



# **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.

<b>Supporting Evidence:</b>					
	2016-2017	2017-2018	2018-2019	2019-2020	
<b>Teacher Perception Data</b> I use formative assessment evidence to inform my teaching in almost every lesson.	38.8%	53.7%			
<b>Assessment Plans exist for all courses</b>	0%	100%			

### Year One

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

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

### Year Two

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

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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
<b>Exit Survey - Grade 12</b>					
My school has prepared me for future studies (agree or strongly agree)	66.2%	72.5%			
I have developed the skills and abilities necessary to undertake further studies (agree or strongly agree)	81.7%	72.6%			
<b>Teacher Perception Survey</b>					
I give different work to students who can advance quickly. (Never or hardly ever)		34%	26.8%		
Students evaluate and reflect on their own work. (Never or hardly ever)		19.1%	2.4%		
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 %	4.9%		

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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%	0%		
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%	7.3%		
<b>TTFM</b>					
School Rigor (out of 10)	6.1	6.0	6.0		
9	6.0	6.2	5.9		
10	5.9	6.2	6.0		
11	6.2	5.8	6.3		
12	6.2	5.8	5.8		
Male all grades	6.0	6.0	5.9		
Female all grades	6.2	6.2	6.3		
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.</p> <p>High skills, high challenge</p> <p>High skills, low challenge</p> <p><b>French Oral Assessment</b></p> <p><b>Oratorical participation</b></p> <p><b>Math Contest Participation</b></p> <p><b>Scholarships awarded</b></p> <p><b>Number of students who register for level 1, AP</b></p> <p><b>AP exam results</b></p>	<p>55%</p> <p>20%</p>	<p>60%</p> <p>19%</p>	<p>58%</p> <p>19%</p>		
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Year One		
Focus	Strategies	Indicators of Success
<b>Due Dates</b>	<ul style="list-style-type: none"> <li>• Implement new Deadline Policy</li> <li>• Reach out to other high schools to develop a SJEC plan for deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Policy implemented in September 2017</li> </ul>
<b>Consistency in Common Courses</b>	<ul style="list-style-type: none"> <li>• Consistent categories and weightings will be evident in syllabi and power teacher pro</li> </ul>	<ul style="list-style-type: none"> <li>• SPR's will review final assessments (no matter the format)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Teachers will understand the importance of common expectations for common courses</li> <li>• Common prep time and planning time will exist when possible</li> <li>• Common testing will continue</li> <li>• Department created assignments for common courses</li> </ul>	
<b>What is rigour?</b>	<ul style="list-style-type: none"> <li>• Collaboratively defining rigour at HVHS</li> <li>• Sharing the importance of struggle with students by implementing a roll out day</li> </ul>	<p>Described rigour using four words:            Focus – Concentrer            Engage – S’engager            Struggle – Éprouver            Grow – Agrandir</p> <p>Students shared what that would look like in a classroom</p>
<b>AP Capstone</b>	<ul style="list-style-type: none"> <li>• Students will be identified</li> <li>• Study hall will be an option depending on course load</li> <li>• Pre-AP courses will be identified</li> </ul>	12 students are enrolled in AP Seminar Course

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



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|  | <ul style="list-style-type: none"><li>• Develop an enrichment pyramid</li></ul> |  |
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