

**North Vancouver School District**  
**SCHOOL PLAN for 2014–2015**

**School:** Handsworth Secondary School  
**Address:** 1044 Edgewood Road  
North Vancouver, BC V7R 1Y7  
**Phone:** 604-903-3600

**School/Community Context:**

Handsworth Secondary School, situated in the North Vancouver community of Edgemont Village, is an English and French Immersion school with a long history of high levels of academic, fine arts, and athletic and other extra-curricular achievement.

Handsworth students excel academically, including exceeding the provincial averages on all Grade 10, 11, and 12 exams. The school offers a number of advanced placement courses for students who seek the benefits and challenges of higher academic learning. Our graduates attend a wide variety of post-secondary institutions.

Students in Handsworth's fine arts programs excel in representing the school in music, art, drama, and dance, and in festivals and competitions across the country. Handsworth students participate in many different programs and extra-curricular activities. The expansive Handsworth athletics program has a province-wide reputation for excellence, and a large number of Grade 8 to 12 teams compete in the North Shore Secondary Schools Athletic Association.

Handsworth maintains a supportive and safe environment that encourages students to be socially responsible within the school and community. This is achieved by the work of committed staff who strive to ensure Handsworth maintains and improves in all areas at all times, and through strong student leadership and parental involvement. Handsworth parents are quite involved in the school community and work actively and generously to enrich student academic achievement and enhance a wide range of extra-curricular programs.

During the 2012–2013 school year the following Initiative Statement was developed, and it guides much of the work done at Handsworth:

*The Handsworth community develops empowered, innovative, and compassionate learners who serve and lead with curiosity and integrity.*

**Demographics (2013–2014 school year):**

Total number of students: 1463 Male: 735 Female: 728

Grade	8	9	10	11	12
English	192	209	223	238	247
Fr. Imm.	81	71	81	58	62

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
69.78	1% (14)	11% (156)	5% (80)	3% (41)

## Progress Analysis:

### Review of School Goals – Previous Year(s)

**Previous School Plan, Goal 1:** To increase the number of students demonstrating success in reading and writing proficiency based on Grade 10 final grades in English.

**Objective 1.1:** To improve the reading and writing success rates of students in Grade 10 as measured by report card data.

### Trend Data Table

<b>Key Performance Measure:</b> Percentage of Grade 10 students with a final percentage of >60% (C letter grade) in English 10, including provincial exam			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2008			93.24%
2009			89.58%
2010			90.94%
2011			86.94%
2012	91%	95%	91.71%
2013	91%	95%	94.41 %

### Trend Data Analysis: (indicators of progress over time – 1 to 3 years)

Summary of outcomes from 2012 to 2013:

- Results for this goal continue to improve, but are still not quite at the goal level. However, the school's average score on the provincial exam exceeded the district and provincial averages.
- Last year attention was drawn to a possible growing divide between the achievement levels of boys and girls. To date no new data are available to provide information in this area.
- More teaching time was again allocated to English Language Learners (ELL) to provide better support to students who would otherwise struggle in their courses.
- Teaching continues to be guided by Handsworth's relatively new Initiative Statement (see page 1), and increasingly students are being exposed to compelling learning environments that foster empowerment, innovation, compassion, curiosity, and fairness.

In summary, over the course of the last number of years the outcomes have varied significantly, with a pattern of growth starting to show. As a result, the School Planning Council considers it worthwhile to continue with the same goal and to work to establish a pattern of continued improvement, while adding some new elements of intervention.

**Opportunities for Further Development:**

1. Continue providing the necessary support for the additional students who inevitably join the ELL program mid year, i.e., to ensure ELL classes are not too large and that teachers have adequate time for individual students.
2. Continue to develop the Choices Program.
3. Continue to investigate and monitor the possible increase in gender gap.
4. Continue to implement targeted professional and staff development arising out of the school's Initiative Statement (see page 1) and district initiatives.

**Previous School Plan, Goal 2:** To increase the number of students demonstrating success in mathematics based on Grade 10 final grades in mathematics.

**Objective 2.1:** To improve the mathematics success rate of students in Grade 10 as measured by report card data.

**Trend Data Table**

<b>Key Performance Measure:</b> Percentage of Grade 10 students with a final percentage of >60% (C letter grade) in Math 10, including provincial exam			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2008			78.10%
2009			83.51%
2010			74.72%
2011			83.34%
2012	78.77%	80%	87.92%
2013	78.77%	80%	84.27%

**Trend Data Analysis** (indicators of progress over time – 1 to 3 years)

<p>Summary of outcomes from 2012 to 2013:</p> <ul style="list-style-type: none"> <li>• Results from the past few years show a significant pattern of strong results in this area and in the attainment of the goal. The school's average score on the provincial exam exceeded the district and provincial averages.</li> <li>• This is the second year that the new mathematics curriculum has been in effect for the full year in all grades, which makes it difficult to know how much of the change effect is due to new curriculum and methodology or to pure improvement.</li> <li>• With its intention of improving achievement, the Choices Program is well into its second year of implementation; however, due to a number of factors (staff change over) it is too soon to establish the exact effects this program has had.</li> <li>• Last year attention was drawn to a possible growing divide between the achievement levels of boys and girls. To date no new data are available to provide information in this area.</li> <li>• Teaching continues to be guided by Handsworth's relatively new Initiative Statement (see page 1), and increasingly students are being exposed to compelling learning environments that foster empowerment, innovation, compassion, curiosity, and fairness.</li> </ul> <p>In summary, this is the third consecutive year in which the goal has been reached. It is the feeling of the School Planning Council that mathematics should remain a goal area and that the target should be higher, therefore it will move from 80% to 85%.</p>
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## **Opportunities for Further Development**

1. Continue implementing the new mathematics curriculum. The 2014–2015 year will be the third year of the new mathematics curriculum being in place for all levels. Therefore we expect that the teachers' greater familiarity with the curriculum will allow them to set higher standards for student achievement.
2. Continue to develop the Choices Program.
3. Continue to investigate and monitor the possible increase in gender gap.
4. Continue to implement targeted professional and staff development arising out of the school's Initiative Statement (see page 1) and district initiatives.

**Previous School Plan, Goal 3:** To increase the percentage of students contributing to the well-being of the school.

**Objective 3.1:** To increase the percentage of students in Grades 8, 9, and 10 who contribute to the well-being of the school.

**Trend Data Table**

Key Performance Measure	Baseline	Target	Actual
Grade 8 students who report on the Social Responsibility Survey that they “have participated in a group to make school a better place” either “all the time” or “many times”	30%	40%	34.6%

Key Performance Measure	Baseline	Target	Actual
Grade 9 students who report on the Social Responsibility Survey that they “have participated in a group to make school a better place” either “all the time” or “many times”	23%	30%	19.2%

Key Performance Measure	Baseline	Target	Actual
Grade 10 students who report on the Social Responsibility Survey that they “have participated in a group to make school a better place” either “all the time” or “many times”	19%	25%	12.5%

**Trend Data Analysis** (indicators of progress over time – 1 to 3 years)

Summary of outcomes, from 2012 to 2013:

- Unfortunately the timing of the survey used to provide data for this goal is set for early in the school year by the school district. As a result, the data obtained do not reflect on the work that has been put in over the course of the school year. The fall 2014 survey should provide more positive data.

In summary, while much has been done this goal leaves a great deal of room for growth and will continue to be a focus in 2014–2015 and into the future.

**Opportunities for Further Development**

1. Continue the development of opportunities for students to give back to their school.
2. Continue to emphasize the community aspects of Handsworth’s Initiative Statement.

## **School Goals for 2014–2015:**

Based on the review of student achievement using provincial, district, and school evidence, the goals set out in the Handsworth Secondary School Plan for 2013–2014 are:

- 1. To increase the percentage of students demonstrating success in reading and writing proficiency, based on final grades in their Grade 10 English class.**
- 2. To increase the percentage of students demonstrating success in mathematics, based on final grades in their Grade 10 Math class.**
- 3. To increase the percentage of students contributing to the well-being of the school, based on the outcomes of the Safe and Caring Schools Social Responsibility Survey and on Student Service Awards.**

**School Goal 1:**

To increase the percentage of students demonstrating success in reading and writing, based on final grades in their Grade 10 English class.

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**Goal Rationale**

Reading and writing are essential to the foundation of student learning in all areas of the curriculum. The Handsworth community has high expectations for student achievement in reading and writing. Although results in recent years have been acceptably high, results have also fluctuated from year to year. We hope to gain some clarity and thereby facilitate more consistent and better results for students.

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**Objective 1.1**

To improve the reading and writing success rates of students in Grade 10, as measured by final Grade 10 data.

**Strategies/Structures/Resources****Universal**

- Collect and analyze Grade 7 report card data for incoming Grade 8 students, in order to identify at-risk students.
- Continue to provide teachers with cross-curricular reading in-service, including giving some emphasis to employing the Reading 44 Program and strategies that address comprehension skills.
- Support all Grade 8 students by having regular classroom teachers provide students with an overview of effective organizational and study skills.
- Review and enhance students' understanding and use of Reading 44 and Writing 44 strategies.
- Provide students with writing strategies that allow them to respond to a wide variety of purposes and to communicate in a variety of styles.
- Connect purposeful professional and staff development to Handsworth's Initiative Statement.
- Further develop the Peer Mentoring program which connects Grade 7 feeder school students with Grade 11 students to broaden the support network available to those students when they enter Grade 8.

**Targeted**

- Use the following to identify students who do not meet expectations:
  - notes from the Grade 7 transition meetings,

- results from the Grade 7 FSA assessments,
  - marks from term and final report cards, and
  - formal and informal assessments.
- Collect and review student writing samples to monitor student progress at each grade.
  - Discuss and share strategies regarding “at-risk” students at: Grade 8 team meetings, School Based Resource Team (SBRT) meetings, department meetings, and information-sharing sessions.
  - Adapt classroom instruction for Grade 8, 9, and 10 students who do not meet expectations.
  - Continue to provide more supports and course sections to ELL offerings.
  - Use summative and formative evaluations to closely monitor potential gender gaps.
  - Include the potential gender gap issue in future staff development opportunities, as a topic for ongoing discussion, and for evaluation and action if necessary.
  - Provide professional development opportunities that support achievement for both genders.

**Intensive**

- Support identified students through the Learning Centre, the Peer Tutoring Program, and the Choices Program.
- Continue the development of Handsworth’s Choices Program in order to assist in identifying students who struggle in this area and to increase the support available to these students.

**Evidence** (*Quantitative*)

<b>Key Performance Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Percentage of Grade 10 students achieving a final percentage >60% (C letter grade), including provincial Grade 10 English exam	91%	95%	

**School Goal 2:**

To increase the percentage of students demonstrating success in mathematics, based on final grades in their Grade 10 Math class.

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**Goal Rationale**

Mathematics is a critical component in the foundation of a student's academic and learning profile. The Handsworth community has high expectations for student achievement in the area of mathematics. Some students have more difficulty than others in understanding and applying principles and concepts of mathematics. Focusing the school's resources on identifying and supporting students who struggle with mathematics is consistent with the district's goal of improving proficiency in the area of mathematics, and it is consistent with the expectations of the Handsworth community.

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**Objective 2.1**

To improve the mathematics success rate of students in Grade 10, as measured by final Grade 10 Math data.

**Strategies/Structures/Resources****Universal**

- Analyze the North Vancouver Mathematics Assessment's Grade 8 data and implement support strategies to improve the success rates of at-risk students.
- Review with teachers the strategies for differentiated mathematics instruction, such as Math 44 initiatives and instructional integration.
- Encourage students to attend optional tutorials offered by the mathematics teachers before, during, and after school.
- Adapt classroom instruction for Grade 8 students who do not meet expectations.
- Support all Grade 8 students by having regular classroom teachers provide an overview of effective organizational and study skills.
- Connect purposeful professional and staff development to Handsworth's Initiative Statement.
- Further develop the Peer Mentoring program which connects Grade 7 feeder school students with Grade 11 students to broaden the support network available to those students when they enter Grade 8.

**Targeted**

- Using the following to identify students who do not meet expectations:
  - notes from the Grade 7 transition meetings,

- results from the Grade 7 FSA assessments,
- marks from term and final report card marks, and
- formal and informal assessments.
- Provide counselling, to students and parents, to determine the best fit between a student’s mathematics course and their post-secondary plans.
- Regarding “at-risk” students, discuss and share strategies at Grade 8 team meetings, School Based Resource Team (SBRT) meetings, department meetings, and information-sharing sessions.

**Intensive**

- Support identified students through the Learning Centre.
- Continue the development of the Choices Program in order to assist in identifying students who struggle in this area and to increase the support available to these students.
- Implement a Math Skills Development Program, i.e., a Grade 8 and 9 program that provides “one-on-one” support in an effort to improve student numeracy skills.

**Evidence (Quantitative)**

<b>Key Performance Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Percentage of Grade 10 students achieving a final percentage of >60% (C letter grade), including provincial Grade 10 Math exam	78%	85%	

**School Goal 3:**

To increase the percentage of students contributing to the well-being of the school, based on the outcomes of the Safe and Caring Schools Social Responsibility Survey and on Student Service Awards.

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**Goal Rationale**

While there were no specific concerns, it is felt that the school would be well served by having a goal that promotes growth in this important area. When reviewing the Safe and Caring Schools Social Responsibility Survey 2012–2013, the question “Have you participated in a group to make school a better place?” stood out. This question resonates because participation in our school community is a significant component of Handsworth’s Initiative Statement, and because we know that participation positively correlates to school engagement and ultimately leads to success in school.

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**Objective 3.1**

To increase the percentage of students in Grades 8, 9, and 10 who contribute to the well-being of the school.

**Strategies/Structures/Resources****Universal**

- Communicate this goal to students during the start-of-the-year assemblies.
- Connect purposeful professional and staff development to Handsworth’s Initiative Statement, giving particular attention to leadership, service, and community.

**Targeted**

- Work with the Student Council to provide leadership opportunities, intramural activities, and functions for specific grades.
- Work with specific classes (e.g., Athletic Leadership) to provide opportunities for younger grades to contribute to the well-being of the school and community.
- Work with teachers to challenge classes to take on initiatives that contribute to the well-being of the school and community.

**Intensive**

- Identify students who have previously displayed (i.e., in elementary school) positive leadership qualities and encourage them to get involved at Handsworth.

**Evidence (Quantitative)**

<b>Key Performance Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 8 students who report on the Social Responsibility Survey that they “have participated in a group to make school a better place” either “all the time” or “many times”	30%	40%	
Grade 9 students who report on the Social Responsibility Survey that they “have participated in a group to make school a better place” either “all the time” or “many times”	23%	30%	
Grade 10 students who report on the Social Responsibility Survey that they “have participated in a group to make school a better place” either “all the time” or “many times”	19%	25%	

<b>Key Performance Measure</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 8 Students receiving Student Service Awards	4	15	
Grade 9 Students receiving Student Service Awards	7	15	
Grade 10 Students receiving Student Service Awards	12	20	
Grade 11 Students receiving Student Service Awards	16	20	
Grade 12 Students receiving Student Service Awards	11	20	

## Connections

### Connections to the Handsworth Family of Schools' School Plans and/or the District Achievement Plan

The five schools in the Handsworth Family of Schools—Canyon Heights Elementary, Cleveland Elementary, Highlands Elementary, Montroyal Elementary, and Handsworth Secondary—work collaboratively to develop commonalities among the five school plans. The administrations meet on a regular basis to discuss school directions, instructional initiatives, and issues that affect the schools and school communities. School Plans are shared and frequently discussed. This collaborative approach assists with and strengthens the development of the goals, objectives, data sources, and strategies to ensure success for all students.

Over the past six years, the School Planning Councils in the Handsworth Family of Schools have met annually for in-service regarding the process of developing a school plan and to provide an opportunity to share and discuss current goals and objectives. The five schools within the Handsworth Family of Schools share a focus on one or more of the goal areas of reading/writing, mathematics, and safe school/social responsibility.

The school plans from each of the schools within the Handsworth Family of Schools also connect to the District Achievement Contract 2011–14, specifically:

- Goal 1: To improve students' achievement in literacy (Reading: Canyon Heights, Cleveland, Highlands, and Handsworth; Writing: Canyon Heights, Montroyal, and Handsworth), and
- Goal 2: To improve students' achievement in numeracy (Cleveland, Highlands, Montroyal, and Handsworth).

### Consultation Process of Handsworth 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 Handsworth School Plan will be posted on the school web site by October 31, 2014.

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

Date: May 1, 2014

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Mark James	<i>Original Document signed by SPC Members</i>
Parent	Holly Robertson	
Parent	Kathi Hagan	
Parent	Sheri Eastman	
Student (Gr 10, 11, 12 schools only)	Lauren Melliship	

**Board Approval of School Plan:**

*Approved by:*

**Dr. Pius Ryan, Assistant Superintendent  
June 2, 2014**