

North Vancouver School District
SCHOOL PLAN for 2012-2013

School: Norgate Community School
Address: 1295 Sowden Street
North Vancouver, BC V7P 1L9
Phone: 604 903 3680

School/Community Context:

MISSION STATEMENT

"The purpose of Norgate Community School is to empower our members to achieve their personal best in a safe and positive environment that promotes their academic, emotional, physical, social, and spiritual well being as life long learners."



Norgate Community School is a small school which serves a diverse economic and ethnic community. Norgate is a highly inclusive school which celebrates the unique learning abilities and challenges of all of our students. Community members and guests to our school regularly comment on how welcoming and comfortable the Norgate school climate is.

Our school population includes members of many different cultures. Significantly, 53% of our children are First Nations students. Most of these young people are members of the Squamish Nation and reside on the Xwemé'ich'stn (Capilano) reserve. Norgate maintains a high level of inclusive recognition and celebration of First Nations culture. We greatly value our relationship with the Nation and appreciate the many supports it has to offer.

The Norgate Community School team continues to be concerned about the academic achievement and intellectual engagement of all our students, and in particular our Aboriginal students and at-risk learners. It is our belief that by addressing achievement in reading and maintaining a safe and caring school culture, we will be successful in identifying needs and programs to bring academic success to all of our students. Norgate students are well supported, benefiting from many additional services to ensure their progress. We provide a number of academic programs to meet the needs of our learners and ensure intellectual challenge. In addition to the Ministry of Education academic programs, we also provide the Academy of Math and Reading, Squamish Language, Roots of Empathy, Paws 4 Reading, and DARE. Our Community Office coordinates and hosts diverse many programs including lacrosse, floor hockey, basketball, film-making, junior chefs, beading, and 'Hip Gym', a dance program.

The Norgate Parent Advisory Council consists of a group of hard working parents who are committed to improving, and being involved in, their child's school through consultation, collaboration, volunteering, fundraising and classroom support. We are very fortunate to have parents who are involved in both our school and community.

At Norgate we believe in fairness, consistency, providing a purposeful learning environment and promoting student self-discipline, co-operation and consideration. Through our Code of Conduct we are able to establish a respectful environment where people are taught to respect the rights of themselves and others, property, learning and safety. Norgate provides many opportunities for student and staff leadership, and we are proud of our students' commitment to their school community.



Demographics (2011-2012 school year):

Total number of students: 177 Male: 95 Female: 82

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	22	15	16	27	27	25	19	26

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
11.7	53	12	0	7

It should be noted that percentages may reflect children identified in multiple categories, eg: an ESL student might also have Special Needs.

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve the reading proficiency of students Grade K-7 with a particular focus on early literacy and at-risk learners.

Objective: To improve the Reading proficiency of Grade K-7 students with a particular focus on at-risk students.

Trend Data Tables:

Key Performance Measure: TOPA (test of Phonological Awareness) – Our target is to provide the appropriate intervention to support those children identified as at or above the 25 th ile.			
	Baseline January 2010- 2011	Target	Actual January 2011- 2012
2011-2012	62%	80%	90%

Key Performance Measure: Report Card Data – Average percentage of students Meeting and Exceeding Expectations in the Reading Performance Standards as reflected by the March report cards. For Grades 4-7 this will be indicated with an average percentage of a letter grade C or more.			
	Baseline March 2010-2011	Target	Actual March 2011-2012
Primary Grades 1-3	57%	75%	Not available due to strike
Intermediate Grades 4-7	85%	90%	Not available due to strike

Trend Data Analysis:

o TOPA results reflect the strengths of this cohort of students
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Previous School Plan Goal 2: To improve the numeracy proficiency of Grades K-7 with a particular focus on early numeracy, aboriginal and at-risk learners.

Objective: To improve the numeracy proficiency of students in Kindergarten.

