

North Vancouver School District
SCHOOL PLAN for 2015-2016

School: Larson
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

At Larson School, staff and parents work together to provide a safe, challenging and supportive environment that enables and inspires students to succeed and to become lifelong learners and responsible citizens.

Larson school is a dual track school with 474 students enrolled in our English and French Immersion programs. The Larson community is proud of its culturally and economically diverse student population.

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, Peer Tutor 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
- Bighouse and/or 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, Basketball; Volleyball; and Track & Field
- Annual School-wide events: Terry Fox Run; Dance-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, Active School Travel Planning

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 (2014-2015 school year):

Total number of students: 474 Male: # of Male Female: # of Female

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	27	16	23	23	27	22	25	28
Fr. Imm.	44	48	44	39	32	28	24	23

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
	.5	5.5	2	7

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve students’ literacy skills

- To increase the number of engaged and successful readers in grades 1-3
- To increase the number of students who meet or exceed expectations in writing skills

Trend Data Table:

Key Performance Measure: Personal Writing: Percentage of students “Meeting or Exceeding” expectations based on BC performance Standards			
	Baseline	Target	Actual
2013 Grades 1-3 Grades 4-7	73% 88%	Increase by 5%	92% 93%
2014 Grades 1-3 Grades 4-7	92% 93%	95%	90% 98%
2015 Grades 1-3 Grades 4-7	90% 98%	95%	

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

Engaged and Successful Readers:
As this is the first year of collecting data to support this objective it is too early to identify trends.

Writing Skills:
An exploration of this data from different perspectives suggests some potential areas for further study and attention. In Grades 1-3, 28% of the students *Meeting or Exceeding Expectations* are meeting expectations at a minimal level. In 2014, it appeared that the proportion of students meeting expectations above the minimal level as measured using the BC Performance Standards increased from grades 1 through 3 suggesting that our instruction and interventions were having an impact. This years results reveals some variability in progress among cohorts.

Previous School Plan Goal 2: To enhance the school’s positive learning environment

- To increase students’ (Grades 4-7) sense of empowerment and leadership skills
- To increase students’ (K-7) sense of belonging

Trend Data Table:

Key Performance Measure: NVSD Safe School & Social Responsibility Survey Gr 4-7		

Percentage of students indicated "Always" and "Most of the time"	2006	2008	2010	2012	2014
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%

Key Performance Measure 2015 Satisfaction Survey			
	2014	2015	
7. At school I respect people who are different from me	91%	95.5%	
8. I feel welcome at school.	78%	65%	

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

- Data from the above surveys indicates a positive trend in the percentage of students who feel positively about their school community over time.
- The 2015 Satisfaction Survey suggests that some of our students are experiencing an increase in negative behaviours. Fewer students indicated they feel welcome a school all/many times. 19% of students in Grades 4 & 7 indicated they sometimes feel welcomed at school This data may reflect the experiences of these particular cohorts.
- 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.
- Continue to 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 and with an exploration of ways to strengthen the reading – writing connection. Although we have been making progress in the development of our students' 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 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, Buddy Reading and regular independent reading. We have been strongly encouraging students and families to participate in a Home reading program. We see home support as an area for further attention and support.

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 2015-2016:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Larson School Plan for 2015-2016 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 school**

School Goal 1:
To improve students' literacy skills
To develop strong 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, writing and language development has been identified as a focus for our students in the Primary Grades.

Objective 1.1:

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

Strategies/Structures/Resources:

Universal:

- Review & support the implementation of Reading 44 strategies within a balanced literacy program
- Review & support the implementation of consistent informative assessment and appropriate & differentiated instruction .
- 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.
- Establish and promote a school wide approach to home support
- Acquire new and varied resources to support an enhanced home reading program

Targeted /Intensive:

- Review & support the implementation of consistent informative assessment and appropriate targeted interventions for students who are identified as being at risk in learning to read.

