

North Vancouver School District
SCHOOL PLAN for 2012-2013

School: Larson Elementary
Address: 2605 Larson Road
North Vancouver, BC V7M 2M5
Phone: 604-903-3570

School/Community Context:

**At Larson We Care About
Ourselves and Others
Learning
The Environment**

- Culturally and economically diverse student population of 436 from K to Grade 7
- Dual track- 8 classes in English and 11 classes in French Immersion programs
- School Programs
 - Early Literacy intervention in Primary grades (both English and French)
 - French and English Learning Assistance (LAC) & English Language Support (ELL)
 - Guided reading, Buddy reading, and Home reading programs
 - Strong Music (K-7), Band (Gr. 5-7), Strings (Gr. 4-7) & Choir (Gr. 4-5)
 - Outdoor School experiences for Gr. 2/3 and Gr. 6
 - Grouse Mountain & Big House (First Nations cultural experience for Gr. 4)
 - Salmon Enhancement – school-wide
 - Safe and Caring schools and Social Responsibilities i.e. – Roots of Empathy, C.A.R.E., Kids in the Know, Internet safety, and anti-bullying prevention program
- Positive School Climate and Student Empowerment
 - School Code of Conduct reinforced with weekly “Positive Focus” and “OLE”
 - Student of the Week recognition and celebration
 - Student leadership opportunities: student-led assemblies and celebrations; public speaking at school assemblies and functions; morning PA announcers and music appreciation program; morning greeters at doors; lunch monitors; school safety patrol; playground peer leaders, tech, setup & take down crew for school events; assisting with noon-hour and after school sports events
 - Student/staff organized events: “Special Day” (PJ, Crazy Hair, Hat, Look-alike); Halloween Costume Parade; Pink Shirt Day; Rock School Concert; Talent Show, Walk-a-thon, Fun day

- Cultural experiences, guest speakers, and performances to promote cultural understanding, awareness and appreciation of diversity and individual differences
- NVSD Annual Public Speaking contest- “Concours d’art Oratoire” for French Immersion students in Gr. 6 & 7
- **Healthy Initiatives**
 - Action Schools BC, Daily Physical Activities (DPA)
 - School-wide Fruit & Vegetables snack program
 - Sports teams for intermediate students: Cross country meets; Basketball; Volleyball; and Track & Field
 - School-wide events: Terry Fox Run; Jump Rope for Heart; Rockin’ Walk-a-thon, Fun Day, Track & Field circuits
 - Hiking, Ski and snowboard school trips for intermediate students
- **Strong School Community Involvement**
 - Parent Advisory Council (PALS) meetings and PALS sponsored lunches
 - Fund-raising and school community connection events: September B-B-Q, Hot lunches, donations to Harvest Project and Cash 4 Clothes
 - Volunteers in school: parent drivers; volunteers in the classroom and on field trips; support in the school library
 - School Planning Council and Emergency Planning committee
 - Speakers/programs: School Liaison (RCMP);; Fire Prevention for primary grades; SafeTeen for Gr. 7, Vancouver Coastal Health; and Sexual Health
 - “Ready-Set-Learn” annual event for preschoolers and parents
 - Larson After School Club for students in Gr. 5-7 (in partnership with North Vancouver Recreation Commission staff)

Demographics (2011-2012 school year):

Total number of students: 436 Male: 216 Female: 220

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	22	21	24	23	23	35	26	28
Fr. Imm.	42	37	35	29	28	27	19	17

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
23.4	.05 (2)	6.20 (27)	0	5.0 (22)

Progress Analysis:

Review of School Goals – Previous Year (2011-2012)

Previous School Plan Goal 1: To increase the number of primary students (K-3) who meet or exceed expectations in literacy skills

Objective 1.1: To increase the number of Kindergarten students who meet expectations for reading readiness by the end of the Kindergarten year

Trend Data Table:

Key Performance Measure: Test of Phonological Awareness (TOPA) for kindergarten Students			
Percent of Kindergarten students who scored at or above the 25th percentile	Baseline	Target	Actual in May After intervention
January 2009	75%	90%	87%
February 2010	79%	90%	86%
January 2011	88%	90%	100%
February 2012	73%	85%	

Trend Data Analysis:

- The benchmark for providing “at risk ” students with intensive small group intervention is “below the 25th percentile” for the Test of Phonological Awareness (TOPA) as per the Manual: “Scores at or above the 25th percentile are indicative of performance in the average or above average range
- This benchmark is based on the chronological age of the student – not the raw score obtained on the test
- Implications: the younger the student, the lower the raw score needs to be for the student to be considered “at risk”. Therefore, some students were included in the intervention based on their demonstration of their knowledge.

