



Vancouver School District

School Plan for Seymour Elementary School

Year 3 (2017)

1. GENERAL SCHOOL STORY:

Admiral Seymour Elementary is located in East Vancouver in an area with light industry, commercial shops, and the unique combination of restored heritage and social housing. We enroll approximately 120 students in 6 divisions. Our community is truly multicultural and diverse with significant numbers of English Language Learners, Aboriginal children, & those with special learning challenges.

Seymour houses a Strong Start Centre providing support for preschoolers and their parents/caregivers and embraces many community partners who contribute positively to the school community in a variety of ways.

To make the school a safe and caring place for learning where students feel engaged and supported academically, emotionally and socially Seymour has a wide range of programs that are available before, during, and after school. Britannia Community Centre, Ray Cam Community Services, Saint James Music Academy and Strathcona Community Centre actively partner with our school.

We have hot breakfast and lunch programs, and “Buddy Programs” with St. George’s, York House, and Sentinel schools. Staff are committed to collaborative planning and sharing knowledge with a school wide focus on literacy and social responsibility to create a safe, caring and inclusive environment. A wide array of volunteers from One to One Literacy, BLG readers, The Reading Bear, & Big Buddies offer our students both academic and social-emotional support. We promote early learning and school readiness through participation in *Ready, Set, Learn, Welcome to Kindergarten*, and the RICHER Health initiative

Our School Code of Conduct: *Be Mindful of Yourself, Others, & this Place* encourages all participants to strive for a peaceful and productive school climate with both students and staff participating in daily Mind-Up Activities.

Leadership is an ongoing focus especially for our senior students who learn positive social responsibility and citizenship skills through participation in a variety of leadership activities including Britannia Community Links Team, Book Club, morning announcements, reading buddies, community outreach, & recycling and garden projects.

We work collaboratively to support student learning as well as social emotional and behavioral needs. Students and families benefit from the involvement of our School Counselor, Speech Language Pathologist, Psychologist, and close liaison with Health Care providers, Social Services, & District staff. Our Inner-City Team includes a Neighborhood Assistant, Student Behaviour Support Worker, Project Teacher, & Youth and Family Worker who assist students and their families.

Our two goals are:

- To increase student achievement and foster positive attitudes in all facets of numeracy.
- To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

2. WHAT DID WE SEE?

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

Continued implementation of Hands on Math

- Utilized Jump Math to supplement class material
 - Using Math centres
- Dedicated Professional Development time for collaboration
- Improved use of computers & I-pads to support & extend instruction
- Authentic opportunities to engage with math in music, art, & the community
- Woodwork activities to enhance measurement, estimation, and spatial geometry
- More interaction/teaching with Aboriginal Enhancement Worker
- Direct instruction for all students/Fi on First Nations history, traditions, & culture
- Utilized positive Aboriginal members of our school and community
- Field trips to Musqueam House of Learning & UBC Museum of Anthropology
- Attendance support program & liaison with Aboriginal Social Services
- In school, Aboriginal & Metis musical and dance performances

3. WERE WE SUCCESSFUL?

- Outline results

Improved achievement on Report Cards (increased number Meeting or Exceeding)

More time on task in Numeracy activities

Students taught their parents the centres during parent teacher conferences

Anecdotal evidence from students, parents, & authentic teacher assessments

Increase in positive reports from volunteers, partners, and visitors

Improvement in interest, awareness, & appreciation of many facets of Aboriginal people

4. HOW HAVE WE SHARED?

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

- Recognition assemblies, newsletters, student presentations, electronically
- PA acknowledgements, math awards, & updates with PAC
 - Open House for parents and students to come and see their child's work
- Incentive programs for attendance, bulletin boards, photos & videos
- Newsletters with student recognition, student assemblies
- Math fair & problem of the week with student solutions
- District Displays (Inquiry), Parent-Teacher Conferences, and in class meetings
- IEP meetings and in-class visit
- Aboriginal gr. 7 leaving ceremony, artwork, carving, stories, songs, sports
- Engagement in Reconciliation Process & National Aboriginal Day

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?

The staff feel that a goal of numeracy would not meet the needs of our students for the next year. They believe through observations, attendance, and academic standings that a focus on social emotional learning would benefit our vulnerable students and help to support them in school.

We are having conversations amongst the staff about the needs of our students and most importantly around the needs of our aboriginal learners. We are observing how many of our students are struggling to self-regulate and focus on their learning. Our dialogue is focusing around social emotional learning and how we can support our students with the expertise of our staff and district. We are continuing to look at a focus for next year by our conversations with staff, students and parents.



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.

Seymour school has 120 students of which 50 are aboriginal. Half of the aboriginal students have very high academic and social emotional needs. This school year we have 13 with “D” designations, 3 with “Q” designations, 1 with a “K” designation, 1 with a “C” designation, 1 with a “G” designation, 5 with an “R” designation and 2 with an “H” designation. We know that many of our students come from single parent families that struggle financially. Many of our students go to the Raycam community center after school.

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.

The school brings in performances both aboriginal and other for the students to participate in. We have special events that include the whole school (Canada day with Michael Mitchell/Jump Rope for Heart/etc)

The staff have worked together through pro-d, inquiry sessions and daily conversations to problem solve and continue to come up with ways to support these vulnerable students through numeracy in the classroom. We work with the counselor so the students can work out their frustrations so they are readier to focus on their learning.

The staff at Seymour are caring and professional educators and work hard at making their classrooms a wonderful safe and fun learning environment. We have support workers and resource teachers who work with the classroom teachers to help with those students who have designations. The staff are dedicated to the well-being and the education of all of our students with this last year having a focus on numeracy.

The schoolbased team with the psychologist, SLP, and the Richer Institute are another way that we continue to support our students.

WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue to work on numeracy in our classrooms. The strategies and knowledge that the staff learned around numeracy through inquiry, pro-d and professional development workshops will continue to be a part of the learning for our students.

Next year the staff will be focusing more on social emotional learning.

The staff are working on PBIS and have spent professional days listening to speakers and planning goals for next year. They are also discussing social emotional programs and how we can support these students with their social and emotional well-being. We have a district literacy teacher to help us with targeting literacy in the younger years and are looking at a different resource model to help these students in the primary years. Our aboriginal worker has put in a proposal to the district about creating a small group environment with the students' home school that will help support the strengthening of the students' social emotional skills that are currently impeding the students learning within the typical classroom.

8. 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

Improved achievement on Report Cards (increased number Meeting or Exceeding)

Anecdotal evidence from students, parents, & authentic teacher assessments

Increase in positive reports from volunteers, partners, and visitors

Improvement in interest, awareness, & appreciation of many facets of Aboriginal people

Having parents more involved in the school community

Students attendance

Students more engaged in their learning.
