

**North Vancouver School District
SCHOOL PLAN for 2013-2014**

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 447 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 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., FRIENDS, Mind-Up, 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 PA messages” and “OLE”
 - Student of the Week recognition and celebration weekly
 - Student leadership opportunities: student-led assemblies and celebrations; public speaking at school assemblies and functions such as Kindergarten Orientation and Volunteer Tea receptions; morning PA announcers and music appreciation program; PALS hot lunch monitors and lunch monitors in primary classrooms; school safety patrol; tech, setup & take down crew for school events; Child-minding at PALS meetings; and assisting with after school sports events
 - Student/staff organized events: Special days (PJ, Crazy Hair, Hat, Look-alike); Halloween Costume Parade; Winter Concert; Pink Shirt Day; Rock School Concert; Talent Show; Walk-a-thon; Fun day
 - Cultural experiences, guest speakers, and performances to promote cultural understanding, awareness, appreciation, and acceptance 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 snacks program
- Sports teams for intermediate students: Cross country meets; Basketball; Volleyball; and Track & Field
- Annual School-wide events: Terry Fox Run; Jump Rope for Heart; Rockin' Walk-a-thon, Fun Day, Track & Field circuits
- Swimming and Ice-skating at community centers
- Skiing and snowboarding 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, monthly 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; and PALS Hot Lunch Program
- School Planning Council and Emergency Planning committee
- Speakers/programs: School Liaison (RCMP); Fire Prevention for primary grades; SafeTeen for Grade 7, First Aid training for Grade 6; Vancouver Coastal Health; and Sexual Health
- "Ready-Set-Learn" annual event for preschoolers and parents
- Larson After School Club for students in Gr. 4-7 (in partnership with North Vancouver Recreation Commission staff)

Demographics (2012-2013 school year):

Total number of students: 447 Male: 222 Female: 225

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	21	18	23	22	26	25	35	25
French Immersion	43	43	35	32	27	27	27	18

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
23.6 FTE	.67% (3)	7.6% (34)	.45% (2)	5.4% (24)

Progress Analysis:

Review of School Goals – Previous Year (2012-2013)

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 in Feb	Target For May	Actual in May
February 2010	79%	90%	86%
February 2011	88%	90%	100%
February 2012	73%	85%	94%
February 2013	78%	90%	

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- 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 and percentile when re-assessed in May.
- For example:
- May 2011 – re-assessment results: 8 out of 8 K students all had results above the at risk percentile - 100%
- May 2012 - 16 out of 17 K students had results above the at risk percentile - 94%

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 focusing on and addressing them for the past four years, both school-wide and at the classroom level.

The improvement of literacy skills will continue to be a focus and all the strategies and resources currently in place will be used to further develop all students’ literacy skills. 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.

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 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Larson School Plan for 2013-2014 are:

- 1. To increase the number of students who meet or exceed in writing skills as assessed by the BC Performance Standards**
- 2. To enhance our school's positive learning environment**
- 3. To enhance the level of Grade 7 engagement and connection to secondary schools**

School Goal 1:

To increase the number of students who meet or exceed expectations in writing skills as measured by Ministry of BC Performance Standards for Writing

Goal Rationale:

Reading proficiency has been in the school plan as one of the major goals for the past 9 years. Staff felt that there has been progress made, as indicated by the 2nd term reporting data, in increasing the number of intermediate students who are meeting or exceeding the expectations in reading. Last year, staff began the discussion on improving students' writing skills as a new goal for the school plan. The staff is in agreement to focus on the "**personal writing strand**" of the Language Arts curriculum, and we are using this year's term 2 reporting data as our baseline for this writing goal.

Objective 1.1:

To improve Grade 1 to 7 students' skills in "Personal Writing" in the aspects of conventions, form, meaning, and style.

Strategies/Structures/Resources:

- On-going professional discussions and dialogues amongst staff to gain common understanding of aspects of the curriculum on personal writing across the grades
- On-going professional dialogues in small grade groups to ensure consistency when assessing student progress using B.C. Performance Standards matrix ie. School-wide write samples and teachers assess with grade groups
- Use of CAWS to identify students requiring LAC support in the area of writing skills and as assessment to inform student learning and progress
- Journal writing of personal experiences in classrooms
- Use of Writing 44 strategies to encourage and enhance student writing ie. Storybird.com (students create stories and illustrations on the computer)
- Story starters for personal writing and editing skills, add illustrations, and display
- Students in Grade 3 to 7 participated in a school-wide writing project with Vancouver Youth Theatre (Kids' Writes - students brainstormed ideas, used story frames and graphic organizers to write stories, and VYT chose a couple of the stories to be made into a play and performed by the students for the school in May). Perhaps this project can be repeated for the next school year as there was excitement and enthusiasm on the parts of the students for this project.

