

**North Vancouver School District**  
**SCHOOL PLAN for 2014-2015**

**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 472 from K to Grade 7**  
**Dual track- 8 classes in English and 12 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)
- 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 Responsibility – Roots of Empathy, C.A.R.E., FRIENDS, MindUp, 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; 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; Rockin' Walk-a-thon, Fun Day, World Movement Day
- Swimming and Ice-skating at community centers
- Skiing and snowboarding school trips for intermediate students
- Bicycle Safety, Bike to school Week

### 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, Vancouver Coastal Health; and Sexual Health
- "Ready-Set-Learn" annual event for preschoolers and parents

### Demographics (2013-2014 school year):

Total number of students: 472 Male: # of Male Female: # of Female

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	19	23	21	24	22	31	27	38
Fr. Imm.	44	46	40	33	30	25	24	25

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>26.05</b>	<b>.6</b>	<b>4.8</b>	<b>2.1</b>	<b>4.8</b>

## Progress Analysis:

### Review of School Goals – Previous Year(s)

#### Previous School Plan 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

#### Objective 1.1:

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

#### Trend Data Table:

<b>Key Performance Measure: March /2nd Term Reporting:</b>			
Percentage of students "meeting or exceeding" expectations as assessed using BC Performance Standards on "Personal Writing".			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2013			
Grades 1-3	73%	Increase by 5%	92%
Grades 4-7	88%		93%
2014			
Grades 1-3	92%	95%	
Grades 4-7	93%		

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

As this is the first year of collecting data on students writing skills using the BC Performance Standards, it is not yet possible to identify trends. Looking at this data from different perspectives does however suggest some potential areas for further study and attention. In Grades 1-3, 39% of the students *Meeting or Exceeding Expectations* are meeting expectations at a minimal level. Furthermore, the proportion of students meeting expectations above the minimal level as measured using the BC Performance Standards increases from grades 1 through 3 suggesting that our instruction and interventions are having an impact.

Although we have met our targeted increase in the number of students *Meeting or Exceeding Expectations*, a closer look at the results indicates that many of our younger students are finding the development of writing skills a challenging process. An examination of the Reading Skills of these same students using the BC Performance Standards revealed that many of these same students were also struggling with learning to read.

**Previous School Plan Goal 2:**

To enhance school's positive learning environment

- increase Grade 4-7 students sense of empowerment and leadership skills
- increase all students' sense of belonging
- 

**Trend Data Table:**

<b>Key Performance Measure: NVSD's Safe School &amp; Social Responsibility Survey Gr 4-7</b> (selected questions as related to our school goal)						
<b>Percentage of students indicated "Always" and "Most of the time"</b>	<b>2006</b>	<b>2008</b>	<b>2010</b>	<b>2012</b>	<b>2014</b>	
1. Adults in my school respect me.	79%	85%	88%	91%	88%	
2. I know how I am expected to behave					91%	
3. I follow the school code of conduct					94%	
4. I feel safe at school.					88%	
5. I respect others.					97%	
6. If there is a problem I tell an adult					65%	

<b>Key Performance Measure: 2014 Student Satisfaction Survey Gr 4 &amp; 7</b>			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
7. At school I respect people who are different from me	91%	95%	
8. I feel welcome at school.	78%	95%	

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

- Data from the above surveys indicates an overall positive 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 # 1, 4 , 6 & 8.
- Explore the concept of asking an adult for help. It would be helpful to learn if students do not ask adults for help because they feel they can or should solve problems independently or if they do not feel comfortable asking an adult for help.
- On-going staff leadership to provide school-wide positive behaviour support (SWPBS)

**Opportunities for Further Development:**

The improvement of literacy skills will continue to be a focus for our school. The development of writing skills will be a primary focus for Grades 4- 7. Although we have met our targeted increase in the number of students *Meeting or Exceeding Expectations* in writing skills, a closer look at the results indicates that many of our younger students are finding the development of writing skills a challenging process. A further

examination of the Reading Skills of these same students using the BC Performance Standards revealed that many of these students were also struggling with learning to read. A combined focus on reading and writing will be a focus for Grades 1-3 and an exploration of language development will be a focus for Kindergarten. To promote literacy skills for all students, the school will continue 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.

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 2014-2015:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Larson School Plan for 2014-2015 are:

- 1. To improve students' literacy skills**
- 2. To enhance the school's positive learning environment**
- 3. To enhance the level of Grade 7 engagement and connection to secondary schools**

**School Goal 1:  
To improve students' literacy skills**

**Goal Rationale:**

During the 2013-2014 school year, after nine years of focusing on reading proficiency as a major goal in the school plan, Larson staff began discussions around the improvement of students' writing skills as a new goal and focus for the school. It was agreed that the school would focus on the "personal writing strand" within Language Arts curriculum as a school goal for improvement and identified term 2 reporting data as our baseline for this writing goal.

An examination of both the writing and reading skills of our Primary students revealed that those students who were struggling with developing reading skills were also struggling with developing writing skills. A combined focus on reading and writing will be a focus for Grades 1-3 and an exploration of language development will be a focus of inquiry for Kindergarten in 2014-2015.

**Objective 1.1:**

To increase the number of engaged and successful readers in grades 1-3

**Strategies/Structures/Resources:**

- Review & support the implementation of Reading 44 strategies within a balanced literacy program
- Review & support the implementation of consistent informative assessment and appropriate instruction and targeted interventions
- Identify and provide varied and attractive resources to support student needs and interests
- Provide opportunities for ongoing collaboration and professional dialogue among classroom teachers and specialist teachers to gain insight into how to best support the language and literacy development of our young learners.

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Percentage of students in Gr 2-3 Meeting or Exceeding Expectations in Reading as assessed using BC Performance Standards (2nd Term Reporting)	87%	95%	

**Evidence: (Qualitative)**

**Qualitative Baseline:**

- Students (& families) in Grades 1-3 will be encouraged to participate in Home Reading Program & a Buddy Reading Program (where appropriate).
- Students in Grades 1-3 will be surveyed about attitudes about being a reader.

<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- All students in Grades 1-3 will be engaged in a Home Reading Program</li> <li>- Where appropriate students Grades 1-2 will be engaged in a Buddy Reading Program</li> <li>- Students in Grades 1-3 will express positive attitudes about being a reader</li> </ul>
<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

**Objective 1.2:**

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

**Strategies/Structures:**

- On-going professional discussions and dialogues amongst staff to gain common understanding of the foundational aspects of personal writing and to explore practices and experiences that can improve students' personal writing.
- Identify & implement effective assessment practice to inform student learning and teaching and to identify students requiring additional supports in the area of writing skills
- On-going professional dialogues in grade and cross grade groups to improve understanding and consistency when assessing student progress using B.C. Performance Standards
- Regular opportunities to engage in personal writing experiences in classrooms
- Use of Writing 44 strategies to encourage and enhance student writing
- Buddy/shared writing
- Opportunities to share and celebrate personal 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)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>2nd Term Reporting</b> of percentage of students "meeting or exceeding" expectations as assessed using BC Performance Standards on "Personal Writing".			
Grades 1 to 3 – English 62% and French 79%	73%	83%	92%
Grades 4 to 7 – English 87% and French 90%	88%	93%	93%

**School Goal 2:**  
**To enhance the 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
- Provide opportunities for students to act as Bucket Filler Ambassadors
- 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, Pyjama 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)
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**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
School Survey 2015 (to be developed in Fall 2014 ) to be administered in Spring 2015 to measure Gr 4-7 students participation & sense of empowerment	TBD	TBD	

**Objective 2.2:**

**To increase all students' sense of belonging**

**Strategies/Structures/Resources:**

- 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
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<b>Key Performance Measure: NVSD's Safe School &amp; Social Responsibility Survey Gr 4-7 (selected questions as related to our school goal)</b>					
<b>Percentage of students indicated "Always" and "Most of the time"</b>	<b>2006</b>	<b>2008</b>	<b>2010</b>	<b>2012</b>	<b>2014</b>
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<b>Key Performance Measure: 2014 Student Satisfaction Survey Gr 4 &amp; 7</b>			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
7. At school I respect people who are different from me	91%	95%	
8. I feel welcome ay school.	78%	95%	

**Evidence:** (Qualitative)

**Qualitative Baseline:**

- School Survey 2015 (to be developed in Fall 2014 ) to be administered in Spring 2015 to measure Gr 1 -7 students sense of belonging.

**Qualitative Target:**

- TBD

**Qualitative Actual:**

- TBD

### School Goal 3:

#### 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 counsellors visit to Grade 7 students at Larson
- Grade 7 students from Family of School visit Carson Graham for the afternoon
- Grade 7 students from Larson spend time with Grade 8 students during visit to Carson
- Grade 7 students in Carson FOS provided with opportunities to participate in activities together during the Grade 7 year (Co-ed Volleyball tournament, etc., Zone concert, etc.)
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Key Performance Measure:	Baseline	Target	Actual
Carson Graham FOS Gr. 7 student survey (revised for May 2014)	TBD	TBD	

#### Evidence: (Qualitative)

<b>Qualitative Baseline:</b> <ul style="list-style-type: none"><li>- To be developed based on the results and feedback from the Grade 7-8 Transition Survey</li></ul>
<b>Qualitative Target:</b> <ul style="list-style-type: none"><li>- TBD</li></ul>

**Qualitative Actual:**

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## 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 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. A successful Grade 7- 8 transition is a common focus and goal within our Family of Schools.

Larson's school plan is reflected in the district achievement plan, and is supported by district resources and structures for improving student achievement. The Larson School Plan also reflects and supports the development of the School District's strategic goals and objectives.

Larson focuses on the importance of early intervention, teaching reading and writing readiness skills and encouraging home-school connections 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. 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:**

- x School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- x A summary of the approved Larson School Plan will be posted on the school web site by October 31, 2014.

**School Planning Council Approval of Proposed School Plan:**

Date: May 30, 2014

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Cathy Piteux	<i>Original Document signed by SPC Members</i>
Teacher		
Parent	Alison Taylor	
Parent	Catherine Runnals	
Parent	Suzann Millar	
Student <i>(Gr 10, 11, 12 schools only)</i>		

**Board Approval of School Plan:**

*Approved by:*

**Dr. Pius Ryan, Assistant Superintendent**