

**North Vancouver School District
SCHOOL PLAN
2010-2011**

School: Handsworth
Address: 1044 Edgewood Road
North Vancouver, BC V7R 1Y7
Phone: 604 903-3600

Principal: Mark James

School/Community Context:

1. School/Community Context

Handsworth Secondary School, a dual track (English and French Immersion) school, is one of North Vancouver School District's largest schools with a current enrolment of 1419 students. Situated in the North Shore community of Edgemont Village, the school's catchment area consists largely of affluent, highly educated professionals.

Handsworth has a very strong reputation for its high levels of student achievement within its academic program. Students continue to excel and exceed the Provincial averages on all Grade 10, 11 and 12 Provincial Exams. The school offers a number of Advanced Placement courses for students who seek the benefits and challenges of higher academic learning. Our graduates attend a wide variety of post-secondary institutions.

Handsworth students participate in many different programs and extra-curricular activities. The expansive Handsworth athletics program has a province-wide reputation for excellence, with a large number of teams competing from grade eight to twelve in the North Shore Secondary School's Athletic Association. Handsworth students annually excel in the Fine Arts programs, representing the school in music, art, drama and dance in festivals and competitions across the country. In addition, clubs such as the Environmental Club, United Nations Club, Free the Children (formerly O Ambassadors) and Student Council allow further student involvement within the school.

Handsworth maintains a supportive and safe environment that encourages students to be socially responsible within the school and community.

The parents of Handsworth students participate and assist within the school community serving to enrich student academic achievement and enhance extracurricular programs. The generous and active parent community affords Handsworth the opportunity to provide a wide breadth and depth of extra-curricular opportunities to its students.

With welcoming programs, extensive extra-curricular programs and a bond with the community that is now multi-generational, Handsworth Secondary School has developed into a desirable educational institution.



Demographics:

***September 2009:** Total number of students: 1419 Male: 711 Female: 708

Grade	8	9	10	11	12	Total
English	208	224	211	253	234	1130
Fr. Imm.	74	69	54	52	40	289
Total	282	293	265	305	274	1419

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
65.7	.77 %	12 %	5 %	2 %
Number	11	173	64	27

***As reported on the Ministry 1701 Report as of September 30, 2009.**

Progress Analysis of 2008/2009 School Growth Plan

SCHOOL PLAN GOAL 1: To improve reading and writing proficiency of students in grade 8.

- In summary, and as per the 2009/2010 School Planning Document, our analysis of Report Card data shows inconclusive evidence. The analysis determined that the Peer Tutoring program, and other interventions which are demonstrating effectiveness in assisting students are being applied at the grade 9 level resulting in changes at that level not at the grade 8 level as stated in the goal.

SCHOOL PLAN GOAL 2: To improve proficiency in mathematics of students in grade 8.

- In summary, and as per the 2009/2010 School Planning Document, our analysis of Report Card data shows inconclusive evidence. Unfortunately, data accumulated over time indicated that many of the students having difficulty in mathematics were moving out of mainstream math or had withdrawn from the school by the time data was collected in their grade 10 year. This made comparing and tracking students very difficult and the data less reliable than required.



Opportunities for Further Development:

- To build upon the success of the Peer Tutoring Program and its impact on improving student achievement in both English and Math as evidenced in the 2008/2009 school year by helping more students become involved in their grade 8 year.
- To better use transition data (grade 7 to grade 8) to help students earlier in secondary school.

School Goals:

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

School Goal #1. : To improve reading and writing proficiency of students in grade 8.

Goal Rationale:

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 and data indicates a strong performance by Handsworth students in these areas. Based on the performance data of the Peer Tutoring program established in September 2008, it is clear that this program is effective in broad based support for the learner.

Objective 1.1:

To maintain or improve reading and writing proficiency of students in grade 8 as measured by report card data.

