

**North Vancouver School District  
SCHOOL PLAN  
2011-2012**

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

**School/Community Context:**

Argyle Secondary School in the North Vancouver School District is located in Lynn Valley. The school houses approximately 1482 students in grades 8 to 12 and 110 staff. Argyle is noted for its breadth, depth and high standards of excellence in academics, fine and technical arts, applied skills and athletics.

Argyle is the home to and the abundance of curricular and co-curricular programmes. 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. Our innovative Digital Media Program makes Argyle a leader in 21<sup>st</sup> century learning and we are pleased to offer a Digital Media Academy to students from the entire North Shore. We offer a well established and respected French Immersion Program with 296 students currently enrolled. These students will graduate with a bilingual Dogwood Diploma. Currently, there are approximately 600 students enrolled in our music program that includes concert bands, jazz bands, strings and choirs. As well, our athletic program offers diverse opportunities and a high rate of student participation in the North Vancouver School District.

Many opportunities are provided for student leadership both in the school and the community. Argyle students participate in community events and are also involved in many volunteer activities that benefit others both locally and globally.

Argyle is rich in spirit and culture, which is evident through student department 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:**

Total number of students: 1482

Grade	8	9	10	11	12
English	207	209	257	245	258
Fr. Imm.	52	39	72	74	59

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
67.41	.83%	12.2%	3.8%	3.3%

## Progress Analysis:

### Review of School Goals – Previous Year 2009-2010

This section identifies the previous year's three school goals and provides a summary of the achievement towards these goals up to the current school year. Some of the Goals and Strategies were implemented and will be carried forward in the 2010-2011 Plan.

#### **Previous School Plan Goal 1: To Improve Students' Writing Skills Across the Curriculum**

The progress analysis for this goal is inconclusive. Although many of the strategies outlined were practiced, the gathering of data as indicated in the plan did not take place as there was no pre and post assessment done. The Writing Task Force is comprised of 4 teachers working in English, Science, French Immersion, and Library, and one Administrator. The Task Force reported that it was too cumbersome and maybe even a bit unrealistic to acquire quantitative measure on a yearly basis on the number of students presently registered at Argyle. The Writing Task Force, in consultation with the District's School plans' Review Team, agreed that the school, if we choose to maintain this goal, focus on one cohort group, for example grade 8 students only. The School Planning Council continues to support a writing goal with the adaption of focussing on one grade cohort group. It is worthy to report however that there has been much discussion amongst the staff of an improvement in students' attitude towards writing. This is the result of the continued support of Argyle's Professional Development Committee making this a focus for teacher Professional Development. A Supporting Student Transition Committee has been investigating how we can better support the transition of students from grade 7 to 8, and 8 to 9 specifically in the area of English. This committee is comprised of two grade 8 English Teachers, one former English Department Head, and one Administrator.

#### **Previous School Plan Goal 2: To Increase Students' Sense of Responsibility and Academic Achievement**

The progress analysis for this goal is positive. Between teacher initiated strategies on helping students, counsellor discussions with students taking appropriate and achievable courses, and tutorial programs, there is a noticeable improvement in student achievement in Provincial Examinable courses as outlined below. Worthy of mention is the improvement in Math 10, Socials 11, and English 12 between the baseline (2008) and the actual for 2010.

<b>Key Performance Measures:</b>	<b>Baseline</b>	<b>Actual</b>	<b>Actual</b>
	June 2008	June 2009	June 2010
Provincial Exam Results - Mean Scores	En 10 75%	77.0%	74.3%
	Ma 10 69%	68.0%	70.0%
	Sc 10 71.2%	74.4%	72.1%
	SS 11 75%	71.0%	78.0%
	En 12 72%	71.3%	74.0%

In addition, there was significant improvement in overall attendance. The 2010 year was an anomaly in that many students were absent for reasons such as H1N1 and the Olympics. It is worthy to note, however, that this measure is an indirect indicator and does provide an indication of improvement in both academic achievement and student behaviour and its relationship to the objective.



