

Norkam Mission Statement

“At Norkam we learn to be global citizens who value inquiry, excellence, diversity and respect.”

GOALS

To develop global citizens who are adaptable and value inquiry.

At NorKam, we care....



School Expectations:

We are **compassionate** towards others.

We are **accountable** for our actions.

We are **respectful** for our learning environment.

We strive for **excellence** in everything we do.

Students who demonstrate CARE behaviours all of the time in their courses should expect to receive "G" effort marks.

Classroom Rights and Responsibilities

1. I have the *RIGHT* to learn in this classroom.

It is my *RESPONSIBILITY* to listen to instructions, and work in a manner which will enable me and my classmates to learn and achieve.

2. I have the *RIGHT* to hear and be heard.

It is my *RESPONSIBILITY* to communicate in a courteous manner.

3. I have the *RIGHT* to be respected as a *UNIQUE INDIVIDUAL* in this classroom.

It is my *RESPONSIBILITY* to show respect and tolerance for myself and my classmates.

4. I have the *RIGHT* to be safe in this classroom.

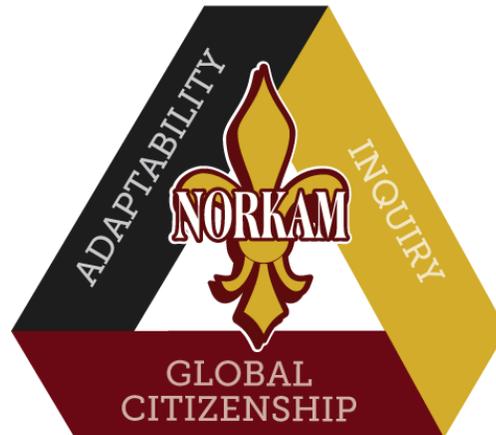
It is my *RESPONSIBILITY* to behave in a polite and positive manner.

5. I have the *RIGHT* to privacy and to my own personal space.

It is my *RESPONSIBILITY* to respect the personal property of others, and to respect their right of privacy.

School Improvement Plan
School District #73 (Kamloops-Thompson)

NorKam Senior Secondary School



Mission: NorKam Senior Secondary provides a supportive environment that allows all of us learners to discover, acquire, and develop knowledge, skills, and attitudes that will enable us to make positive contributions to our changing world.

School Goals 2015 - 2016

To develop global citizens who are adaptable and value inquiry.

School Goals

Goal 1: Achievement - To encourage and facilitate educational success by adopting a school culture where success is expected.

District Goals

1. To enhance learner performance by adopting as a priority improved achievement in literacy, numeracy, social responsibility at all grade levels, and reducing the achievement gap with First Nations students; supporting student achievement by adopting best practices; and improving secondary completion rates.

6. To develop a rich learning environment by introducing students to post secondary education and career opportunities, supporting locally developed courses and language program; monitoring and encouraging the Career Technical Centre program in partnership with Thompson Rivers University; supporting alternate delivery models for education; and continuing to support schools of choice.

Rationale:

NorKam students have clearly demonstrated improved achievement during the years of the last school improvement cycle. This is due in no small way to a number initiatives instituted or improved during this time. These initiatives include the establishment of and continuous improvements made to Success Club, the school's academic intervention program. In addition, improvements to classroom assessment practices, increased prevalence of lunch hour homework clubs, a growing number of program options,

Data:

- Overall attendance rate
- School marks analysis and averages by grade and subject
- Core Subject and Elective Subject Failure rates
- Grade 10 Mandatory Provincial exam results
- Grade 12 Mandatory Provincial exam results
- Department Wide Common Assessments
- Block Attendance Data
- Passport to Education Cut-off Marks

Data Sources

- MyEdBC
- block attendance data
- term and semester mark data
- Ministry of Education data
- required provincial exam data
- marks on department wide common assessments
- Passport to Education percentages

Targets for Improvement

- Improve average block attendance percentage for all students by 1% per year over the 2014-15 baseline percentage
- Decrease percentage of courses failed by 1% per year over the 2014-15 baseline percentage
- Increase the percentage of students receiving C or better by 1% per year over the 2014-15 baseline percentage
- Increase the percentage of students receiving G or better by 1% per year over the 2014-15 baseline percentage
- Increase the cutoff percentage for Passport to Education by 0.5% per year over the 2015-15 cutoff average
- Decrease the gap between school mark and provincial exam mark by 1% per year over 2014-15 baseline gap

Data Summary

In establishing goals for the next year, the school planning council considered data from previous years for grades 10-12. This data was useful in considering where the school has come from but limited because the population of NorKam has changed with the addition of students who formerly attended Brock Secondary. We therefore have considered Semester One data, particularly when it comes to mark data. For the purposes of the plan, it is therefore more prudent to use data from the current year as the baseline from which to measure improvements.

During the last two years of the previous plan considerable improvements were made to the overall achievement of students in the school. We saw a decline in the number of course failures and a softening of the double hump letter grade profile. At NorKam, we commonly see a large portion of our students receiving Bs and C-s which translates into a double hump when seen in graph form. As can be witnessed in the Core Course Letter Grade Distribution graph, we have seen a decline in the number of C-s and Cs and a growth in the number of students receiving C+ and above. In the last three years NorKam has seen a decline in the number of students experiencing course failures in core subjects (Mathematics, English, Social Studies, Science). Additionally, the last few years has seen a rising trend in the Blended Exam Marks for courses with required Provincial Exams. Graduation rates for the most part in the last four years have exceeded provincial averages and our grade transition rates fluctuate from year to year. However, in recent years our grade 10 to 11 transition rate has increased significantly. The rate for 2009-10 was the highest on record, well above the average for the district and well above secondary schools with more affluent populations. Finally, attendance rates show a decline in data collected. However, with the advent of BCeSIS and revised procedures for entry, it is our belief that attendance is more accurately recorded than ever before and the decline can be attributed to the change in attendance recording procedures. Certainly, an absenteeism rate exceeding 11% is worrisome and cause for concern. The change to student perceptions as reflected in the school satisfaction surveys over the past four to five years demonstrates that students are feeling more positive about NorKam, particularly with program choices, preparing students for careers, and leading healthy lives. We anticipate that school satisfaction results for the coming year may dip due to lingering resentments from Grade 12 students who had expected to graduate from Brock Secondary. Therefore we are eager to see the results for 2010-11 so that we can establish baseline data from which to improve in the coming years.

Strategies:

- Continue to improve the functioning of Collaborative Teams
- Continue to focus efforts of Collaborative Teams on improving student performance through improvements to assessment and learning strategies
- Continue to refine the workings of Power Block and Collaboration Day initiatives
- Continue to refine the supervision model used to support students taking Planning 10
- Continue to refine "Success Club", our referral-based, after-school academic intervention class
- Continue to refine communication strategies with parents and students to highlight school successes, and reinforce school values and expectations
- Continue to expand the program options and course alternatives offered to students, including International Baccalaureate and increase student's awareness of program and course options.

Progress Monitoring

- September
 - review previous year's data with staff in September and gather feedback
 - collaboration teams review data relevant in September
- Late fall
 - SPC review term one mark and attendance data along with previous year's data and staff feedback from

September

- February
- SPC review semester one mark and attendance data and make adjustments to strategies, performance targets, and goals

Goal 2: Aboriginal Achievement - To support Aboriginal students in improving educational performance through increasing academic achievement, attendance and school completion.

District Goals

1. To enhance learner performance by adopting as a priority reducing the achievement gap with First Nations students; and supporting Kamloops/Thompson "Aboriginal Enhancement Agreement".
6. To develop a rich learning environment by maintaining and enhancing First Nations language and cultural programs.

Rationale: A strong work ethic and taking pride in their achievements will lead Aboriginal students to improve their academic performance. Secondly, improved attendance is linked to improved achievement.

Data:

- Grade to grade transition rates
- Graduation and completion rates
- School marks analysis and averages by grade and subject
- Core subject and elective failure rates
- Grade 10 mandatory Provincial exam results
- Grade 12 mandatory Provincial exam results
- Block attendance Data

Data Sources

- BCEsis
- mark data
- block attendance data
- Ministry of Education Data
- mandatory Provincial Exam data
- grade transition data
- graduation and completion rate data

Targets for Improvement

- reduce the number of course failures for aboriginal students in core courses by 1% per year over 2010-11 baseline percentage
- reduce the proportion of suspensions received by aboriginal students by 3% per year over 2010-11 baseline proportion
- improve block attendance by aboriginal students by 1% per year over 2010-11 baseline percentage
- increase the percentage of aboriginal students receiving C or better by 1% per year over 2010-11 baseline percentage
- FNAIC or FNEW to meet with each aboriginal student a minimum of once per month

Data Summary

The data we have collected for Aboriginal Students over the last few years demonstrates substantial improvements in this area. Blended Final Marks show clear improvement, the gap between First Nations and All student transition and graduation rates has narrowed, First Nations failure rates are dropping with improvements greater than those seen in the general population, attendance rates are improving, and the number of school suspensions has decreased so that the rate of suspensions incurred by First Nations students are more in keeping with their proportion of the overall population.

Strategies:

- expand the involvement of Aboriginal education workers at Success Club
- continue to refine communication strategies with parents and aboriginal community
- continue to refine the girls' group initiative and build the boy's group initiatives
- expand the number of contacts between First Nation Education Workers and Aboriginal Students
- increase the number of cultural activities that occur in the school both school-wide and in the classroom
- encourage families to call-in for absences

Progress Monitoring

- September
 - review previous year's data with staff in September and gather feedback
 - collaboration teams review data relevant in September
- Late fall
 - SPC review term one mark and attendance data along with previous year's data and staff feedback from September
- February
 - SPC review semester one mark and attendance data and make adjustments to strategies, performance targets, and goals