Trend Data Table:

Key Performance Measure: NVSD K Numeracy – Percentage of students who scored above 16 points			
	Baseline February 2011	Target	Actual February 2012
2011-12	44%	70%	65%

Key Performance Measure: Report Card Data – Average percentage of students Meeting and Exceeding Expectations in the Numeracy Performance Standards as reflected by the March report cards. For Grades 4-7 this will be indicated with an average percentage of a letter grade C or more.			
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	Baseline March 2011	Target	Actual March 2012
Grades 1-3	58%	75%	Not available due to strike
Grades 4-7	83%	90%	Not available due to strike

Trend Data Analysis:

During discussions regarding Norgate’s K Numeracy testing results, Early Literacy Facilitator Gretchen Tolfo noted that many of the children who scored low had difficulty comprehending the oral language involved in the assessment. Gretchen Tolfo has had ongoing involvement with Norgate students over the past five years. Her perspective is based on comprehensive involvement with children who are experiencing language difficulties. She suggested that lower student results may be more indicative of language-based deficits rather than an understanding of key numeracy concepts and skills. Gretchen recommended that Norgate provide increased opportunities for early language development, beyond the NVSD ‘Our Turn To Talk’ intervention already in place for our Kindergarten students.

Consultation with the School Based Resource Team generated similar observations regarding students identified as ‘at risk’ across grade levels. A deficit in the receptive and expressive language skills required to process, participate in and meaningfully connect with classroom instruction was identified as a key area for intervention.

Norgate’s Extended School-Based Resource team is currently conducting an audit of the psycho-educational assessments of primary students conducted over the past three years. The team is interested in uncovering the relationship between language-based deficits and reading interventions, in particular, eligibility for the District Literacy Centre.

Language-based learning deficits can impact student learning across the curriculum. The analysis of K Numeracy results has led to staff dialogue regarding the efficacy of math interventions contingent on students possessing the requisite language skills required for learning. This informal inquiry will result in the revision of our school goals.

Previous School Plan Goal 3: To increase our students’ use of the Code of Conduct and sense of belonging.

Objective 3.1: To support and sustain Norgate’s Code of Conduct.

Trend Data Table:

Key Performance Measure: Norgate Gr. K-7 Community Survey (April) - Student responses are “most of the time” and “all of the time” to the question: “Do you know how your school expects students to behave?”			
	Baseline 2010-2011	Target	Actual 2011-2012
Grades K-3	91%	100%	n/a
Grades 4-7	97%	100%	n/a

Trend Data Analysis:

A change in timing of the Community Office Survey has resulted in data collection solely through the Ministry of Education's 'Satisfaction Survey'. Specific data gathered at the grade 4 and 7 level is shared in the revised goals of our 2012-13 School Plan.

Objective 3.2: To increase our students' sense of belonging.**Trend Data Table:**

Key Performance Measure: Norgate Gr. K-7 Community Survey (April) - Student responses are "most of the time" and "all of the time" to the question: "I feel like I belong at my school."			
	Baseline 2010-2011	Target	Actual 2011-2012
Grades K-3	86%	100%	n/a
Grades 4-7	87%	100%	n/a

Key Performance Measure: Office data collected in these areas			
	Baseline 2010-2011	Target	Actual 2011-2012
Percentage of students and parents/guardians attending student led conferences in Term 1	86%	100%	Not available due to strike
Percentage of students and parents/guardians attending student led conferences in Term 2	74%	100%	Not available due to strike

Trend Data Analysis:

A change in timing of the Community Office Survey has resulted in data collection solely through the Ministry of Education's 'Satisfaction Survey'. Specific data gathered at the grade 4 and 7 level is shared in the revised goals of our 2012-13 School Plan.

Objective 3.3: To provide a safe and caring school learning environment for all students to increase the percent of students reporting that they feel safe at school.**Trend Data Table:**

Key Performance Measure: Norgate Gr. K-7 Community Survey (April) - Student responses are "most of the time" and "all of the time" to the question: "Do you feel safe at school?"			
	Baseline 2010-2011	Target	Actual 2011-2012
Grades K-3	90%	100%	n/a
Grades 4-7	96%	100%	n/a

Key Performance Measure: Norgate Gr. K-7 Community Survey (April) - Student responses are "most of the time" and "all of the time" to the question: "Are you bullied or teased at school?"

	Baseline 2010-2011	Target	Actual 2011-2012
Grades K-3	3%	0%	n/a
Grades 4-7	15%	0%	n/a

Trend Data Analysis:

A change in timing of the Community Office Survey has resulted in data collection solely through the Ministry of Education's 'Satisfaction Survey'. Specific data gathered at the grade 4 and 7 level is shared in the revised goals of our 2012-13 School Plan.

Opportunities for Further Development:

Goal #1 - To improve the reading proficiency of students Grades K-7 with a particular focus on early literacy and at-risk learners.

- Ensure early primary students, as well as other students with identified language-based learning deficits receive 1:1 or small group intervention, as appropriate
- Ongoing support, training, and services need to be embedded into the school culture in order to allow students to be supported in their reading
- Teachers need to have opportunities and support to provide direct guided teaching of reading with their students
- Scheduling is a factor for guided reading and the staff would like to attempt school-wide guided reading next year
- Academy of Reading should be provided for all at-risk learners
- Continue to use Essential Skills and Reading A-Z to support student reading
- Use Reading 44 as a fundamental building block for teaching
- Continue to use DIBELS results as a means to direct service

Goal #2 - To improve the numeracy proficiency of students K-7 with a particular focus on early numeracy, aboriginal and at-risk learners.

While the development of numeracy concepts and skills remains a priority at Norgate, it is clear that delays in language development deeply impact the progress of our students at risk. Our SPC recommends that language intervention include the instruction of key numeracy vocabulary and concepts, and be folded into our reading goal. As a result, our team will no longer report formally on a numeracy goal in our School Plan. However, the strategies listed below will continue to be implemented in our school:

- Ongoing support, training and services need to be embedded into the school culture so students are supported in their math. If students are having difficulty with their reading they may also experience difficulties with numeracy and the literacy portion of math
- Teachers need to have opportunities and support to provide direct guided teaching of math with their students. Smaller group instruction and direct math lessons have been beneficial for our students. This is our second year of Intermediate wide ability

- grouping of math students. Staff and students have found this program to be successful in meeting the needs of our students
- The Kindergarten data in the past 5 years has shown an increase each year between the January and June K numeracy test.
 - Academy of Math could be school-wide to assist learners with a progressive method of math skills and should be available for all at-risk learners
 - Use Math 44 as a fundamental building block for teaching

Goal #3 - To increase students' use of the Code of Conduct and sense of belonging.

- Our students appear to feel safe in our school which is essential to providing a positive learning environment; however, we'd like to see all responses to increase to the maximum positive responses
- We provide many opportunities for students to become involved at Norgate and we'd like to see an increase in student involvement at the leadership level
- The Community School will continue to provide programs to enhance the students' sense of belonging at Norgate and to involve families in the culture of the community

School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the **Norgate Community School** School Plan for 2012-2013 year are:

- 1. To improve the reading proficiency of students Grades K-7 with a particular focus on early literacy skills and at-risk learners.**
- 2. To increase student engagement and connection to the Norgate School Community and the Carson Graham Family of Schools.**

School Goal 1:

To improve the reading proficiency of students Grades K-7 with a particular focus on early literacy and at-risk readers.

Goal Rationale:

Norgate provides numerous programs to support reading at Norgate, especially at the primary level. Student achievement in reading varies widely and continues to range from “slightly” to “significantly below” the district and provincial average.

Objective 1.1:

To improve the Reading proficiency of Gr. K-7 students with a particular focus on at-risk students.

Strategies/Structures:

- To assess students using the TOPA, DIBELS and LAC testing to identify students at-risk
- To provide regular Guided Reading and home reading opportunities including the library “Reading is a Blast” home reading program, with a particular emphasis on engaging readers in the upper intermediate grades
- To continue LAC, LSW, SEA, FNSW, and Speech and Language support for students who are struggling with reading
- Adjust program delivery to address areas that may impact student performance in reading
- To promote the use of recommended software such as Essential Skills, Academy of Reading and Reading A - Z
- To continue regular instruction with the First Nations Success Teacher at Primary and Intermediate levels
- Continue buddy reading between Primary and Intermediate levels
- Continue to access supports available through the Squamish Nation Education Department including the Homework Club, testing and home support
- Provide opportunities to include Aboriginal culture and reading strategies in school programs

- Paws 4 Reading Program
- Use Reading 44 as a fundamental building block for teaching

Evidence: (Quantitative)

Key Performance Measure:	Baseline January 2011- 2012	Target	Actual January 2012- 2013
TOPA (Test of Phonological Awareness) Our target is to provide the appropriate intervention to support those children identified as at or above the 25%ile.	95%	100%	

Key Performance Measure:	Baseline	Target	Actual
Report Card Data – Average percentage of students Meeting and Exceeding Expectations in the Reading Performance Standards as reflected by the March report cards. For Grades 4-7 this will be indicated with an average percentage of a letter grade C or more.	March 2011- 2012		March 2012- 2013
Primary Grades 1-3	Not available due to strike	75%	
Intermediate Grades 4-7	Not available due to strike	90%	

Objective 1.2:

To improve the language development of Kindergarten, Grade 1 and 2 students.