Grade	8			9			10			11			12		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Total Students	336	263	260	293	334	258	314	307	329	328	344	319	304	318	318
# missing > 30 classes	116	95	54	129	59	102	92	184	120	136	240	158	144	243	168
%	34.52%	36.12%	20.77%	44.03%	17.66%	39.53%	29.30%	59.93%	36.47%	41.46%	69.77%	49.53%	47.37%	76.42%	52.83%

	2009	2010	2011
Total Students	1575	1566	1484
# missing > 30 classes	617	821	602
%	39.17%	52.43%	40.57%

**We will continue to indirectly monitor Goal 2 as part of the 2010-2011 Goal 3.**

### **Previous School Plan Goal 3: To Increase Students' Sense of Empowerment**

The goal and objectives were met and exceeded in some areas. Although we had not received quantitative data to report as the Satisfaction Survey results are not yet available, it is important and encouraging to note the following results from the Safe and Caring Schools Social Responsibility Survey 2010/2011:

- **#13 Do you know what your school's expectations are for student behaviour? 82% = yes**
- **#59 I know my school's code of conduct? 61% = yes**
- **#50 Have you participated in a school club or group? 48 % = yes (I believe that some students who participate in athletics did not answer positively to this as they may not have thought that athletics was included in this category)**

In addition, student sense of leadership in the school is quite evident this year. Student council has had a much higher profile through activities/events they have sponsored and clubs they have formed. Worthy of mention are the following clubs: Cancer, Multicultural, Schools for Africa and Spark Clubs. The Leadership and Social Justice Club has held a high profile not only in the school but also in our community through their participation and leadership in volunteering and fundraising for those less fortunate. The Social Justice Club is also engaged in the school and district Green Initiative Plan. These groups and many others have been positive role models and encourage students to 'get on board' and participate.

### **Opportunities for Further Development**

Based on the needs of the school as reported by the staff and students, Argyle will continue with Goal 1 with some adaptation; we will combine Goals 2 and 3 as many of the objectives and strategies are of a similar nature. We will also introduce a new goal this year, a math goal. Through discussions with math teachers, parents, and our FOS administrators, it became evident that such a goal would be beneficial to the students at Argyle.

### **School Goals:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Argyle School Plan for 2010-2011 are:

- 1. To Improve Writing Skills of Students in Grade 8**
- 2. To Improve success rates of students in Math 8 and Math 9**
- 3. To Improve Grade 10 Students' preparation for the increased Academic Demands for Grades 10, 11, and 12**

## **School Goal 1: To Improve Writing Skills of students in Grade 8**

### **Goal Rationale:**

The ability to write clearly in order to communicate effectively is an important skill to develop throughout high school. Writing can be used as a tool to express and evaluate a deeper conceptual understanding across the curriculum. As a staff and community we believe that it is crucial to identify and support those students who are not yet meeting Grade 8 expectations in writing and to provide enrichment to those who are meeting and exceeding grade level expectations in writing.

### **Objective 1.1**

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

### **Strategies / Structures:**

- The Professional Development Committee presented a workshop to all teachers in September on Writing across the curriculum
- Continue to use Writing 44 across all subject areas
- The identification of 5 areas that cross curricular rubrics could be used to assess writing skills
- The development of 5 assessment rubrics: Charts, Reports, Definitions, Notes, Summaries

### **Evidence:**

#### **Baseline:**

Cross curricular teachers will have the rubrics and be able to use them as an assessment tool within their classes. We will be gaining feedback from teachers on the effectiveness of these tools to help support writing across the curriculum.

### **Objective 1.2**

To improve student awareness of the conventions of language, including sentence mechanics, and spelling, and the effective use of structural elements such as style, flow, formatting and organization of writing.

### **Strategies/Structures:**

- The English Department will work collegially to establish consistent assessment criteria
- The English Department will continue to implement Writing 44 Strategies in all classrooms
- A post assessment will be conducted in Fall 2011 with the same cohort of students to review the success of the strategies that have been implemented
- The Grade 8 English teachers will communicate with grade 9 English teachers areas of concern and effective strategies that have been implemented this school year.



**Evidence:**

The Key Performance Measures of Writing:

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>Grade 8 Student Writing Sample (107 papers)</b>	<b>Feb 2011</b>		
# of students fully meeting or exceeding expectations	14 (13%)	18%	
# of students meeting expectations	58 (54%)	59%	

<b>School Goal 2: Improve Success Rates of students in Math 8 and Math 9</b>
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**Goal Rationale:**

Numeracy is a foundational skill for all students in their schooling. Numeracy can be defined as the combination of mathematical knowledge, problem solving, and communication skills required by all persons to function successfully within our technological world. Our community supports the fact that, "Numeracy is more than knowing about numbers and number operations (British Columbia Association of Mathematics Teachers 1998). Overall, Argyle students do well in the various math courses that they choose to take as shown through teacher assessments and exam results. It is however important to continue monitoring success rates and putting in place systems to identify and support students who are struggling in Mathematics.

**Objective 2.1:**

To increase student success in Math 8

**Strategies/Structures:**

- Develop a *Grade 7/8 Articulation: Math Challenges* form to be used for "at-risk" math students during the 7/8 transition process
  - Includes history of intervention/remedial support in math
  - Includes key concepts in Math 7 assessment (using a quick scale)
  - Includes curricular adaptations employed by the math teacher
  - Includes grade 6 math assessment scores
- Continue to use curricular adaptations and a means to support at-risk math students
- Develop a Math 8 Assessment Tool to be used in September
- Promote instructional strategies that relate mathematical concepts to the real world
- Monitor student report cards at each term and give feedback to the teachers on term mean scores and comparison to previous term performance

**Evidence:**

Key Performance Measures: Math 8 Report Card Grades	Baseline			Target			Actual		
	June 2011						June 2012		
	T1	T2	F	T1	T2	F	T1	T2	F
A									
B									
C+									
C									
C-									
F									

**Evidence:**

<p><b>Baseline:</b></p> <ul style="list-style-type: none"> <li>The perceptions of the Math 8 and 9 teachers (based on regular meetings and the 2011 Collegial Conferencing Project) suggest a general level of concern for students that fall into two broad categories:             <ol style="list-style-type: none"> <li>Students working 1-2 grade levels below expectations</li> <li>Students working &gt;2 grade levels below expectations</li> </ol> </li> <li>Math 8 and 9 teachers concerns within each group fall into three general areas:             <ol style="list-style-type: none"> <li>Basic Skills (eg. Addition, Subtraction, Multiplication, Division, Place Value, etc.)</li> <li>Work Habits (eg. An established commitment to math homework and seeking extra help)</li> <li>Adaptations History (eg. An awareness of adaptations history from elementary school)</li> </ol> </li> </ul>
<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>Our goal is to enhance the communication between Argyle and our elementary feeder schools to:             <ol style="list-style-type: none"> <li>Enhance the alignment between schools with respect to:                 <ol style="list-style-type: none"> <li>Core curricular goals</li> <li>Work habits expectations for students and communication with their parents</li> </ol> </li> <li>Enhance the awareness of elementary intervention strategies in math</li> </ol> </li> <li>Our goal is enhance teacher awareness of student readiness for math 8 in September</li> <li>Emphasize core curricular goals and work habits expectations with students</li> </ul>
<p><b>Actual:</b></p>

**Objective 2.2:**

To increase student success in Math 9

**Strategies/Structures:**

- Continue to use curricular adaptations and a means to support at-risk math students
- Develop a Math 9 Assessment Tool to be used in September
- Promote instructional strategies that relate mathematical concepts to the real world
- Monitor student report cards at each term and give feedback to the teachers on term mean scores and comparison to previous term performance

**Evidence:**

Key Performance Measures: Math 9 Report Card Grades	Baseline			Target			Actual		
	June 2011						June 2012		
	T1	T2	F	T1	T2	F	T1	T2	F
A									
B									
C+									
C									
C-									
F									

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

**Goal Rationale:**

Grade 10 is a pivotal year for student academic success and future plans. Student work habits will determine their final assessment which in turn will expand or limit their choices of post secondary education or entry into a workplace of their choice. We need to prepare our students for the future so that they may take responsibility for their education and personal growth. This will set them up with the ability to make positive and constructive choices in order to reach their potential. As students set high, yet attainable goals for themselves and take appropriate steps to achieve those goals, they will learn skills and attitudes to reach their academic potential. These goal setting skills are also necessary for success throughout their high school years and post high school.

