



2021-2022 School Plan – Progress Update

Goal 1: To support students in understanding the what, why, and how of effective collaboration.

Objective: Explicitly teach and model collaboration and collaborative communication skills.

- Examples: Grade 8 English "Coffee Talk", staff walk and talk, partner power point projects, pair share opportunities.
- Reflections on collaborations through journals.
- Conversations, practicing dialogues in French and Spanish, preparing/performing skits- leadership roles within group. Teacher mixing up groups to create more opportunities (and differing ones) for students to collaborate.
- FRAL classes practicing self and peer assessment after projects on the Core Competencies throughout semester.
- Business Ed: Students given distinct Marketing roles within a group
- Careers: Jigsaw group projects and roles within projects based on skillsets and roles chosen. Very specific instructions given - Colours personality style survey or 6 thinking hats and relate to group projects.
- PE: Mixing up groups in various ways to help teach working with others. Staff collaborating for scope and sequence and master files, Milan and Rachel going to district PE Mental Health group
- Leadership: Specifically teaching how to communicate, decision making process, organization and how to work in teams
- Letting students see that departments working and meeting together as a way to model collaboration.
- Modelling good communication skills in and out of class for students including having students see departments working together in prep rooms and classrooms.
- Support provided within a learning community during tutorial for any student. E.g.: math learning community with several teachers supporting all learners.

Feedback - Need to do more work on defining collaboration

Objective: Record and share examples of students and staff engaged in collaboration.

- Departments are working collaboratively – working together to design scope and sequence to connect courses between grades. Using lunch hours and other time to connect with others to build a sense of community which allows department to foster better collaboration. Having lunches together as a way to build community and connect with others.
- Spring 2021 staff meeting –
 - Stages of collaboration ladder and collaboration skills self-assessment tool introduced and discussed with staff as a way of supporting students in building their understanding of collaboration



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- Staff collaborating with each other to provide appropriate support, develop scope and sequence, and doing work to support both students and staff within and with other departments
 - Winter and Lockless collaborating on Blended Careers (New Course), Careers Board
 - Digital Media staff working with those teaching Digital literacy 8, Photo, and Art.
 - Digital Literacy 8 teachers (4 different teachers) have collaboratively developed content and a scope and sequence for the course. Constantly discussing course and brainstorming new inquiry based ideas
 - Building organic Socials assignments during informal meeting times in staff prep rooms
 - Impromptu book club for Social/English teachers sharing around the book Foe
 - Math working together to design scope & sequence for course
 - Music working together to develop joint concerts and events
 - Socials (FI & Eng) working closely around Comp Civ development
 - Learning Services Teaching staff collaborating with Subject teachers to develop appropriate student specific adaptations in class.
 - Excellent collaboration through student support teams combining community and in school supports (PT / OT / Hearing / Psychologist, etc.)
 - Education assistants collaborating together around best practice strategies to support students that they either support currently and have in the past.
 - Counsellors collaborating with staff and community to help maximize the effectiveness of communication, and developing consensus-based solutions
 - Behavioral Support Workers collaborating with teaching staff and Educational Assistants around ways to best support students using compassionate and trauma-informed practices
 - Supervision Aids collaborating with Administration, teaching staff, and Support staff to effectively identify and support students who demonstrate concerning behaviour in school. Crucial for early identification of students who might need extra support.
 - Team teaching in LAC/LSC with three teachers in 2 side by side classrooms. Sharing expertise and collaborating around supports, also providing subject expertise in both classrooms to ensure no child left unsupported in any subject.
 - Learning Service Teachers meeting with Subject teachers during NIT blocks to collaborate on student specific planning, Individual Education Plans (IEP's), and adaptations / modifications).
 - Teachers meeting in April to brainstorm and discuss what technology we would like students to be able to use with the goal of developing a scope & sequence of skills for each grade. Survey completed prior to spring break to determine current uses of tech in classes.
- Collaborations through team teaching / supporting other staff
 - Various staff helping PE on hikes
 - 2 teachers team teaching Religion in Social Studies 11
 - 2 tech ed teachers have been using their available tutorial time and NIT time to collaborate around glass work. After this, the two teachers co-taught an Art Metal



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class to pull small groups of students aside and teach them glass blowing techniques, collaboratively teaching new projects.

- Another tech ed teacher has been pushing in to collaborate and support the Drafting class around rocket design and construction, as well as cardboard boat design.
- Using "8th block" support to support courses in a different department.