- K and Grade 7 students buddy/shared writing
- Grade 2 class buddy write/illustrate a personalized storybook with Grade 12 Windsor Secondary English class each year
- Grade 6 & 7 French Immersion students participate in the annual “Concours d’art Oratoire” (students write their speeches, edit, and speak in front of all Gr. 4 to 7 FI students and judges/staff)

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
March 2012 - 2nd Term Reporting of percentage of students “meeting or exceeding” expectations as assessed using BC Performance Standards on “Personal Writing”.	March 2013	To increase by 5%	March 2014
Grades 1 to 3 – English 62% and French 79%	73%		
Grades 4 to 7 – English 87% and French 90%	88%		

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, Weekly Positive Focus, and Student of the Week celebrations), 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/Resources:

- 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 Gr. 7 students to be child-minders during PALS meetings and to assist with the monthly PALS Hot Lunch program
- Provide opportunities for intermediate students to assist with after school sports events
- Facilitate and encourage students to take on leadership roles in planning and organizing special school-wide events and activities – ie. Walk-a-thon, Fun Day, Jump Rope for Heart,
- 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. Terry Fox Run, Pink Shirt Day, Pajama Day, Colour Day, Jump Rope for Heart and FUN 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 Aspect on Student Empowerment as “Fully Meets” & “Exceeding Expectations” (as reported by students, parents and staff) Parents (40/46) Staff (32/34) Students (24/26)	2009 87% 94% 92%	2011 Increase by 5%	NO Data Available as Audit was not conducted since 2009

Evidence for 2009-2012: (Qualitative)

<p>Baseline: 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>
<p>Target: The staff would like to see an increase of 5% as the target for 2011. This audit was not conducted by the school district in 2011 – therefore no data available.</p>
<p>Actual: Audit was not conducted for the 2011-2012 school year.</p>

Evidence for 2012-2013: (Qualitative)

<p>Qualitative Baseline: Baseline was established in 2009 and the survey has not been conducted by the District since. It is the recommendation of the SPC that for next year, SPC and staff begin the process of creating a “Larson” school survey to assess student empowerment and leadership opportunities available at Larson.</p>
<p>Qualitative Actual: In April 2013, an informal survey (show of hands in the class) was conducted to assess the percentage of students in the intermediate grades who have had the opportunity to participate in leadership roles within the school. A list of 18 leadership roles was presented to the students in Grades 5, 6 & 7, and 84% of these students (119/141) indicated they had participated in 2 or more of these opportunities during their years at Larson. 52% of these students (74/141) had participated in 4 or more leadership opportunities. Approximately 30% had been involved with 6 or more available opportunities, and 20% with 8 or more available opportunities.</p>

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
- 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			Actual
North Vancouver School District Safe School and Social Responsibility Survey for Elementary Students from Grades 4 to 7 Percentage of students who indicated Always and Most of the Time on questions related to Student belonging	2006	2008	2010	2012
1. I have friends to play with at school.	71%	80%	88%	91 %
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%
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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)*
- *In 2013, the Safe School and Social Responsibility survey had only one question that was similar to the 6 questions we had originally used to collect data from, which makes the quantitative evidence this year invalid due to inconsistency of data. Therefore, no data for 2013.*

Qualitative Target:

- *On-going improvement in all areas*

Qualitative Actual:

- *In 2011-12, the SPC agreed to conduct the “school” 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).*
- *2012 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), consistent review of the Larson’s Code of Conduct, teaching of the social responsibilities curriculum, providing Roots of Empathy in selected classes for the past 5 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.*
- *An example from a Grade 4 student’s writing that further illustrates the caring environment at Larson School:
“I would hold the door open at the end of recess not just to get an “OLE”. I would just do it to be nice to other kids. If someone had no one to play with in school time, I would ask them “do you want to play with me?” I would also help if anyone is hurt or if there was a lot of litter on school grounds during recess time, I would go to the office to go get a plastic bag and a pair of tongs to pick it up with, to keep the environment nice and clean so no one would have to step on it.”*

School Goal 3:

To increase the level of Grade 7 engagement and connection to secondary school

Goal Rationale:

It was agreed amongst the Carson Graham and the Argyle (French Immersion students) family of schools that it is important for the Grade 7 students to feel comfortable and less anxious going into their secondary school years. For the past years, Carson Graham and Argyle schools have organized and invited the participation of the Grade 7 students from their respective feeder schools to many events and activities to ease the transition from elementary to secondary schooling.

Objective 3.1:

To increase the number of grade 7 students reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire.

Strategies/Structures/Resources:

- Grade 7 guided tour of the secondary school
- Programming information for both parents and students
- Secondary school counselors visit to Grade 7 students at Larson
- Grade 11 students visit with Grade 7 students at Larson
- Grade 7 students from Family of School visit Carson Graham for the afternoon
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Key Performance Measure:	Baseline	Target	Actual
Carson Graham Gr. 7 student survey (revised for May 2013)			

Evidence: (Qualitative)

Qualitative Baseline: To be based on the survey being given to Gr. 7 students in May 2013
Qualitative Target:

Connections:

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

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 Carson Graham Family of Schools meet regularly 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 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 and writing 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, both reading and writing, 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. North Vancouver School District further supported Larson School to enhance our on-going school-wide positive behaviour support system (PBIS) by providing collegial conferencing opportunities for staff to dialogue, organize and assess our current practices and to improve and sustain staff participation in the implementation of PBIS principles.

Consultation Process of Larson 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, 2013.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2013

	Name	Signature
Chairperson (Principal)	Lanny Young	<i>Original Document Signed by SPC Members</i>
Teacher (VP)	Jason Haywood	
Parent	Laura Magrath	
Parent	Barbie Milley	
Parent	Homa Sorooshi	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent