

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

**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 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 through strong student leadership and parental involvement, and the work of committed staff who strive to ensure Handsworth maintains and improves in all areas at all times.

Handsworth parents are quite involved in the school community and work actively to enrich student academic achievement and enhance extra-curricular programs. The generous and active parent community provide students with a wide range of extra-curricular opportunities.

**Demographics (2012–2013 school year)**

Total number of students: 1463

Male: 736

Female: 727

Number of students per grade					
Grade	8	9	10	11	12
English	203	213	223	249	235
French Imm.	77	81	61	63	58

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students (includes gifted)	% International Students	% ELL
69.65	1% (11)	12.6% (185)	5% (75)	2% (35)

## 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%

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

Summary of outcomes from 2011–2012:

- Results from the past year show growth in this area; however, the “actual” measurement is below the stated goal.
- It became clear there is growing interest with regard to a possible differential between boys’ and girls’ results. While no dramatic action is to take place, it is an area worthy of our attention.
- With its intention of improving achievement, the Choices Program is well into its first year of implementation; however, it is too soon to establish the exact effects this program has had.
- More teaching time was allocated to English Language Learners (ELL) to provide better support to students who would otherwise struggle in their courses.
- Staff have spent a significant amount of time this school year developing a renewed school vision:

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

This vision is intended to guide the school’s development of the 21st century skills that students require for success in school and after graduation. The vision aims to provide a basis from which school community partners can better support students and improve achievement.

In summary, over the course of the last 5 years the outcomes have varied significantly, thus leading the School Planning Council to think it worthwhile to continue with the same goal and to work to establish a pattern of 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. Implement targeted professional and staff development arising out of the new school vision.
3. Continue to develop the Choices Program.
4. Investigate potential causes for a reported increase in gender gap and make staff aware of this potential issue.
5. Continue to monitor the reported increase in gender gap, and provide in-service to address the issue if the gap does not decline in the coming years.

**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%

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

Summary of outcomes from 2011–2012:

- Results from the past year show significant growth in this area and the attainment of the goal.
- This is the first 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.
- Half way through the 2011–2012 school year a block of time was added to work with students who are most at risk in mathematics. It is expected that this additional support will result in more success for our at-risk students in mathematics.
- With its intention of improving achievement, the Choices Program is well into its first year of implementation; however, it is too soon to establish the exact effects this program has had.
- Staff have spent a significant amount of time in the 2012–2013 school year developing a renewed school vision:

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

This vision is intended to guide the school's development of the 21st century skills that students require for success in school and after graduation. The vision aims to provide a basis from which school community partners can better support students and improve achievement.

In summary, while the school has achieved the stated goal, over the course of the last 5 years the outcomes have varied significantly, thus leading the School Planning Council to think it worthwhile to continue with the same goal until such time we are sure the pattern is more stable.

## Opportunities for Further Development

1. Continue development with the new mathematics curriculum. The 2013–2014 year will be the second 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 further their growth and set higher standards for student achievement.
2. Continue to pull out and support at-risk mathematics students from the start of the year.
3. Implement targeted professional and staff development arising out of the new school vision.
4. Continue to develop the Choices Program.
5. Investigate potential causes for a reported increase in gender gap, and make staff aware of this potential issue.
6. Continue to monitor the reported growth in gender gap, and provide in-service to address the issue if the gap does not decline in the coming years.

## **School Goals for 2013–2014**

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.**

**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 new mission/vision statement (currently in final stages of creation).

**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.
- Add 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 new mission/vision statement (currently in final stages of creation).

**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.
- 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.

**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%	80%	

**School Goal 3:**

To increase the percentage of students contributing to the well-being of the school.

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**Goal Rationale**

Handsworth and the School Planning Council have decided for the first time to implement a goal from the safe and caring domain. This is due in part to the increased awareness of the importance of students' personal safety as well as the importance of providing continuity from our feeder schools which each have a goal in this domain. While there were no specific concerns arising in 2012–2013, it is felt that the school would be well served by adding 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 new school vision, 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.
- Alter the formation of homerooms to be multi-grade (by alpha), thus providing multi-age groupings that would facilitate mentoring relationships among students.
- Connect purposeful professional and staff development to Handsworth's new mission/vision statement (currently in final stages of creation), 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.

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%	

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%	

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%	

## 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 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 Handsworth 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 3, 2013

	<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	Sterling Megas	
Student	Lauren Melliship	

**Board Approval of School Plan:**

*Approved by:*

**Dr. Pius Ryan, Assistant Superintendent**