

Seaforth 2021-2022 Plan - “Together while we are apart”

Our over arching long term goals at Seaforth are to **maximize every child’s full potential in the areas of reading fluency and comprehension, as well as to enhance Social and Emotional Learning.** We believe that student social and emotional well being is tied to their academic success.

In **alignment with the District’s 5 year Strategic Plan,** we want to **foster lifelong learners,** and believe that reading is a key factor in fostering an individual’s ability to learn anything they choose to learn. We also want to **foster global citizens** who are confident and capable, can self regulate and manage the stresses of a rapidly changing world, understand and maintain relationships and connections, and make moral and ethical decisions.

Our plan embraces and embodies many aspects of the **District’s Strategic Plan.** Our goals are to **foster student excellence by enhancing reading and student social and emotional well being, as well as staff engagement and well being.** Our goals can only be accomplished by **partnering with our supportive parent community, and the broader community.** We will also be **engaging the expertise within our District Indigenous Education team, the Safe and Caring Schools Team, and other District departments.** Our Facilities Department will be a key partner in our plans for our outdoor learning space and our mural.

Our goal is a long term one, and hopefully one that **becomes embedded in the Seaforth culture on a continuous basis, long after the life of this document.**

For this year in particular, **ensuring everyone’s social and emotional well being is a priority.** Doing frequent check ins to ensure that everyone is coping with the added complexities and anxieties of the COVID pandemic are essential and non-negotiable. Awareness, self-regulation, movement breaks, brain breaks, and practicing gratitude, kindness and patience are some of the deliberate steps we will be taking. Scott Hodges (Head Teacher) and I will also be monitoring and fostering staff well being.

Context

Seaforth is already an amazing community with **deep roots and many long lasting traditions that define the school**. Seaforth was **one of Burnaby's first schools**, and has a long history. The original 1922 School House has been relocated to the Burnaby Village Museum. Members of the community take great pride in the school. Many Seaforth alumni have remained in the community and maintain ties to the community, some even having their own children follow in their footsteps in attending this school.

While the **introduction of the French Immersion Program** had it's challenges, the staff have worked hard to create **one unified student body**, with the French and English programs now operating seamlessly as one Seaforth community.

A strong Extra Curricular Sports Program , Student Leadership Program, and Fine Arts Club, along with elaborate traditions such as Sports Days, Pancake Breakfasts with Santa, The Christmas Market, Jingle Bell Walks, and Pumpkin Walks are the events that students remember long after they leave the halls of the school. The staff is **committed to continuing with as many traditions as we are able to, within COVID guidelines**.

The **very active Parent Advisory Council**, along with the broader neighborhood community, **work in partnership with the school to enhance educational programs, as well as cultural programs for the students**.

Reading

Generally speaking, in a non-COVID year, the **majority of students at Seaforth are meeting or exceeding expectations in reading**. Our **target group are the students who are not yet meeting expectations**.

We believe that we are **teaching the whole child**, and that social and emotional well being affect our students' abilities to learn.

We conduct formal **assessments twice a year**, along with ongoing informal assessments, to track student progress and to guide instruction.

We use best practices in **differentiating reading instruction** to meet individual student needs, using the expertise of Faye Brownlie and Adrian Geer, along with Guided Reading, and Daily 5 as instructional structures to support differentiation.

Remediation programs – We have had **Reading Recovery** for the last 3 years; This year, we added **Lexia** as another intervention program for our struggling readers.

We align our assessment to provide teachers with better information for planning instruction, and **reporting practices that provide students and their families with more meaningful and relevant information about progress and next steps**.

We have an interest in **looking more closely at how students' social emotional readiness is related to their reading and overall academic readiness**. This is still in its early stages and we are not yet sure where we will go with it at this point. There is consensus that the two are related and we are interested in possibly perusing it further.

What data/evidence supports your selection of this goal(s)?

- RAD and EPRA Reading results – fall and Spring
- FSA Scores
- Performance Standards Results
- Report Card Assessments
- Kindergarten Screening
- ELL Testing

- LSS Assessments
- Teacher Observations and Informal Assessments
- PM Benchmarks
- Reading Recovery Data

How is class-wide data informing your next steps?

- Data is used as baseline information to make decisions about who required additional support and where to go next with instruction
- It helps inform movement within groups and helps with lesson planning and where additional support is required
- It allows for revision of certain skills and determines when to move on to other strategies to better support learning
- It helps focus lessons better suited to student need/ability

What interventions are you implementing to support these students?

- In-class and one-on-one support by ELL (Tier 2 – SIOP) and LSS
- Pull-out (although rarely) support by ELL (Tier 3) and LSS and always aligned with classroom activities
- Counselling support
- EA support
- Team Meetings
- Adapting/modifying materials as necessary to meet student needs
- Body Breaks
- Second Step Program

How are you monitoring progress for these students? How frequently?

- Weekly and with check-in with LSS and ELL teachers
- Formative assessment
- Scheduled benchmarks aligned with school reporting periods
- Consultation with classroom teachers and LSS staff
- Ongoing conversations made easy because on in-class support with LSS and SIOP in many classes with our ELL teacher

- ELL Yearly Assessments, Weekly/monthly informal assessments – writing samples, oral reading and oral/written responses, listening - phonemic awareness
- IEP Goal progress monitoring – bi-annually – including data collection

How are you adjusting instruction/programming in response to student needs?

- LSS staff in collaboration with classroom teacher
- Keeping students in close proximity to teacher as need be
- More frequent review and/or re-teaching
- Circulating/teacher check-in
- Partnering/small group instruction
- Peer tutoring
- Formal and informal assessments
- Collaboration with classroom teachers to plan content together so language objectives can be addressed and targeted
- Team and parallel teaching – ELL teacher supports targeted group by scaffolding language (SIOP)
- Targeting specific language objectives and content – irregular verbs, enhanced vocab, letter sounds, etc.

How is the data informing next steps?

The data will determine refinement of the goal and help set further direction and specifics.

Social and Emotional Learning

For this year in particular, **ensuring everyone's social and emotional well being is a priority**. Doing frequent check ins to ensure that everyone is coping with the added complexities and anxieties of the COVID pandemic are essential and non-negotiable. Awareness, self-regulation, movement breaks, brain breaks, and practicing gratitude, kindness and patience are some of the deliberate steps we will be taking. Scott Hodges (Head Teacher) and Shairoz Merani (Principal) will also be monitoring and fostering staff well being.

Focus on Self awareness, self management, relationship skills, and responsible decision making, which will result in better academic performance, improved attitudes and behaviours, and reduced emotional stress for all members of the Seaforth Community.

- **HOW?**
- The CASEI SEL 3 Signature Practices Playbook will be one of the resources that will support our work in **fostering, maintaining and enhancing a warm, welcoming climate and culture within which everyone feels they safe, valued, connected and productive**.
- Spend time on Pro-D days and at staff meetings modelling SEL practices and strategies, spend time sharing our stories and our histories, as per Indigenous practices.
- We will **incorporate welcoming activities, rituals and routines** into our daily practice to foster inclusion and connectedness. These practices will provide avenues to **foster a respectful, welcoming, inclusive and anti-racist environment**.
- We will use engaging strategies such as brain breaks and interactive and reflective experiences that will allow students to practice SEL strategies.
- **Optimistic closures** will help highlight the important elements of our learning, and will help make connections.
- We are using our staffing creatively to **release classroom teachers to work with individual "at risk" students in their classroom**. This time will allow teachers to deepen their bond with the students who are of most concern.

- Focus on gratitude, Growth Mindset
- Finding creative ways to make staff feel connected, cared for and appreciated, especially given the high anxiety around COVID
- Virtual recess and lunch breaks for staff, especially if we are “locked down”

We have engaged **staff and students** in identifying values and coming up with the following three statements to guide our actions:

- **I take care of myself**
- **I take care of others**
- **I take care of the world**

I take care of myself

Learning Involves exploration of one’s Identity - Sense of identity, understanding of values and beliefs that drive our actions, understanding our social and emotional needs and how to meet them in positive ways – self regulation, positive decision making, healthy and active living (especially during the pandemic)

- Responsibility for personal choices
- Need to be accepted and valued by others
- Understanding personal history, Canadian History, and school history
- Incorporating the power of story telling into Pro D Days and staff meetings to deepen staff connections and engagement
- Self Management – Impulse control, stress management, self discipline, self motivation, goal setting, organization skills
- Self Awareness – Identifying emotions (Zones of Regulation), accurate self perception, recognizing
- As part of this exploration (through storytelling) we are hoping to come up with a new mascot that is in alignment with our beliefs and values, and one which ties in to the **indigenous history of the area**. We hope to invite an Indigenous carver to come in and help us create a carving for our front entry way to celebrate the new mascot.
- We are **incorporating the Indigenous principles of learning into our daily practices**

I take care of others

- Respect, kindness, inclusion, anti-racism, conflict resolution, equity, valuing the contributions of others, acting “for the good of the group”
- Developing ingrained habits that are transferable to situations beyond the classroom and school
- Accepting and valuing others, and their differing strengths, experiences, perceptions and life experiences
- What do we need in order for everyone to feel safe and successful in our learning community?
- Continuation of as many of our traditions as we can, within COVID protocols
- Class meetings – How do we want to feel at school? How do we want others to feel? What can we do to help ourselves and others feel this way? How are we going to handle mistakes? - CO CREATION of values, beliefs, practices, expectations
- Zoom assemblies with Youtube links for parents, to maintain connection with each other

I take care of the world

- Global perspectives, global citizenship
- Indigenous world views
- Environmental Education
- Outdoor Education

As this will be an on going, **long term plan**, here are some “**milestones**” that will be reached in the short term

- Who am I? What is most important to me? What has the global pandemic taught me about myself and my family beliefs and values?
- What do I need to be my best self? – self regulation, brain breaks?

- Common school language – new school wide belief statement for students, staff and other community members – June, 2021
- Staff and student “spirit wear”
- Seaforth 100 Year Celebration
- Planting of commemorative bulbs (Seaforth Highlanders 75th anniversary of the liberation of Holland)
- Indigenous outdoor learning space (tentatively June, 2022)
- Indigenous mural or other commemorative art work for the lobby (June, 2022)

