

North Vancouver School District
SCHOOL PLAN
2011-2012

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

Principal: Katherine Kee

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. One of our strengths is that Norgate is highly inclusive and many people comment on how welcome and comfortable they feel at the school. Our school population includes members of many different cultures and in particular has 51% of First Nations students. Most of these students are members of the Squamish Nation and reside on the Xweméłch'stn (Capilano) reserve. We continue to maintain a high level of inclusive recognition and celebration of First Nations culture at Norgate.

We continue to be concerned about the academic achievement 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 numeracy, we will be successful in identifying needs and programs to bring academic success to our students. Many students require additional services to ensure progress and success. We provide a number of academic programs to meet the needs of our learners. 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 many diverse community programs.

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 who are eager to be involved in the school.



Demographics(2010-2011 school year) :

April 2011: Total number of students: 170 Male: 99 Female: 71

Number of students per grade									
Grade	ADK	K	1	2	3	4	5	6	7
English		16	19	30	24	26	17	24	14

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
10.25	51%	19%	%	8%

Progress Analysis:

Review of School Goals: Norgate Community School values the academic success of all students. Reading and numeracy is essential to that success. Our goals and strategies have been chosen in relation to the needs of our students.

1. To improve the reading proficiency of students Grades 1 -7 with a particular focus on early literacy and at-risk learners.
 - Norgate staff reviewed this school goal in staff meetings
 - Most classes are doing a guided reading program, however, challenges include scheduling of students due to numerous pull out programs, and the scheduling of staff to support small group instruction
 - Nightly/weekly classroom home reading is done in primary classes
 - Library monthly reading program has had an increase in participation
 - We've removed the DIBELS data as it has become unreliable in determining the performance level of our students. Since we have not had enough staffing to complete testing, we are relying on report card data as a baseline indicator.
 - For the past 5 years, our Kindergarten data has shown an increase in improvement on the TOPA scores. This could be due to the group being tested as well as the early learning interventions available for children. We are pleased with the improvement and have therefore removed this as one of the objectives; however, we will continue to monitor the data.
 - Progress appears to be slow in Gr. 1-7 and the data shows slow improvement. Reading will continue to be a goal where we strive to see greater improvement especially with our aboriginal and at-risk learners.
2. To improve the numeracy proficiency of students K-7 with a particular focus on early numeracy and our at-risk learners.
 - Norgate staff reviewed this school goal in staff meetings
 - Progress is slow and the data shows minimal improvement. This will continue to be a goal where we strive to see greater improvement especially with our at-risk learners
 - At the Intermediate level this year the staff has worked together to group students in accordance to ability groups rather than grade groups. This allows the opportunity for greater teaching of mathematical skills/concepts to student ability. This is our second year with this program and it has worked well to support children at their level.
3. To increase students' use of the Code of Conduct and sense of belonging.
 - We will continue to support students as detailed in our school's Mission Statement
 - We have many opportunities for students to take on leadership roles in the school Examples are: lunch monitors, Healthy Harvest helpers, ball sign out, big/little buddies, recycling, house team events, school-wide special events (charity runs) and library monitors.



- continue to emphasize the Code of Conduct through class visitations, assemblies, announcements, problem solving and SHARP tickets
- We conducted a school survey grades K-7 students and have used the same 4 questions over the past two years.
- As a designated Community School we strive towards bringing the school and community closer together. At Norgate, we envision a process of voluntary cooperation and mutual aid among the residents of the Norgate Community. We aim to create improved physical and social conditions for our members. We will continue to provide programs for all ages to enhance the feeling of belonging at Norgate

Opportunities for Further Development:

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

- 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.

- 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. This year we saw a dramatic decrease in skills.
- 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:

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

1. To improve the reading proficiency of students Grades 1 -7 with a particular focus on early literacy and at-risk learners.
2. To improve the numeracy proficiency of students K-7 with a particular focus on early numeracy and at-risk learners.
3. To increase students' sense of belonging and use of the Code of Conduct.

School Goal 1:

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

Goal Rationale:

Norgate provides numerous programs to support reading at Norgate, especially at the primary levels. 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 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 District Reading Teachers 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:

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%ile.	Baseline January 2010- 2011	Target	Actual January 2011- 2012
	62%	80%	TBA



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%	TBA%
Intermediate Grades 4-7	85%	90 %	TBA%

School Goal 2:

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

Goal Rationale:

Norgate provides many programs to support Numeracy. Despite intervention and support, student achievement in Numeracy varies widely and continues to range from slightly to significantly below the district and provincial average.

Objective 2.1:

To improve the numeracy proficiency of students in Kindergarten.

Strategies/Structures:

- To identify and provide intervention to students achieving less than 16 points based on assessment and SBRT recommendations
- Implement Kindergarten Math interventions for students at risk
- Use K numeracy study data to guide teaching practice, support and interventions

Evidence:

Key Performance Measure: NVSD K Numeracy % students who scored above 16 points	Baseline Feb. 2011	Target	Actual Feb. 2012
	44%	70%	TBA

Objective 2.2:

To improve the Numeracy proficiency of students Gr. 1-7 with a particular focus on at-risk students.

Strategies/Structures:

- To adjust program delivery to address areas of low student performance
- To promote the use of recommended software such as the Academy of Math
- Maintain and increase Math interventions for students at risk, including small group instruction and LAC support
- Continue the Intermediate wide ability grouping of math students. Staff and students have found this program to be successful in meeting the needs of our students and are interested in trying it for a third year.
- Use Math 44 as a fundamental building block for teaching

Evidence:

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.	Actual 2010-2011 (March)	Target	Baseline 2011-2012 (March)
Grades 1-3	58%	75%	TBA
Grades 4-7	83%	90%	TBA

School Goal 3:

To increase our students' use of the Code of Conduct and sense of belonging.

Goal Rationale:

Norgate's Code of Conduct is constantly modelled, 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.

Objective 3.1:

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:

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 2011	Target	Actual 2012
Grades K-3	91%	100%	TBA
Grades 4-7	97%	100%	TBA

Objective 3.2:

To increase our students' sense of belonging.

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



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%	TBA
Grades 4-7	87%	100%	TBA

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%	90%	TBA%
Percentage of students and parents/guardians attending student led conferences in Term 2	74%	85%	TBA%

Objective 3.3:

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: 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
Primary Grades K-3	90%	100%	TBA
Intermediate Grades 4-7	96%	100%	TBA

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
Primary Grades K-3	3%	0%	TBA
Intermediate Grades 4-7	15%	0%	TBA

Objective 3.4:

To provide increased opportunities for student empowerment and leadership.

Strategies/Structures:

- Provide opportunities for students to take on leadership roles in the school

Evidence:

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

Connections:

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

The goals in Norgate Community School's plan have similar goals to the other schools in our catchment. 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 our students at Norgate and this positive connection has been instrumental in assisting our students. We find that our small staff works very hard to achieve the goals in the plan but find it difficult to see and achieve large gains from year to year. 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.

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, 2011.

School Planning Council Approval of Proposed School Plan:

Date: April 29, 2011

	Name	Signature
Chairperson (Principal)	Katherine Kee	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Patty Bizzotto	
Parent	Kathryn Nairne	
Parent	Lee-Anne Robertson- Unavailable to participate	
Student (Gr 10, 11, 12 schools only)	N/A	

Board Approval of School Plan:

Approved by:

**Mark Jefferson, Assistant Superintendent
June 11, 2011**