

North Vancouver School District
SCHOOL PLAN
2009-2010

School: Larson Elementary
Address: 2605 Larson Road
North Vancouver, BC V7N 3W4
Phone: 604-903-3570

Principal: Mrs. Lanny Young

School/Community Context:

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

- Culturally and economically diverse student population of approximately 440 from K to Grade 7
- Dual track school with 10 classes in the English and 11 classes in the French Immersion programs
- School Programs
 - Early Literacy intervention in Primary grades
 - Guided reading, Home reading program, Buddy reading
 - Learning Assistance (LAC) & English Language Support (ESL)
 - Before School Math Club
 - Strong Music (K-7), Band (Gr. 5-7), Strings (Gr. 4-7), Choir (Gr. 4-7) programs
 - School-wide morning Music Appreciation program
 - Outdoor School experiences for Gr. 2/3 and Gr. 6
 - Salmon Enhancement Program
- Positive School Climate and Student Empowerment
 - School Code of Conduct reinforced with weekly “Positive Focus” and “OLE”
 - “Student of the Week”, Student-Led assemblies and celebrations, Public speaking at school assemblies and functions, Morning PA announcers
 - Peer Leaders on the playground, Lunch Monitors, School Safety Patrol, Tech Crew, Set up and Take down Crew for school events, Assisting with noon-hour and after school sports events (score-keeping and refereeing)
 - Student/staff organized events (Guessing Jar, PJ Day & Look-a-like Day, Talent Show)
 - Cultural experiences, guest speakers, and performances to promote cultural understanding and awareness of diversity and individual differences
- Healthy Initiatives
 - Action Schools BC, PAC sponsored Lunch sales
 - Sports Teams (Cross Country Meets, Basketball, Volleyball, Track and Field)
 - School-wide events - Terry Fox Run, Walk for Water, Green Day, Rockin’ Walk-a-thon, Jump Rope for Heart, Fun Day
- Strong School community involvement
 - Parent Advisory Council (PALS) meetings and Fund-raising/community events
 - Food Drive at Christmas, Clothing Drives in Fall and Spring
 - School Planning Council and Emergency Planning Committee
 - Volunteers in school, Volunteer coaches, Parent drivers, Parent volunteers in classrooms and on field trips
 - Guest speakers ie School Liaison (RCMP), Sexual Health, Fire Prevention, Coastal Health



Demographics:

Total number of students: 440 Male: 218 Female: 223

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		22	14	24	23	27	33	33	40
Fr. Imm.		41	34	35	23	21	25	23	22

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
24.2	0.69	8.63	4.3	8.6

Progress Analysis:

Review of School Goals – Previous Year (2008-2009)

- 1. To improve reading proficiency in students who are less than fully meeting expectations at each grade level**
 - There is a strong need to provide early literacy intervention to Primary students as data collected this year indicates that a high percentage of our Primary students are “Not yet meeting or Approaching” Ministry expectations.
 - Data collected also indicated that as students progress into the intermediate years, their reading skills improved, and a higher percentage of students are “meeting or exceeding” expectations as per the B.C. Performance Standards.
 - Data from the TOPA for Kindergarten students also indicated that some of the K students’ reading readiness skills are at risk, requiring Learning Assistance support (LAC)
- 2. To provide a safe, caring, healthy and responsive school environment**
 - The school has continued to provide support and structures to teach and encourage positive behaviour and healthy relationships amongst the students.
 - Staff has continued to increase their knowledge of programs and resources by attending in-services and workshops to enhance the implementation of the social responsibility curriculum
 - Leadership opportunities and enhancing school-spirit activities appeared to have an impact on increasing the students’ sense of belonging, as shown by the data in the Safe School and Social Responsibility Survey from 2006 to 2008.

Opportunities for Further Development:

The above goals are on a continuum, and the school is addressing them throughout the school year, both school-wide and at the classroom level. However, this year, we are focussing on a specific group of students (primary K-3) for our literacy goal, as we feel that early intervention is crucial to the success of students’ proficiency in reading and writing. The school continues to



implement Reading and Writing 44 strategies, Guided reading, and Buddy reading. To further promote literacy skills, we strongly encourage students to read daily with the Home-reading program, and for families to play “reading” and “writing” games and activities at home.

With respect to our second goal, we feel that providing a safe and caring school environment is of utmost importance for all staff, students, and parents. Through increased student leadership and empowerment opportunities, we can sustain and enhance the progress we have made in ensuring a positive school climate, and enhance our students’ sense of belonging.

School Goals: For 2009-2010

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Larson Elementary School Plan for 2009-2010 are:

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

2. To enhance our school climate by providing opportunities for student involvement

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.