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Percentage of students in Gr 2-3 Meeting or Exceeding			

Expectations in Reading as assessed using BC Performance Standards (2nd Term Reporting)			
2014	87%		
2015	81%	95%	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Home Reading is encouraged by all classroom teachers - Many students engaged in Peer Tutoring and Buddy Reading. - Students in Grades 1-3 will be surveyed about attitudes about being a reader.
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - All students in Grades 1-3 will be engaged in a Home Reading Program - Where appropriate students Grades 1- 3 will be engaged in a Peer Tutor or Buddy Reading Program - Students in Grades 1-3 will express positive attitudes about being a reader
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> -

Objective 1.2:

To increase the number of students who meet or expectations in writing skills

Strategies/Structures:

Universal:

- 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
 - Opportunities to share and celebrate personal
-

Targeted /Intensive:

- Identify through effective assessment practice students requiring additional supports in the area of writing skills
- SBRT to identify and support effective & strategic supports to struggling writers

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Percentage of Students Meeting &/or Exceeding Expectations in Personal Writing Skills (BC Performance Standards, Term 2 Reporting)			
Grades 1-3 English - French	90%	95%	
Grades 4-7 English - French	98%		

School Goal 2: **To enhance the school's positive learning environment**

Goal Rationale:

We are committed to creating a warm and welcoming school climate at Larson School. Connectedness, climate and culture are essential to creating a positive school experience for our students. We believe that consistent and effective teaching and reviewing of the school's Code of Conduct, promoting understanding of individual differences and encouraging inclusion of others, consistent positive reinforcement and interactions and the use of fair and consistent discipline, will provide our students with a strong sense of being valued. We aim to create a cooperative safe, and caring learning environment for everyone, and further provide all students with a strong sense of belonging within the school community. We believe that opportunities that encourage student leadership and student empowerment will assist us in reaching this goal.

Objective 2.1:

To increase students (Gr 4-7) sense of empowerment and leadership skills

Strategies/Structures/Resources:

Universal:

- 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 support and play an active role in PALS activities
- 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, Peer leaders & 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

Targeted /Intensive:

- Provide opportunities and training for students to act as Peer Tutors
- Provide support for mentors for students to successfully take on leadership roles

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
School Survey 2015 (to be developed in Fall 2015) to be administered in Spring 2016 to measure Gr 4-7 students participation & sense of empowerment	TBD	TBD	

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- Parents, staff and students report that students regularly volunteer to help others and support school initiatives
Qualitative Target: <ul style="list-style-type: none">- Students will initiate and receive support to plan, promote and /or carry out activities that promote school spirit and the well-being of others
Qualitative Actual: <ul style="list-style-type: none">-

Objective 2.2:

To increase students' sense of belonging

Strategies/Structures:

Universal:

- 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

Targeted /Intensive:

- Continue to provide opportunities for Social and Friendship groups that promote social development
- Provide training for Peer Leaders to successfully support inclusion on the playground

Key Performance Measure:	Baseline	Target	Actual
Satisfaction Survey (Grades 4 & 7) At school I respect people who are different from me 2014/2015	91%/ 95.5%	95%	
I feel welcome at my school 2014/2015	78%/ 65%		

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - School Survey to be developed in Fall 2015 and administered in Spring 2016 to measure students (Grades 1-7) sense of belonging
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - TBD
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - TBD

**School Goal 3:
To increase the level of Grade 7 engagement and connection to secondary school**

Goal Rationale:

The Carson Graham and the Argyle Family of Schools have been exploring ways to support students in their transition from elementary to secondary school. Together Elementary and secondary schools have been planning and organizing activities that aim to increase the participation and connection between our students and our schools. It is our hope that these activities and structures will ease some of the stress and concern that many students can feel as they embark upon this important step in their school experience.

Objective 3.1:

To increase the number of Grade 7 students reporting that they feel confident (positive) about their transition to secondary school

Strategies/Structures/Resources:

Universal:

- 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 Secondary School 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

Key Performance Measure:	Baseline	Target	Actual
Carson FOS Gr 7 Student survey	TBD	TBD	
Argyle FOS Gr 7 Student Survey	TBD	TBD	

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Grade 7 teachers report that there are students who are concerned about the transition to secondary school

Qualitative Target:

- Grade 7 teachers report fewer students who are concerned about the transition to secondary school

Qualitative Actual:

-

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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 2015

	Name	Signature
Chairperson (Principal)	Cathy {Piteux	<i>Original Document Signed by SPC Members</i>
Teacher		
Parent	Jennifer Ng	
Parent	Alison Taylor	
Parent	Tammy Pollock	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015