

**North Vancouver School District
SCHOOL PLAN for 2013-2014**

School: Argyle Secondary School
Address: 1131 Frederick Road
 North Vancouver, BC B7K 1J3
Phone: 604-903-3300

School/Community Context:

Argyle Secondary School in the North Vancouver School District is located in Lynn Valley. The school enrolls approximately 1400 students in grades 8 to 12 and 100 staff. Argyle is noted for its breadth, depth and high standards of excellence in academics, fine and technical arts, applied skills and athletics.

Argyle offers an abundance of curricular and co-curricular programs and we are proud of the recognition that many of our students continue to receive for their excellence at the District, Provincial and National levels. Argyle has earned a strong reputation for academic excellence as evidenced by the high number of scholarship recipients and post secondary placements. Argyle is strongly engaged with 21st century personalized learning and meaningful assessment practices. Argyle also hosts and developed the innovative Digital Media Academy, which offers courses to and is attended by students from the entire North Shore.

Argyle is a well-established and respected dual track school with a French Immersion Program of 250 students currently enrolled. These students will graduate with a bilingual Dogwood Diploma. Currently, there are approximately 500 students enrolled in our music program that includes concert bands, jazz bands, strings and choirs. As well, our athletic program offers diverse individual and team opportunities and has a high rate of student participation in the North Vancouver School District.

Many opportunities are provided for student leadership both in the school and the community. Through courses and clubs, Argyle students are recognized for their organization of school and community events that have far-reaching, positive implications. Individually, many students actively participate in the community and are involved in many volunteer activities that benefit others both locally and globally.

Argyle is rich in spirit and culture, which is evident through student deportment in and outside the school. We celebrate our cultural diversity through school events, clubs, school trips and the display of international flags hanging in the school foyer. The Argyle community is justifiably proud of the programs that we offer and the achievements of all our students.

Demographics (2012-2013 school year):

Total number of students: 1407 Male: 718 Female: 689 Cross Enrolled: 16

Number of students per grade

Grade	8	9	10	11	12
English	201	209	241	239	265
Fr. Imm.	59	35	55	34	69

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
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71.38	.7%	15%	5%	2.5%
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Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To Improve Writing Skills of Students in Grade 8

Objective 1.1:

To increase the number of students who write effectively through the use of formative assessments that provide clear feedback for improvement.

Trend Data Analysis:

The use of rubrics and formative assessment is in place in various classrooms. During the fall of 2012 and spring of 2013, teachers continued to utilize rubric and formative assessment practices that provide feedback for student improvement. The English department is developing a cross grade feedback process for student writing.

Objective 1.2:

To improve student awareness of the conventions of language, including sentence mechanics, and spelling, and the effective use of structural elements such as style, flow, formatting and organization of writing.

Trend Data Analysis:

Review of the success of the strategies that have been implemented was not formally done due to job action in 2011-2012. Focus in 2012-2013 has been the development for a cross grade mid-year and end of year assessment strategy that will provide feedback to students and teachers.

2012-2013 Grade 10 Satisfaction report data indicates the following:

Are you getting better at writing?

<i>At no time</i>	<i>Few Times</i>	<i>Sometimes</i>	<i>Many Times</i>	<i>All the Time</i>
7%	10%	31%	32%	14%

The focus of this goal has shifted to the English Department during the 2012-2013 year. Rubrics are in use by individual teachers across departments but the English department would like to engage in an assessment process of writing twice in the year that will be team-marked by English teachers. This assessment will support both teachers and students. The baseline assessment is scheduled for June 2013.

Previous School Plan Goal 2: Improve Success Rates of students in Math 8 and Math 9

Objective 2.1:

To increase student success in Math 8 – 2011-2012 cohort.

Trend Data Analysis:

2011-12 Math 8 Cohort – Excluding Math 89 Report Card Grades - % of total	Gr 8 T3 June 2012	Gr 9 T1 Dec 2012	Gr 9 T2 Mar 2013
A	17.1	13.2	11.8
B	32.4	25.3	30.1

C+	17.1	13.2	11.3
C	14.8	17.6	15.1
C-	12.9	18.1	17.7
F	5.7	12.6	14.0

Objective 2.2:

To increase student success in Math 9 – 2011-2012 cohort.