Strategies/Structures:

- Collect Grade 7 Report Card data for incoming Grade 8s
- Collect report card data for Term 1 in the respective school year
- Identify students who do not meet expectations using:
 - the notes from the grade 7 transition meetings
 - the results from the grade 7 FSA assessments
 - the Term and Final Report card marks
 - both formal and informal classroom assessments
- Collect and review student-writing samples to monitor student progress
- Support identified students through the Learning Centre and the Peer Tutoring program
- Discuss and share strategies regarding students “at risk” at grade 8 team meetings, School Based Resource Team (SBRT) meetings, department meetings, and information sharing sessions



- Adapt classroom instruction for grade 8 students who do not meet expectations
- 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 an overview of effective organizational and study skills through their regular classroom teachers
- Establish and enhance the home/school partnership through actively liaising with the parents
- Review and enhance students' understanding and use of Reading 44 and Writing 44 strategies
- Provide writing strategies for students to respond to a wide variety of purposes and to communicate in a variety of written styles

Evidence: Key Performance Measure: Term Reports: <59%

Identify the number of current Grade 8 students based on the Term One report card marks who have marks less than 59 %, in their English or English Humanities class, on their Term One Report Cards.

Grade 8:

Key Performance Measure: <59%	Eng	En/Hum	Total
Term One Report Card Marks (Dec 2009)	4	18	22
Term One Report Card Marks (Dec 2008)	4	10	14
Term One Report Card Marks (Dec 2007)	7	8	15

Evidence: Key Performance Measure: Improvement of grades from Term 1 to Final

Current Grade 9 students who were identified in Grade 8 based on their Term One report card marks, in their English or English Humanities class, as students with marks less than 59% on their Term One Report Cards and compare those marks to their grade 8 final mark.

Key Performance Measure: Increase in mark	Term 1	Final	Diff.	Target
Identified in grade 8 term 1 compared to Final - English and Humanities combined	54.9 %	53.6 %	-1.3 %	5%

Evidence: Key Performance Measure: Improvement of grades from Term 1 to Final

Report on current Grade 9 students who were identified in Grade 8 based on their Term One report card marks as students failing on their Term One Report Cards and compare that number to their grade 8 final. Numbers indicate how many were failing in term one and on final report.

Key Performance Measure: Total Failing	Term 1	Final	Target
Identified in grade 8 term 1 compared to Final - English and Humanities combined	2	4	< 0

Evidence: Key Performance Measure: Final Report improvement from grade 8 to grade 9

Report on current Grade 10 students who were identified in Grade 8 based on their Term One report card marks as students failing on their Term One Report Cards and compare their final grade 8 mark to their final grade 9 mark.

Key Performance Measure: Increase in mark	Grade 8 Final	Grade 9 Final	Diff.	Target
Identified in grade 8 Grade 8 Final compared to grade 9 final - English and Humanities combined	57.5 %	64.1 %	6.6 %	10%

Evidence: Key Performance Measure: Final Report: < 50%

Grade 8:

Key Performance Measure: <50%	Eng	En-Hum	Target
June 2008 Final Report Card Marks	1	0	< 0
June 2009 Final Report Card Marks	1	3	< 0
June 2010 Final Report Card Mark			< 0

Target is to have no students who receive marks of less than 50% as their Final Report Card mark in English 8 or English/ Humanities 8.

School Goal # 2 : To improve proficiency in mathematics of students in grade 8.

Goal Rationale:

Mathematics is a critical foundation of a student academic and learning profile. The Handsworth community has high expectations for student achievement in the area of mathematics. Some students have more difficulty than others at understanding and applying principles and concepts of mathematics.

Overall, provincial exam data indicates a strong performance by Handsworth students in the area of mathematics. A review of the data provided by FSA results, term marks, and final report cards indicates that there are a small percentage of students that do not meet expectations. Focusing the

school's resources on identifying and supporting students who struggle with mathematics is consistent with the District goal of improving proficiency in the area of mathematics.

Objective 2.1:

To maintain or improve proficiency in mathematics of students in grade 8.

Strategies/Structures:

- Using the notes from the grade 7 transition meetings, identify students who do not meet expectations
- Using the results from the grade 7 FSA assessments, identify students who do not meet expectations
- Using the Term and Final Report card marks, identify students who do not meet expectations
- Using both formal and informal classroom assessments, identify students who do not meet expectations
- Implement a Math 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 numeracy skills.
- Analyze North Vancouver Mathematics Assessment for Grade 8's 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
- Discuss and share strategies regarding students “at risk” at grade 8 team meetings, department meetings, and information sharing sessions
- Support identified students through the Learning Centre
- Adapt classroom instruction for grade 8 students who do not meet expectations
- Support all grade 8 students by providing an overview of effective organizational and study skills through their regular classroom teachers
- Connect and maintain home support from parent partners and their children

Evidence: Key Performance Measure: Term Reports: <59%

Identify the number of current Grade 8 students based on the Term One report card marks, in mathematics, who have marks less than 59% on their Term One Report Cards.

