

North Vancouver School District
SCHOOL PLAN for 2013-2014

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 highly inclusive, enriched learning community which celebrates the unique abilities of all of our students. Norgate is a small, family-oriented school which is inclusive of ethnic and economic diversity. Community members and guests often comment on Norgate's welcoming and responsive school climate.

Norgate promotes and engages the development of the whole child. Personalized learning programs challenge student growth through careful assessment and multiple guided instructional periods a week. Social emotional learning opportunities develop a mindful and balanced approach to accepting the challenges that life brings. Students are empowered to demonstrate leadership, personal responsibility and collaboration through regular multi-age group 'Clan' activities. These activities include square dancing,

zucchini and pumpkin carving, gingerbread house design and construction, as well as a variety of 'buddy class' activities.

The Norgate team develops and sustains networks of personalized student advocacy. In addition to the student, these networks can include the following stakeholders: the child's family, classroom teacher, Student Services teaching and support staff, Aboriginal Success Teacher and support workers, Youth Workers, outside agencies as well as our Principal or Vice Principal. Team work between all stakeholders is highly valued as it is directly related to the academic, social and emotional growth of each child.

Norgate opens early and closes late. Our Community School Facilitator develops programs and services that meet neighbourhood interests and needs. Doors open at 8am to invite students into the computer lab and library for quiet work and games. Breakfast snacks are served, and then students are encouraged to go out to the courtyard to play under support staff supervision. Diverse after school programming includes floor hockey, 'Girl Power', basketball, film-making, junior chefs, beading, and 'Hip Gym', a dance program. The Community Office also offers spring break and summer enrichment camps.

Our school population reflects the diversity of Canada and the world. The Norgate community includes many different cultures – First Nations, French and English Canadians, Filipino, Italian, Russian, Chinese, and Persian, just to name a few. Significantly, 56% 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 is proud of the academic achievement and intellectual engagement of all our students, and in particular our 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 young people. Norgate students are well supported, benefiting from many additional services to ensure their progress. In addition to the Ministry of Education academic programs, we provide carefully designed opportunities for Guided Instruction for each and every student. Students of Squamish heritage can receive instruction in Squamish language and culture from Kindergarten through to Grade 7. Other special programs include the Academy of Math and Reading, Roots of Empathy, Paws 4 Reading, and DARE.

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, fund-raising and classroom support. This year the PAC successfully fund-raised and purchased ten iPads, three laptops, and two projectors. We are very fortunate to have parents who are involved in both our school and community. Parents and care-givers know their children best and our school team welcomes the opportunity to collaborate in support of student success.

Demographics (2012-2013 school year):

Total number of students: 170 Male: 90 Female: 80

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	18	21	16	18	25	24	27	21

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
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Progress Analysis:

Review of School Goals – Previous Year(s)

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

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 an 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; include Aboriginal culture and reading strategies in school
- Continue buddy reading between Primary and Intermediate levels
- Continue to access supports available through the Squamish Nation Education Department including testing and home support
- 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.	90%	100%	50%

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.	June 2011- 2012		March 2012- 2013
Primary Grades 1-3	91%	75%	54%

Intermediate Grades 4-7	80%	90%	81%
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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
- 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 - Continuing staff In-service(s), especially around the impact of poverty on learning - All students K-3 receiving language interventions through Guided Instructional periods and/or ‘Our Turn to Talk’, ‘Language for Learning’, ‘Roots of Empathy’ and Circle activities

Previous School Plan Goal 2: To increase student engagement and connection to the Norgate School Community and the Carson Graham Family of Schools.