Strategies/Structures:

- Integrate play-based oral language centres into the Kindergarten, grade 1 and 2 classrooms
- Continue to integrate key components of NVSD's 'Our Turn To Talk' program into the Kindergarten, grade 1 and 2 classrooms
- Provide targeted 'Our Turn To Talk' intervention to identified students through the support of our Speech Language Pathologist
- Provide further small group language intervention to identified students; monitor progress carefully
- Engage in continuing staff dialogue regarding the language development needs of Norgate students as well as the interventions and support structures which improve achievement

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Currently primary classrooms have varying approaches to language development- Limited numbers of students receive language interventions in addition to regular classroom programming; we would like to see this increase from current levels- Number of staff members who are able to provide targeted language interventions (Our Turn To Talk, Language for Learning, etc) are limited
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Provide in-service to broaden the skill sets of teachers and support staff to engage in daily, informal student interactions that develop and challenge student language skills- Provide in-service to broaden the skill sets of targeted teachers and support staff to teach, remediate and challenge student language development- Increase number of students receiving language interventions both in and outside of the classroom at the primary level
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Consistent primary language development strategies evident in classrooms- Staff In-service(s)- Increased number of students receiving language interventions

School Goal 2:

To increase student engagement and connection to the Norgate School Community and the Carson Graham Family of Schools.

Goal Rationale:

Norgate's Code of Conduct is constantly modeled, taught and reinforced each year with the students. We continue to work with the students to follow the Code of Conduct on a consistent basis. Students need to have a sense of belonging to the school they attend as this directly affects their learning. In order to support a positive and successful transition into secondary school, Norgate students need to feel connected to Carson Graham Secondary. Not only will this connectedness within our Family of School support enhanced academic achievement, it will also allow young people to feel that they are important and valued members of a broader community.

Objective 2.1:

To support and sustain Norgate's Code of Conduct

Strategies/Structures:

- Ongoing review of the Norgate Code of Conduct with students, staff and parents
- Continue the SHARP ticket program of positive reinforcement for behaviour
- Continue regular communication between parents/guardians and the school

- Continue the problem solving process with students when they are not following the Code of Conduct and use the Progressive Discipline Cycle where necessary

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Norgate Satisfaction Survey, grades 4 and 7. Student responses are “most of the time” and “all of the time” to the question: “Do you know how your school expects students to behave?”	April 2012		April 2013
Grade 4	75%	100%	
Grade 7	99%	100%	

Objective 2.2:

To increase our students’ sense of belonging to the Norgate School Community.

Strategies/Structures:

- Student work displayed
- Continue to encourage attendance and on-time arrival rates of all students
- Encourage attendance of families at the student-led conferences in Terms 1 and 2
- Continue cultural events to acknowledge and celebrate students’ heritage
- Continue to provide opportunities for students to be involved in the school through leadership and school events
- Continue to provide Squamish Language classes and cultural events to acknowledge our Aboriginal students and heritage
- Continue to engage students in ‘Clan’ multi-age group activities to strengthen connection between the grades, including the making of our school bracelets
- Continue to engage in joint ventures with the Community Office to sustain connections and nurture belonging (Zucchini Fest, PAC Skating Party, Santa’s Breakfast, etc.)

Key Performance Measure:	Baseline	Target	Actual
Norgate Satisfaction Survey, grades 4 and 7. Student responses are “most of the time” and “all of the time” to the question: “I feel like I belong at my school.”	April 2012		
Grade 4	61%	100%	
Grade 7	99%	100%	

Key Performance Measure:	Baseline	Target	Actual
Office data collected in these areas	2010-2011		
Percentage of students and parent/guardians attending student led conferences in Term 1	86%	90%	
Percentage of students and parent/guardians attending student led conferences in Term 2	74%	85%	

Objective 2.3:

To continue to provide a safe and caring school learning environment for all students to increase the percent of students reporting that they feel safe at school.