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 & activities in classroom as outlined in Firm Foundations
- Administer TOPA to Ks in January to identify students achieving below the 25th percentile
- Provide additional phonological awareness training & intervention support to the identified group of students
- Use Our Turn to Talk resources to enhance early oral language development
- Provide support for Home Reading Program & phonological awareness activities
- Plan annual Ready, Set, Learn event for parents of 3-4 year olds to promote reading readiness skills and language development through play
- Encourage/welcome parent involvement and volunteers in the K classrooms

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Test of Phonological Awareness (TOPA) 2009-01-17 % of students who scored at or above the 25 th percentile	77% (47/61)	90%	

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- Kindergarten students were administered the TOPA in January 2009- Total of 63 students in both French Immersion and English programs (minus 1 with ministry designation and 1 beginner ESL) = 61 students assessed in Jan.09- 47 out of 61 students { FI - 33/41 Eng - 14/20 } scored <u>at or above the 25th percentile</u> = (77%).
Qualitative Target: <ul style="list-style-type: none">- Small group intervention is in place for the 14 students who scored <u>below the 25th percentile</u> (3 times 20 minutes per week) to increase this cohort's phonological awareness for reading readiness- This cohort has many students with ESL, Speech and language challenges, and learning difficulties
Qualitative Actual: <ul style="list-style-type: none">- The 14 students who are receiving small group intervention will be re-assessed in June, 2009

Objective 1.2:

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

Strategies/Structures:

- Continue to implement components of Reading 44 & Instructional Strategies
- Continue with Guided Reading, Buddy Reading, Sustained Silent Reading, and Reading with volunteers and Balmoral Gr. 9 students
- Provide classroom, LAC, LSW and ESL support to identified students
- Continue with small group speech and language support through “Our Turn to Talk”
- 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
- Encourage and promote Home Reading Program
- Offer presentations at PALS meetings on ways parents can help students at home with their reading
- Provide information in school newsletters on ways parents can support students

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Second Term Report Card – March 2009 Students who Meet or Exceed Expectations in: Reading in English for the English Program and Reading in French in the French Immersion Program			
Grade 1 (24 out of 48)	<u>2009</u> 50%	<u>2010</u> 60%	<u>2010</u>
Grade 2 (45 out of 59)	76%	86%	
Grade 3 (33 out of 46)	72%	82%	

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Classroom teachers collected data from the 2nd Term Reporting, using BC Performance Standards, as an indicator of the total number and percentage of students who are “Meeting or Exceeding” the Ministry expectations in Reading. - Students with Ministry Designated Special Needs and English as A Second Language (Level 1& 2) are not included in the above data. <p>Total of Gr. 1 to 3 students who “Meet or Exceed” Expectations in Reading 102 out of 153 students = 67%</p>
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Our target is to increase by 10% the number of students in each of the grade cohorts who will “Meet or Exceed” Ministry expectations in Reading by their next grade (as measured in the March 2010 Reporting period)
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - To be determined in March 2010 by tracking the cohorts in Gr. 1, 2, 3 & 4

School Goal 2:

To enhance our school climate by providing and supporting opportunities for student involvement

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, along with positive reinforcement (OLE and Weekly Positive Focus), fair and consistent discipline, and acceptance and inclusion of others, 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 facilitate and mentor student empowerment and student leadership skills in Grades 4 to 7

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
- Train and mentor Grade 6 students to be Peer Leaders at Lunch time on the playground
- Train and mentor students to be members of the School Safety Patrol and Office Monitors
- Provide opportunities for Intermediate students to assist with noon-hour and after school sports events (score-keeping and refereeing)
- Offer opportunities for intermediate students to greet and lead at community and school events – ie. New Kindergarten Parents orientation, Ready-Set-Learn sessions, Rockin' Walk-a-Thon, Fun Day
- Train Grade 6 students to assist with the Controlled Student Release exercise
- Assist with student initiatives and school spirit-building activities – ie. Anti-Bullying Day, UNICEF (Walk for Water), Pyjama Day, Look-a-Like Day, Green (Grounds Clean up) Day, Talent Show



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, & staff)	<u>2009</u>	<u>2011</u>	<u>2011</u>
Percentage of Parents (40 out of 46)	87%	92%	
Percentage of Staff (32 out of 34)	94%	99%	
Percentage of Students (24 out of 26)	92%	97%	

Evidence: (Qualitative)