Collaborative Activities happening in School

- Leadership working with athletic director for Athletic Awards etc.
- Leadership: Leadership students and staff collaborating to deliver and support younger students (gr 8 transition videos & lessons)
- Murray working with other departments around creating T-Shirts for school departments and clubs.
- Film class made a promo video for Increment 1 around how Kanban boards are being used.
- DMA encouraging teachers and students to utilize their resources to strengthen projects.
- Foods students in groups collaborate to design their own recipe that the group then embarks on making the following class. Common creations are apple crumble and cookie recipes.
- Food students always collaborate during labs (they work in groups)
- Life skills class did a Thanksgiving meal (each group made a dish and shared together)
- Cross curricular / Cross course events happening:
 - Calculus class embedding Chemistry concepts as a way to connect content between the two courses
 - New Media & Biology cross curricular activity - writing a news release on a bio topic
 - Band & DMA / Drama & DMA - Working together to create digital showcases / videos of student performances
 - English & Music - Flash Mob activity
 - Library/English/SJ collabs often, S.J. t-shirt
 - Dig Media and English digital literacy tech.
 - Theatre production company, Media Design, and DMA (3 separate classes) collaborating with a focus on developing content for the Argyle Film Festival.
 - Wood class developing and building set backdrops for Argyle DMA and Drama.
 - Wood, Life Skills, and DMA teachers have all come together to collaborate with their students around the creation of a student made community book share outdoor box. Wood was cut to size by tech teacher, visual design and art was created by DMA department, with Life skills students with staff support building the physical community library box.
 - Woodwork / Art metal contribution student work to Cabaret silent auction (Music)
 - DMA and Graham Robertson's shop class are working together to use the laser engraver to add detail to the boxes being built in shop.
 - Textiles: helping DMA with creating their green screen
 - French 12 class working with DMA to create art using Photoshop around key French words.



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- Geography teacher creating Hunter Park maps with Grade 12 Geography class and working with the Grade 8 Socials classes to use the maps to try and find the hidden items, with notes of advice to the grade 8's.
- Collaborations that extend into the Community
 - Social Justice teacher working with class around the backpack drive, in concert with community harvest project.
 - Social Justice teacher is creating a living library initiative by bringing in Holocaust Survivor and Residential School Survivor.

Strategies used to Teach Collaboration in Class

- Use of self-evaluation and peer evaluation on communication, participation, reliability for group work after each project. Opportunities to reflect on others performance as well.
- Group reflection - What went well, what didn't, what would you do differently next time. Staff also sharing strategies and what has worked in class.
- End of semester surveys to collect information about course and activities – opportunity for self assessment as well
- Creating different groups with cards, popsicles, bingo cards....create lots of different opportunities to work with completely different groups.
- Gallery walk presentations (so presenting in small groups to different groups)
- Giving students the opportunity to show & learn from each other through their projects



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Goal 2: To provide students with opportunities to develop their holistic self-identity.

Objective: Improve staff and students' awareness and understanding of mental health & resiliency.

- Using student surveys at the start of a course to learn about student pronouns, interests, etc.
- Flexible due date policy piloted by some.
- Exploration of Identity: Importance of their name, discovering who they are through connecting to text, discussion, mental health-tech use, cancel culture etc.
- Themes of wellness as part of short films in Spanish and French
- Sci. Humaines 10- identifying personal values and personal views to decide which political party to support and where they fit on political spectrum
- Carrieres -exploration of self and identity, learning styles, my life map etc.
- French 8 Project on name origin
- Sci Humaines 8 Coat of Arms project that represents themselves
- Fral 12.- during election debate on politics had to research political party and take on as their own.
- Culture et Communication - Avatar project-perception of who they are. Made stop motion video of who they are, what they like.
- Business Ed: Taught about social media effects and impact on mental health
- Careers: Mental illness chart and project, wellness wheel project, create their own wellness plan, goal setting for themselves (myBlueprint), myBlueprint goal setting, mindfulness lessons for mental preparation
- Mental wellness walks to re-set each day in many classes (long 2.5hr classes in 21-22 during Covid)
- Self-care tools and self-regulation (meditation skills) in some classes
- PHE: Mental Health Framework, 2 teachers on the district planning team for mental health in PHE, physical activity for stress relief
- Inventory of mental health being taught in classes collected by teacher leaders.
- PHE – explored using the Calm app, doing yoga, going on hikes and practicing meditation
- PHE – Open Parachute lessons in grade 8, Teen mental health by Kutcher in grade 9, CLE 10 has many mental health topics woven throughout.
- Staff Wellness – Fitness club, book club, staff spotlight, social activities (eg: pickleball, baseball game)
- Support staff pro d on working with different personalities to better understand oneself, and enhance interactions with other colleagues and students
- Art courses: Art therapy and discussion - intro meditative/mindfulness drawing activity
- English course - used a picture book to facilitate a deep discussion that delves into student feelings.



Objective: Improve students' digital literacy knowledge base.

- Digital literacy 8 course for all 8's
- Grade 8 & 9 assembly on internet safety, digital citizenship & digital footprints by Safer Schools Together speaker.
- Survey/tech orientation and e-mail assignment for all grade 8's by teacher librarian
- Inventory of digital literacy skills and lessons taught in classes collected by teacher leaders.
- Explicitly teach students tech skills in classes such as how to record conversation and submit on Teams, where to find information on Teams, creating PowerPoints and videos, creating virtual poster projects using Canva, and creating online mindmaps, use MyBlueprint for careers assignments and self-assessment of core competencies.
- New Media 10 – created podcasts and blogs
- Careers: Digital literacy brochure on internet safety, MyBlueprint, Moodle and Teams for online and blended classes, Importance of teaching digital etiquette happens informally and formally, digital Literacy Unit (email writing, saving properly, punctuation), presentation skills
- PHE: Fitness Classes creating GIF's and workouts for the Movement Analysis projects, fitness tracking routines
- Socials - Using online tools such as North Shore cultural compass to look at local indigenous animals/places in Squamish & English
- Using UBC online animal/plant finder/identification for drawing in art classes

Feedback – need greater focus on personal responsibility, privacy, and respect in online environments.

Objective: Develop students' time management and organizational skills

- Grade 8 orientation sessions by staff and leadership students focused on organization skills, study skills, and time management. Leadership students created and shared organizational and time-management strategies to grade 8's.
- Chunking of projects designed to model time management
- Binder checks-scaffolding binder organization
- Having a routine place to write homework, due dates on board and/or post on Teams
- French 8 timetable assignment - students schedule out their week keeping in mind that they need to allocate time for breaks and sleep, etc. This helped students look at how they use their time during the day.
- Staff modelling organization: Sharing outline/assessments for week, sharing how they keep organized, posting assignments on Teams, and homework board.



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Goal 3: To provide students with opportunities, inside and outside the classroom, to challenge themselves, extend and reflect on their learning.

Objective: Instill a culture of learning that incorporates challenge, growth, curiosity and confidence.

- Offering AP, French Immersion and other courses for students to challenge themselves. Encouraged FRAL 12 students to consider writing AP French Language & Culture.
- Providing students topics of choice in projects (various courses)
- Diversity Reading challenge by library
- English - using novels as enrichment/extension tools, reading newspapers in class, discussing current events, making connections text to text, text to world and text to self, creating booklet of multidisciplinary text on a social justice theme.
- New library collection of Spanish and French (FSL) books.
- Spanish: introducing different Latin artists and showing students where they can access music/ documentaries to enjoy at home.
- Extension activities such as the French Film Festival (CPF)
- Business Ed: Podcast Creation - Create their own podcast that actually lives online
- Accounting – Learned about creating a budget and doing their own taxes
- Careers: we offer 3 options for students to take Careers 10 – online, blended, face to face
- Careers Fair in the past and hopefully future (not this year due to pandemic)
- Youth Philanthropy Project in Careers 10 - thinking outside themselves and connecting to community organizations
- PE: Fitness testing goals posted to myBlueprint to track individual progress each year
- Inquiry project in Basketball Academy on topic of interest
- Leadership: students pick roles and events to lead or support that interest them.
- The Leadership Betterment project allows for students to plan, pitch and create an impact at Argyle.
- Foods assignment where students are encouraged to bring in their favorite home recipe of a dish that they really enjoy. In class, the students will be choosing their favorite top 10 recipes (using post ups) and class completes these as labs. Focus on fostering ownership over their learning and celebrating their personal contribution towards the classroom through self and peer assessments in labs.
- Music courses that incorporate positive risk taking (through improvising, playing solos, etc.) to help students build confidence and challenge themselves in performance

Objective: Enhance students' & staff's sense of belonging and the community culture at Argyle by offering and encouraging participation in extra-curricular activities.

- Divided main bulletin board in flex space into 4 sections with large banner-sized headings to help students find information more easily. 4 sections are athletics, clubs, special events, and other. Ensure website is up to date with club and athletic offerings.



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- Staff being part of extra-curricular activities (as coaches and sponsors) - offering a wide range of activities for students to participate in. Staff chaperoning and organizing fieldtrips in the past (many on hold this year due to pandemic that we want to offer again).
- Opportunities in clubs and teams to challenge themselves and pursue passions.
- Fitness Centre being used for staff, students, teams and clubs
- Piper Camps led by Leadership students for youth (gr 7's) – art, sports
- Students as teaching assistants in High School and Elementary classrooms
- Intramural offerings to all students run by Leadership students
- Music - participating in events that extend beyond the school (district events) for students to connect with and extend their learning beyond the school environment.