**Objective 3.1:**

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

**Strategies/Structures:**

- Continue working with staff regarding student assessment practices to ensure assessment and evaluation is applied in a consistent and meaningful manner with the goal of increasing student awareness of the assessment and evaluation process.
- Continue working with staff on using more assessment for learning strategies
- Display students' achievements on a Wall Of Achievement and post Honour Roll and other awards in prominently located display cases
- Teachers will discuss academic goal setting for students in their classes at start of the year and review goals periodically throughout the year
- Monitor student report cards at each term and give feedback to the teachers on term mean scores and comparison to previous term performance
- Communicate this goal to parents and encourage their involvement
- Invite alumni to mentor grade 12 students in steps for success

**Evidence:**

<b>Key Performance Measures:</b>	<b>Baseline</b>	<b>Actual</b>	<b>Actual</b>
	June 2010	June 2011	June 2012
Provincial Exam Results - Mean Scores	En 10 74% Ma 10 70% Sc 10 72% SS 11 78% En 12 74%	79% 75% 77% 83% 79%	

**Evidence:**

<b>Baseline:</b> Fall 2011-2012 <ul style="list-style-type: none"><li>All students will complete a goal setting survey in September 2011. This survey will be reviewed by all students at the end of each term when report cards are distributed. Students will have an opportunity to reflect and make adjustments accordingly. This will be guided by a homeroom teacher in this process</li></ul>
<b>Target:</b> Term 1, 2, 3, 2011-2012 <ul style="list-style-type: none"><li>Students take goal setting seriously; number of students meeting academic demands will increase ie. Attendance, marks %</li></ul>
<b>Actual:</b>

**Objective 3.2:**

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

**Strategies/Structures:**

- Communication of goal to teachers, students, and parents
- Focus on boys' achievement through continued education of staff and parents
- Continue to offer opportunities for teachers to attend professional development on Boys' Smart
- Increase use of strategies that appeal more to boys eg short term work that leads to completion of long term assignments
- Track Grade 10 to 12 Honour Roll results in boys and girls

## Evidence:

Key Performance Measures:					
% of boys in grade 10 – 12 who make it onto the year end Honour Roll by June 2012. This includes Honourable Mention, Honour Roll and Honour Roll with Distinction:					

Grade	Boys	Girls	Total	Totals	
				Boys	Girls
June 2010			<b>Students</b>	Honour Roll	Honour Roll
<b>10</b>	<b>168</b>	146	314	<b>74</b>	82
% of Total	53.50%	46.50%		23.57%	26.11%
% of Gender				44.05%	56.16%
% of Achievers				47.44%	52.56%
<b>11</b>	<b>156</b>	161	317	<b>48</b>	79
% of Total	49.21%	50.79%		15.14%	24.92%
% of Gender				30.77%	49.07%
% of Achievers				37.80%	62.20%
<b>12</b>	<b>166</b>	151	317	<b>50</b>	75
% of Total	52.37%	47.63%		15.77%	23.66%
% of Gender				30.12%	49.67%
% of Achievers				40.00%	60.00%

## Connections:

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

The District Achievement Plan outlines, amongst other objectives, a commitment by the district to improve academic success rates in students and support the North Vancouver Safe and Caring Schools' initiatives. The Argyle School Plan reflects these objectives and expands to include student wellness through physical activity.

The Argyle Family of Schools' Plans are similar in the followings ways:

- Argyle goal #1 to Improve Writing Skills of Students in Grade 8 connects with the Family of Schools writing goal.
- Argyle goal #2 to Improve Success Rates in Math 8 and 9 aligns with the District's Achievement Plan and more recently there was consensus with the Argyle Family of Schools that, because of the importance and need for improvement in Math each school would include a math goal in their school plans
- Argyle goal #3 to Improve Grade 10 Students' preparation for the increased Academic Demands aligns with the District's Achievement Plan and the Family of Schools' School Plans
- Argyle Family of Schools Principals meet monthly and include in their agenda a review student achievement issues & practices
- Argyle's Code of Conduct will be reviewed to ensure that we are aligned with the FOS's, district and Ministry expectations.

**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 Argyle School Plan will be posted on the school web site by October 31, 2011.

**School Planning Council Approval of Proposed School Plan:**

Date: April 2011

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Olga Woodland	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Karen Dal-Santo	
Parent	Louise Watson	
Parent	Nancy Larson	
Students	Samantha Chang-Foidl	
	Sara Dal-Santo	
	Zahid Lalani	

**Board Approval of School Plan:**

*Approved by:*

**Bryn Roberts, Assistant Superintendent  
June 13, 2011**

