

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

**School:** Ecolé Secondaire Argyle Secondary  
**Address:** 1131 Frederick Road  
North Vancouver, BC V7K 1J3  
**Phone:** 604-903-3300

**School/Community Context:**

Ecolé Secondaire Argyle Secondary School in the North Vancouver School District is located in Lynn Valley. The school enrolls 1322 students in grades 8 to 12 and over 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. Last year, 65% of our Grade 12 students graduated with honours compared to 49% provincially and 57% in the District. Argyle is strongly engaged with 21<sup>st</sup> 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 with a current enrolment of 242 students. 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 one of the highest rates 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 (2013-2014 school year):**

Total number of students: 1322 Male: 681 Female: 641 Cross Enrolled: 30

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English								
Fr. Imm.								

Grade	8	9	10	11	12
English	178	207	220	248	227
Fr. Imm.	70	57	34	50	31

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>69.752</b>	<b>0.8</b>	<b>16.0</b>	<b>5.0</b>	<b>2.8</b>

## Progress Analysis:

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

**Previous School Plan Goal 1:** To improve writing skills of students in Grade 8 and 9.

#### Objective 1.1

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

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

- New model of teacher leadership established. A Department Head assigned to support teachers in this area.
- Grade 8 English teachers collaborated on common writing goals and a cross-grade writing assessment was marked collaboratively. Data will be used within the Department to plan for 2014/2015 year.
- CI Day focused on student assessment including formative assessment.
- Principal has met with English teachers to discuss formative and summative assessment practices at the classroom level.

#### Objective 1.2

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.

#### Trend Data Table:

<b>Key Performance Measure: Report Card Marks</b>			
12-13 English 8 Cohort - % of Total	<b>Baseline (Dec 12)</b>	<b>Target (June 2014)</b>	<b>Actual (Jun 2013)</b>
A	<b>35.91</b>	<b>36</b>	<b>33.5</b>
B	<b>35.91</b>	<b>36</b>	<b>26.5</b>
C+	<b>10.81</b>	<b>12</b>	<b>16.9</b>
C	<b>9.65</b>	<b>10</b>	<b>11.9</b>
C-	<b>5.79</b>	<b>5</b>	<b>10.0</b>
I/F	<b>2.70</b>	<b>1</b>	<b>1.2</b>

**Trend Data Table:**

<b>Key Performance Measure: Report Card Marks</b>			
12-13 English 9 Cohort - % of Total	<b>Baseline (Jun 12)</b>	<b>Target (June 2014)</b>	<b>Actual (Nov 2013)</b>
A	<b>23.95</b>	<b>30</b>	<b>33.8</b>
B	<b>32.05</b>	<b>35</b>	<b>35.6</b>
C+	<b>11.11</b>	<b>15</b>	<b>12.6</b>
C	<b>17.52</b>	<b>10</b>	<b>7.9</b>
C-	<b>14.10</b>	<b>7</b>	<b>7.5</b>
I/F	<b>1.28</b>	<b>3</b>	<b>2.9</b>

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

- Teachers continue to work with students on writing utilizing a 3-year plan in preparation for the English 10 Provincial Exam.
- Grade 9 cohort (current Grade 10's) suggest a general trend upwards in terms of achievement. Review of English 10 Provincial results will provide additional data.

**Previous School Plan Goal 2:** To improve success rates of students in Math 8, 9, and 10.

**Objective 2.1**

Improve transition practices from Grade 7 to Grade 8.

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

- Argyle administration and teachers continue to work with Elementary feeder schools to improve the readiness of students transitioning to the school for Grade 8.
- Improvements made to the Transition Form and articulation process to gain a deeper understanding of student learner profiles.
- Learning Services Program and Counsellors collaborate to identify student needs and share with Grade 8 Math teachers.
- Department Head with responsibility for Mathematics curriculum, instruction, and assessment has been provided release time to work with Elementary colleagues. Further release time to be provided in 2014/2015.
- School District has developed a Transition Guide as a resource.

## Objective 2.2

To increase student success from Grade 8 to 9 to 10.