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%	90%
Grade 7	99%	100%	78%

Objective 2.2:

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

Strategies/Structures:

- 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; display student work
- 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		April 2013
Grade 4	61%	100%	65%
Grade 7	99%	100%	73%

Key Performance Measure:	Baseline	Target	Actual
Office data collected in these areas	2010-2011		2012-2013
Percentage of students and parent/guardians attending student led conferences in Term 1	86%	90%	Not all classes had

			student led
Percentage of students and parent/guardians attending student led conferences in Term 2	74%	85%	Not all classes had student led

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%	80%
Grade 7	84%	100%	94%

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%	20%
Grade 7	0%	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)

Qualitative Baseline: <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
Qualitative Target: <ul style="list-style-type: none">- Provide more opportunities and encourage students to take on leadership roles
Qualitative Actual: <ul style="list-style-type: none">- Student Council, 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. Student responses are 'very comfortable', quite comfortable' or 'okay' to the question: "How comfortable are you with the idea of starting secondary school?"	2011-2012		2012-2013
Grade 7	No survey	90% of 25 students	84%
Grade 8	No survey	100% of 18 students	100%

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.

- School-wide Guided Instruction in reading was successfully implemented for every single child: K-3's had 4 sessions per week, grades 4 to 7 had 2 sessions per week
- Continue to support early primary students, as well as other students with identified language-based learning deficits, through 1:1 or small group intervention, as appropriate
- Further develop literacy supports at the primary level, including the possibility of initiating an in-house 'Literacy Centre'
- Ongoing support, training, and services have been embedded into our school culture in order to allow students to be supported in their reading
- Teachers have appreciated opportunities, with support staff and admin assistance, to provide direct guided teaching of reading to students
- Continue to adjust scheduling of guided reading to maximize student access to services based on the attendance patterns of individuals or small groups
- Grade 4-7 students struggling with reading fluency have been receiving daily, individualized support using 'Read Naturally' with the help of our support team
- Continue to use iPad technology to engage and motivate students for additional reading practice; Essential Skills and Reading A-Z to support student reading
- Continue to incorporate 'Our Turn to Talk' and Reading 44 strategies
- Continue to use developmentally appropriate language assessments, DIBELS, PM Benchmarks and RAD results as a means to direct service

Goal #2 - To increase student engagement and connection to the Norgate School Community and the Carson Graham Family of Schools.

- 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.
- The development of Student Council has provided increased opportunities for students to lead in our community. Our team will continue to support student empowerment by seeking new ways to recognize the achievement of our young people.
- Student attendance and timely arrival at school have had significant impact on academic achievement this year. We will be engaging Community School resources to more proactively address this growing challenge.
- 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

Joyful Learning in Action



School Goals for 2013-2014:

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 2013-2014 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, PM Benchmarks, RAD and other LAC testing to identify the instructional level of each child and specifically target students at-risk
- To provide regular Guided Reading and home reading opportunities including the library with an emphasis on engaging readers in the upper intermediate grades
- To continue LAC, LSW, SEA, FNSW, as well as Speech and Language support for students who are struggling with reading
- To promote the use of iPad applications as an enjoyable means of reading practice in addition to recommended software such as Essential Skills, Academy of Reading and Reading A - Z
- To continue regular small group and 1:1 instruction with the First Nations Success Teacher at Primary and Intermediate levels
- Continue buddy reading between Primary and Intermediate levels
- Provide opportunities to include Aboriginal culture and reading strategies in school programs
- Continue to welcome the Paws 4 Reading Program
- Use Reading 44 as a fundamental building block for teaching

Evidence: (Quantitative)

Key Performance Measure:	Baseline January 2012- 2013	Target	Actual January 2013- 2014
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.	50%	80%	

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 2012- 2013		March 2013- 2014
Primary Grades 1-3	54%	75%	
Intermediate Grades 4-7	81%	90%	

Objective 1.2:

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

Strategies/Structures:

- Integrate play-based, oral language strategies into the Kindergarten, grade 1 and 2 classrooms to enhance student vocabulary and develop key language concepts
- Continue to integrate key components of NVSD’s ‘Our Turn To Talk’ into the Kindergarten, grade 1 and 2 classrooms
- Engage student in regular Circle/Class Meeting discussions
- Provide targeted ‘Our Turn To Talk’ interventions to identified students through the support of the Speech Language Pathologist
- Provide further small group language intervention, including ‘Language for Learning’ to identified students; monitor progress carefully and adjust groupings as required
- 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">- Primary classrooms have developed a more consistent and systematised approach to language development across settings (vocabulary and concepts)- An increasing number of students are having their needs addressed in terms of language development- The number of staff members who are able to provide targeted language interventions (Our Turn To Talk, Language for Learning, etc.) has increased
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Continue to provide in-service to broaden the understanding of lagging skill sets of students who live in challenging settings; teachers and support staff continue to engage in daily, informal student interactions that develop and challenge student language skills- Continue to provide in-service to broaden the skill sets of all teachers and support staff to teach, remediate and challenge student language development across all age levels- 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- Frequent team consultations to adjust reading intervention groupings- Staff In-service(s)- Increased number of students receiving language interventions and progressing as a result of those interventions

School Goal 2:

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

Goal Rationale:

As a Community School, Norgate places a high priority on ensuring that young people and their families feel connected to and valued by our learning environment. Norgate's Code of Conduct creates a feeling of safety by setting out clear expectations for working, learning and playing together. Our Code of Conduct is continually modeled, taught and reinforced through classroom discussions, meetings and whole school assemblies. Students need to have a sense of safety and belonging as this directly impacts learning. This year our team made excellent use of Collegial Conferencing funds to attend conferences and subsequently meet in small groups to collaborate in support of social-emotional learning systems within our school. Proposals to revitalize current systems and initiate new ones were shared at a whole school professional development session. Work is underway to integrate these updated SEL support structures for the 2013-14 school year. Furthermore, in order to support a positive and successful transition into secondary school, Norgate students also need to feel connected to Carson Graham Secondary. Connectedness within our Family of School enhances academic achievement and allows 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 2013		April 2014
Grade 4	90%	100%	
Grade 7	78%	100%	

Objective 2.2:

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

Strategies/Structures:

- Student Council leads and supports key school initiatives
- Continue to encourage attendance and on-time arrival rates of all students
- Continue cultural events to acknowledge and celebrate students' heritage
- Continue to provide opportunities for students of all grade levels to be involved in leadership and school events
- Teach and encourage a more restorative approach to problem-solving
- Continue 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 and encourage leaders at all age levels
- Continue to engage with Community Office to sustain connections and nurture belonging
- Display student work and celebrate accomplishments

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 2013		April 2014
Grade 4	65%	100%	
Grade 7	73%	100%	

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 express wishes and hopes for their school through the Student Council
- Provide opportunities for students to voice concerns and problem solve using a restorative model if they have a problem or are not feeling safe at school
- Regular classroom meetings to review the Code of Conduct, problem solving and anti-bullying process
- De-stigmatize the problem-solving process to emphasize learning rather than blame

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 2013		April 2014
Grade 4	80%	100%	
Grade 7	94%	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 2013	0%	April 2014
Grade 4	20%	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 all student to take on leadership roles in the school
- Develop a system for recognizing student leadership

Evidence: (Qualitative)

Qualitative Baseline: <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
<p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Student Council, Lunch Monitors, Big/Little Buddy Program, 'Clan' activity leadership, 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 Students to share their learning with Norgate students, for example: Personal Project Exhibition, Aboriginal Week celebrations, etc.
- Enhance opportunities for Carson Graham Clubs to share out their accomplishments 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. Student responses are 'very comfortable', quite comfortable' or 'okay' to the question: "How comfortable are you with the idea of starting secondary school?"	2012-2013		2013-2014
Grade 7	84%	90%	
Grade 8	100%	100%	

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. 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 its 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 within our Family of Schools will nurture systems of connectedness that challenge and support our most vulnerable young people. The Carson Family of Schools works together to enhance the learning and life chances of every single child, ensuring that each achieves his or her personal best.



Consultation Process of Norgate Community 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 Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 3rd, 2013

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

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent