school population. Healthy snacks are always available at Seymour, 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, Brooksbank Elementary, St. George’s School and West Point Grey Academy. 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 full of wonderful resources 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 have also recently partnered with the “Heart of the City Festival” to coordinate Indigenous dance and drumming performances by some well-known local artists.

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 club in the Spring of 2024 and 2025. Throughout the year we offer soccer, basketball, volleyball, lunchtime yoga sessions, cross-country, running, track and field and gymnastics with Gym Sense.

Every day at Seymour there is an open library block for all students to take out and return books. We also utilize this space as a soft start for many of our students where they can read books and play games with their peers and staff. Our library has become a central hub of learning, and we have worked very hard to make this a beautiful inviting space. We hold many family reading mornings where families come to our library and read with their children. We have also recently installed a Story Studio on our 3<sup>rd</sup> floor where students build and create stories from a wide variety of materials. This amazing space is helping our students to make imaginative and creative stories which aids them in their written output.

Our school has recently renovated our sensory room, which has given some of our diverse learners to express themselves in various ways. This space had given our support staff and students a valuable area where we can teach our students how to control their bodies and activate their minds.

The parent and caregiver 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. The PAC supports us with Sports Day, Family Movie Nights and supports our Grade 7 celebration. They also help create amazing cultural events during Eid and other important cultural events. This fall we were able to host a clothing give away for families to ensure all our students have appropriate clothing for the colder months. As a school we try to offer many opportunities for parents to get involved in our school. Parents are invited to many of our assemblies and concerts to watch our students showcase their talents. By volunteering for field trips or offering support for community events, the parents and caregivers at Seymour are continuing to become more actively involved in the fabric of our unique community.

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## 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. This is further reinforced by the many in-class and schoolwide cultural events/activities that take place at Seymour. At Seymour 40% of students are ELL, 35% are Indigenous and 28% have a learning designation. These numbers showcase the complexities that are evident within our school community. Many students require differentiated supports in order to be successful. Many students also come from imposed conditions over-seas and within Canada, making them both vulnerable and resilient in a number of ways. We encourage students to attend school every day and work to support students and families to improve daily attendance.

The majority of students who enter kindergarten at Seymour did not have the opportunity to attend pre-school or an early childhood program of any kind. This can contribute to low kindergarten readiness skills that aid in successfully adapting to the kindergarten program. As a result, early literacy intervention is a critical component to the learning program at Seymour.

Students at Seymour thrive when they feel safe and close to others within the school. Having these positive relationships are essential to 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 every day, 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. Seymour students thrive when taking part in outdoor education opportunities and out-trips. We offer many opportunities to get engaged with nature and explore the land that we reside on.

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 Date for the 2024-2025 School Year**

Our literacy data from last school year is based on the DIBELS Composite Score that was administered by our classroom teachers and resource team. The composite scores give an empirically derived risk status that communicates each student's overall risk, taking into consideration their performance on each subtest. Some considerations to take into account are:

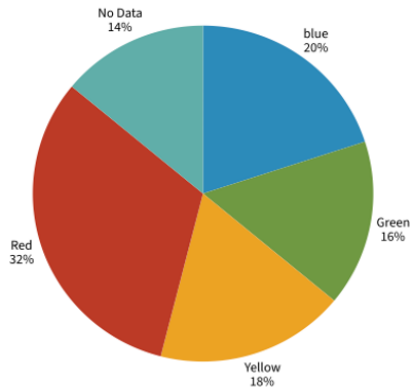
- This is only one assessment tool and we use many
- New students added mid-year may not be accounted for
- All students are new to this type of assessment so that may impact scores
- Teachers are also new to the administration of DIBELS
- Students may have completed one, but not all the assessments
- Some students were unable to participate in the assessment

Below are the results of the DIBELS assessment for each grade at Seymour,

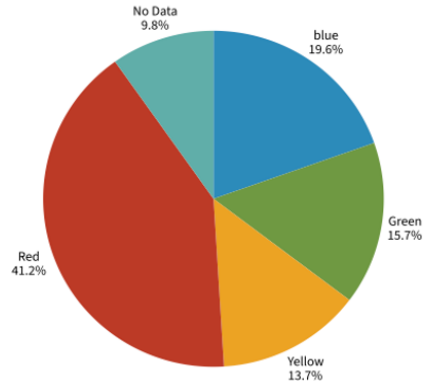
- Blue: Indicates a student only requires core support and is at a negligible risk
- Green: Indicates a student only requires core support and is at a minimal risk
- Yellow: Indicates a student requires strategic support and is at some risk
- Red: Indicates a student requires intensive support and is at risk

## Grade 1 -Grade 3 DIBELS Composite Scores

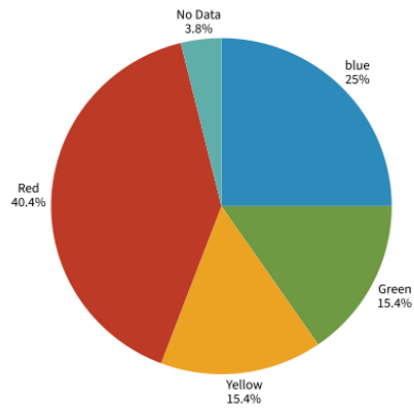
Term 1



Term 2

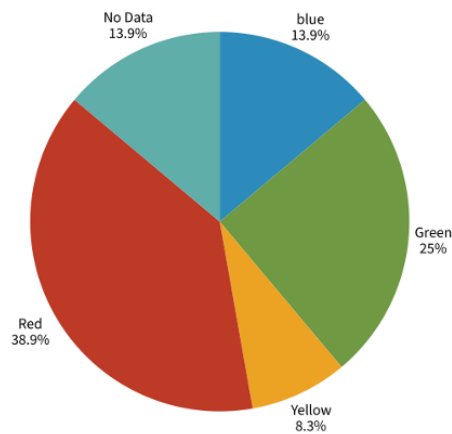


Term 3

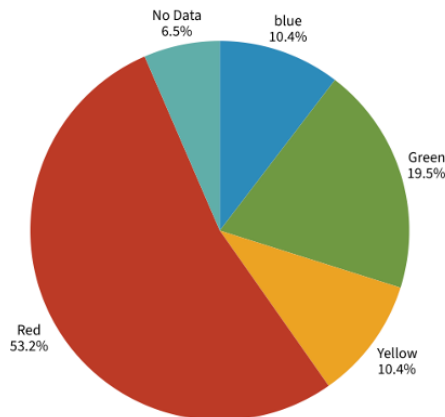


# Grade 4 -Grade 7 DIBELS Composite Scores

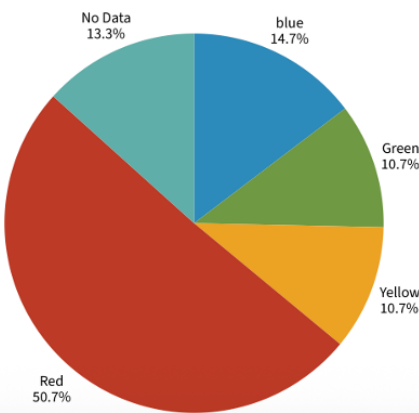
Term 1



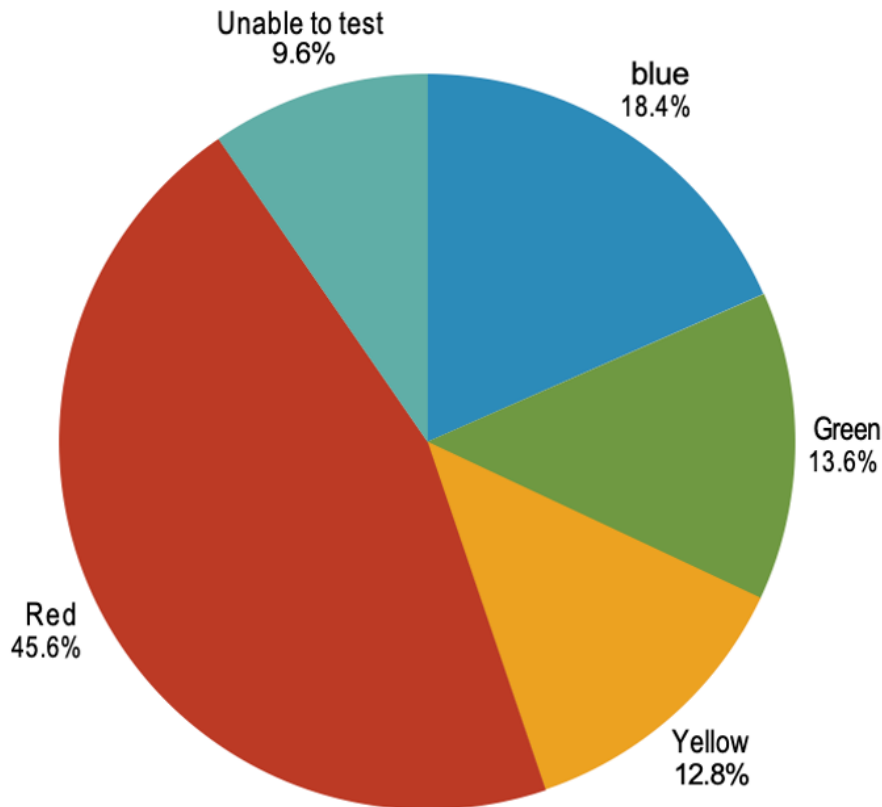
Term 2



Term 3



# Admiral Seymour School YEAR END DIBELS COMPOSITE DATA



At Seymour, a strong emphasis has been placed on early literacy development, with intensive support and targeted instruction in Kindergarten through Grade 2. Using the DIBELS assessment tool, the school has observed significant growth in foundational literacy skills within these early years, reflecting the success of this focused approach. The Kindergarten students and Grade 1's have displayed excellent improvements throughout this school year. We have seen progress in all the Grade levels and will continue to strive for excellence in this area

