

North Vancouver School District SCHOOL PLAN for 2015-2016

School: Ecole Secondaire Argyle Secondary

Address: 1131 Frederick Road
North Vancouver, BC V7K 1J3

Phone: 604-903-3300

School/Community Context:

Ecole Secondaire Argyle Secondary School in the North Vancouver School District is located in Lynn Valley. The school enrolls approximately 1300 students in grades 8 to 12 and has approximately 100 staff members. 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, 67% of our Grade 12 students graduated with honours compared to 60% provincially.

Argyle is strongly engaged with 21st century personalized learning and meaningful assessment practices. Argyle also developed and hosts the innovative Digital Media Academy which is attended by students from the entire North Shore and piloted the Skill Exploration course.

Argyle is a well-established and respected dual track school with a French Immersion Program with a current enrolment of 266 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 (2014-2015 school year):

Total number of students: 1350 Male: 694 Female: 656 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	165	185	225	235	260
Fr. Imm.	77	57	52	34	46

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
66.37	1.0	13.0	6.0	2.0

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan

School Goal 1:

To improve success rates in academic classes.

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).

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

Key Performance Measure: English 10 - 2013/14	Baseline (Nov 13)	Target	Actual (T2 15) ⁵⁾
A	32.9%	20%	22.6
B	35.4%	30%	34.3
C+	12.9%	30%	14.7
C	8.8%	15%	9.4
C-	7.9%	3%	10.6
I/F	2.1%	2%	8.3

Key Performance Measure: Socials 10 - 2013/14	Baseline (Nov 13)	Target	Actual (T2 15) ⁵⁾
A	19%	20%	29.2
B	28%	30%	31.8
C+	14%	30%	8.0
C	12%	15%	7.2
C-	14%	3%	14.0
I/F	13%	2%	9.8

Given the disruption of the labour dispute of the end of year 2013-2014 and the beginning of 2014-2015, the accuracy of data is in question. Also noted is that T2 marks will include a high number of *Incompletes* that will drive the I/F category up in comparison to year-end marks. The efforts of teachers is consistent in terms of increasing student awareness of literary skills but the coordination between teachers was hampered by the disruption early in the year. Since that time, collaboration has been more evident, especially with regards to final year assessment planning.

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.

Evidence: (Quantitative)

Key Performance Measure: Math 10 – 2013/14	Baseline (Nov 13)	Target	Actual (T2 15) ⁵
A	26%	20%	26.7
B	27%	30%	25.0
C+	16%	30%	8.3
C	12%	15%	10.4
C-	14%	3%	15.8
I/F	5%	2%	13.8

Key Performance Measure: Science 10 – 2013/14	Baseline (Nov 13)	Target	Actual (T2 15) ⁵
A	23%	20%	23.7
B	28%	30%	28.6
C+	12%	30%	9.4
C	10%	15%	13.2
C-	20%	3%	12.4
I/F	7%	2%	12.8

Given the disruption of the labour dispute to the end of year 2013-2014 and the beginning of 2014-2015, the accuracy of data is in question. Also noted is that T2 marks will include a high number of *Incompletes* that will drive the I/F category up. That said, there was consistency in the approach to increase the application of numeracy skills. While this goal focused on the application of skills at from grade 10 to 12, there was also a growing awareness of the need to support students from grade 8 to 10. As such, the Education Fund was utilized to create a part-time teaching position to support students through pull out, tutoring and classroom support. This position was implemented in March 2015 and will be reviewed in June 2015.

School Goal 2:**To increase the enrolment and involvement in elective courses and extracurricular activities (including clubs and athletics).****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.

Key Performance Measure:	Baseline	Target	Actual
Number of students who participate in a formal leadership role with younger students.	100	130	125
Number of teachers involved in events connecting to Elementary students.	10	12	10
Number of secondary events to which Elementary students and parents are invited.	5	6	10

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.

Key Performance Measure:	Baseline	Target	Actual
Number of Clubs	20	25	22
Number of Student Participants - estimate (Clubs)	240	300	250
Number of Athletic Teams	50	50	44
Number of Student Participants - (Athletics)	890	900	650

Participation in extra curricular courses is a good indication of involvement of students in the school and with such involvement, we assume there to be higher achievement levels for those students. This assumption is based on past experience of many educators. However, to seek simply an increase in the number of clubs and teams is somewhat misleading when there is a decrease in the overall student population. A measure of percentage involvement would be a better measure of involvement and could be considered for future plans. We should note that we have also been faced job action last spring and this fall, which may have residually impacted the offering of some activities for this year.

Anecdotally, the participation level of students is still very high and the experiences they have are reported by students to be a key component of a the positive experience at school. Involvement in extracurricular activities does encourage students to extend the learnings of the classroom into the community and this is an area of student development that should be maintained.



In May of 2015, the Argyle Wellness Club provided an opportunity for students to share “What I love about Argyle”. The comments below are a representation of the stickies above.

1. In Argyle, I appreciate when they have fun activities in the gym at lunch. Also, I like how the announcements are fun.
2. The teachers who actually care and understand the stress and are able to be flexible.
3. I enjoy the new waste system.
4. It has a nice ambiance.
5. J'aime les gens dedans Argyle, ils sont gentils.
6. I appreciate that my friends and I feel welcome and supported when we come to school every day.
7. I really appreciate the sense of family and acceptance I feel when I walk through the halls.
8. I enjoy the sports programs.
9. I like the wide variety of classes to choose from.
10. I like that I feel safe in this school and that it's real friendly.
11. Argyle got a big heart.
12. I love the cafeteria cookies.
13. I love all the smiles.
14. It has a really excellent team of counsellors.
15. I love the Argyle choir.
16. Something I like about Argyle is how supportive and kind everyone is to each other. I'm proud to be a Piper.
17. Yo aprecio la clase de espanol porque es la unica clase que es divertida!
18. I love the library. It's one of my favourite places to be.
19. I appreciate Argyle's support of the traditional arts and new digital media arts.
20. I appreciate the hard working teachers.
21. Argyle is diverse & all-inclusive.
22. I have a great locker.

Opportunities for Further Development:

School goals continue to support the enhancement of student achievement such that all students are prepared for their futures after high school in the best possible way.

The NVSD44 “4 Pillars” approach - curriculum, assessment, instruction, and social/emotional learning continue to be guiding principles in the development of the school plan. Strategies for implementation vary on a universal, targeted and intensive focus as necessary and an emphasis on utilizing staff and professional development time supports this direction.

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.

The core competencies of thinking, communication and personal and social, along with literacy and numeracy foundations and essential content and concepts, are at the center of the redesign of curriculum and assessment. A Family of Schools understanding of the new curriculum, together with the innovative possibilities of implementation, will support increased achievement of students as we strive to best prepare students for their futures.

A focus at Argyle includes building a deeper understanding of how the importance of school engagement and relevance are provided through extracurricular opportunities that connect students to their school and local community.

The potential of a new school building within a 5-year time-line is an incentive to review program design and delivery in terms of pedagogically sound physical environment as well as student opportunities. The planning process is one that requires collaboration and consultation between staff, students, parents and the community.

School Goals for 2015-2016:

Based on the understanding that we wish students at Argyle to be prepared for their next steps in life, the goals set out in the School Plan for Ecolé Secondaire Argyle Secondary are:

- 1. To improve success rates of students through collaborative planning based on the 4 pillars of education and 3 core competencies of the BC curriculum.**
- 2. To improve the relevance of study for students through connecting classroom, district and the community initiatives.**

School Goal 1:

To improve success rates of students through collaborative planning based on the four pillars of education and 3 core competencies of the BC curriculum.

Goal Rationale:

Effective and collaborative planning between staff enhances creative and relevant curriculum interpretation and instruction based in foundational skills. Communicating and thinking are core components of both academic and non-academic courses.

As such, 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 thinking skill necessary for all students in their schooling and beyond. Numeracy can be defined as the combination of mathematical knowledge, problem solving, and communication skills required by all persons to function successfully within our increasingly technologically driven world.

Note:

Qualitative evidence is reported in a broad context for Objective 1.1 and 1.2.

Quantitative evidence of student success is measured over time using the School Examination trends data as provided for the year 2013/2014.

Objective 1.1:

To work collectively to foster meaningful and authentic planning for student success **universally** applied across the curriculum.

Strategies/Structures/Resources:

CURRICULUM

Staff to increase knowledge and understanding of the intended core competencies within the new curriculum through workshops and presentations and develop applications within their courses

INSTRUCTION

Staff will continue to collaborate within and across departments to build knowledge and application of instructional concepts, tactics and skills that enhance communication skills, thinking skills and personal/ social development

ASSESSMENT

Staff will continue to investigate, create, implement and share varied methods of formative and summative assessment

SOCIAL EMOTIONAL

Staff will continue to gain and share knowledge and understanding of mental health literacy

Objective 1.2:

To work collectively to foster meaningful and authentic planning for the success of students with **targeted and intensive** support.

Strategies/Structures/Resources:

CURRICULUM

Planning is underway for a new delivery model for grade 8 French Immersion, which will include the integration of language and social studies curriculum into a Humanities program.

INSTRUCTION

Tutorial and classroom support for math at grade 8 and 9 was initiated in the spring of 2015 and will be reviewed for possible continuation in the fall of 2015.

ASSESSMENT

Final assessment process for June 2015 was altered on the basis of a review of assessment practices such that students have a balanced approach for demonstrating knowledge for year-end reporting. Staff will continue to collaborate on the topic of assessment practices in light of the new curriculum.

SOCIAL EMOTIONAL

A Boys Groups for selected grade 8 and 9 was begun in spring of 2015 and will continue in development through the fall of 2015. The group offers a safe environment for social emotional discussion and is lead by the BSW and YEW staff.

Evidence: (Qualitative)

Staff participation in the application of the new broad based curriculum will affect all students universally. A goal of the implementation is to increase the relevancy of the curriculum for students, perhaps on a cross departmental basis. The concept of teaching the Core Competencies will drive the teaching of students such that final marks in provincial courses increases over time.

Providing remediation for at-risk students and enrichment for students requiring more challenge continues to be discussed at the Departmental level. The philosophy of mastery learning dives target percentages – the goal is that 80% of students are achieving a C+ grade or better.

Evidence: (Quantitative) **TREND DATA 2004-2014** – Based on Provincial Exams

ENGLISH 10

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Exam Mean Score										
<i>School</i>	70.7	74.0	74.0	74.9	77.0	74.6	71.8	72.7	75.5	72.3
<i>District</i>	72.9	73.2	73.3	73.9	74.3	71.8	71.4	71.7	75.4	71.1
<i>All Public</i>	69.3	71.1	70.4	71.0	70.4	69.0	69.1	69.9	71.7	69.6
School Mean Score										
<i>School</i>	74.8	73.0	76.6	75.2	74.7	73.3	76.4	75.8	75.4	75.1
<i>District</i>	73.5	72.8	74.4	73.5	73.4	73.5	74.9	75.1	75.3	76.1
<i>All Public</i>	71.5	71.0	71.0	71.3	71.7	72.0	72.5	72.7	73.2	73.3
Final Mean Score										
<i>School</i>	74.0	73.2	76.2	75.1	75.1	73.6	75.4	75.2	75.4	74.6
<i>District</i>	73.4	72.9	74.2	73.5	73.6	73.2	74.2	74.4	75.3	75.2
<i>All Public</i>	71.0	71.0	70.9	71.2	71.4	71.4	71.8	72.1	72.9	72.6

FOUNDATION OF MATH 10

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Exam Mean Score										
<i>School</i>	na	na	na	na	na	na	71.1	70.3	67.1	69.8
<i>District</i>	na	na	na	na	na	na	70.2	69.5	67.9	69.6
<i>All Public</i>	na	na	na	na	na	na	68.2	68.9	68.4	69.9
School Mean Score										
<i>School</i>	na	na	na	na	na	na	76.3	76.7	76.6	74.9
<i>District</i>	na	na	na	na	na	na	72.6	73.5	75.0	74.9
<i>All Public</i>	na	na	na	na	na	na	71.9	72.0	73.1	72.9
Final Mean Score										
<i>School</i>	na	na	na	na	na	na	75.2	75.4	74.7	73.9
<i>District</i>	na	na	na	na	na	na	72.1	72.7	73.6	73.8
<i>All Public</i>	na	na	na	na	na	na	71.2	71.4	72.1	72.3

SCIENCE 10

	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Exam Mean Score										
<i>School</i>	71.0	67.6	65.3	71.2	74.4	72.3	70.7	69.8	71.1	69.5
<i>District</i>	68.8	65.0	64.2	69.7	73.0	71.9	69.4	69.8	70.9	69.3
<i>All Public</i>	64.6	62.3	61.6	66.1	70.3	69.5	67.4	68.1	69.3	68.1
School Mean Score										
<i>School</i>	74.7	75.0	75.1	75.2	72.0	70.8	74.1	72.2	72.7	72.0
<i>District</i>	74.4	73.4	74.6	74.1	72.7	73.0	74.4	74.8	74.9	75.9
<i>All Public</i>	72.0	70.9	70.8	71.0	71.0	71.5	72.2	72.4	73.3	73.4
Final Mean Score										
<i>School</i>	74.0	73.5	73.1	74.4	72.4	71.1	73.4	71.8	72.4	71.5
<i>District</i>	73.3	71.7	72.5	73.2	72.8	72.8	73.0	73.8	74.1	74.6
<i>All Public</i>	70.5	69.2	69.0	70.1	70.0	71.1	471.2	71.6	72.5	72.3

SOCIALS 11

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Exam Mean Score										
School	na	70.9	69.5	75.1	71.0	75.2	72.0	75.0	72.5	72.3
District	na	70.0	69.6	74.5	70.9	74.0	71.5	72.6	73.0	73.1
All Public	na	68.8	68.3	70.5	67.8	70.2	68.2	69.3	70.3	70.1
School Mean Score										
School	na	75.9	76.3	75.6	74.9	76.5	74.9	75.7	76.9	76.8
District	na	73.3	73.7	73.1	72.7	74.2	74.1	74.7	75.9	76.1
All Public	na	73.6	72.8	72.4	72.8	73.3	73.6	73.8	74.7	74.9
Final Mean Score										
School	na	74.9	75.0	75.5	74.1	76.2	74.3	75.6	76.0	75.8
District	na	72.6	72.9	73.4	72.3	74.2	73.5	74.3	75.3	75.5
All Public	na	72.4	71.1	72.0	71.8	72.7	72.5	72.9	73.8	73.9

ENGLISH 12

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Exam Mean Score										
School	74.5	72.9	72.5	71.7	71.3	72.5	74.2	70.2	74.2	70.7
District	71.0	73.0	70.8	71.3	68.7	70.3	73.1	70.2	71.8	70.5
All Public	70.9	70.6	69.5	69.5	66.8	68.5	69.2	68.8	69.9	69.0
School Mean Score										
School	76.1	75.7	79.1	77.1	77.6	76.8	78.7	77.1	78.9	78.6
District	74.8	75.6	76.2	76.1	75.7	75.7	77.0	76.8	77.8	77.8
All Public	73.2	73.4	73.7	74.0	74.2	74.6	75.1	75.2	75.7	76.0
Final Mean Score										
School	75.4	74.6	76.5	75.0	75.1	75.1	76.9	74.3	77.1	75.5
District	73.3	74.6	74.0	74.2	72.9	73.5	75.5	74.2	75.4	74.9
All Public	72.3	72.3	72.0	72.2	71.3	72.2	72.8	72.6	73.4	73.2

Trend Date indicates fairly consistent results over time. School scores tend to be slightly above both district and provincial averages. Variances are often a result of the relative strength of a cohort group.

School Goal 2:

To improve the relevance of study for students through connecting classroom, Family of Schools District and the community initiatives.

Goal Rationale:

The preparation of students for life after school is one 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.
- To host a common FOS Professional Day for all schools in the Argyle Family

Evidence: (Qualitative)

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">• 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.
<p>Qualitative Target:</p> <ul style="list-style-type: none">• 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.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">• With the new provincial curriculum comes a renewed emphasis on the K to 12 approach to education. The Argyle Family of Schools have embraced this continuum through staff participation at the CI Day at which we learned of core competencies of the new curriculum and participated in a joint Ed Camp experience.• The connection between the staff at Argyle and the Elementary school staffs enhances the connections between the students. There continue to be opportunities for secondary and elementary students to interact and there is a growing understanding that this participation is advantageous to younger students and to the secondary students. On several

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, general assemblies and website.
- Collaborate as a staff to develop and promote extracurricular activities for students.
- Recognize students for their extracurricular pursuits through yearly awards ceremonies and on the website.
- Educate students and parents about the positive benefits of being involved in extracurricular activities.
- Support clubs through PAC and the school to allow for special events and activities.

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:

- There is no question that student participation in extra curricular activities continues to be a central focus at Argyle. That said, a strictly numeric evaluation does not accurately represent the positive payoffs from involvement. As the enrollment at Argyle declines, the raw number of students participating is bound to be reflective of the decline - a percentage calculation would most likely indicate a continuance of high involvement.
- Certainly from a purely anecdotal perspective, the students who are most involved in extra curricular activities report to fully enjoy their school experience. The Family of Schools reports a very positive experience for the elementary students with whom the secondary students are involved – as coaches and classroom volunteers. The PAC continues to financially support extra curricular activities in the school allowing for extended

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 Professional Day planned for April 18, 2016
- 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 including a joint assembly
 - 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 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 Ecole Argyle Secondary School Plan will be posted on the school web site by October 31, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 15, 2015

	Name	Signature
Chairperson (Principal)	Elizabeth Bell	<i>Original Document Signed by SPC Members</i>
<u>Vice Principal</u>	<u>Kim Jonat</u>	
<u>Vice Principal</u>	<u>Greg Hockley</u>	
Parent	Lindsay Dawkins	
Parent	Louise Watson	
Parent	Susie Chant	
Parent	Cheryl Wahl	
Student	Sara McKibben	
Student	Michael Kidd	
Student	Kendra Finch	

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015