

North Vancouver School District
SCHOOL PLAN
SCHOOL PLAN *for* 2011-2012

School: Larson Elementary
Address: 2605 Larson Road
North Vancouver, BC V7N 3W4
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 approximately 430 from K to Grade 7
- Dual track school with 8 classes in the English and 10 classes in the French Immersion programs
- School Programs:
 - Early Literacy intervention in Primary grades
 - Guided reading, Home reading program, Buddy reading
 - French and English Learning Assistance (LAC) & English Language Support (ESL)
 - Strong Music (K-7), Band (Gr. 5-7), Strings (Gr. 4-7), and Choir (Gr. 4-5) programs
 - School-wide morning Music Appreciation program
 - Outdoor School experiences for Gr. 2/3, and Gr. 6
 - Grouse Mountain and Big House (First Nations cultural experience) for Gr. 4
 - Salmon Enhancement Program
- Positive School Climate and Student Empowerment:
 - School Code of Conduct reinforced with weekly “Positive Focus” and “OLE”
 - “Student of the Week” celebration
 - Student Leadership opportunities : Student-Led assemblies and celebrations, Public speaking at school assemblies and functions, Morning PA announcers, Morning greeters
 - 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 - Special Days (PJ, Hat, Crazy Hair, Look-alike), Halloween Costume Parade, Pink Shirt Day, Rock School concert, Talent Show
 - Cultural experiences, guest speakers, and performances to promote cultural understanding and awareness of diversity and individual differences
 - Annual Public Speaking Contest – “Concours d’art Oratoire” for Grade 6 & 7 F.I. students
- Healthy Initiatives:
 - Action Schools BC, PAC sponsored Lunch sales
 - School-wide Fruit and Vegetables Snack Program
 - Sports Teams - Cross Country Meets, Basketball, Volleyball, Track and Field
 - School-wide events - Terry Fox Run, Jump Rope for Heart, Rockin’ Walk-a-thon, Fun Day
 - Ski and snowboard school trips for Intermediate students
- Strong School community involvement:
 - Carson Graham Gr. 11/12 Student Leadership Gym Program
 - Roots of Empathy

- Parent Advisory Council (PALS) meetings and Fund-raising/community events
- Food Drives, Clothing Drives
- School Planning Council and Emergency Planning Committee
- Volunteers in school, Parent drivers, Parent volunteers in classrooms and on field trips
- Guest speakers/Programs - ie School Liaison (RCMP), SafeTeen, Fire Prevention, Coastal Health
- Annual "Ready-Set-Learn" event for preschoolers/parents (3 and 4 year olds)
- Larson After School Club in partnership with North Van. Recreation Commission Staff

Demographics (2010-2011 school year):

Total number of students: 436

Male: 208

Female: 228

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	22	20	21	23	36	22	26	34
French Immersion	38	43	32	31	29	19	18	22

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
22.60	0.68 (3)	5.05% (22)	0.68 (3)	6.2 (27)

Progress Analysis:

Review of School Goals – Previous Year (2010-2011)

- 1. To increase the number of primary students (K-3) who meet or exceed expectations in literacy skills**
 - There is a strong need to provide early literacy intervention to Primary students as data collected the last two years indicated that a high percentage of our Primary students are "Not yet meeting or Approaching" Ministry expectations (as per Performance Standards)
 - Data from the TOPA for Kindergarten students also indicated that some of the K students' reading readiness skills were at risk, requiring intensive Learning Assistance support
 - Data collected indicated that as students progressed into the intermediate years, their reading skills improved, and a higher percentage of students were "meeting or exceeding" expectations as per the B.C. Performance Standards.
- 2. To enhance our school's positive learning environment**
 - Continued support and structures to teach and encourage positive behaviour and healthy relationships amongst the students
 - On-going student leadership opportunities and enhancement of school-spirit activities to further increase students' sense of belonging
 - Firm establishment of staff leadership to provide School-wide Positive Behaviour Support
 - Staff continued to increase their knowledge of programs and resources to enhance the implementation of the social responsibility curriculum

Opportunities for Further Development:

The above goals are on a continuum, and the school has been addressing them throughout the school year, both school-wide and at the classroom level. However, we will continue to focus 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 2011-2012

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Larson Elementary School Plan for 2011-2012 are:

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

2. To enhance our school's positive learning environment

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 and welcome parent involvement and volunteers in the K classrooms
- Re-assess identified students in May to gauge success of small group intervention

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Test of Phonological Awareness (TOPA) - % of students who scored at or above the 25 th percentile			
<u>January 2009</u> (45/60 K students)	75%	90%	87%
<u>May 2009</u> (re-test -13 /15 K students)			
<u>February 2010</u> (50/63 K students)			79%
<u>May 2010</u> (re-test - 12/16 K students - 2 ESL)			75%
(12/14 if 2 ESL students not counted)			86%
<u>January 2011</u> (54/61 K students)			88%
<u>May 2011</u> (re-test -			

Evidence: (Qualitative)

Qualitative Baseline:

January 2009 - TOPA administered to Kindergarten students

- Total of 61 students in both French Immersion and English programs (minus 1 with ministry designation) = 60 students assessed
- 45 out of 60 students { FI - 32/40 Eng - 13/20 } scored at or above the 25th percentile = (75%)

February 2010 - TOPA Administered to Kindergarten students

- Total of 63 students in both French Immersion and English programs
- 50 out of 63 students { FI - 33/44 Eng - 17/19 } scored at or above the 25th percentile = (79%)

Qualitative Target:

January 2009

- Small group intervention was in place for the 15 students who scored below the 25th percentile (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

February 2010

- Small group intervention was in place for the 13 students who scored below the 25th percentile (4 times 20 minutes per week) to increase this cohort's phonological awareness for reading readiness

January 2011

- small group intervention in place for 8 students who scored at or below the 25th percentile (3-4 times 20 minutes per week) to increase students' phonological awareness for reading readiness (this group has 1 beginning ESL student)

Qualitative Actual:

May 2009

- The 15 students who received small group intervention were re-assessed, and 13 out of the 15 scored above the 25th percentile

May 2010

- When re-assessed, all of the students who received small group intervention made very good gains in raw score (Percentile is based on birthdates)
- The majority of the students (12/16) are no longer considered to be "at risk"
- Of the 4 students who are considered "at risk" - 2 are beginning ESL students and 2 have learning difficulties

May 2011

Objective 1.2:

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

Strategies/Structures:

- Implement components of Reading 44 & Instructional Strategies
- Use Guided Reading, Buddy Reading, Sustained Silent Reading
- Provide classroom, LAC, ESL, LSW and SEA support to identified students
- Provide 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 to monitor student progress
- 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	Actual	Actual
Second Term (March) Report Card Students who Meet or Exceed Expectations in: Reading in English in the English Program and Reading in French in the French Immersion Program						
Total of Gr. 1 to 3 students who “Meet or Exceed” Expectations in Reading						
March 2009		102 out of 153 students = 67%		67%	69%	74%
March 2010		112 out of 162 students = 69%				
March 2011		117 out of 159 students = 74%				
	<u>March 2009</u>	<u>March 2010</u>	<u>March 2011</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Grade 1	(24 / 48)	(38 / 52)	(47 / 59)	50%	73%	80%
Grade 2	(45 / 59)	(32 / 50)	(33 / 49)	76%	64%	67%
Grade 3	(33 / 46)	(42 / 60)	(37 / 51)	72%	70%	73%

Evidence: (*Qualitative*)

Qualitative Baseline:

- Classroom teachers collected data from the **2009 - 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 for Comprehension
- Please note that : Students with Ministry Designated Special Needs and English as A Second Language (Level 1) are not included in the above data.

Qualitative Target:

- 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).
- March 2010 – It would appear that our target rate of increasing by 10% overall might be too high – perhaps a more realistic increase might be 4 to 5 %.

Qualitative Actual: tracking the same cohorts by grade

- March 2009 – (Gr. 1, 2 & 3 student cohort – 153) (102/153 = 67%)
- March 2010 – (Gr. 2, 3 & 4 student cohort –153) (104/153 = 68%)
- March 2011 – (Gr. 3, 4, & 5 student cohort – 151) (93/151 = 62%)
- Although the total number of students in this cohort is similar, the composition of the cohort had changed from 2009 due to transfer-in of new students (several with learning and behavioural difficulties plus a high number of ESL students), and French Immersion students switching to the English Program.
- This change in the educational/emotional/behavioural needs of the student composition is one of the factors influencing the data.
- Another factor is the number of students who require additional learning support (LAC/ESL) and have taken extended holidays during the school year, which effectively reduced their in school support time.