Grade 8:

Key Performance Measure: <59%	Math
Term One Report Card Marks (Dec 2009)	23
Term One Report Card Marks (Dec 2008)	30
Term One Report Card Marks (Dec 2007) **50 % or Below**	36

Evidence: Key Performance Measure: Improvement of grades from Term 1 to Final

Report current Grade 9 students who were identified in Grade 8 based on their Term One report card marks, in mathematics, as students with marks less than 59% on their Term One Report Cards and compared those marks to their grade 8 mark.

Grade 8: 2008/2009

Key Performance Measure: Increase in mark	Term 1	Final	Diff.	Target
Identified in grade 8 term 1 compared to Final	53.1 %	51.5 %	-1.6 %	5%

Evidence: Key Performance Measure: Improvement of grades from Term 1 to Final

Identify current Grade 9 students who were identified in Grade 8 based on their Term One report card marks as students failing on their Term One Report Cards and compare that number to their grade 8 final. Numbers indicate how many were failing in term one and on final report.

Key Performance Measure: Total Failing	Term 1	Final	Diff.	Target
Identified in grade 8 term 1 compared to Final	12	7	-5	< 10

Evidence: Key Performance Measure: Final Report improvement from grade 8 to grade 9

Identify current Grade 10 students who were identified in Grade 8 based on their Term One report card marks as students failing on their Term One Report Cards and compare their final grade 8 mark to their final grade 9 mark. This comparison should be made on comparable math classes.

Key Performance Measure: Increase in mark	Grade 8 Final	Grade 9 Final	Diff.	Target
Identified in grade 8 Grade 8 Final compared to grade 9 final	45.4 %	N/A*		10 %

* Due to the large number of students who moved to remedial math or who moved to another school this data was seen to be invalid.

Evidence: Key Performance Measure: Final Report: < 50%

Grade 8 reports:

Key Performance Measure: <50%	Math	Target
June 2008 Final Report Card Marks	18	< 7
June 2009 Final Report Card Marks	7	< 7
June 2010 Final Report Card Marks		< 7

Target is to have fewer than 7 students in total who receive marks of less than 50% as their Final Report Card mark in Math 8.

Connections:

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

Below are goals listed by the Handsworth Family of Schools which demonstrate that Handsworth's goals are part of a systemic process to assist students struggling with reading, writing and mathematics.

Goal 1: To achieve high success rates or proficiency in Reading (and or Writing)

Objectives

- Use the Test of Phonological Awareness as well as other indicators to identify at risk Kindergarten students and improve their reading ability
- Identify students at risk at all grade levels (elementary and secondary) and improve their Reading/Writing ability
- Focus on quality Reading practices and programs (Reading 44) that improve Reading and Writing and develop student interest in these subjects

Goal 2: To maintain or improve success rates in Mathematics



Objectives

- To identify students at risk in Mathematics (elementary and secondary), improve their performance and monitor their progress
- Improve the transition from elementary to secondary
- To maintain or exceed current levels of achievement in Mathematics at elementary and secondary
- To continue to implement Math 44 and best teaching practice
- To foster interest, self confidence and positive attitudes toward Mathematics

Family of Schools Meetings

- Five principals meet regularly to discuss issues, ideas and school plans
- Benefit from each others experience and bring new ideas back to our school or identify a common area of need
- Learning Centre teacher attends the FOS meeting to provide an overview of Handsworth's special education services
- Peer Tutoring teacher attends the FOS meeting to provide an overview of Peer Tutoring program and its effectiveness in improving student achievement.

Consultation Process of Handsworth's School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Handsworth School Plan will be posted on the school web site by October 31, 2010.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2008

	Name	Signature
Chairperson (Principal)	Mr. Mark James	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Dawn Strong	
Parent	Gwen Goberman	
Parent	Mike McGraw	
Student	Julia Kirby	

Board Approval of School Plan:

Approved by:

**Bryn Roberts, Assistant Superintendent
June 14, 2010**