### Trend Data Table:

<b>Key Performance Measure:</b> Report Card Marks			
2011-12 Math 8 Cohort - % of Total	<b>Baseline (Jun 12)</b>	<b>Target (Jun 2014)</b>	<b>Actual (Mar 2014)</b>
A	17.1	20	27.6
B	32.4	30	25.1
C+	17.1	20	16.3
C	14.8	15	13.8
C-	12.9	10	11.8
I/F	5.7	5	5.4

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

- Students achieving a letter grade of a C+ or better increased 3% over the three years.
- Students receiving a C- or F letter grade decreased slightly over the three years.
- Student placement in a math course in Grade 10 that aligned to a greater degree with their educational needs supported a higher level of academic success.

**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 Table:

<b>Key Performance Measure:</b>			
	<b>Baseline (2011-12)</b>	<b>Target (2013-14)</b>	<b>Actual (May 2014)</b>
Number of secondary students who participate in a formal leadership role with younger students.	50	100	106
Number of teachers involved – indication of more students involved.	2	7	10
Number of secondary events to which elementary students are invited.	2	4	5

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

- Increase in number of staff connecting with colleagues and students at the Elementary level. For example, Metalwork teacher teaching a grade 3 class and Department Head working with Elementary colleagues on assessment.
- Increase in events that Elementary students have been invited to attend. For example, Japanese Fair, The Sustainability Expo, Santa's Breakfast, and Grade 7 tours.

### Objective 3.2

Increase the sense of student social responsibility within the community.

#### Trend Data Table:

Key Performance Measure:			
	Baseline (2011-12)	Target (2013-14)	Actual (May 2014)
Number of formal accolades from the community.	5	12	8
Number of formal complaints from the community.	12	6	5
Number of students enrolled in Internship – indication of community involvement and career exploration.	0	30	15

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

- Football Program – Pumpkin Patch and Lions Christmas Trees
- Counselling Department – City of North Vancouver
- Royal Canadian Legion – Remembrance Day Service and Poppy Sales
- Environmental Club – Sustainability Expo
- Justice Education Society of BC – Law 12 class
- Leadership Class – BC Children’s Hospital
- Argyle Music Program – Media highlights for Music Tour
- Complaints from the community from two sources; students smoking in residential areas and litter on Baird Street.
- Enrollment in Internship increasing next year (approximately 40 students)
- YPI with Planning 10 classes

### Objective 3.3

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

#### Trend Data Table:

Key Performance Measure:			
	Baseline (Spring 2012)	Target (2013-14)	Actual (May 2014)
Percentage of students who apply for Argyle Scholarships.	55%	55%	43%
Number of opportunities for students to meet with alumni.	2	5	1

#### Opportunities for Further Development:

The NVSD44 “4 Pillars” approach - curriculum, assessment, instruction, and social/emotional learning continue to be guiding principles in the development of the school plan. Starting this year, a greater emphasis on utilizing staff and professional development time has supported this direction. School goals continue to support enhancing student achievement, but a deeper understanding of the importance of school engagement and relevance are influencing the development of extracurricular opportunities that connect students to their school and local community.

The BC Ministry of Education has initiated Transforming Curriculum and Assessment in order to promote student achievement, increase graduation rates, and give teachers the opportunity to be creative and innovative in the classroom. Future plans will be able to look at ways to support this change.

## **School Goals for 2014-2015:**

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

- 1. To improve success rates in academic classes.**
- 2. To improve the enrolment (involvement in) elective courses and extracurricular activities (including clubs and athletics)**

**School Goal 1:**  
**To improve success rates in academic classes.**

**Goal Rationale:**

While all classes require students to have effective literacy and numeracy skills, classes that are traditionally academic in nature demand these skills for student success. 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. 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.

**Objective 1.1:**

To increase 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 as measured by Grade 10 2013/14 cohort report card grades in English and Social Studies courses (Humanities).

**Strategies/Structures/Resources:**

- Teachers in the Humanities will continue to implement Writing 44 Strategies.
- Teachers will review assessment data to determine areas of improvement.
- Teachers will discuss interdepartmentally effective strategies and areas to target for the next year.
- English teachers will develop cross-grade writing assessments that will be marked collaboratively.
- Socials teachers will meet to develop instructional strategies that support the conventions of language.

**Evidence:** *(Quantitative)*

Key Performance Measure: English 10 - 2013/14	Baseline (Nov 13)	Target	Actual
A	32.9%	20%	
B	35.4%	30%	
C+	12.9%	30%	
C	8.8%	15%	
C-	7.9%	3%	
I/F	2.1%	2%	



Key Performance Measure: Socials 10 - 2013/14	Baseline (Nov 13)	Target	Actual
A	19%	20%	
B	28%	30%	
C+	14%	30%	
C	12%	15%	
C-	14%	3%	
I/F	13%	2%	

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>Baseline of achievement in Humanities courses established from Term 1 (November 2013) report card grades.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>Providing remediation for at-risk students and enrichment for students requiring more challenge will be discussed at the Departmental level. The philosophy of mastery learning established target percentages. Goal is that 80% of students are achieving a C+ grade or better.</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>Click here to type qualitative ACTUAL comments</li> </ul>

**Objective 1.2:**

To increase student awareness and understanding of the application of numeracy skills as measured by success rates in Mathematics and Science classes from grade 10 through 12.

**Strategies/Structures:**

- Teachers in the Math & Sciences will continue to implement Math 44 Strategies.
- Use curricular adaptations to support students.
- Use assessment adaptations to support students.
- Promote instructional strategies that relate math and science concepts to students' lives.
- Review report card data on an on-going basis and provide feedback to teachers.
- Provide grade 8 achievement data to elementary teachers.
- Use Learning Services staff to assist classroom teachers in adapting curriculum, instruction and assessment for students not at grade level in mathematics.

**Evidence:** *(Quantitative)*

Key Performance Measure: Math 10 – 2013/14	Baseline (Nov 13)	Target	Actual
A	26%	20%	
B	27%	30%	
C+	16%	30%	
C	12%	15%	
C-	14%	3%	
I/F	5%	2%	

Key Performance Measure: Science 10 – 2013/14	Baseline (Nov 13)	Target	Actual
A	23%	20%	
B	28%	30%	
C+	12%	30%	
C	10%	15%	
C-	20%	3%	
I/F	7%	2%	

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>– Baseline of achievement in Math and Science courses established from Term 1 (November 2013) report card grades.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>– Providing remediation for at-risk students and enrichment for students requiring more challenge will be discussed at the Departmental level. The philosophy of mastery learning established target percentages. Goal is that 80% of students are achieving a C+ grade or better.</li> </ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"> <li>– <a href="#">Click here to type qualitative ACTUAL comments</a></li> </ul>

## School Goal 2:

**To increase the enrolment (involvement in) elective courses and extracurricular activities (including clubs and athletics).**

### 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. Argyle provides a wide variety of elective courses that students can take that support this ideal.

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 2.1:

To increase positive connections between secondary students and elementary students at all grade levels and between the Secondary and Elementary schools staff and parents.

#### Strategies/Structures/Resources:

- Further develop courses that provide opportunities for secondary students to engage with elementary students.
- Continue with activities that connect Leadership Class students to Elementary students.
- Continue with activities that connect Social Justice class students to Elementary students.
- Continue with activities that connect Music Program to Elementary students.
- Review existing Grade 7/8 Transition model to improve communication amongst schools and parents.
- Support program development that integrates K-12 activities including teacher collaboration.

#### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Number of students who participate in a formal leadership role with younger students.	100	130	
Number of teachers involved in events connecting to Elementary students.	10	12	
Number of secondary events to which Elementary students and parents are invited.	5	6	

**Evidence:** *(Qualitative)*

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Developing a school culture that promotes service and volunteerism will support this initiative. Certain elective courses like Social Justice and Leadership include this goal in part of their program.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- A greater belief from students that school and life are measured not just by their academic success and course marks. Develop further students' understanding of the desired skills and attributes of an Argyle student.</li></ul>
<p><b>Qualitative Actual:</b></p> <ul style="list-style-type: none"><li>- <a href="#">Click here to type qualitative ACTUAL comments</a></li></ul>

**Objective 2.2:**

To increase the number of extracurricular (athletics and clubs) opportunities for students as measured by the number of groups and student participants especially at Grade 8, 9, 10.

**Strategies/Structures:**

- Educate students about the variety of opportunities and types of extracurricular activities available at Argyle. For example the Argyle Club Fair.
- Collaborate as a staff to develop and promote extracurricular activities for students.
- Recognize students for their extracurricular pursuits through yearly awards ceremonies.
- Educate students and parents about the positive benefits of being involved in extracurriculars.
- Support clubs through PAC and the school to allow for special events and activities.

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Number of Clubs	20	25	
Number of Student Participants (Clubs)	240	300	
Number of Athletic Teams	50	50	
Number of Student Participants* (Athletics)	890	900	

\* Roster spots – some students participate on more than one team.

**Evidence:** *(Qualitative)*

**Qualitative Baseline:**

- Argyle has a tradition of extracurricular involvement in athletics and clubs. There has also been an increase in student interest relating to service and volunteerism. The number of students involved is indicative of roster spots. A number of our student athletes participate on more than one team.

**Qualitative Target:**

- Students have more flexibility and choice regarding their pathway to graduation. A positive connection to the school the student attends has a positive correlation to academic success and attendance. Increasing the percentage of students participating in extracurricular activities is hoped to support ongoing improvements in student achievement.

**Qualitative Actual:**

- [Click here to type qualitative ACTUAL comments](#)

## Connections:

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

In the Argyle Family of Schools, we have a common goal of developing a socially responsible and connected community. We share the value of promoting leadership and engagement as a way to foster in students a sense of belonging and responsibility toward their school community. That same sense of connectedness is also promoted across the Family of Schools.

Specific initiatives we share in this endeavour include:

- Regularly scheduled FOS Administrative team meetings
- Shared annual Curriculum Implementation Days
- Common use of the North Vancouver School District Social Responsibility Survey
- Promotion of leadership and service to the school community through activities such as Student Council, and at the FOS level, through initiatives such as the Social Justice and Argyle Student Leadership Program (ASLP) programs. Through the ASLP, secondary students mentor their elementary counterparts in a variety of curricular and extra-curricular activities, such as classroom support and after-school athletics
- Lynn Valley Days Parade, DMA youth expo, the EdCamp at the LV library coming up, students on the library advisory committee, etc.
- Other connections between Argyle and its feeder elementary schools include:
  - o Grade 7 to 8 articulation and transition activities
  - o Shared extra-curricular activities, such as the zone band concert
  - o Curriculum support or enrichment in areas such as Math, French Immersion, Writing, Engineering and Foods & Nutrition (these will vary from year to year)
- We further encourage connections with the broader community through initiatives that vary within our Family Of Schools, such as:
  - o Participation in the Lynn Valley Days Parade
  - o Christmas tree decorating at Lynn Valley Mall
  - o Digital Media Academy Youth Expo
  - o Visits from the Lynn Valley librarian and/or participation in the Lynn Valley Library Ed. Camp
  - o Secondary students serving on the Library Advisory Committee
  - o Seniors' visits to Boundary for Brown Bag Lunch
  - o Strong Start Program
  - o Ready Set Learn
  - o Use of local facilities:
    - Karen Magnussen Rec Centre
    - Centennial Theatre
    - Lynn Canyon Ecology Centre

**Consultation Process of Argyle 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 Ecolé Argyle Secondary 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

Name		Signature
Chairperson (Principal)	John McGowan	<i>Original Document signed by SPC Members</i>
Vice Principal	Kim Jonat	
Vice Principal	Justin Wong	
Parent	Nancy Larson	
Parent	Louise Watson	
Parent	Sandra Bridgman	
Student	Mikaela Kautzky	
Student	Kendra Finch	

**Board Approval of School Plan:**

*Approved by:*

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