

# North Vancouver School District SCHOOL PLAN for 2014-2015

**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 that 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, visiting artists and other 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 per week. Social emotional learning opportunities develop a mindful and balanced approach to thriving on 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 lunchtime

intramurals, contributing to a 'whole school' book, square dancing, zucchini and pumpkin carving, gingerbread house design and construction, as well as a variety of ongoing 'buddy class' activities.

The Norgate instructional team develops and sustains networks of care that ensure 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 First Nations Support Workers, Youth Workers, outside agencies, as well as our Principal or Vice Principal. Teamwork between all stakeholders is highly valued as it is directly related to the academic, social and emotional growth of each child. Our school team regularly goes the extra mile to ensure all children benefit from a web of support and caring.

Norgate opens early and closes late. Our Community School Facilitator develops programs and services that meet neighbourhood interests and needs. Doors open by 8am to invite students into the gym for drop-in 'Morning Olympics' or to the library for quiet work and games. Breakfast snacks are served, and children mix and mingle under supportive staff supervision. These early morning opportunities for connecting with caring adults help students self-regulate and get ready to learn. Diverse after school programming includes floor hockey, 'Girl Power', basketball, film-making, junior chefs, beading, 'A Man, a Can and a Plan' - Cooking for Boys, and 'Dance with Bruce', a hip hop program. The Community Office also offers spring break and summer enrichment camps that are incredibly well-attended.

The Norgate instructional team is proud of the academic achievement and intellectual engagement of all our students and, in particular, our success with at-risk learners. In addition to the Ministry of Education academic programs, our team collaborates regularly to provide carefully designed opportunities for individualized 'Guided Instruction' for each and every child. While our innovative approach to reading instruction is targeted across all grades levels, Norgate provides extensive interventions at the grade 2/3 level through our in-house "Reading Club". This year the 'Reading Club' has had two intake periods, September and February. Over the course of five months, 'Reading Club' provides targeted reading interventions for a small group of children (8 to 10), for 70 minutes at a time, four times a week. The instructional team in this program consists of the Learning Assistance Teacher and a Learning Support Worker who specializes in Orton-Gillingham. Other special programs include Paws 4 Reading, Roots of Empathy and DARE, as well as Raz Kids and Lexia. It is our belief that by addressing achievement in reading and maintaining a safe and caring school culture, we will be successful in identifying student need and developing the unique programs that bring academic success.

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, 59% 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 enrichment it offers to all of our young people.

In partnership with the Squamish Nation, Norgate is one of the few schools in Canada that provides instruction in an Indigenous language. Students of Squamish descent or other First Nations heritage can receive instruction in Squamish language and culture from Kindergarten through to Grade 7.

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 11 iPads, bringing the total number of iPads in the school to 26. We are very fortunate to have families 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 (2013-2014 school year):

Total number of students: 157 Male: 82 Female: 75

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	14	16	20	20	15	21	25	26

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
11.61	59	15	0	6

## 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, 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	50%	100%	67%

provide the appropriate intervention to support those children identified as at or above the 25%ile.			
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<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>Report Card Data</b> – 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%	46%
Intermediate Grades 4-7	81%	90%	87%

## 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)

<b>Qualitative Baseline:</b> <ul style="list-style-type: none"> <li>– Primary classrooms have developed a more consistent and systematised approach to language development across settings (vocabulary and concepts)</li> <li>– An increasing number of students are having their needs addressed in terms of language development</li> <li>– The number of staff members who are able to provide targeted language interventions (Our Turn To Talk, Language for Learning, etc.) has increased</li> </ul>
<b>Qualitative Target:</b> <ul style="list-style-type: none"> <li>– 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</li> <li>– 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</li> <li>– Increase number of students receiving language interventions both in and outside of the classroom at the primary level</li> </ul>



**Qualitative Actual:**

- Consistent primary language development strategies evident in classrooms
- Monthly team consultations to adjust reading intervention groupings
- Staff In-service(s), including the incorporation of retired teacher volunteers
- Increased number of students receiving language interventions and progressing as a result of those interventions; successful inclusion of retired teachers to support growth

**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)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
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 Norgate school expects students to behave?"	April 2013		April 2014
Grade 4	90%	100%	92%
Grade 7	78%	100%	74%

**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%	85%
Grade 7	73%	100%	28%

Key Performance Measure:	Baseline	Target	Actual
Office data collected in these areas	2010-2011		2013-2014
Percentage of students and parent/guardians attending student led conferences in Term 1	86%	90%	Parent-Teacher Interviews
Percentage of students and parent/guardians attending student led conferences in Term 2	74%	85%	52%

### 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%	92%
Grade 7	94%	100%	66%

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%	7%
Grade 7	0%	0%	8%

## 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 students to take on leadership roles in the school
- Develop a system for tracking and recognizing student leadership

### Evidence: (Qualitative)

<b>Qualitative Baseline:</b> <ul style="list-style-type: none"><li>- Healthy Harvest – all Intermediate students work in the Healthy Harvest Kitchen</li><li>- Lunch Monitors – at the beginning of each term, Intermediate students sign up to be lunch monitors in primary classrooms</li><li>- Garden Club</li></ul>
<b>Qualitative Target:</b> <ul style="list-style-type: none"><li>- Provide more opportunities and encourage students to take on leadership roles</li></ul>
<b>Qualitative Actual:</b> <ul style="list-style-type: none"><li>- Student Council, Lunch Monitors, Big/Little Buddy Program, 'Clan' activity leadership, Healthy Harvest, Kitchen Helpers, Ball Sign Out, Recycling, Library Monitors, Garden Club</li></ul>

## 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?"	2011-2012		2012-2013
Grade 7	84%	90%	88%

Grade 8	100%	100%	88%
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### 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 expanded; K-3's had four sessions per week, grades 4 to 7 had two sessions per week
- Continue to support all primary students, as well as other students with identified language-based learning deficits, through 1:1 or small group intervention
- Ensure all classrooms are a language rich environment
- Continue to provide 70 minutes x 4 per week of intensive literacy instruction through Norgate's 'Reading Club'
- 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, Alberta Diagnostic 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 further development of Student Council as well as lunchtime intramural sports have 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.
- Continue to expand Clan activities to enhance cross-grade leadership opportunities and connections
- Student attendance and timely arrival at school have had significant impact on academic achievement this year. We will continue to engage 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 fabric of our school



# Joyful Learning in Action



## **School Goals for 2014-2015:**

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 2014-2015 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.**
- 3. To improve the mathematical proficiency of students Grades K-7 with a particular focus on upper intermediate at-risk learners.**

### **School Goal 1:**

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

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#### **Goal Rationale:**

Norgate provides numerous programs to support reading 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. About a third of Norgate’s student population tends to require significant intervention. Student intake especially fluctuates at the grade 2 and 3 level, where data indicates that significant and systematized intervention is required.

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#### **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, Alberta Diagnostic 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
- Collegial Conferencing Team attended ‘Vulnerable Readers’ Conference to learn about and support interventions targeted at the preschool to grade 3 levels
- To continue LAC, LSW, SEA, FNSW, volunteer, 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 across the grades and across the curriculum
- Continue to welcome the Paws 4 Reading Program
- Use Reading 44 as a fundamental building block for teaching

**Evidence:** *(Quantitative)*

<b>Key Performance Measure:</b>	<b>Baseline January 2013- 2014</b>	<b>Target</b>	<b>Actual January 2014- 2015</b>
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.	67%	80%	

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>Report Card Data</b> – 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 2013- 2014		March 2014- 2015
Primary Grades 1-3	46%	75%	
Intermediate Grades 4-7	87%	90%	

**Objective 1.2:**

To improve the language development of primary students.

**Strategies/Structures:**

- Integrate play-based, oral language strategies into primary classrooms to enhance student vocabulary and develop key language concepts
- Collegial Conferencing Team attended 'Vulnerable Readers' Conference to learn about and support interventions targeted at the preschool to grade 3 levels
- Engage students in regular Circle/Class Meeting discussions; front-load topics as required
- Provide targeted 'Our Turn To Talk' interventions to identified students through the support of the Speech Language Pathologist as well as retired teacher volunteers
- 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 they relate to attachment, trauma informed care, and poverty, as well as the interventions and support structures which improve achievement



**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Primary classrooms have developed a more consistent and systematised approach to language development across settings (vocabulary and concepts)</li><li>- An increasing number of students are having their needs addressed in terms of language development</li><li>- The number of staff members and volunteers who are able to provide targeted language interventions (Our Turn To Talk, Language for Learning, etc.) has increased</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- Continue to provide in-service to broaden the understanding of lagging skill sets of students who live in challenging contexts; teachers and support staff continue to engage in daily, formal and informal student interactions to develop and challenge student language skills</li><li>- Continue to provide in-service to broaden the skill sets of all teachers, support staff and volunteers to teach, remediate and challenge student language development across all age levels</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>-</li></ul>

**Objective 1.3:**

To improve the Reading proficiency of identified Grades Two and Three students through extensive interventions provided during Norgate's in-house "Reading Club".

**Strategies/Structures:**

- To assess students using the DIBELS, PM Benchmarks, RAD, Alberta Diagnostic and other LAC testing to identify the instructional level of each child and specifically target students at-risk at the grade two and three levels
- To specifically target individual student reading needs over an intensive five month period, beginning in September and February
- To provide targeted reading interventions for an identified group of children (8 to 10), for 70 minutes at a time, four times a week
- To combine the instructional expertise of the Learning Assistance Teacher and a Learning Support Worker who specializes in Orton-Gillingham to intensify the quality of intervention.
- To provide systematized home reading with an emphasis on engaging young readers at their independent reading level
- To promote the use of computer and iPad applications to extend individualized instructional time including Raz Kids, Lexia, Essential Skills, and Academy of Reading
- Provide opportunities to include Aboriginal culture and reading strategies
- Use Reading 44 as a fundamental building block for teaching

**Evidence:** *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
<b>PM Benchmark</b> – Average percentage of students demonstrating improved achievement by ‘moving up’ four levels in the PM Benchmark assessment as reflected by the end of “Reading Club” re-assessment.	September 2013-2014		2014-2015
September to January Cohort (9 students)	n/a	75%	67%
February to June Cohort (9 students)	n/a	75%	n/a

## **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 and meetings, Restorative Justice practices, as well as whole school assemblies. Students need to have a sense of safety, personalized connection and belonging as these factors directly impact learning. This year instructional teams continued to deepen our understanding of attachment theory, trauma informed care, and the impact of poverty on learning. Small groups continued to collaborate during Staff Collaboration Times as well as outside of school hours in support of the social-emotional learning systems within our school. In order to support a positive and successful transition into secondary school, Norgate students 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	April		April

responses are “most of the time” and “all of the time” to the question: “Do you know how Norgate school expects students to behave?”	2013		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
- Continue targeting student engagement in morning sports program and lunchtime intramurals
- 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	85%	100%	
Grade 7	28%	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, Clan and Sporting Activities
- 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

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
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%	

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
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 students to take on leadership roles in the school
- Maintain and expand a system for recognizing student leadership

##### **Evidence: (Qualitative)**

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

#### **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

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
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	88%	90%	
Grade 8	88%	100%	

**School Goal 3:**

**To improve the mathematical proficiency of students Grades K-7 with a particular focus on upper intermediate at-risk readers.**

**Goal Rationale:**

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

**Objective 3.1:**

To improve the mathematical proficiency of Gr. K-7 students with a particular focus on upper intermediate, at-risk students.

**Strategies/Structures:**

- To assess upper intermediate students using the 'Leaps and Bounds' diagnostic tool to place students in appropriate instructional groupings on a unit by unit basis
- To provide regular Guided Math instructional opportunities to upper intermediate grades
- To carefully monitor results of the NVSD Grade 6 Math Assessment to identify trends and program interventions for individual and small groups of students as appropriate
- To continue to consult, co-teach and collaborate with District Math Helping Teacher Shannon Sharp in support of numeracy instruction
- To continue to vary instructional resources and strategies to address specific learning needs, especially those incorporating a 'hands-on' approach

- To continue LAC, SEA, FNSW, and volunteer support for students who are struggling
- To promote the use of computer and iPad applications as an enjoyable means of math skills practice, for example 'SumDog '
- To continue regular small group and 1:1 instruction with the First Nations Success Teacher at the upper intermediate level
- Provide opportunities to include Aboriginal culture and mathematical strategies in school programs across the grades and across the curriculum
- Use Math 44 as a fundamental building block for teaching

**Evidence:** (*Quantitative*)

Key Performance Measure:	Baseline May 2013	Target	Actual May 2014
<b>District Math 6 Assessment</b> - Our target is to provide the appropriate interventions to ensure that each year more students pass this district measure. In May 2012, only 11% of our students passed, as compared with a 68% District pass rate.	42%	66% (SD av. 2013)	

**Connections:**

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

The goals in Norgate Community School's school plan are similar to the others in our Family of Schools, incorporating goals common to both the NVSD Strategic Plan as well as the Aboriginal Enhancement Agreement. Norgate's small staff works very hard to make a positive difference in the lives of children and their families each and every day. Progress appears to be slow but steady as we continue to grow as an educational community. Norgate acknowledges that community partnerships must be embraced along with best instructional practice and assessment data. An artistic marriage of both must drive school-based decision-making and resource allocation.

Norgate Community School has demonstrated leadership in enhancing Community Connections as outlined the NVSD's 10 Year Strategic Plan. Our little school thrives on bringing people together through collaboration and responsive partnerships that strengthen communities and contribute to meet the needs of students and our global community. This year alone, the Norgate School community has engaged in several zero cost resource sharing initiatives that have enriched the lives of all parties involved. People are good; they want to be generous and give to others.

Norgate proudly facilitates community connections in support of providing enriching and engaging opportunities for our young people. Our responsive and mutually beneficial partnerships have included: work with Reconciliation Canada where our team collaborated on curricular initiatives in support of the 'Walk for Reconciliation' and students participated in tile decorating and drum-making; Squamish artist Wes Nahanee and his wife Joyce Jack are regulars in our school, guiding staff and engaging students in Squamish ceremonies, carving projects, teaching protocols, drumming, singing, facilitating parental partnerships and teaching all of us to move forward 'in a good way'; the University Women's Club was looking for a school to volunteer their time and expertise in, and our students were more than glad to receive additional tutoring support; Vancity Basketball Academy trades evening gym time for our open gym "Morning Olympics" program which runs Monday to Friday 8-8:50am; Wal-Mart has adopted our school,

gifting us with \$1000 and continuing to allow our grade 7's to access their merchandise for fund-raising free of cost; the Edgemont Cobb's donates bread weekly in support of our breakfast snacks; Sofiabella in the Village partnered with Norgate to outfit girls in gorgeous end year finery resulting in '44 Dresses' an initiative that collected 400 dresses and 'Cinderella-ed' over 80 girls!

Collaboration within our Family of Schools and the Norgate community nurtures systems of connectedness that challenge, support and enrich all of our young people and the adults who care for them. 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's Plan will be posted on the school web site by October 31, 2014.

### School Planning Council Approval of Proposed School Plan:

Date: May 1, 2014

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**  
**May 26, 2014**