

North Vancouver School District
SCHOOL PLAN for 2015-2016

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. 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 sharing out 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(s) 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 'Gym Fun for K to 1', 'Pizza Pi' Math Club, Glee Club, lacrosse, Art with Joyce, 6/7 Girls Gym, Junior Chefs, Beading, 'Clay Builders', Youth Drop In, 'Red Fox' and 'Model-Making'. The Community Office offers summer nature-based play-oriented 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. This year our primary team attending the 'Changing Results for Young Readers' series offered by the School District. While our innovative approach to reading instruction is targeted across all grades levels, Norgate provides extensive interventions at the early primary 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.

Norgate's teaching team is continually exploring ways to engage our young learners. Currently our team is exploring place-based learning. Direct exploration of the natural world in our local community mirrors the way human societies have always educated their children. Place-based learning fosters a child's understanding of their surroundings, including the natural world by setting student-directed learning in the home community. It connects awareness of self, family, community, and the natural world through the development of personal and social responsibility. This project-based approach integrates hands-on study of the natural and cultural resources of the local community, addresses concepts in ecology, sense of place, citizenship, as well as environmental management and stewardship. At the heart of the program is the belief that students who are immersed in the interdisciplinary study of their own "place" are more eager to learn and be involved in their own learning.

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, 64% of our children are First Nations students. Most of these young people are members of the Squamish Nation and reside on the Xweméłch'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 multi-cultural 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. 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 (2014-2015 school year):

Total number of students: 162 Male: 88 Female: 74

15% or 24 out of our current 162 students arrived mid-year and fit a transient student profile.

| Number of students per grade | | | | | | | | |
|------------------------------|----|----|----|----|----|----|----|----|
| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| English | 14 | 17 | 19 | 28 | 20 | 17 | 24 | 25 |

| # FTE Teachers & Administrators | % Aboriginal Students | % Special Needs Students | % International Students | % ESL |
|---------------------------------|-----------------------|--------------------------|--------------------------|-----------|
| 11.10 | 64% | 22% | 0 | 7% |
| | | | | |

Progress Analysis: Review of School Goals – Previous Year(s)

School Goal 1:

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

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 instructional levels 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
- Principal 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)*

| Key Performance Measure: | Baseline January 2013- 2014 | Target | Actual January 2014- 2015 |
|---|--|---------------|--|
| 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% | 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. | March 2013- 2014 | | March 2014- 2015 |
| Primary Grades 1-3 | 46% | 75% | 43% |
| Intermediate Grades 4-7 | 87% | 90% | 89% |

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>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 - 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 |
| <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 contexts; teachers and support staff continue to engage in daily, formal and informal student interactions to develop and challenge student language skills - 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 |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Learning Improvement Funding allowed an increase of 0.1 FTE Speech Language Pathologist Support which was used to target the K/1 classroom for interventions including the 'Talking Tables' program with support of EA staffing - Learning Improvement Funding increased our Special Education teacher allocation from 1.6 FTE to 2.0 FTE resulting in smaller guided reading groupings - 'Reading Club' targeted grade 1 students this year to ensure intensive small group instruction and language development |

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 |
|--|---------------------|---------------|---------------|
| PM Benchmark – 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% | 60% (est) |

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 responses are “most of the time” and “all of the time” to | April 2014 | | April 2015 |

| | | | |
|--|-----|------|-----|
| the question: "Do you know how Norgate school expects students to behave?" | | | |
| Grade 4 | 90% | 100% | 75% |
| Grade 7 | 78% | 100% | 81% |

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 all Community School Programs
- 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 2014 | | April 2015 |
| Grade 4 | 85% | 100% | 66% |
| Grade 7 | 28% | 100% | 58% |

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

| 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 2014 | | April 2015 |
| Grade 4 | 80% | 100% | 58% |
| Grade 7 | 94% | 100% | 61% |

| 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 2014 | 0% | April 2015 |
| Grade 4 | 20% | 0% | 32% |
| Grade 7 | 0% | 0% | 6% |

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)

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|--|
| <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 |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none"> - Assemblies celebrate student achievement in both academic and non-academic areas - Older students continue to enjoy providing leadership through Clan activities, Buddy classes and other opportunities as they arise - When the SHARP ticket draw is held at assemblies, students are specifically acknowledged for the action that earned them the positive ‘gotcha’ - Friendly competition between Clans earned students edible reinforcers as well as extra recess time |

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 | 88% | 90% | 79% |
| Grade 8 | 88% | 100% | Data Not Available |

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 |
|--|----------------------------------|-------------------------|---------------------------------|
| District Math 6 Assessment - 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) | No data available due to strike |

Opportunities for Further Development in 2015-16:

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

- Using the **Response to Intervention (RTI)** model it is important to note that Norgate's 'Universal Interventions' would be considered 'Targeted' in another setting; this approach ensures that the needs of all of our learners are met.
- 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
- Transient population challenges carefully orchestrated instructional groupings; Norgate would benefit from flexible staffing allocations that can increase throughout the year based on our changing RTI profile

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

- Collaboration Time, Professional Development Sessions and Staff Meetings were used to support staff inquiry into Attachment Theory and its implications for learning
- 75% of all staff attended an evening professional development session with Dr. Gordon Neufeld, hosted by the Squamish Nation; huge turn out of our parent population as well
- Examination and guided practice supported by Squamish Nation Attachment Consultant Denise Findlay to deepen the interpersonal connections support learning; Denise supported complex educational planning
- Kelley McReynolds, Director of AMM Child and Family Services attended staff meeting to answer questions regarding how our school can best leverage Nation resources in support of student learning
- Staff attended the 'Witness Blanket' exhibit hosted at Capilano University in support of deepened our understanding of the impact of Residential Schools on our diverse Canadian Community

- Leadership of our First Nations Team is supporting increased community engagement; hosted Family Night, increase number of special activities and events for all students
- 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.
- Develop strategies to provide further social-emotional and academic supports to assist transient student population with adaptive social-emotional and learning skills; currently 15% of our total population
- Our team will continue to support student empowerment by seeking new ways to recognize the achievement of our young people. We hope to revitalize Student Council next year.
- 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.
- Equity funding has been used to formalize the morning library program to increase staffing to develop enriched and extended, hands-on learning through problem-solving; challenging critical thinking creativity and personal and social responsibility
- Partnerships in support of student nutrition include Xin Zu Foundation, Cobbs Bread, Starbucks, and the Carson Graham Culinary Program
- 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.

Goal #3 - To improve the mathematical proficiency of students Grades K-7 with a particular focus on upper intermediate at-risk learner.

- Continue to enhance staffing through access to Family of Schools Teacher Leaders in Math
- Continue to support professional development through collaborative practice and targeted instructional groupings
- Extend podded math learning opportunities to all intermediate grade students through differentiated assessment and the development of smaller targeted instructional groupings
- This past year, Equity funding enabled the purchase of the Canadian Test of Basic Skills and the Vancouver Island Diagnostic Assessment Tool which will be used develop small learning groups for the 2015-16 school year across grades 4-7

Joyful Learning In Action



Norgate Community School 2014-15

School Goals for 2015-2016:

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 2015-2016 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 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.

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.

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 Level B assessment 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, volunteer, as well as Speech and Language support for students who are struggling with reading
- To promote the use of technology as an enjoyable means of reading practice in addition to recommended software such as Essential Skills, Lexia 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)*

| Key Performance Measure: | Baseline January 2014- 2015 | Target | Actual January 2015- 2016 |
|---|--|---------------|--|
| 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 2014- 2015 | | March 2015- 2016 |
| Primary Grades 1-3 | 43% | 75% | |
| Intermediate Grades 4-7 | 89% | 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 enrich key language concepts
- Education Fund funding applied to first school organization to maximize flexible learning groupings and increase opportunities
- Engage students in regular Circle/Class Meeting discussions; front-load topics as required
- Provide targeted ‘Our Turn To Talk’ and ‘Talking Tables’ interventions to identified students through the support of the Speech Language Pathologist and EA staff
- 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 and community dialogue regarding the language development needs as they relate to Attachment Theory, Trauma-Informed Care, poverty, the legacy of Residential Schools in Canada, as well as the interventions and support structures which improve student well-being achievement
- Increase opportunities to expand vocabulary and language concepts through Place-based, Nature-based and student-directed inquiry through hands on learning experiences

Evidence: (Qualitative)

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|---|
| <p>Qualitative Baseline:</p> <ul style="list-style-type: none">- All students are benefiting from enriched language learning opportunities- Primary classrooms continue a more consistent and systematised approach to language development across settings (vocabulary and concepts)- Targeted Early Literacy instruction at identified grade levels, ie: all Kindergarten students will benefit from Rainbow Letters; all Grade 1-3's will use Readwell. LSW Support will include Readwell, Orton Gillingham as well as Phono-graphix- The number of staff members and volunteers who are able to provide targeted language interventions (Talking Tables, Our Turn To Talk, Language for Learning, etc.) will increase |
| <p>Qualitative Target:</p> <ul style="list-style-type: none">- Continue to provide in-service to broaden the understanding of enriching the skill sets of all students; teachers and support staff continue to engage in daily, formal and informal student interactions to develop and challenge student language skills- Continue to provide in-service to broaden the skill sets of all staff and volunteers to teach, remediate and enrich student language development- Increase number of students receiving enriched language interventions both in and outside of the classroom at the primary level |
| <p>Qualitative Actual:</p> <ul style="list-style-type: none">- |

Objective 1.3:

To improve the Reading proficiency of identified primary 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 significantly at-risk students
- Identify cohorts who would most benefit from "Reading Club"
- 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
- To promote the use of computer and iPad applications to extend individualized instructional time including Raz Kids, Lexia, and Essential Skills
- Provide opportunities to include Aboriginal culture, resources and role-models
- Use Reading 44 as a fundamental building block for teaching

Evidence: (Quantitative)

| Key Performance Measure: | Baseline | Target | Actual |
|---|----------------------------------|---------------|---------------|
| PM Benchmark – 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 2015-2016 | | 2015-2016 |
| September to January Cohort (6 students) Please note that this year instead of targeting grades 2 and 3, SBRT selected younger students to focus on. Reduced rates of progress may be linked to developmental stages of readiness. | 67% | 75% | 17% |
| February to June Cohort (6 students) | 70% (estimated due to strike) | 75% | |

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 practices, as well as whole school assemblies.

Personal engagement, community understanding, belonging and safety deeply impact student learning. This year our staff attended the Witness Blanket exhibit at Capilano University to more fully understand the Residential School experience in Canada. Specifically we were very moved by recognizing members of our own Norgate Community in the words and pictures displayed on this large commemorative piece. Our intellectual understanding of the legacy of intergenerational trauma was deepened to include heart-felt emotion. 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. Our First Nations team hosted a very successful first annual Family Night celebration, where community members ate, drummed and danced together.

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 restorative problem solving processes 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 Norgate school expects students to behave?" | April 2015 | | April 2016 |
| Grade 4 | 75% | 100% | |
| Grade 7 | 81% | 100% | |

Objective 2.2:

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

Strategies/Structures:

- Community Office, PAC and First Nations teams lead and support key school initiatives
- Continue to encourage attendance and on-time arrival rates of all students
- Continue cultural events to acknowledge and celebrate students' multi-cultural heritage
- Continue to provide opportunities for students of all grade levels to be involved in leadership and school events
- Continue targeting student engagement in Community School Programs
- 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 2015 | | April 2016 |
| Grade 4 | 66% | 100% | |
| Grade 7 | 58% | 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 class meetings, 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

| 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 2015 | | April 2016 |
| Grade 4 | 58% | 100% | |
| Grade 7 | 61% | 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 2015 | 0% | April 2016 |
| Grade 4 | 32% | 0% | |
| Grade 7 | 6% | 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
- Highlight and acknowledge the role that multi-cultural traditions enrich our daily lives
- Purchase resources that reflect the composition of our student population
- Further develop student ability to identify, develop and implement self-regulation strategies
- 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
- Identify and maintain a 'retreat' space to encourage self advocacy through self regulation

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 - Increase grade 6/7 participation in community programs |
| <p>Qualitative Target:</p> <ul style="list-style-type: none"> - Provide more opportunities and encourage students to take on leadership roles - Students incorporate self-regulation strategies more independently |
| <p>Qualitative Actual:</p> |

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?" | 2014-2015 | | 2015-2016 |
| Grade 7 | 79% | 90% | |
| Grade 8 | No data available due to strike | 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 enriching intermediate math learning

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 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 Corrine Kinnon and FOS Leader 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 technology as an enjoyable means of math skills practice
- To continue enriched small group and 1:1 instruction with the First Nations Success Teacher at the 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 2014 | Target | Actual May 2015 |
|--|----------------------------------|-------------------|------------------------|
| District Math 6 Assessment - 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. | Data not available due to strike | 66% (SD av. 2013) | |

Connections:

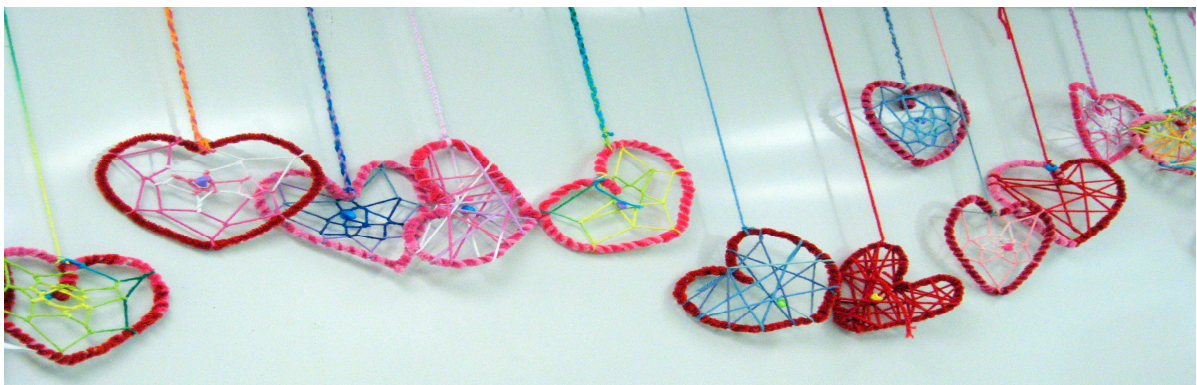
Connections to Family of School's School Plans and/or District Achievement Plan:

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 enrich the lives of children and their families each and every day. Together, 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 drives school-based decision-making, as well as school-based and school district 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 engaging opportunities for our young people. We are grateful for our supporters and grants and funders. The Tzu Chi Foundation - helps fund our morning program that opens at 8am. It helps us give the kids a morning snack, a place to come early, some educational and active games in the library and gym. Riita Vassilou prepares food for Norgate kids with lots of love and caring using bread donated by Cobbs in Edgemont Village. Our local government, through the North Vancouver District and the Lower Capilano Grants and the North Vancouver Host Lions helps with grants for summer camps and after school programs. Vancouver Coastal Health helps us with an Active Living grant which we use for our moms for Yoga with childminding, and a new program starting up... PickleBall for families on Wednesday night! We were lucky to get a grant from the Aboriginal Sport, Recreation and Physical Activity Partners Council for equipment for PickleBall. We receive a lot of other gifts in kind from the community as well as volunteer hours that help us with our community programs and events. We love our Holiday Store where the little ones get to pick a gift to wrap and put under the tree for their special people. As a community school, we welcome participation from our neighbours and continue to make bridges between school and home. We are heartily thankful.

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 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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2015

| Name | | Signature |
|----------------------------|----------------------|--|
| Chairperson (Principal) | Lisa Upton | <i>Original Document Signed by SPC Members</i> |
| Teacher | n/a | |
| Parent | Jill McNeill | |
| Parent | Karen Joseph | |
| Parent | April Telek Campbell | |

Board Approval of School Plan:

Approved by:

Mark Pearmain, Assistant Superintendent
June 15, 2015