Data indicates that over the last three years, all students who received small group intensive intervention (3-4 times per week for 20 minutes for 3 months) made significant gains in their raw scores when re-assessed in May.

Ex. May 2011 re-assessment results for 8 K students who received weekly (4 X 20 minutes) small group intervention (2-4 students with LAC teacher) for 3 months.

Raw score out of 20: 13; 16; 2 @ 17; and 4 @ 19 – yielded 100% above the “at risk” scores.

Previous School Plan Goal 2: To enhance our school's positive learning environment

Objective 2.2: To increase all students' sense of belonging

Trend Data Table:

Key Performance Measure: NVSD's Safe School & Social Responsibility Survey (selected questions as related to our school goal)				
Percentage of students indicated "Always" and "Most of the time"	2006	2008	2010	2012
1. I have friends to play with at school.	71%	80%	88%	92%
2. Other students at my school accept me as I am.	81%	88%	88%	84%
3. There are students who will help me with problems.	74%	78%	66%	74%
4. Students at my school really care about each other.	54%	67%	76%	86%
5. Adults in my school respect me.	79%	85%	88%	91%
6. Adults in my school really care about students.	77%	86%	89%	94%

Trend Data Analysis:

- Data from the above survey indicates an upward trend in the percentage of students who feel positively about their school community.
- Continue to provide student leadership opportunities and enhancement of school-spirit activities to further increase our students' sense of belonging
- Focus on support and structures to teach and encourage positive behaviour and healthy relationships amongst the students to further improve the areas in questions # 2, 3 & 4
- On-going staff leadership to provide school-wide positive behaviour support (SWPBS)

Opportunities for Further Development:

The above goals are on a continuum, and the school has been focussing on and addressing them for the past four years, both school-wide and at the classroom level.

These are the same goals that we will continue to improve upon for the coming school year.

To promote literacy skills for all students, the school continues to implement Reading and Writing 44 strategies, Guided reading, and Buddy reading. We strongly encourage students to read daily at school and to participate in the Home reading program, and for families to play "reading" and "writing" games and activities at home. However, data collected for our literacy goal is specific to the primary grades (K to Grade 3), as we monitor the progress of our early learners to provide feedback on the effectiveness of our school resources and early intervention strategies.

With respect to our second goal, the Larson school community is in agreement that providing a safe and caring school environment is of utmost importance for all students, staff, and parents. By continuing to provide meaningful leadership and empowerment opportunities for our students, we can sustain and further the progress we have made in ensuring a positive school climate, and enhance our students' sense of belonging within the school community.

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Larson School Plan for 2012-2013 are:

- 1. To increase the number of primary students (K-3) who meet or exceed expectations in literacy skills**
- 2. To enhance our school's positive learning environment**

School Goal 1:

To increase the number of primary students (K-3) who meet or exceed expectations in literacy skills

Goal Rationale:

Proficiency in literacy skills (listening, speaking, reading, and writing) is essential for students to comprehend and gather information across the curriculum such as Mathematics, Social Studies, and Science. A solid knowledge base in all aspects of reading and writing during students' primary years will increase students' abilities to communicate effectively, and to become successful life-long learners. The ability to use language effectively also impacts significantly on students' social and emotional well-being.

Objective 1.1:

To increase the number of Kindergarten students who meet expectations for reading readiness by the end of the Kindergarten year.

Strategies/Structures:

- Teach lessons, games and activities in the classroom as outlined in Firm Foundations
- Administer TOPA to Ks in January to identify students achieving below the 25th percentile
- Provide intensive small group phonological awareness training and intervention support to the identified "at risk" group of students
- Use "Our Turn to Talk" resources to enhance early oral language development
- Provide support for Home Reading Program and phonological awareness

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
February 2012 TOPA scores above 25 th percentile (47/64)	73%	85%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">○ This year, we have 1 class of English K (21 students) and 2 classes of French Immersion K (43 students) enrolled in the full-time Kindergarten program (total of 64 students).○ As compared to previous years, this year's percentage of students at or above the 25th percentile (not at risk) is slightly lower
<p>Qualitative Target:</p> <ul style="list-style-type: none">○ The group of identified students (17) are receiving small group intervention with the Learning Assistance Teacher. Classroom teachers are also reviewing/teaching these basic skills with the whole class to reinforce these reading readiness concepts and skills.○ The target has been lowered (from previous 90%) to reflect the lower baseline
<p>Qualitative Actual:</p> <ul style="list-style-type: none">○ Data available after students have received intensive small group intervention and re-assessed in May, 2012

Objective 1.2:

To increase the number of students in Grades 1 to 3 who “meet or exceed” expectation in reading comprehension, as measured by the B.C. Performance Standards

Strategies/Structures:

- Implement components of Reading 44 & Instructional Strategies
- Use of Guided Reading, Buddy Reading, Sustained Silent Reading
- Provide classroom, LAC, ELL, LSW and SEA support to identified students
- Use of classroom assessments such as RAD, Reading 44: Reading for Information, PM Benchmark, Running Record, teacher observations, check lists, anecdotal comments, and student self assessment to monitor student progress
- Encourage and promote Home Reading Program

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Second Term (March 2012) Report Card (not available)			

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Students who Meet or Exceed Expectations in:<ol style="list-style-type: none">1. Reading in English in the English Program and2. Reading in French in the French Immersion Program <p>Due to Teacher job action – marks for the March reporting period were not available</p>
<p>Qualitative Target:</p>
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Due to teacher job action – data for this year is not available

School Goal 2:

To enhance our school’s positive learning environment

Goal Rationale:

Staff identified the need to increase student leadership opportunities and to enhance student empowerment as strategies to maintain the warm and welcoming school climate at Larson School. We believe that through the teaching and reviewing of the school’s Code of Conduct (promoting understanding of individual differences and encouraging inclusion of others), along with positive reinforcement (OLE and Weekly Positive Focus), and use of fair and consistent discipline, we will instill in students intrinsic motivation and school pride. It is our hope that this will lead to a more co-operative, safe, and caring learning environment for everyone, and further provide all students with a strong sense of belonging within the school community.

Objective 2.1:

To increase Grades 4 to 7 students' sense of empowerment and leadership skills

Strategies/Structures:

- Facilitate student-led school assemblies and student performances
- Mentor students as daily PA morning announcers, and MCs at assemblies & performances
- Train students as Tech Crew, and Set-up and Take-down crew
- Provide opportunities for intermediate students to be lunch monitors in primary classes
- Provide opportunities for intermediate students to assist with after school sports events
- Train and mentor students to be members of the School Safety Patrol and Office monitors
- Offer opportunities for students to organize, greet, and lead at community and school events – i.e. New Kindergarten parents orientation, PALS movie night, Cash 4 Clothes
- Train Grade 5 & 6 students to assist with Emergency Preparedness and the Controlled Student Release exercise
- Assist students with organizing school spirit-building activities – i.e. Pink Shirt Day, Pyjama Day
- Facilitate Grade 7 students with Recycling Program, year-end video shows (for Gr. 7 Farewell and end of school assembly)

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
April 2009 Safe and Caring School Audit	2009	2011	
Aspect on Student Empowerment as “Fully Meets” & “Exceeding Expectations” (as reported by students, parents and staff)			
Parents (40/46)	87%	92%	
Staff (32/34)	94%	99%	
Students (24/26)	92%	97%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - April 2009 – students in Gr. 5 & 6 were randomly chosen to participate in this audit with the administrator. It is reassuring to note that a very high percentage of students felt that student empowerment “exceeds expectation” (Fully meets- 35% & Exceeds- 58%)
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - This audit was not conducted by the school district in 2011 – therefore no data available.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Audit was not conducted for the 2011-2012 school year.

Objective 2.2:

To increase all students' sense of belonging

Strategies/Structures:

- School-wide Positive Behaviour Support (PBS)
- Use of weekly school-wide focused announcement every morning
- Teach inclusion strategies such as tribes and co-operative learning/grouping
- Provide cultural experiences, guest speakers, and implement "Fun Friends", "Minds-up", "Roots of Empathy" programs to develop empathy and to increase students' awareness and understanding of individual differences and challenges
- Share activities with Buddy classes and encourage student performances to connect and build relationships amongst the students across the grades
- Encourage and recognize students with OLE for appropriate actions and behaviours
- Continue with the weekly Student of the Week Display Board and celebration
- Display student work on bulletin boards and recognize student successes and achievement in sports, academics, and Fine Arts via school assemblies and news letters to build students' self-esteem
- Provide students with opportunities to participate in school sponsored events/activities i.e. Remembrance Day & Pink Shirt Day assemblies, winter concert, choir performances, Band and String Festivals, Public Speaking Contest, Talent Show

Key Performance Measure:	Baseline	Target	Actual
<p>North Vancouver School District Safe School and Social Responsibility Survey for Elementary Students from Grades 4 to 7</p> <p>Percentage of students who indicated "Always" and "Most of the Time" on questions related to Student Belonging</p> <ol style="list-style-type: none"> 1. I have friends to play with at school. 2. Other students at my school accept me as I am. 3. There are students who will help me with problems. 4. Students at my school really care about each other. 5. Adults in my school respect me. 6. Adults in my school really care about students. 	<p>2010</p> <p>88%</p> <p>88%</p> <p>66%</p> <p>76%</p> <p>88%</p> <p>89%</p>	<p>+5%</p> <p>+5%</p> <p>+5%</p> <p>+5%</p> <p>+5%</p> <p>+5%</p>	<p>2012</p> <p>91%</p> <p>84%</p> <p>74%</p> <p>86%</p> <p>91%</p> <p>94%</p>

Evidence: (Qualitative)

Qualitative Baseline:

- The Safe School and Social Responsibility survey was first conducted in **2006** in North Vancouver with students in Grades 4 to 7. This survey was to be conducted every two years.
- In **2010**, the wording for some of the questions were changed in the district survey and the Larson SPC decided to maintain the original language in the selected 6 questions in order to provide consistency when comparing the data from the previous two surveys (2006 & 2008)

Qualitative Target:

- Last year's school plan stated the target of achieving 5% improvement for the different aspects of students' sense of belonging.

Qualitative Actual:

- In 2012, the SPC further revised the wording in the first question to:
1 - *I have friends to play with at school.*
- The SPC also agreed to conduct the survey using Survey Monkey with students in Grades 1, 3, 4, 5, & 6 – resulting in data gathered from 233 students in these grades.
- Also worth noting is the opportunity provided for Grade 7 students to work with the three grade 1 classes on an individual basis to complete the survey. The Grade 7 students read the questions to the Grade 1, and assisted the younger students with clarification if needed (a great example of student leadership and building relationships).

- This year's results showed great improvement in the two areas that were identified last year as areas needing improvement (questions # 3 & 4).
- Question # 3- students who will help me (*from 66% to 74%*)
- Question # 4 – students really care about each other (*from 76% to 86%*)
- **Focus for the school** would be on student to student interaction (code of conduct – We care about ourselves and others) to: foster empathy, encourage students to recognize similarities amongst each other, understand and accept individual differences, and appreciate and care for and about each other, i.e. friendship circles, buddy classes, student-sharing assemblies/performances, Roots of Empathy
- Overall, it would appear that the interventions and opportunities provided to the students (data since 2006) through the implementation of school-wide Positive Behaviour Support (SWPBS), review of the Larson's Code of Conduct, the social responsibilities curriculum, Roots of Empathy in selected classes for the past 3 years, various resources and programs taught in the classrooms such as Mind Up & Friends, along with the extra curricular opportunities, cultural performances, and school-spirit days had a direct impact on increasing our students' sense of belonging within our school community.

Connections:

Connections to Family of School's School Plans and/or District Achievement Plan:

It is important that school plans reflect the unique characteristics of each school to be authentic, meaningful, and purposeful for the school community. Schools are encouraged to focus on specific goals and objectives that are considered to be priorities for the school year.

North Vancouver School District supports the uniqueness of its schools while maintaining the focus on improving student achievement by specifying the parameters under which individual school goals are set. These include progress analysis, rationale for goals, data sources, quantitative and qualitative evidence, and making connections within our Family of Schools (FOS).

Principals and Vice Principals in the Balmoral / Carson Graham Family of Schools meet throughout the school year, discussing school goals, instructional initiatives, and educational directions, issues, and concerns. At our FOS meetings, each school's Plan and Code of Conduct are shared and common elements and directions are discussed. This year, the Balmoral/Carson Graham FOS SPC met jointly to share and to discuss the similarities and uniqueness of each of the schools. Committees were formed to explore ways to further connect and align school goals through shared visions and initiatives.

Larson's school plan is reflected in the district achievement plan, and supported by district resources and structures for improving student achievement.

Larson focuses on the importance of early intervention (Guided reading and Buddy reading), teaching reading readiness skills (Firm Foundation & Instructional Strategies), and encouraging home-school connections (Home-reading and parent-teacher conferences) as some of the proactive strategies to improve students' proficiency in literacy. The use of many district supported resources and initiatives (Our Turn to Talk, Reading and Writing 44, and Ready, Set, Learn) to improve literacy skills demonstrates the link between Larson School and the District's Plan.

Larson's goal to enhance the school climate by providing opportunities for student empowerment and student involvement, and increasing students' sense of belonging is supported by the district-developed Safe and Caring School Guide, the Safe & Caring Schools Audit, and the North Vancouver Safe School and Social Responsibility Survey for elementary students. These documents and the data collected from some of these surveys are used to guide and provide critical feedback for the implementation of our school's Code of Conduct.

Consultation Process of Larson Elementary School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Larson School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2012

	Name	Signature
Chairperson (Principal)	Lanny Young	<i>Original Document signed by SPC Members</i>
Vice Principal	Jason Haywood	
Parent	Chris Duggan	
Parent	Laura Magrath	
Parent	Homa Sorooshi	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 18, 2012**