North Vancouver School District
SCHOOL PLAN for 2012-2013

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 1440 students in grades 8 to 12 and 110 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, as evidenced by the Digital Media Academy, is a leader in 21st century personalized learning. Our innovative Digital Media Program is offered to and attended by students from the entire North Shore.

Argyle is a well-established and respected dual track school with a French Immersion Program of 274 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 opportunities and 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. Argyle students participate in community events and are also 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 (*2011-2012 school year*):

Total number of students: 1440   Male: 728   Female: 701   Cross Enrolled: 11

Number of students per grade

Grade	8	9	10	11	12
English	199	226	231	271	239
Fr. Imm.	38	55	38	72	71

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
70.25	**.6%**	**13%**	**5%**	**2%**

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Progress Analysis:

Review of School Goals – Previous Year(s)

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

Objective 1.1:
To increase the number of students who write effectively though the use of (rubric) formative assessments that provide clear feedback for improvement.

Trend Data Analysis:

The use of rubrics and formative assessment is in place in various classrooms Initial conversation was active in the Spring of 2011 Follow up feedback from teachers is not available at this time (April 2012) due to job action Work on this goal will continue in the next school year Continue focus on this objective in 2012-2013

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 Table:

Key Performance Measure: Grade 8 Writing Sample – Fully meeting or Exceeding Expectation			
	Baseline	**Target**	**Actual**
2011	**13%**	**18%**	n/a
2012	**n/a**	**18%**	

Trend Data Table:

Key Performance Measure: Grade 8 Writing Sample – Meeting Expectation			
	Baseline	**Target**	**Actual**
2011	**54%**	**59%**	n/a
2012	**n/a**	**59%**	

Trend Data Analysis:

A post assessment with the same cohort of students was not conducted in Fall 2011. Review of the success of the strategies that have been implemented was not formally done due to job action but will resume next year. No communication of data to this point (April) Concern for high percentage not meeting expectations Continue focus on this objective in 2012-2013

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The progress in this goal is very difficult to ascertain at a quantitative level given the job action. Qualitatively, the goal is still considered to be worthy of cross-curricular attention and will continue in the next year.

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**.**

   Trend Data Analysis:

2011 marks are unavailable at this time 2012 T1 marks unavailable Enhanced communication between elementary feeder schools and secondary teachers not implemented in 2011 to date (April 2012) Continue focus on this objective in 2012-2013

Objective 2.2:
To increase student success in Math 9.

Trend Data Analysis:

2011 marks are unavailable at this time 2012 T1 marks unavailable Math 9 assessment tool was not used in September 2011 Continue focus on this objective in 2012-2013

 The progress in this goal is very difficult to ascertain at a quantitative level given the job action. Qualitatively, the goal is still considered to be worthy of attention and will continue in the next year.

Previous School Plan Goal 3: To Improve Grade 10 Students' preparation for the increased Academic Demands of Grades 10, 11, and 12

Objective 3.1:
To increase student achievement as reported on mandatory government exam results by 5% of the previous year**.**

Trend Data Table:

Key Performance Measure:	Baseline	Actual	Actual
	June 2010	June 2011	June 2012
Provincial Exam Results – Mean Scores	En10 74% Ma10 70% Sc 10 72% SS 11 78% En 12 74%	79% 75% 77% 83% 79%	

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Trend Data Analysis:

> Goal Setting Survey not completed in September 2011
> Monitoring provincial exams will continue

Objective 3.2:
Increase the number of grade 10 boys achieving honour roll status Grades 10 – 12 as reported by BCesis (British Columbia Electronic Student Information System).

Trend Data Table:

Key Performance Measure: Average number of boys in Gr 10, 11, 12 with Honour Roll Status			
	Baseline	**Target**	**Actual**
2011 - June			16.6%
2012 - June	16.6%	20%	

Trend Data Analysis:

> Trend data is based on independent cohort groups and must be analyzed as such.
> The data represents an average of grade groups.

The progress in this goal is deemed important, however, it was felt that it should be encompassed in a broader goal. A goal to increase student success in both academic and non-academic endeavors in an environment that provides students with an increased sense of personal and community responsibility.

Opportunities for Further Development:

By strengthening the relationship between Argyle and the community, an increase in student achievement and hence, their preparation for the future, as well, as an increase in personal and social responsibility should follow.

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School Goals for 2012-2013:

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Argyle School Plan for 2012-2013 are:

1. **To Improve Writing Skills of Students in Grade 8**

2. **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

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:

To increase the number of students who write effectively though the use of (rubric) formative assessments that provide clear feedback for improvement.

Strategies/Structures:

- The Professional Development Committee continues to encourage increased understanding of plagiarism with staff and students through presentations to the staff and in classrooms
- Continue to use Writing 44 across all subject areas
- The identification of 5 areas that cross curricular rubrics could be used to assess writing skills
- The development of 5 assessment rubrics: Charts, Reports, Definitions, Notes, Summaries

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
A new base line should be established when able to deliver cross grade writing sample.			

Evidence: *(Qualitative)*

Qualitative **Baseline**: Some teachers will have the rubrics and be able to use them as an assessment tool within their classes. We will be gaining feedback from teachers on the effectiveness of these tools to help support writing across the curriculum when able.
Qualitative **Target**: Conversation within the department will continue
Qualitative **Actual**: Job action has effected progress

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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.

Strategies/Structures:

- The English Department will work collegially to establish consistent assessment criteria
- The English Department will continue to implement Writing 44 Strategies in all classrooms
- 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	Target	Actual
Grade 8 Student Writing Sample (107 papers)	Feb 2011	Feb 2012	
# students fully meeting or exceeding expectations	14 (13%)	18%	n/a
# students meeting expectations	58 (54%)	59%	n/a
New Sample pending job action	Sept Feb 2012	Feb 2013	

Evidence: *(Qualitative)*

Qualitative **Baseline**:   Initial sample was concluded with grade 8 students. Cohort is now dispersed and unable to conduct the post assessment as planned.
Qualitative **Target**:   Conversation within the department will continue.
Qualitative **Actual**:   Job action has effected progress

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

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:

To increase student success in Math 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
    o Includes history of intervention/remedial support in math
    o Includes key concepts in Math 7 assessment (using a quick scale)
    o Includes curricular adaptations employed by the math teacher
    o Includes Grade 6 math assessment scores
- Continue to use curricular adaptations and a means to support at-risk math students
- Develop a Math 8 Assessment Tool to be used in September
- 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	Target	Actual
Math 8 Report Card Grades	June 2012	June 2013	June 2013
A			
B			
C+			
C			
C-			
F			

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Evidence: *(Qualitative)*

Qualitative **Baseline**:

The perceptions of the Math 8 and 9 teachers (based on regular meetings and the 2011 Collegial Conferencing Project) suggest a general level of concern for students that fall into two broad categories:
      a) Students working 1-2 grade levels below expectations
      b) Students working >2 grade levels below expectations
Math 8 and 9 teachers concerns within each group fall into three general areas:
      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)

Qualitative **Target**:

Our goal is to enhance the communication between Argyle and our elementary feeder schools to:
      a) Enhance the alignment between schools with respect to:
          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
Our goal is enhance teacher awareness of student readiness for math 8 in September
Emphasize core curricular goals and work habits expectations with students

Qualitative **Actual**: Job action has affected progress.

Objective 2.2:

To increase student success in Math 9

Strategies/Structures:

- Continue to use curricular adaptations and a means to support at-risk math students
- Develop a Math 9 Assessment Tool to be used in September
- 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

Key Performance Measure:	Baseline	Target	Actual
Math 9 Grade Report Card Grades	June 2012	June 2013	June 2013
A			
B			
C+			
C			
C-			
F			

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Evidence: *(Qualitative)*

Qualitative **Baseline**: A new base line will be established with the use of June 2012 marks.
Qualitative **Target**: Conversation within the department will continue
Qualitative **Actual**: Job action has affected progress

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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:

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

Strategies/Structures:

− Further develop Leadership courses which provides opportunity for secondary students to participate with elementary students
− Increase the connection between senior students and elementary students through increased number of invitations for elementary participation in secondary school event such as assemblies, reading groups, sport games and camps.
− 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

Key Performance Measure:	Baseline	Target	Actual
Number of secondary students who participate in a formal leadership role with younger students	25	40	
Number of secondary events to which elementary students are invited	2	4	

Evidence: *(Qualitative)*

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

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 to expand the transition process to include grades other than grade 7 and to increase the general knowledge of staff and parents through presentations in fall 2013

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Qualitative **Actual**:

Objective 3.2:

Increase the sense of student social responsibility within the community.

Strategies/Structures:

− Continue to foster relationship with community through Lynn Valley Life website (insert website)
− Develop community connections to support the community garden project, construction projects and Digital Media projects
− Increase the participation in the Internship program for academic students
− Increase a positive connection between student council and community partners

Key Performance Measure:	Baseline	Target	Actual
Number of accolades from the community	6	12	
Number of complaints from the community	12	6	

Evidence: *(Qualitative)*

Qualitative **Baseline**: Community has raised a litter and loiter problem Local restaurants have raised concerns with student behaviour in their establishments Student participate in Terry Fox Run and other fundraising and awareness raising events Student council has participated in community cleanup
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
Qualitative **Actual**:

Objective 3.3:

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

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- Enhance the transition process to life after high school through relevant conversations in all courses
- Continue to encourage the exploration of careers through project based learning experiences in classes and in extra curricular offerings
- 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	Target for Spring 2013	Actual Spring 2013
Percentage of students who apply for Argyle scholarships.	55%	60%	
Number of opportunities for students to meet with alumni.	2	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.

Plagiarism can be an indication of less than virtuous work habits. Less reported teacher frustration may indicate an increase of students taking personal responsibility for learning.

Qualitative **Target**:

Qualitative **Actual**:

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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 Family of Schools' Plans seeks to continue to support increased student achievement.

- 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 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. This goal is supported by the Family of Schools and we have already begun looking at new ways to collaborate K through 12.

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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, 2012.

School Planning Council Approval of Proposed School Plan:

Date: May 2012

	Name	Signature
Chairperson (Principal)	Elizabeth Bell	
Vice Principal	Adam Baumann	
Vice Principal	Brenda Gilby	
Parent	Karen Dal-Santo	Original Document signed by SPC Members
Parent	Nancy Larson	
Parent	Louise Watson	
Student	Zahid Lalani	
Student	Sara Dal-Santo	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 11, 2012

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