**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, 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 increase Grades 4 to 7 students' sense of empowerment and leadership skills

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 students to be members of the School Safety Patrol and Office Monitors
- Provide opportunities for Intermediate students to assist with after school sports events (score-keeping and refereeing)
- Offer opportunities for Intermediate students to organize, greet, and lead at community and school events – ie. New Kindergarten Parents orientation, Track and Field circuit, Jump Rope for Heart, Rockin' Walk-a-Thon, Fun Day, and PALS movie night
- Train Grade 5 and 6 students to assist with Emergency Preparedness and the Controlled Student Release exercise
- Assist with student initiatives and school spirit-building activities – ie. Anti-Bullying/Pink Shirt Day, Pyjama Day, Look-a-Like Day, Talent Show, Rock School Concert
- 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, & 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)

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%

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.

Qualitative Target:

- Examination of the data suggested that Student Empowerment is one aspect of the Safe and Caring School Audit that all Larson community members (students, staff and parents) recognized as a strength at the school. Many opportunities were 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

Qualitative Actual:

- The actual data will be completed in 2011 when the survey will be conducted by the school district.

Objective 2.2:

To increase all students’ sense of belonging

Strategies/Structures:

- School-wide Positive Behaviour Support (PBS)
- Use weekly school-wide focused announcement on a daily basis
- Teach strategies such as tribes and co-operative grouping
- Teach “Fun Friends” and “Minds Up” programs in the classrooms
- Celebrate “Student of the Week” regularly throughout the school year
- Encourage and recognize 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
- Increase students’ awareness and understanding of individual differences and challenges ie. Shared-activities with Buddy classes, Roots of Empathy program, successful integration of students with challenges within the school community
- Review Larson’s Code of Conduct regularly in class meetings, and in small groups when deemed necessary

- Provide opportunities for students to participate in school sponsored events/activities
ie. Winter Concert, Choral, Band, and String Festivals, School Rock Band, Public Speaking Contests

Key Performance Measure:	Baseline	Actual	Actual
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%	88%
2. Other students at my school accept me as I am	81%	88%	88%
3. There are students who will help me with problems	74%	78%	66%
4. Students at my school really care about each other	54%	67%	76%
5. Adults in my school respect me	79%	85%	88%
6. Adults in my school really care about students	77%	86%	89%

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - 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
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - 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, Tribes, Roots of Empathy, 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 **2010-2011** data is used for this school plan.

This year, the School District implemented the survey but wording for some of the items were different from our base line questions used in our data (2006). In April, 2011, we gave all our students in Grades 4 to 7 the same 6 questions (see above) in order to provide consistency when comparing the results from the previous two surveys (2006 & 2008)

This year's results showed over all progress. 5 of the 6 questions had an increased percentage of students who indicated "Most of the Time" OR "Always" as related to their sense of belonging. However, we need to continue our efforts to increase all of our students' sense of belonging and to foster empathy for others, especially in the area of interactions between students (question # 3: There are students who will help me with problems, and question #4 : Students at my school really care about each other).

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), review of the Larson's Code of Conduct (At Larson School, we care about ourselves and others), the social responsibilities curriculum and the various resources and programs taught in the classrooms, 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.

As part of the strategies to increase our students' sense of caring for and about each other, we have chosen this year's Walk-a-thon fund-raising theme to assist with "global disaster relief". Grade 5, 6 and 7 students actively planned, organized, made posters, and ran the stations for the Walk-a-Thon. Larson families collected pledges and the school community raised \$ 5,800.00 for the Canadian Red Cross to assist with their efforts to help others. We also arranged for Carson Graham students to come and speak with our intermediate students about their experience in Haiti where they assisted with the people who were victims of the earthquake a year ago. Classroom discussions continue to integrate the need for all of us to care for and about each other, especially within our own 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/Carson 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/Carson FOS SPC met jointly 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, 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 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, 2011.

School Planning Council Approval of Proposed School Plan:

Date: May 3, 2011

Name		Signature
Chairperson (Principal)	Lanny Young	<i>Original Document signed by SPC Members</i>
Vice Principal	Jason Haywood	
Parent	Linda Kawasaki	
Parent	Katy MacLellan	
Parent	Homa Sorooshi	
Student <i>(Gr 10, 11, 12 schools only)</i>	N/A	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 12, 2011**