Strategies/Structures:

- Provide opportunities for students to voice their concerns and problem solve if they are not feeling safe at school
- Regular classroom visitations to review the Code of Conduct, problem solving and anti-bullying process

Key Performance Measure:	Baseline	Target	Actual
Norgate Satisfaction Survey, grades 4 and 7. Student responses are “most of the time” and “all of the time” to the question: “Do you feel safe at school?”	April 2012		April 2013
Grade 4	81%	100%	
Grade 7	84%	100%	

Key Performance Measure:	Baseline	Target	Actual
Norgate Satisfaction Survey, grades 4 and 7. Student responses are “most of the time” and “all of the time” to the question: “Are you bullied or teased at school?”	April 2012	0%	April 2013
Grade 4	12%	0%	
Grade 7	0%	0%	

Objective 2.4:

To enhance student resiliency, develop self-advocacy and leadership skills

Strategies/Structures:

- Ensure students benefit from regular class meetings and/or Circle activities
- Use Assemblies to teach, support and celebrate ‘speaking up’ and ‘doing the right thing’
- Provide opportunities for student to take on leadership roles in the school
- Develop a system for tracking and recognizing student leadership

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none"> - Healthy Harvest – all Intermediate students work in the Healthy Harvest Kitchen - Lunch Monitors – at the beginning of each term, Intermediate students sign up to be lunch monitors in primary classrooms - Garden Club
<p>Qualitative Target:</p> <ul style="list-style-type: none"> - Provide more opportunities and encourage students to take on leadership roles

Qualitative Actual:

- Lunch monitors, Big/Little Buddy Program, Healthy Harvest, Kitchen Helpers, Ball Sign Out, Recycling, Library Monitors, Garden Club

Objective 2.5:

To increase student engagement with and connection to Carson Graham Secondary School as indicated by a locally developed Family of Schools student survey.

Strategies/Structures:

- Grade 7 students participate in Carson 7/11 Program
- Enhance opportunities for Carson Graham PE Leadership Students to work with Norgate students
- Enhance opportunities for Carson Graham Clubs to share out their accomplishments and key learning with Norgate students (Global Initiatives Club)
- Support high school efforts to communicate with grade 7 parent community, especially regarding invitations to attend CGSS special events, art and learning exhibitions

Key Performance Measure:	Baseline	Target	Actual
Locally Developed FOS Student Survey (to be written by FOS team)	2011-2012		
Grade 7	n/a	To be determined	
Grade 8	n/a	To be determined	

Connections:

Connections to Family of School’s School Plans and/or District Achievement Plan:

The goals in Norgate Community School’s plan are similar to the other schools in our Family of Schools. Our school plan incorporates many similar goals in both the NVSD district plan as well as the Aboriginal Enhancement Agreement. The Squamish Nation Education Department has been instrumental in providing financial and educational support for many Norgate students and this positive connection has been instrumental in assisting our young people. We find that our small staff works very hard to achieve the goals in the plan. Progress appears to be slow but steady as we continue to grow as an educational community. We acknowledge that we have to focus on the data to help support and drive our decisions.

Community education is an education process that concerns itself with everything that affects the well being of all citizens within a given community. This definition extends the role of the school from the traditional concept of teaching children, to identifying the needs of the community. Norgate Community School received its official designation as a Community School in 1996 and has since been able to meet many needs of our students and community by providing programs

for people who may otherwise have to travel outside the neighbourhood. The Community School sponsors many opportunities for children and their families to become involved in the school to bring the school and community closer together.

Collaboration with all of the members of our Family of Schools will develop and nurture systems of connectedness to support our most vulnerable young people. As a extended community of caring adults, both in schools and out in our broader neighbourhood, we will continue to work hard to ensure that the learning and life chances of every single child are enhanced and extended to achieve his/her personal best.



Consultation Process of Norgate Community School 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 Norgate Community School's School Plan will be posted on the school web site by October 31, 2012.

School Planning Council Approval of Proposed School Plan:

Date: May 1st, 2012

Name		Signature
Chairperson (Principal)	Lisa Upton	<i>Original Document signed by SPC Members</i>
Teacher	n/a	
Parent	Kathryn Nairne	
Parent	Patti Bizzotto	
Parent	Shawna Bruce	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 18, 2012**