



HVHS SIP 2017- 2020

Vision Statement

Harbour View High School is a professional learning community dedicated to academic excellence.

Notre vision

École secondaire Harbour View est une communauté d'apprentissage professionnelle dévouée à l'excellence académique.

Mission Statement

Our mission is to ensure that our students develop the skills necessary for success in the 21st century.

We will ensure a work environment that supports collegiality, improvement and professional growth.

Notre mission

Notre mission est de garantir que nos élèves développent les compétences nécessaires afin d'assurer leur réussite au 21e siècle.

Nous garantirons un environnement de travail qui soutient non seulement un esprit de collégialité mais aussi l'amélioration et la croissance professionnelle.



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Summary of Goals:

Assessment Goal: Develop consistent assessment practices within courses and across departments. Ensure assessment methods appropriately align with learning outcomes.

Rigor Goal: Challenge all students to reach their academic potential

Detail of Goals:

Assessment Goal: Develop consistent assessment practices within courses and across departments. Ensure assessment methods appropriately align with learning outcomes.

Supporting Evidence:					
	2015-2016	2017-2018	2018-2019	2019-2020	
Teacher Perception Data I use formative assessment evidence to inform my teaching in almost every lesson.	N/A				
Assessment Plans exist for all courses	0%	100%			

Year One

Focus	Strategies	Indicators of Success
Assessment Plan	<ul style="list-style-type: none"> Assessment plans will be developed at the beginning of each course. (Examples will be provided) 	

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Formative Assessment	<ul style="list-style-type: none"> • Consistent approach to formative assessment by department • Focus on student self-reflection skills • Feedback consisting of comments not only marks 	
Authentic Assessment	<ul style="list-style-type: none"> • Completing assignments in class • Progression in essay writing • Steps defined in final work product • Weighting of assessments to match importance of unit/objective • Matching assessment type with outcome • Departments will identify specific goals 	

Year Two

Focus	Strategies	Indicators of Success
Triangulation of Data	<p>What does this look like in our classrooms?</p> <ul style="list-style-type: none"> • Conversations • Observations • Products 	

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Rigor Goal: Challenge all students to reach their academic potential.

Supporting Evidence					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Exit Survey - Grade 12					
My school has prepared me for future studies (agree or strongly agree)	66.2%				
I have developed the skills and abilities necessary to undertake further studies (agree or strongly agree)	81.7%				
Teacher Perception Survey					
I give different work to students who can advance quickly. (Never or hardly ever)		34%			
Students evaluate and reflect on their own work. (Never or hardly ever)		19.1%			
I use gradual release of responsibility to support eventual independence of the learner (i.e., I do it - We do it - You do it together - You do it alone). (Never or hardly ever)		8.5 %			

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My students apply conceptual understanding (i.e., by asking questions, generating and testing predictions, investigating, observing, analyzing, and communicating results). (never or hardly ever)		4.3%			
I use higher-order, open-ended questions to engage students to "read between and beyond the lines" (e.g., How did the author use language to persuade/manipulate the reader?). (Never or hardly ever)		8.5%			
TTFM					
School Rigor (out of 10)	6.1	6.0			
9	6.0	6.2			
10	5.9	6.2			
11	6.2	5.8			
12	6.2	5.8			
Male all grades	6.0	6.0			
Female all grades	6.2	6.2			
Students who feel challenged in their Language Arts, Math and					

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<p>Science classes and feel confident of their skills in these subjects. High skills, high challenge High skills, low challenge</p> <p>French Oral Assessment</p> <p>Oratorical participation</p> <p>Math Contest Participation</p> <p>Scholarships awarded</p> <p>Number of students who register for level 1, AP</p> <p>AP exam results</p>	<p>55%</p> <p>20%</p>	<p>60%</p> <p>19%</p>			
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Year One		
Focus	Strategies	Indicators of Success
Due Dates	<ul style="list-style-type: none"> • Implement new Deadline Policy • Reach out to other high schools to develop a SJEC plan for deadlines 	
Consistency in Common Courses	<ul style="list-style-type: none"> • Consistent categories and weightings will be evident in syllabi and power teacher pro 	

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	<ul style="list-style-type: none"> • Teachers will understand the importance of common expectations for common courses • Common prep time and planning time will exist when possible • Common testing will continue • Department created assignments for common courses 	
AP Capstone	<ul style="list-style-type: none"> • Students will be identified • Study hall will be an option depending on course load • Pre-AP courses will be identified 	

Year Two		
Focus	Strategies	Indicators of Success
Development of an Enrichment Team	<ul style="list-style-type: none"> • Promote critical analysis and evaluation of information in all subject areas by all students • Enrichment packages • Challenge for credit process • Develop an enrichment pyramid 	