

North Vancouver School District

Handsworth Secondary School Plan 2003 – 2007

FEATURES OF HANDSWORTH SECONDARY SCHOOL

Address: 1044 Edgewood Road, North Vancouver, BC V7R 1Y7
Phone: 604-903-3600
Principal: Mrs. Olga Woodland

Total number of students: 1388

Number of students per grade								
Grade	8	9	10	11	12			
English	227	226	227	243	222			
Fr. Imm.	71	53	60	32	27			

Percentage of Aboriginal Students: 0.2%
Percentage of Special Education Students: 4.2%
Percentage of Gifted Students: 8.6
Percentage of ESL Students: 1.9%

Number of Teachers and Administrators: 65.3 (Total FTE)

SCHOOL GOALS

The School's main focus is improving student achievement.

Based upon the priorities of the North Vancouver School District as identified in the District Performance Plan and the review of student achievement using Provincial, District and School classroom performance data, the goals (3 goals maximum) set out in this School's plan for 2003 - 2007 are:

- To improve reading and writing proficiency of all students from grades 8 to 12
- To maintain/improve success rates of all students in Mathematics from grades 8 to 12
- To provide a safe and caring learning environment for all students



SCHOOL DISTRICT GOAL 1: To improve reading proficiency of students

SCHOOL PLAN GOAL 1: To improve reading and writing proficiency of all students from grades 8 to 12

ANALYSIS/RATIONALE:

Reading and writing are the foundation of student learning in all areas of the curriculum. The Handsworth community has high expectations for student achievement in reading and writing; individual students continue to require reading and writing support. Data indicates a strong performance by Handsworth students in reading and writing. A review of the data provided by FSA results, term marks, and final report cards determined that there is a small percentage of students that do not meet expectations. Additionally, this goal aligns with the District goal of improving reading proficiency.

DATA SOURCES USED IN CONDUCTING THE ANALYSIS:

Foundation Skills Assessment (FSA) Results, Grade 7 Articulation Meeting Notes, Term and Final Report Card Marks, Reading Assessment Device (RAD) and the *School Examinations Trends*.

OBJECTIVES:

- 1.1 To identify the current grade 8, 9, and 10 students who are not meeting expectations in reading and writing and to provide support for those students.**

Strategies:

- Identify readers and writers from grade 7 who do not meet expectations through FSA results and articulation meetings
- Identify readers and writers who do not meet expectations through classroom assessments including Term and Final Reports
- Collect and review student-writing samples to monitor student progress
- Identify readers and writers in grade 8 who do not meet expectations through the RAD*
- Adapt classroom instruction to address the RAD results for grade 8 students
- Co-ordinate instructional in-service focused upon student vocabulary acquisition in all subject areas
- Support identified students through the Learning Centre
- Connect and maintain home support from parent partners and their children
- Discuss and share strategies regarding students at risk at grade 8 team meetings, department meetings, and information sharing sessions
- Continue to support identified students through an English Skills Development Program***

**Reading Assessment Device (RAD): An assessment which covers three main areas of reading: comprehension, strategies and analysis (inferences). Students in Grade 8 complete a pre-test. Humanities teachers then focus on instruction using Reading 44 strategies. Students are then given a post-test. Performance Standards rubric is used for assessment.*



****English Skills Development Program: A program focused on Grade 8 and Grade 9 students, which provides “one-on-one” support in an effort to improve student reading and writing skills.*

Key Performance Measures:

Baseline:

May 2002 FSA Results of students meeting and exceeding expectations:

- Grade 8: 92%

2003- 2004

- Students in grades 8 to 10 identified as needing assistance via their English marks for terms one and two.

2005-2006: New grade 8 cohort group started – term one identified 4 students failing Humanities (or at risk of failing). After term one intervention, 2 students are still failing (1 chooses not to attend the program).

Target:

June 2007: Ensure that all identified students are provided with an opportunity to obtain additional support in reading and writing and improve success rates for these students in meeting or exceeding expectations in reading and writing.

Actual:

Grade 8 English Skills Program Results

2003-2004

- 15 Humanities 8 students were identified by their failing grade in term one
- Students received one hour per week of small group reading strategy intervention.

2004-2005

- 13 students from the grade 8 cohort group identified above remain enrolled at Handsworth
- All of those 13 students are currently passing English 9

2005-2006

- 13 students from the original cohort group remain enrolled at Handsworth
- 11 of those 13 students are currently passing English 10

2006-2007

- 10 students from the original group remain enrolled at Handsworth
- All 10 students are currently passing English 11

A new cohort group was established in 2005-2006 for new grade 8 students

- 4 students were identified as failing or not meeting expectations in Humanities

2006-2007

- All 4 students from this new cohort group remain enrolled at Handsworth
- All 4 students are currently passing English 9



Grade 9 English Skills Program Results

2003-2004

- 4 English 9 students were identified by their failing grade in term two
- Students received one hour per week of small group reading strategy intervention

2004-2005

- All 4 students from the grade 9 cohort group identified above remain enrolled at Handsworth
- All of those 4 students are currently passing English 10

2005-2006

- 3 out of the 4 students from the original group remain enrolled at Handsworth
- Of that group, 1 student is not passing English 11

2006-2007

- 3 students from the original group remain at Handsworth
- Of the 3 students, 1 is not passing English 12

OBJECTIVE:

1.2 To maintain or improve reading and writing proficiency of all students from grades 8 to 12

Strategies:

- Collect and review student-writing samples to monitor student progress
- Co-ordinate instructional in-service focused upon student vocabulary acquisition in all subject areas
- Continue to provide a Study Skills Workshop for parents and students facilitated by Terry Small
- Continue to offer to all parents a study skills evening facilitated by Handsworth staff
- Continue to provide cross-curricular reading in-service, employing the Reading 44 Program and strategies with an emphasis on reading comprehension skills
- Support all grade 8 students by providing a Study Skills Program*
- Connect and maintain home support from parent partners and their children
- Review and enhance students' understanding and use of Reading 44 strategies at all grade levels
- Provide writing strategies for students to respond to a wide variety of purposes and to communicate in a variety of written styles
- Maintain the current status and continued upgrading of trained English teachers
- Continue Provincial examination preparation in the English 10 curriculum

***Study Skills Program: A program in which all Grade 8 students participate in order to improve their organization and study techniques*

Key Performance Measures:

Baseline: 2005 Final English Report Card Marks – Students meeting and or exceeding expectations:

- Grade 8 99.7%
- Grade 9 96.3%
- Grade 10 97.1%
- Grade 11 98%



2006 Grade 10 Provincial Exam Results

- Exam Mean Score 75.9%
- School Exam Mark 74.8%
- Pass Rate 99.2%

Target:

June 2007: Maintain or increase success rate

Actual:

Final English Report Card Marks

Student Group	2006	2007
2007 Grade 8		
2006 Grade 8	98%	
2006 Grade 9	99%	
2006 Grade 10	98%	
2006 Grade 11	98%	

Grade 10 Provincial Exam Results

Provincial Exam Results	2006	2007
Exam Mean Score	75.9%	
School Exam Mark	74.8%	
Pass Rate	99.2%	

OBJECTIVE:

1.3 Maintain or increase the success rate of students writing the English 12 provincial exam.

Strategies:

- Maintain an independent study of literature for students enrolling in Senior English
- Continue Provincial examination preparation in the English 12 curriculum
- Review and enhance students' understanding and use of Reading 44 strategies at the Senior English/Graduate level
- Provide writing strategies for students to respond to a wide variety of purposes and to communicate in a variety of written styles
- Maintain the current status and continued upgrading of trained teachers of Senior English

Key Performance Measures:

Baseline:

2002 School Results:

- Exam Mean Score 72%
- School Mark 75%
- Participation Rate 97%
- Pass Rate 93%

Target:

May 2007: Maintain or increase success rate



Actual:

2003-2004-2005-2006 School Results:

- Exam Mean Score 73% / 72% / 73%/73.5%
- School Mark 77% / 76% / 78%/79.4%
- Participation Rate 97% / 95% / 101.4%(Note 3)/94.8%
- Pass Rate 91% / 95% / 100%/99.2

The school met and exceeded its target.

SCHOOL DISTRICT GOAL 2: To improve success rates in Mathematics

SCHOOL PLAN GOAL 2: To maintain/improve success rates of all students in Mathematics from grades 8 to 12

ANALYSIS/RATIONALE:

At Handsworth we believe that Math competency is a critical life skill. The data indicates strong performance of Handsworth students in Math. Given the consistently high performance of our students, our aim is to maintain the 2002 grade 7 FSA success rate of 93% of the cohort group through to grade 12.