In some of the intermediate grades, more than 50% of the students are at risk and require intensive support in reading and reading comprehension. As a school we will continue to use the

DIBELS assessment tool which will allow us to compare our improvements and progress term to term and year. Last year, we used the CSL tool and the grades given by teachers as our data which a larger section of literacy as it includes reading, writing, listening and speaking, whereas the DIBELS tests structured literacy skills. The DIBELS data will help guide our literacy goals and interventions. The robust classroom assessment that happens each day with literacy is also important data the school considers. All this literacy data shows that Seymour students continue to struggle with literacy, specifically reading and reading comprehension, therefore it will continue to be a focus school wide.

In order to work toward eliminating the achievement gap in literacy at Seymour, we will be working to ensure all students have what they need to achieve success at school with learning. Part of the work with equity is ensuring students have equitable access to success. This will be achieved partly by the wrap around support at Seymour and the varied opportunities for students to access learning.

### **Student Learning Survey Data on our Grade 4 and Grade 7 students**

The 2025 Student Learning Survey (SLS) results show encouraging growth in student well-being and connection at Seymour. This year, 74% of Grade 4 and 7 students reported feeling a sense of belonging at school most or all of the time, up from 58% in 2024. This positive shift reflects the ongoing efforts of our dedicated staff to create a warm, inclusive, and welcoming environment for all students.

Additionally, 85% of Grade 4 and 7 students indicated that at least three adults at the school care about them, representing a 24% increase from last year. This data highlights the strong relationships being built between students and staff, and reinforces Seymour's commitment to fostering a supportive and connected school community. Our staff consistently go above and beyond their roles to ensure students feel seen, supported, and encouraged to succeed.

We will continue to monitor this data in the coming year to assess the impact of our current initiatives and to guide future planning in these key areas of student experience.

### **Reconciliation**

Seymour students have engaged in a variety of meaningful and authentic learning experiences related to Indigenous culture and reconciliation. The school year began with a community-wide Orange Shirt Day parade, where students and staff walked through the neighborhood with signs and posters to honor the day and raise awareness.

Throughout the year, all students have participated in weekly Indigenous learning sessions with our Indigenous Enhancement Worker, Jessica. These sessions have included learning the Coast Salish anthem, exploring the history of residential schools, and participating in cultural celebrations that often include shared meals and community gatherings.



According to the SLS survey, 79% of Grade 4 and 7 students reported participating in Indigenous celebrations and activities at least some of the time, demonstrating the integration of culturally relevant learning across the school. We are excited to welcome a new Indigenous Enhancement Worker in the upcoming school year and look forward to continuing this important work.

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## 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 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

At Seymour we strive to create equity in school-wide literacy initiatives to ensure every student, regardless of background, language, ability, or learning style, has access to the tools and support they need to become proficient readers and writers. To achieve this, our staff team must implement differentiated methods of instruction that recognize and respond to the diverse needs of Seymour students. This includes using a variety of texts that reflect students' cultures and experiences, offering multiple ways for students to engage with content, and providing targeted interventions based on individual assessment data.

By embedding equity into literacy instruction, Seymour can work to create an inclusive environment where all students are empowered to succeed and grow as confident, capable communicators. 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.

## 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. Students at Seymour have engaged in outdoor learning on nature walks and field trips to the forests and beaches of the lower mainland. Every week students work with the Indigenous Enhancement Worker on Indigenous art projects and activities. The Artist in Residence Christine Mackenzie a local Indigenous Artist has worked with all our students on Indigenous art projects for the last two years and will be returning in the fall to begin her third year of residency with us. Our school also has a beautiful Indigenous Enhancement room that all students are welcome to and spend time in weekly. For Orange Shirt Day we had a school-wide march around the neighborhood that was very powerful for our students and families. We will continue with this important work and are excited to engage in more authentic learning activities with an Indigenous focus next year.

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## HOW WILL WE KNOW WE'RE ON TRACK?

We plan to continue to use report card data and various literacy assessments 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 continue to use the DIBELS assessment tool, the Phonological Awareness Skills Screener combined with the Quick Phonics Screener 3 times a year. We will also use the P3P Assessment Tool from the District Literacy Framework. By using these tools, we will be able to track Seymour

student's abilities in literacy so we can create programming to target areas where they require support. We will continue to value Communicating Student Learning data (report card) as a key way to communicate with families.

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 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.