Trend Data Analysis:

2011-12 Math 9 Cohort – Excluding Math 9H Report Card Grades - % of total	Gr 9 T3 June 2012	Gr 10 T1 Dec 2012	Gr 10 T2 Mar 2013
A	16.8	24.3	24.1
B	29.5	34.3	33.3
C+	10	12.2	12.4
C	19.2	7.4	7.6
C-	18.9	13.0	13.3
F	5.6	8.7	9.2

2012-2013 Grade 10 Satisfaction report data indicates the following:

Are you getting better at mathematics?

At no time	Few Times	Sometimes	Many Times	All the Time
5%	12%	20%	31%	27%

The Math department continues to work collaboratively through 2012-2013. Focus has shifted to include transition plans between elementary and secondary.

Previous School Plan Goal 3: To Strengthen Students' Foundation for Success in their Future Endeavours and within the Community.

Objective 3.1:

Increase positive connection between senior secondary students and elementary students at all grade levels and between the Secondary and Elementary schools including staff and parents.

Trend Data Analysis:

Throughout the year, there have been indications that support a positive trend in the connection between secondary and elementary students. Initiatives within current courses have continued and several others have begun throughout this year. The response of the elementary teachers, students and parents has been very supportive of the initiatives and the positive response of the secondary students is evident in their engagement in projects.

Objective 3.2:

Increase the sense of student social responsibility within the community.

Trend Data Analysis:

Student groups at Argyle demonstrate a growing sense of social responsibility within the community through their proactive projects and initiatives. They have also demonstrated positive reactions when there have been incidents that are less than responsible. The essence of community has extended from the hallways of Argyle, to the Lynn Valley community and beyond to the streets of Vancouver. While community members have alerted the school when issues arise, they also have applauded the efforts of the school and students for having a positive impact in the community.

Objective 3.3:

Increase students' sense of personal responsibility for self, for learning and for choices they make that will impact on their future.

Trend Data Analysis:

Generally, students seem to be involved identifying their personal passion and accepting responsibility for their choices. Career exploration is a focus within planning courses but there is not much that is embedded in mainstream courses. It is noted that teachers need the knowledge in order to share it with students. While there is an increase in project-based learning that does highlight future pathways in certain subjects, this area could be enhanced. General responsibility level of grade 12 students has been very high this year and provides a positive impact on other students.

*Grade 12 Satisfaction report data 2013 indicates the following:
Are you satisfied that school is preparing you for post-secondary education? (college, university, trade school)*

<i>At no time</i>	<i>Few Times</i>	<i>Sometimes</i>	<i>Many Times</i>	<i>All the Time</i>
8%	20%	35%	26%	7%

*Grade 12 Satisfaction report data 2013 indicates the following:
Are you satisfied that school is preparing you for a job in the future?*

<i>At no time</i>	<i>Few Times</i>	<i>Sometimes</i>	<i>Many Times</i>	<i>All the Time</i>
16%	27%	34%	16%	4%

Opportunities for Further Development:

Re-vitalization in the area of literacy and math assessment tracking is a focus for the plan. Much of the past intent of the plan has been realized at the individual teacher level but there has been limited overall achievement trend analysis. The relationship between Argyle and the community has increased through the past year and an increase in student achievement is suspected as a result. Student preparation for the future, as well, as an increase in personal and social responsibility has been realized throughout the year as attested by qualitative evidence.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Argyle School Plan for 2013-2014 are:

- To Improve Writing Skills of Students in Grade 8 and 9**
- To Improve Success Rates of Students in Math 8 and Math 9**



3. **To Strengthen Students' Foundation for Success in their Future Endeavours and within the Community.**

**School Goal 1:
To Improve Writing Skills of students in Grade 8 and 9**

Goal Rationale:

The ability to write clearly in order to communicate effectively is an important skill to develop throughout high school. Writing can be used as a tool to express and evaluate a deeper conceptual understanding across the curriculum. As a staff and community we believe that it is crucial to identify and support those students who are not yet meeting Grade 8 expectations in writing and to provide enrichment to those who are meeting and exceeding grade level expectations in writing.

Objective 1.1: (Targeted – grade 8 students)

To increase the number of students who write effectively through the implementation of a formalized formative feedback process for grade 8s and 9s.

Strategies/Structures:

- Continue to use Writing 44 across all subject areas
- The identification of 5 areas that cross curricular rubrics will be used to assess writing skills
- The development of 5 assessment rubrics: Charts, Reports, Definitions, Notes, Summaries
- Targeted data collection from two cross grade assessment periods – Jan and June
- Intensive – at risk population noted and supported
- Intensive – gifted student population noted and supported
- Sharing of rubric with grade 7 teachers for transitional purposes...
- Communication with parents – sharing rubrics so they know the criteria

Evidence: (*Quantitative*)

New baseline to be established in June 2013.

Baseline will reflect the cross grade assessment in process of being developed.

Evidence: (*Qualitative*)

Qualitative Baseline:

New baseline to be established in June 2013.

Qualitative Target:

English department will meet to establish assessment process that will provide new baseline for June 2013.

June 2013 assessment process will be recorded.

Grade 8 and 9 English classes will focus two cross-grade assessment periods per year and team mark for standardization of assessment and effective feedback for students and teachers.

Qualitative Actual:

Currently, teachers have designed rubrics and use them as an assessment tool within their classes.

Objective 1.2: (Targeted – grade 8 and 9 students)

To improve grade 8 and 9 student awareness of the conventions of language, including sentence mechanics, and spelling, and the effective use of structural elements such as style, flow, formatting and organization of writing.

Strategies/Structures:

- The English Department will continue to implement Writing 44 Strategies in all classrooms
- Term marks reviewed as an indication of achievement level.
- The Grade 8 English teachers will communicate with Grade 9 English teachers' areas of concern and effective strategies that have been implemented this school year.

Evidence: (Quantitative)

Key Performance Measure:	Baseline	Actual	Actual	Target
2012-13 English 8 Cohort Report Card Grades - % of total	Gr 8 T1 Dec 2012	Gr 8 T2 Mar 2013	Gr 8 June 2013	Gr 9 T3 June 2014
A	35.91	35.91		36
B	35.91	35.52		36
C+	10.81	11.58		12
C	9.65	8.49		10
C-	5.79	5.79		5
F	1.93	2.70		1

Key Performance Measure:	Baseline	Actual	Actual	Target
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2012-13 English 9 Cohort Report Card Grades - % of total	Gr 8 T3 June 2012	Gr 9 T2 Mar 2013	Gr 9 June 2013	Gr 10 T3 June 2014
A	23.95	24.51		30
B	32.05	34.39		35
C+	11.11	13.44		15
C	17.52	9.49		10
C-	14.10	11.46		7
F	1.28	6.72		3

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Baseline of general achievement established with marks from Term 3, June 2012 for the current grade 8s and 9s.</p>
<p>Qualitative Target: Targets for general achievement are anticipated to rise, with particular focus on supporting struggling students and challenging high achieving students. The target is set for T3 2014 as strategies are implemented through next year and cross grade assessment practice is established.</p>
<p>Qualitative Actual: Rubrics are designed. Design of assessment process in progress.</p>

**School Goal 2:
To Improve Success Rates of Students in Math 8, Math 9 and Math 10**

Goal Rationale:

Numeracy is a foundational skill for all students in their schooling. Numeracy can be defined as the combination of mathematical knowledge, problem solving, and communication skills required by all persons to function successfully within our technological world. Our community supports the fact that, “Numeracy is more than knowing about numbers and number operations” (British Columbia Association of Mathematics Teachers 1998). While Argyle students do well in their various math courses (as shown through teacher assessment and exam results) it is important to continue monitoring success rates and putting in place systems to identify and support students who are struggling in math.

Objective 2.1: (Universal – connection between secondary and elementary teachers)

Improve transition practices from grade 7 to grade 8.

Strategies/Structures:

- Develop a *Grade 7/8 Articulation: Math Challenges* form to be used for “at-risk” math students during the 7/8 transition process



- Includes history of intervention/remedial support in math
 - Includes key concepts in Math 7 assessment (using a quick scale)
 - Includes curricular adaptations employed by the math teacher
 - Includes Grade 6 math assessment scores
- Monitor student report cards at each term and give feedback to the teachers on term mean scores and comparison to previous term performance
 - Provide grade 8 achievement results feedback to elementary teachers
 - Continue to use curricular adaptations as a means to support at-risk math students

Evidence: (*Qualitative*)

<p>Qualitative Baseline: The perceptions of the Math 8 and 9 teachers suggest a general level of concern for students that fall into two broad categories:</p> <ul style="list-style-type: none"> a) Students working 1-2 grade levels below expectations b) Students working >2 grade levels below expectations <p>Math 8 and 9 teachers concerns within each group fall into three general areas:</p> <ul style="list-style-type: none"> a) Basic Skills (eg. Addition, Subtraction, Multiplication, Division, Place Value, etc.) b) Work Habits (eg. An established commitment to math homework and seeking extra help) c) Adaptations History (eg. An awareness of adaptations history from elementary school)
<p>Qualitative Target: Our goal is to enhance the communication between Argyle and our elementary feeder schools to:</p> <ul style="list-style-type: none"> a) Enhance the alignment between schools with respect to: <ul style="list-style-type: none"> i. Core curricular goals ii. Work habits expectations for students and communication with their parents b) Enhance the awareness of elementary intervention strategies in math <p>Our goal is to enhance teacher awareness of student readiness for Math 8 in September Emphasize core curricular goals and work habits expectations with students</p>
<p>Qualitative Actual: Gr 7 teachers complete a detailed feedback form for students struggling in math and requiring adaptations that is intended for the grade 8 teachers. The transfer of information has not been timely to this point.</p>

Objective 2.2: (targeted – following grade cohorts)
 To increase student success from grade 8 to 9 to 10

Strategies/Structures:

- Continue to use curricular adaptations as a means to support at-risk math students
- Develop a Math 8 and 9 Assessment Tool to be used in September 2013 which will gauge knowledge and skills from previous year
- Promote instructional strategies that relate mathematical concepts to the real world
- Monitor student report cards at each term and give feedback to the teachers on term mean scores and comparison to previous term performance

Evidence: (*Quantitative*)

Key Performance Measure:	Baseline	Actual	Actual	Target
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2011-12 Math 8 Cohort – Excluding Math 89 Report Card Grades - % of total	Gr 8 T3 June 2012	Gr 9 T2 Mar 2012	Gr 10 June 2013	Gr 10 T3 June 2014
A	17.1	11.8		20
B	32.4	30.1		30
C+	17.1	11.3		20
C	14.8	15.1		15
C-	12.9	17.7		10
F	5.7	14.0		5

Evidence: (Qualitative)

<p>Qualitative Baseline: A base line established with the use of June 2012 marks.</p>
<p>Qualitative Target: General target is to lower percentage of students not meeting expectations as defined by letter grade of C- and F. Target is also to provide adequate challenge to students who are exceeding expectations as defined by letter grade of A.</p>
<p>Qualitative Actual: Conversation continues within the department. New strategies and professional development opportunities are shared between teachers.</p>

School Goal 3:
To strengthen students' foundation for success in their future endeavours and within the community.

Goal Rationale:

The preparation of students for life after school is the responsibility of the secondary school in partnership with families and the community. As options and possible tracks broaden for students, so must the foundation on which they will draw experiences and skills. Of particular importance is the understanding that no matter the path taken, students will seek to live their lives productively within the context of community. As such, the development of a positive understanding, experience and commitment to local community is important and we believe that commitment is enhanced through positive engagement with others. Positive engagement and acceptance of increased personal responsibility will lead to increased achievement in academics and all other areas of study.

Objective 3.1: - (Universal – connection between secondary and elementary schools)

Increase positive connection between senior secondary students and elementary students at all grade levels and between the Secondary and Elementary schools including staff and parents.

Strategies/Structures:

- Further develop courses which provides opportunity for secondary students to participate with elementary students – Curricular Integration

- Continued elementary involvement in the targeted projects within the Social Justice class
- Continued elementary targeted placements for Leadership students
- Increase the connection between senior students and elementary students through increased number of invitations for elementary participation in secondary school events and other student leadership – Extra Curricular Integration
- Refine the 7/8 transition process to increase shared knowledge of staff and parents
- Develop the Collegial Conferencing session between administration and staff within the Family of Schools
- Develop a simple survey to ascertain elementary connection to secondary school
- Develop a simple survey to ascertain community connection to secondary school

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline 2011-2012	Actual 2012-2013	Target 2013-2014
Number of secondary students who participate in a formal leadership role with younger students	50	80	100
Number of teachers involved – indication of more students involved	2	6	7
Number of secondary events to which elementary students are invited	2	4	4

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Student leadership program provides senior students opportunities to volunteer in elementary schools as coaches, readers and mentors. Student leadership program provides senior students the opportunity to tutor lower grade level students Elementary students, staff and parents have limited knowledge of secondary school</p>
<p>Qualitative Target: Increase the participation in the student leadership program by adding a Grade 12 opportunity Increase the opportunities for students in courses other than leadership to participate as mentors Increase the opportunities for elementary students to attend events at secondary school Increase the opportunities to expand the transition process to include all grades (K-7) and to increase the general knowledge of staff and parents through presentations Determine how do we measure connectivity with community</p>

Qualitative Actual:

Student Leadership 11 course continues to provide tremendous support to elementary athletic programs. Leadership 12 course has been directed to support of secondary programs.

Opportunities for students in courses include:

Writing 12 – story creation with Grade 2 students

AP Physics 12 – afterschool physics camp for Grade 5 students

Engineering 11 – rocket project with Grade 7 students

Fral 12 – drama project with Grade 7 students

SJ 12 – First Nations week with Grade 4 students, Japanese tour with Grade 4&5 students, Grade 6&7 Girls Conference, Elementary Garden Project with Upper Lynn, Aquarium Project with several Vancouver and North Vancouver elementary schools

Club Involvement includes:

Odd Squad presentations and Red Cross Anti Bullying training – secondary students working with elementary

Opportunities for elementary students to attend Argyle include:

Senior Girls basketball game, Santas Breakfast, First Nations Week, Japanese visit

Opportunities to increase knowledge of elementary parents and staff include:

Administration visit to FOS staff meetings

Elementary parent information night held in January

Grade 7 teacher meeting held in October during grade 7 tour

FOS Curriculum Implementation day held at Argyle

Objective 3.2: (Universal and targeted)

Increase the sense of student social responsibility within the community.

Strategies/Structures:

- Develop community connections to support the community garden project, construction projects. Lynn Valley Day parade and Digital Media projects
- Increase the enrollment in the Internship program for academic students
- Increase a positive connection between student council and community partners

Evidence: (Quantitative)

Key Performance Measure:	Baseline 2011 - 2012	Actual 2012-2013	Target 2013-2014
Number of formal accolades from the community	6	10	12
Number of formal complaints from the community	12	9	6
Number of students enrolled in Internship – indication of community involvement and career exploration	0	50	30

Evidence: *(Qualitative)*

<p>Qualitative Baseline: Community / neighbours raised a litter and loitering problem Local restaurants have raised concerns with student behaviour in their establishments Students participate in Terry Fox Run and other fundraising and awareness raising events Student council has participated in community cleanup</p>
<p>Qualitative Target: Raise the profile of Argyle students through reports of positive interactions between students and the community Increase the level of participation in Internship program such that students are working and volunteering in the community – note the decrease in grade 12 enrolment overall dictates a lower target than in 2012-2013</p>
<p>Qualitative Actual: Argyle was front and center in the media with regards to a bullying event of 40 years past. The response of the students was tremendous and the positive level of respect was maintained throughout the year. Community connections increased in number and while there were still issues of litter and decorum in restaurants, a positive energy exists among staff, students and the community. Participation in the Lynn Valley parade was very well received and awarded by the community as the Best Walking group.</p>

Objective 3.3: (Targeted at students)

Increase students' sense of personal responsibility for self, for learning and for choices they make that will impact on their future.

Strategies/Structures:

- Continue to focus on goal setting and decision making in HCE and Planning courses
- School wide focus on Values and Virtues as begun in professional development sessions in 2012 (demonstrated by a reduction in student plagiarism)
- Continue to focus on personal choices and consequences for actions in regards to work habits in the junior grades – connect with elementary school goals where possible
- Enhance the transition process to life after high school through relevant conversations in all courses
- Enhance links to what there is to do in the world not just the jobs...
- Continue to encourage the exploration of careers through project based learning experiences in classes and in extra curricular offerings
- Track alumni experiences after high school - start with this years grade 12s if possible
- Continue to encourage students to apply for relevant scholarships through engagement with alumni
- Promote a drive for excellence in all endeavors through the development and embracement of a school slogan

Key Performance Measure:	Baseline Spring 2012	Actual Spring 2013	Target 2013-2014
Percentage of students who apply for Argyle scholarships.	55%	49%	55%
Number of opportunities for students to meet with alumni.	2	3	5

Evidence: *(Qualitative)*

Qualitative Baseline:

Scholarship applications include record of leadership, volunteerism and extracurricular activities as well as scholastic achievement. An increase number of applications may indicate an increased positive involvement level on the part of graduates.

Qualitative Target:

Encourage the community involvement of students through increased opportunity in the school. Enhance school community partnerships such that students take personal responsibility to become positively involved.

Qualitative Actual:

Opportunities for student involvement have increased, as has the profile of those students who have been successful. The achievement level of current grade is exceptional and many have exceeded expectations.

Connections:

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

The District Achievement Plan outlines, amongst other objectives, a commitment by the district to improve academic success rates in students and support the North Vancouver Safe and Caring Schools' initiatives.

The Argyle School Plan reflects these objectives and expands them to include the development of a positive relationship between secondary students and their community.

The Argyle School Plan recognizes the four pillars of instruction, curriculum, assessment and social emotional as well as the universal, targeted and intensive strategies.

The Argyle Family of Schools' Plans seeks to continue to support increased student achievement. The Family of Schools has aligned one school-based professional day and will invite staff committees to collaborate on that day.

- Argyle goal #1 to Improve Writing Skills of Students in Grade 8 remains connected to the Family of Schools writing goal.
- Argyle goal #2 to Improve Success Rates in Math 8 and 9 aligns with the District's Achievement Plan and more recently there was consensus with the Argyle Family of Schools.
- Argyle goal #3 to Strengthen students' foundation for success in future endeavours and within the community speaks both to building community connections and strengthening the sense of personal responsibility for learning and achieving. The Family of Schools supports this goal and we have already begun looking at new ways to collaborate K through 12.

Consultation Process of Argyle Secondary 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 Argyle Secondary School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 6, 2013

	Name	Signature
Chairperson (Principal)	Elizabeth Bell	<i>Original Document signed by SPC Members</i>
Vice Principal	Adam Baumann	
Vice Principal	Kim Jonat	
Parent	Karen Dal-Santo	
Parent	Nancy Larson	
Parent	Louise Watson	
Student	Kendra Finch	
Student	Sara Dal-Santo	

Board Approval of School Plan:

Approved by:

Dr. Pius Ryan, Assistant Superintendent