<p>Qualitative Baseline: Further examination of baseline data indicates the following: Parents - Fully meets 72% and Exceeds 15% Staff - Fully meets 73% and Exceeds 21% Students - Fully Meets 35% and Exceeds 58%</p> <p>Students in Grades 5 & 6 were randomly chosen to participate in this audit with the Administrators. It is interesting and reassuring to note that a very high percentage of students feel that student empowerment “exceeds” expectations.</p>
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Examination of the data suggests that Student Empowerment is one aspect of the Safe and Caring School Audit that all Larson community members (students, staff and parents) recognize as a strength at the school. Many opportunities are provided to our students to be role models, to be actively involved, and to display their leadership qualities in a variety of ways. - The target is to continue to increase the number of students, parents, and staff that feel that the school is fully meeting or exceeding in this area. - A further target is to increase the number of people who feel that we are “exceeding” expectations in this area.
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - The actual data will be completed in 2011 when the survey will be conducted by the school district.

Objective 2.2:

To increase students' sense of belonging

Strategies/Structures:

- Multi-age grouping of students for the first week of school in September
- Teaching strategies such as tribes and co-operative grouping
- Celebrate "Student of the Week" regularly throughout the school year
- Encourage and reward students with OLE for appropriate actions and behaviours
- Recognize student successes and achievement in Sports, Academics, and Fine Arts via PA announcements, at school assemblies & in newsletters
- Display student work on bulletin boards and in school newsletters
- Provide cultural experiences, guest speakers, and school-wide performances
- Continue to increase students' awareness and understanding of individual differences and challenges – ie. Shared-activities with Buddy classes, Roots of Empathy program, Paralympic athletes, successful integration of students with special needs in the school
- Review Larson's Code of Conduct regularly in class meetings, and in small groups when deemed necessary
- Weekly school-wide focus announced daily
- Opportunities for students to participate in school sponsored events/activities ie. Winter Concert, Choral, Band, and String Festivals, School Rock Band, Snow day sculptures, Public Speaking Contests

Key Performance Measure:	Baseline	Actual	Target
North Vancouver School District Safe School and Social Responsibility Survey for Elementary Students (Grades 4 to 7) Percentage of students who indicated "Always" & "Most of the Time" on questions related to <u>Student Belonging</u>			
	<u>2006</u>	<u>2008</u>	<u>2010</u>
1. I feel like I belong at my school	71%	80%	
2. Other students at my school accept me as I am	81%	88%	
3. There are students who will help me with problems	74%	78%	
4. Students at my school really care about each other	54%	67%	
5. Adults in my school respect me	79%	85%	
6. Adults in my school really care about students	77%	86%	

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 is conducted every two years.
- As this is a new objective for Larson school, we have used the data from the 2006 Survey as our baseline year.

Qualitative Target:

- Although there is substantial improvement in the area of students' sense of belonging, we need to concentrate on promoting positive student to student interactions to increase the percentage in items # 3 & 4 (as noted in the Key Performance Measure) through strategies such as: Peer leaders, Buddy classes, Friendship circles, and teaching of social skills
- For the 2010 Survey, we would like to see an improvement of 5 % in the area of student belonging.

Qualitative Actual:

The 2008 data is used for this school plan. It would appear that the interventions and opportunities provided to the students (since 2006) through the teaching/reviewing of the Larson's Code of Conduct, the social responsibilities curriculum (family grouping in the first week of September and the various resources and programs taught throughout the school year), along with the extra curricular opportunities and cultural performances, have made an 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 improved student achievement by specifying the parameters under which individual school goals are set. These include analysis/rationale, data sources, quantitative and qualitative evidence, and making connections within our Family of Schools.

Principals and Vice Principals in the Balmoral Family of Schools meet throughout the school year, discussing school goals, instructional initiatives, and educational directions, issues, and concerns. At our Family of Schools meetings, each school's Plan and Code of Conduct are shared and common elements and directions are discussed. This year, the Balmoral FOS SPC had met jointly twice to share and discuss the similarities and uniqueness of each of the schools.

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), providing reading readiness skills (Firm Foundations & Instructional Strategies), and encouraging home-school connections (Home-Reading & presentations to parents) 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 & Writing 44, Ready, Set, Learn, and Collegial Conferencing) to improve literacy skills demonstrates the link between Larson School and the District's Plan.

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



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, 2009.

School Planning Council Approval of Proposed School Plan:

Date: April 30, 2009

	Name	Signature
Chairperson (Principal)	Lanny Young	<i>Original Document signed by SPC Members</i>
Teacher	Tracey Todd Vice Principal	
Parent	Gillian Pilley	
Parent	Kathy McGrenera	
Parent	Gillian Farnsworth	
Student <i>(Gr 10, 11, 12 schools only)</i>	N/A	

Board Approval of School Plan:

Approved by:

**Dave Pearce, Assistant Superintendent
June 15, 2009**

