



ÉCOLE LARSON ELEMENTARY

**We are all ORCAS!**

## **Ecole Larson Elementary School Plan**

**2025-2026**





## Vision to Goal Setting at Ecole Larson

### School Context & Vision

Ecole Larson Elementary is a vibrant community school located in North Vancouver, offering both English and French Immersion programs. Our school is committed to fostering a student-centered learning environment that promotes inclusivity, mental health and well-being, and reconciliation with Indigenous communities. We strive to honor the diverse cultural backgrounds of our students and integrate evidence-based practices to enhance student achievement.

### Acknowledgement of the Traditional Territory

We respectfully acknowledge that Ecole Larson Elementary is situated on the traditional, ancestral, and unceded territory of the Squamish Nation.

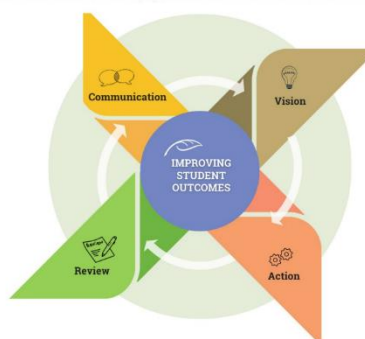


### Ecole Larson Vision Statement

Our mission is to provide a nurturing and inclusive educational environment that supports the holistic development of every student. We aim to align our practices with the North Vancouver School District's commitment to student-centered education, inclusion, and well-being.

### Ecole Larson Connection to District Strategic Plan

Ecole Larson Elementary's priorities align with the North Vancouver School District's six key goals: student-centered education, innovative instruction, inclusive culture, mental health, reconciliation, and environmental stewardship. Additionally, our goals support the priority areas detailed in the Framework for Enhancing Student Learning (Intellectual, Human & Social, Career Development).



## School Goals

### Goal 1: Literacy

To enhance student achievement in literacy by improving reading proficiency and written communication across all grades, with a focus on inclusive, culturally responsive, and evidence-based practices.

#### Importance and Connection to Strategic Plans:

This goal aligns with the North Vancouver School District's Strategic Plan by advancing student-centered learning, promoting an inclusive culture, supporting mental health and well-being, and honoring reconciliation and Indigenous education. It supports the FESL priorities by targeting growth in:

- Intellectual Development through improved academic achievement in literacy.
- Human and Social Development by building confidence and identity through meaningful literacy experiences.
- Cultural and Identity Development through the integration of Indigenous texts and diverse perspectives.



### Goal 2: Sense of Belonging

To enhance students' sense of belonging by creating a safe, inclusive, and positive school environment through the school-wide implementation of Positive Behaviour Interventions and Supports (PBIS).

#### Importance and Connection to Strategic Plans:

This goal supports the North Vancouver School District's Strategic Plan by fostering an inclusive culture, promoting student mental health and well-being, and supporting reconciliation through safe and respectful learning environments. It aligns with the FESL priorities by focusing on:

- Human and Social Development through a sense of safety, respect, and community in the school.
- Cultural and Identity Development by recognizing diverse identities and promoting equitable participation in school life.
- Intellectual Development by improving student readiness to learn through a positive climate and reduced behavioural interruptions.



RCMP-Student Wheelchair Basketball

Made possible by Wheelchair  
Basketball BC



## Planning & Implementation

### Strategic Actions for Goal 1: Enhancing student achievement in literacy.

#### Action 1:

- Implement targeted early literacy interventions (e.g., UFLI, ELA) for K–3 students not meeting expectations.
- Staff Involved: LST, Classroom Teachers, LSW
- Timeline: September – June

#### Action 2:

- Use common literacy assessments (DIBELS, PM Benchmarks) to monitor student progress and guide instruction.
- Staff Involved: All Teaching Staff, LST
- Timeline: Fall, Winter, Spring

#### Action 3:

- Embed Indigenous literature and culturally responsive resources into classroom libraries and instruction to promote cultural understanding and literacy engagement.
- Staff Involved: Teacher-Librarian, Indigenous Support Worker, Classroom Teachers, ELL
- Timeline: Ongoing

#### Action 4:

- Provide professional development in the science of reading, Universal Design for Learning (UDL), and inclusive instructional strategies.
- Staff Involved: School-Based Team, District Learning Services, Outside Facilitators, ELL
- Timeline: Throughout the school year (Professional Development Days and Staff Meetings)



Staff Professional Development led by Larson teachers and SD44 teacher leader

## Strategic Actions for Goal 2: Enhance student sense of belonging

### Action 1:

- Establish and teach school-wide behavioural expectations using a PBIS framework (“ORCAS”) in all common areas.
- Staff Involved: All Staff, PBIS Committee
- Timeline: September – October (launch), reviewed monthly

### Action 2:

- Implement a recognition system (e.g., Orca Slips, Extra Recess) to reinforce positive behaviours and promote school values.
- Staff Involved: Classroom Teachers, Admin Team, Support Staff
- Timeline: Ongoing

### Action 3:

- Track minor and major behaviour incidents using a consistent data collection system to monitor school climate and inform interventions.
- Staff Involved: Administration, Office Staff, Teachers
- Timeline: Throughout the year, with reviews at term-end

### Action 4:

- Embed Indigenous values such as respect, responsibility, and reciprocity into behaviour expectations and school culture practices.
- Staff Involved: Indigenous Support Worker, School-Based Team
- Timeline: Ongoing

### Action 5:

- Offer professional learning opportunities focused on trauma-informed practice, equity, and inclusive behaviour support strategies.
- Staff Involved: District Learning Services, All Staff
- Timeline: Ongoing (Professional Days, Staff Meetings)



Orca Board – Student recognition

“It’s full! Time for an earned extra recess as a reward”

## Monitor, Evaluate, & Adapt

### Ongoing Assessment and Reflection

Formative Assessment: Throughout the year, we will use various assessment tools to monitor student progress in literacy and sense of belonging. These include:

- DIBELS and PM Benchmarks to track literacy growth.
- PBIS data collection system to monitor behavioral progress and school climate.
- These assessments will be conducted in throughout the year, with ongoing reviews to adjust instructional strategies and interventions.

Summative Assessment: At the end of the year, we will analyze the data from these tools to assess the success of our actions. We will summarize:

- The effectiveness of early literacy interventions and culturally responsive instruction.
- The impact of PBIS on student behavior and sense of belonging.
- The integration of Indigenous values and texts in both literacy and behavioral frameworks.

Reflection: Through surveys, focus groups, and discussions with staff, students, and parents, we will gather feedback on the impact of these strategies. Key questions will include:

- Did students feel more engaged and supported in their learning?
- Did the implementation of PBIS contribute to a safer and more inclusive school environment?
- What insights can we gather to improve the strategies for the coming year?

## Communicating Progress

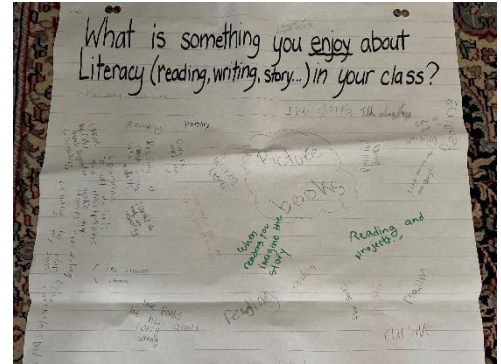
### Engagement

Staff Engagement: Staff play a critical role in the success of our goals. They are involved in setting, monitoring, and revising goals, both individually and as part of collaborative teams. Key activities include:

- Participating in ongoing professional development (PD) on literacy (UFLI), trauma-informed practice, and PBIS.
- Reviewing student progress through assessment data in team meetings and using this information to adjust instruction.
- Opportunities to review and reflect on school goals will occur during PD days, staff meetings, and team meetings. Staff will also be encouraged to share feedback on the school plan during these sessions.

Student Voice: Students will contribute to goal-setting and reflection through:

- Student surveys about their sense of belonging and engagement in literacy activities.
- Classroom discussions and activities that allow students to voice their experiences and provide input on classroom strategies and school-wide initiatives.
- Student voice will also be embedded in school-wide reflections during assemblies and other events, ensuring their perspectives inform future school planning.



## Student Voice

Family and Educational Partner Engagement: Parents and community partners will be engaged in the planning and evaluation processes through regular communication:

- SPC Meetings
- FOS Dinner and Dialogue events where parents and staff discuss school goals and progress.
- PAC meetings where updates on school goals and strategies will be shared and feedback solicited.



School Planning Council

Staff, parents, and students working together.



## Reflection and Strategic Alignment

### Successes:

- The integration of literacy interventions and culturally responsive instruction has contributed to improved student outcomes in literacy. With expanded and targeted focus next year, we hope to see even further growth.
- The introduction of PBIS this year has helped create a more positive school climate, reducing behavioral disruptions, and fostering a sense of belonging. We anticipate that we will experience a marked improvement overall.

### Challenges:

- While progress was made, some challenges emerged in ensuring consistent application of PBIS practices across all areas of the school. Additionally, the full integration of Indigenous perspectives into both literacy instruction and behavioral expectations required more time and resources than anticipated.

### Future Adjustments:

- Next year, we will continue refining our PBIS framework by providing additional targeted professional development and ensuring that Indigenous perspectives are more deeply embedded in all aspects of the school curriculum.

### District Alignment:

- Ecole Larson's goals are in strong alignment with the North Vancouver School District's priorities, particularly in fostering an inclusive culture and supporting mental health. Our focus on evidence-based, student-centered instruction is directly aligned with the district's strategic plan for academic achievement and well-being.

### FESL Connection:

- Our school's actions contribute to long-term goals of improving equity, inclusion, and student success, particularly in the areas of intellectual and human/social development. Through our focus on literacy and PBIS, we are working to create an environment that promotes belonging and equitable participation for all students, including those from diverse backgrounds and Indigenous communities.