DATA SOURCES USED IN CONDUCTING THE ANALYSIS:

FSA Results, Grade 7 Articulation Meeting Notes, Report Card Marks, Handsworth Grade 8 September Test Assessment Results, District Grade 8 Math Test Assessment Results, Grade 8 Mid-Term Results, and the *School Examinations Trends*.

OBJECTIVE:

2.1 Improve articulation (transition of students from elementary to secondary school) within the Handsworth Family of Schools

Strategies:

- Arrange and participate in joint meetings between Handsworth Secondary and its feeder schools to collaborate on best practices to support student learning
- Attend transition meetings to obtain information on students “at-risk”
- Establish a contact at each feeder school
- Share strategies and ideas with feeder school teachers, such as Differentiated Instruction, Math 44 implementation strategies and Multilevel Learning
- Identify “at-risk” students and monitor their progress

Key Performance Measures:

Baseline:

May 2004: No strategies were implemented

Target:

May 2007: Continue transition progress and sharing of ideas

Actual:

May 2005: No data available as the elementary schools chose not to participate in the common professional day initiative. A representative of the Math Department attended each articulation meeting



May 2006: All strategies were implemented

May 2007: All strategies were implemented

OBJECTIVE:

2.2 Monitor all grade 8 students' progress in Mathematics, particularly in September and October of each year

Strategies:

- Analyze all of the FSA feeder school results to identify a focus group of students needing support
- Analyze North Vancouver Mathematics Assessment for Grade 8s and implement support strategies to improve the success rates of these students
- Review strategies for differentiated instruction, such as Math 44 initiatives, and Instructional Integration
- Encourage students to attend optional tutorials offered by the Math teachers before, during, and after school
- Enlist the help of Peer Tutors
- Make study guides available to all students
- Continue to support identified students via the *Math Strategy Intervention* *

* *Math Strategy Intervention: A program focused on Grade 8 and Grade 9 students, which provides "one-on-one" support in an effort to improve student math skills.*

Key Performance Measures:

Baseline:

May 2002: The percentage of students who met expectations as indicated in the numeracy component of the FSA in 2002:

- Grade 8: 93%

June 2003 / 2004 / 2005/ 2006(Note: No scores are available this year due to scanning problems. This was district wide): North Vancouver Mathematics Assessment Grade 8

Overall:	68% / 69% / 77.2%
Number:	71% / 69% / 79%
Shape & Space:	68% / 58% / 76%
Patterns:	66% / 66% / 77%
Probability and Statistics:	61% / 70% / 74%

2005-2006: New grade 8 cohort group established for the Math Skills Program

- 12 students were identified as struggling and at risk of failing the year (by math department and term one report cards)

Target:

June 2007: Ensure that all identified students are provided with an opportunity to obtain additional support in Math skills and improve success rates for these students in meeting or exceeding expectations.



Actual:

Grade 8 Math Skills Program Results

2003-2004

- 13 Math 8 students were identified by their failing grade in term one
- Students received one hour per week of small group Math Strategy Intervention*

2004-2005

- 11 students from the grade cohort group identified above remain enrolled at Handsworth
 - 9 of those 11 students are currently passing Math 9
 - 2 of those 11 students are currently passing Math 9N (modified)

2005-2006

- 11 students from the grade cohort group identified above remain enrolled at Handsworth
 - 1 is currently failing Math 10
 - 6 are currently passing Math 10
 - 1 is borderline achievement in Math 10
 - 3 are enrolled in and passing Essentials Math 10

2006-2007

- 9 students from the original cohort group remain enrolled at Handsworth
 - are passing Principles of Math 11
 - 2 are passing Essential of Math 11
 - 2 are failing Principles of Math 11
 - 1 is retaking and struggling with Math 10
 - 1 is no longer enrolled in Math at Handsworth

Grade 9 Math Skills Program Results

2003-2004

- 10 Math 9 students were identified by their failing grade in term two
- Students received one hour per week of small group Math Strategy Intervention

2004-2005

- 9 of the 10 students from the grade 9 cohort group identified above remain enrolled at Handsworth
 - 3 of those 9 students are currently passing Math 10
 - 1 of those 9 students continues to struggle with Math 10
 - 5 of those 9 students are enrolled in and passing Essentials of Math 10

2005-2006

- 7 students from the original cohort group remain enrolled at Handsworth
 - 1 student is not taking Math at Handsworth
 - 2 students are enrolled in and passing in Essentials of Math 11
 - 1 student is enrolled in and passing Math 11S
 - 3 students are enrolled in Principals of Math 11 and are not meeting expectations

2006-2007

- 4 students from the original cohort group remain enrolled at Handsworth
 - 2 students successfully completed essentials of Math 11
 - 1 student successfully completed Principles of Math 11S
 - 1 student is not enrolled in Math at Handsworth



A new cohort group was identified in 2005-2006

- 12 students were identified as failing or not meeting expectations in Math 8
- These students participated in the Math Strategies Program and met 1 or 2 times per week

2006-2007

- All 12 of the new cohort group remain enrolled at Handsworth
- Of the original 12 students
 - 7 are currently passing Math 9
 - 1 is currently failing Math 9
 - 2 are currently passing Numeracy Math 9
 - 2 are repeating Math 8 and are failing

OBJECTIVE:

2.3 Increase the success rate of students writing the Principles of Math 10 provincial exam.

Strategies:

- Analyze the Grade 10 results as to School, District, and Provincial results.
- Continue to do a review with students using a Math 10 package organized by the Math 10 teachers

Key Performance Measures:

Baseline:

2006 School Results

- Exam Mean Score 72.7%
- School Mark 60.9%
- Pass Rate 93.5% (93.3 District) (92.6 Provincial)

Target:

- **June 2007:** To maintain or improve on the baseline participation rates and school exam results as reported in the *School Examination Trends*

Actual:

- **June 2007:**

2.4 To monitor the participation and success rate of Grade 12 students relative to the Principles of Math 12 course

Strategies:

- Analyze the Grade 12 results as to School, District, and Provincial results.

Key Performance Measures:

Baseline:

2002 Participation Rate 53%

2002 School Exam Results

- Exam Mean Score 79%
- School Mark 73%
- Pass Rate 97%

Target

- **June 2007:** To maintain or improve on the baseline participation rates and school exam results as reported in the *School Examination Trends*



Actual:

2003 – 2004- 2005- 2006 Participation Rate

- 53% / 54% / 61%/58.7%

2003-2004-2005-2006 School Results

- Exam Mean Score 79% / 79% / 74.8%/72.9%
- School Mark 77% / 79% / 79.9%/77.7%
- Pass Rate 98% / 93% / 97.6%/95.9%

SCHOOL DISTRICT GOAL 3: To provide safe and caring school learning environments

SCHOOL PLAN GOAL 3: To provide a safe and caring learning environment for all students

ANALYSIS/RATIONALE:

Students' learning and achievement is affected by how safe they feel at school. Based on the data from the *Safe and Caring School Assessment* the *Ministry Satisfaction Survey*, and the *Safe Schools Social Responsibility Survey (SSRS)*, Handsworth Secondary School has set, as a priority, four objectives (as identified in cooperation with the District 44 initiative) using the *Safe and Caring Schools Performance Standards*.

DATA SOURCES USED IN CONDUCTING THE ANALYSIS:

- Safe & Caring School Assessment 2002 through 2005
- Ministry Satisfaction Survey 2002 through 2006
- Safe Schools and Social Responsibility Survey 2005-2006

OBJECTIVES:

3.1 To review/revise/ and implement a Code of Conduct based on Safe & Caring School: A Guide for Schools.

Strategies:

- Establish a Handsworth advisory group on the School Code of Conduct
- Annually review and, when necessary, update the School Code of Conduct with the involvement of staff, students, and parents
- Hold at least two assemblies a year to review the School Code of Conduct
- Send the School Code of Conduct to parents with the August mail-out
- Present in September the School Code of Conduct to new parents and students through the "grade 8 meet the teachers night"
- Implement Handsworth's new PRIDE Code (Perseverance/Respect/Integrity/Determination/Excellence)
- Display the PRIDE Code throughout the school including all classrooms and the Gallery area
- Review the PRIDE Code at the Parents' Programming Meetings
- Encourage a Handsworth PRIDE Day in combination with Spirit Week; include classroom activities promoting Handsworth PRIDE



Key Performance Measures:

Baseline:

- **Safety and Caring Schools Survey - September 2002:** 96% report Minimally meets/meets/exceeds expectation in the aspect of Code of Conduct (knowledge and understanding awareness)
- **Safe Schools Social Responsibility Survey - Spring 2006:** 63% of students surveyed in the SSSRS “agree” or “strongly agree” that, “the adults in my school have talked to us about the school code of conduct.” (13% undecided; 14% disagree or strongly disagree)
- **Satisfaction Survey – Spring 2006:** 66% of grade ten students surveyed answered “many times” or “all of the time” to the question, “do you know what your school’s expectations are for student behaviour?”

Target:

- **Safe and Caring Schools Survey - January 2007:** Maintain or improve baseline results.
- **Safe Schools Social Responsibility Survey – Spring 2008 :** Increase “agree” or “strongly agree” responses by at least 10%.
- **Satisfaction Survey – Spring 2007:** Increase “many times” or “all of the time” responses by at least 10%.

Actual:

Safety and Caring Schools Survey

- **September 2003:** 96.2% meets/exceeds expectations in the aspect of Code of Conduct
- **September 2004:** 97.8% meets/exceeds expectations in the aspect of Code of Conduct
- **September 2005:** 98.6% meets/exceeds expectations in the aspect of Code of Conduct
- **September 2006:** No data is available for this year as the District has moved the survey date from September to April

OBJECTIVES:

3.2 To develop, revise and implement Emergency/Critical Incident procedures used in the School

Strategies:

- Establish a leadership group to review and revise where necessary the existing Emergency procedures and protocols
- Educate Staff and students on Emergency and Critical Incident Procedures
- Practice emergency procedures with staff and students at least nine times per year; including a “lock down” drill (Code 3)
- Practice a “lock down” drill (Code 3) by April 30 , 2007
- Implement District protocol on Evacuation and Dismissal Procedures for controlled release of students



Key Performance Measures:

Baseline:

- No data available at this time

Target:

- **April 2007:** Handsworth will be meeting all strategies

Actual:

- **April 2004:** All Strategies were implemented
- **April 2005:** All Strategies were implemented
- **April 2006:** All Strategies were implemented
- **April 2007:** All Strategies were met and outcomes were met

OBJECTIVES:

3.3 To revise, develop and implement programs on violence prevention

Strategies:

- Promote awareness of violence prevention curriculum through staff development and teacher workshops such as Non-Violent Communication and Defusing Conflict
- Use Planning courses to implement violence prevention curriculum
- Provide students with education programs such as Safe Teen
- Review school violent incident data to determine whether there are any recurring issues that need to be addressed

Key Performance Measures:

Baseline:

Satisfaction Survey 2002 Grade 10:

- "Do you feel safe at school?"
- *Many Times / All the Time 83%*

Safe Schools Social Responsibility Survey - Spring 2006:

- "I feel safe at school?"
- *Most of the time / Always 86%*

Target:

- **2007:**
- Improve Handsworth's 2002 Satisfaction Survey question result to 90%
- Improve Handsworth's 2006 Safe Schools Social Responsibility Survey question result to 90%

Actual:

Satisfaction Survey 2003 / 2004 / 2005 / 2006

- 80% / 81% / 84% / 87%

OBJECTIVES:

3.4 To develop and implement programs to increase student social responsibility particularly regarding racial discrimination and sexual harassment.

Strategies:

- Promote awareness of survey results through parent, staff and student meetings as well as news letters and student assemblies
- Form a Safe School Social Responsibility Survey Committee
- Use the 2007 Student Empowerment Audit to be used to gather more data



- Working with Student Council to promote positive social responsibility
- Hold at least two assemblies a year to review the School Code of Conduct – highlight social responsibility
- Continue to offer programs which actively educate students positive social interaction and social responsibility
- Ask the District Student Leadership Council to promote a district leadership conference with a speaker who can address social responsibility
- Continue to offer courses and promote extracurricular events, such as the International Festival, that raise awareness of multiculturalism

Key Performance Measures:

Baseline:

- **2006 Safe Schools and Social Responsibility Survey:** Percent of Students indicating “once a month” or “ every week or more” in response to the following questions:

At Handsworth:

“How often have you taken part in ...

- Telling jokes about someone’s race or culture – 45%
- Using swear words when mentioning a race or cultural group – 30%
- Telling others that certain racial or cultural groups are dangerous – 27%
- Calling someone racist names – 24%
- Making someone feel bad about his/her sexual orientation – 13%
- Calling someone gay, fag, lesbian, or something similar – 53%
- Saying someone did not seem masculine or feminine enough – 44%
- Making unwelcome or crude comments about someone’s body or their sexual behaviour – 31 %

Target:

- **2008: Safety and Social Responsibility Survey:** Decrease student response results by 50% or more

Actual:

- **2008:** Safe and Social Responsibility Survey Results:

3.5 To develop and implement programs to increase feelings of student engagement and belonging at the school

Strategies:

- Promote awareness of survey results through parent, staff and student meetings as well as news letters and student assemblies
- Form a Safe and Caring Schools’ Committee to review survey results and advise school administration and staff committee.
- Continue to promote student leadership initiatives in the school such as student council, grad council, student directed writing and scripting of plays, leadership in music and other programs.
- Continue to review the school’s code of conduct regularly with staff, students, and parents
- Work with Student Council to promote participation in the governance of the school in areas that are applicable as outlined in the student code of conduct
- Promote and encourage Career Education through courses such as Planning.
- Continue to offer courses and promote extracurricular events, such as the Heritage Fair and Math contests which promote student engagement



Key Performance Measures:

Baseline:

- **2006** Safe Schools and Social Responsibility Survey: Percent of Students indicating “agree” or “strongly agree” in response to the following questions:

At Handsworth:

- Students work together to solve problems 42%
- Students have a say: 36 %
- I know my school's code of conduct: 51%
- I feel like I belong: 64%
- Other students accept me as I am: 81 %
- Adults in my school treat students fairly - 49%
- My feelings are recognized by at least one adult in my school - 47%

Percent of students indicating answering affirmatively to the following question:

“How often have you...

- Participated in a group to make school a better place” - 32 %
- Led or organized an activity at your school - 22 %

Target:

- **2008:** Safe Schools and Social Responsibility Survey: Increase student response results by 50% or more

Actual:

- **2008:** Schools and Social Responsibility Survey Results



- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- Handsworth presently has fewer than five aboriginal students and has put in place a plan to meet the educational needs of these students.
- A summary of the approved Handsworth Secondary School Plan will be posted on the school web site by October 31, 2007.

KEY DATES

May Submission of Proposed School Plan for Approval
June Approval Deadline
October Approved School Plan Summary posted on District Website

**Proposed School Plan
School Planning Council Approval**

Date: April 30, 2006

	Name	Signature
Chairperson (Principal)	Olga Woodland	<i>Original Document signed by all SPC Members listed</i>
Student	Darian Arman	
Student	Malcolm Horne	
Student	Sierra Megas	
Parent	Jo Ann Bayley	
Parent	Dawn Strong	
Parent	Kim Moen	

Board Approval

Approved by:

***Bryn Roberts, Assistant Superintendent
June 5, 2007***



PROGRESS ANALYSIS

As part of the initial School Plan (2003 – 2004), goals were established as well as time-lines and key performance measures. One of the key performance measures was the FSA Assessment from Grade 7 and again in Grade 10. The FSA Assessment in Grade 10 is discontinued and will not be available in the future. Consequently Handsworth is using the Math 10 and English 10 Provincial Exam results to track student achievement.

In 2004 to 2007, the following adjustments were made to the Plan:

Revised and Expanded the English Goal Objectives and Strategies to make it more inclusive
Revised and expanded Goal Number Three to encompass all objectives of a Safe and Caring School and the Safe Schools and Social Responsibility Surevey

Removed all Grade 10 FSA Information

Goal 1 reflects the addition of the Reading Assessment Device.

Revised and expanded “Baseline”, “Target”, and “Actual” of School Plan Goals 1 and 2 to reflect the addition of the English Skills Program and Math Strategies Interventions at the Grade 8

STRUCTURE

As part of the School Plan, a Study Skills Program has been added to the Life Skills Program so that all grade 8 students will participate. The expectation is that students will learn skills that they can apply to all curricular areas and future studies. These skills will be reinforced on a yearly basis.

Staffing has been added to continue a remedial program. A teacher will be assigned to work with students who are not meeting expectations in Math and English.

A math specialist continues to be part of the Elementary Articulation Team.

The Handsworth will continue to meet regularly to review and share teaching strategies in an effort to enhance the alignment of the grade 7 and 8 curricula in an effort to increase student achievement and ease the transition to High School.

TECHNICAL NOTES

There were no significant changes to the Handsworth School Goals. The changes made were for the purpose of clarity and inclusiveness in Goal 1.

Two new objectives were added to Goal 3 as a result of the Safe Schools and Social Responsibility Survey results.

Strategies for each of the objectives were revised where necessary for clarity and intent.

Some objectives were combined for clarity purposes and to reduce repetition.

All references to Grade 10 FSA results were removed.

Notes:

1. The term “Meets & Exceeds Expectations” refers to students who achieve 50% or better.
2. The term “Meets & Exceeds Expectations” refers to students who achieve 50% or better.

