



CONTINUOUS IMPROVEMENT PLAN

July 9, 2017

VALUES

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VISION

Forest Hills School students will become successful, productive citizens fulfilling their passions in life as part of an ever-changing world.

MISSION

Forest Hills School Builds Inclusion, Capacity, and Learning Communities.

FOREST HILLS SCHOOL
2016-2019 CONTINUOUS IMPROVEMENT PLAN (CIP)

Systems' Goals Alignment Planning (2015-16 and 2016-17)

EECD AREAS OF FOCUS	DISTRICT AREAS OF FOCUS	SCHOOL AREAS OF FOCUS
<p>Improve achievement in language, mathematical and scientific literacies</p> <p>Domain #3-5</p>	<p>To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science.</p>	<p>Our Representative Leadership Team will systematically monitor team progress towards learnings targets and adjust the CIP (e.g., develop new processes, professional learning, etc.).</p> <p>Our K-8 students will continuously develop sentence structure writing skills.</p> <p>Our K-8 students will continuously develop inferential reading skills.</p> <p>Our K-8 students will continuously develop number strand-based mathematics skills.</p> <p>Our K-8 students will continuously develop scientific literacy processes in: inquiry (e.g., Research Learning), decision-making and problem solving (e.g., Project-Based Learning).</p>
<p>Improve inclusive learning environments and instructional practices to ensure equity</p>	<p>To provide opportunities for staff to learn about mental health issues in children and youth and to promote school and district wide initiatives that promote mental fitness.</p>	<p>Our CITs (Continuous Improvement Teams) will...</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify possible underlying issues to achievement gaps, steps to achieve goal(s) and carry-out plans. <input type="checkbox"/> skillfully use a balance of formative and summative assessment to inform instruction and intervention (e.g., grouping and re-grouping) and monitor student progress. <input type="checkbox"/> learn specific high-impact instructional practices which support improved student achievement in language, mathematical and science literacies. <p>Our school community will support the inclusion and active involvement of every student, with a focus on coaching students towards independence.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical: Teachers will purposefully create mixed-ability groups (e.g., mentoring, reciprocal teaching), learn about mental health issues and promote mental fitness, improve student attendance (11-20 day non-attenders) (See PLWEP Goal #1) <input type="checkbox"/> Academic: Teachers will increasingly apply in-class tier 1 and 2 academic interventions, develop, implement and monitor PLPs and develop UDL and differentiation (e.g., stretched learning) skills, students will continuously develop metacognitive skills (i.e., co-construction of assessment criteria, self-identification of learning target, use of intelligences and learning styles, self-monitoring of learning and reflection), develop goals related to newcomer students <input type="checkbox"/> Social: Teachers will learn, apply and refine 2-3 new tier 1 Positive Behavioral Interventions Supports (See PLWEP Goal #2a), students will increasingly follow the school's code of conduct (See PLWEP Goal #2b) <input type="checkbox"/> Cultural: Staff will create a culture of French language learning engagement (e.g., Instruction is in the <u>target</u> language, students will increasingly informally converse in French), art work, murals, and projects by students reflecting interest, awareness and sensitivity to cultural diversity will be displayed, First Nations-themed presentations, books, articles, websites, organizations, music, etc. will be integrated into school activities, targeted dialogue and/or training on issues related to gender identity, sexual orientation, sexual stereotyping, etc., gender-neutral language will be consistently used, sexual minority, gender independent and their allies participate in the Gay-Straight Alliance, develop goals related to newcomer families
<p>Increase opportunities for learners to develop entrepreneurial competencies and to engage in active citizenship</p>	<p>To provide a positive and safe learning environment for children, youth, and staff</p>	<p>PLWEP Goals</p> <p>Physical Inclusion:</p> <p>Goal #1: To improve attendance (11-20 day non-attenders) through building engagement/motivation, student-adult connections, eliminating social exclusion and supporting mental wellness</p> <p>Social Inclusion:</p> <p>Goal #2a): Teachers will learn, apply and refine 2-3 new tier 1 Positive Behavioral Interventions Supports through the use of targeted training, using the Expanded Tier 1 Behavioral Interventions Profile, and profiling of applied interventions, by March 2017.</p> <p>Goal #2b): Students will increasingly follow the school's code of conduct. Of the 20% of students who do not currently follow the code, 75% of them will respond via direct intervention using the Expanded Tier 1 Behavioral Interventions Profile, along with the Forest Hills Behavior Blitzes/Boot Camp presentation(s) and Olweus program.</p>
<p>Integrate the early childhood and k – 12 school sectors</p>	<p>To strengthen engagement of families and foster community partnerships</p>	<p>School Beautification:</p> <p>2015-16: install new sign, plant marigolds</p> <p>2016-17: middle school playground (e.g., painted walls, new nets, benches), new bulletin boards, painted staff room,</p> <p>2017-18</p>

2015-2016 CIP Development Process

PHASE 1: MIXED TEAMS: COLLECT AND CONSULT EVIDENCE, IDENTIFY AND SUBMIT POTENTIAL AREAS OF NEEDED FOCUS TO REP. LDSHP. (1/2 DAY)

PHASE 2: REP. LDSHP.: IDENTIFIES GLOBAL PRIORITIES (1/2 DAY PLUS AFTERSCHOOL MEETING)

PHASE 3: COMMON TEAMS: DEFINE ISSUES, IDENTIFY SMART GOALS (INCLUDING ACTIONS) AND SUBMIT TARGETED PLANS TO REP. LDSHP.

PHASE 4: REP. LDSHP.: IDENTIFICATION OF SIP SMART GOALS (INCLUDING ACTIONS) AND DRAFT 2016-2019 SIP (1/2 DAY)

PHASE 5: COMMON TEAMS: MONITOR STUDENT PROGRESS AND MAKE ADJUSTMENTS TO TEACHING (9 WEEK BLOCK #1)

PHASE 6: COMMON TEAMS PRESENT GOAL PROGRESS TO REP. LDRSHP., WHO THEN CREATES SIP ACTION ADJUSTMENTS, PLANS PROFESSIONAL LEARNING AND COMMUNICATES FOCUS (AM)

PHASE 7: COMMON TEAMS: CREATE SMART GOAL ADJUSTMENTS (INCLUDING ACTIONS) AND SUBMIT TARGETED PLANS TO REP. LDSHP.

PHASE 8: COMMON TEAMS: MONITOR STUDENT PROGRESS AND MAKE ADJUSTMENTS TO TEACHING (9 WEEK BLOCK #2)

PHASE 9: COMMON TEAMS: PUBLICALLY SHARE AND CELEBRATE SUCCESS

PHASE 10: REP. LDRSHP.: CREATE SIP ADJUSTMENTS AND PLAN FALL FOCUS AND PROFESSIONAL LEARNING

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CIT GOAL (SOCIAL INCLUSION)

LEARNING CYCLE #1: SOCIAL INCLUSION: TEACHERS WILL LEARN, APPLY AND REFINE 2-3 NEW TIER 1 POSITIVE BEHAVIORAL INTERVENTIONS SUPPORTS, STUDENTS WILL INCREASINGLY FOLLOW THE SCHOOL'S CODE OF CONDUCT

BENCHMARKING #1: OCTOBER 24-NOVEMBER 4

STRATEGIC MONITORING & PLANNING SESSION #1/PARENT TEACHER STUDENT CONFERENCES

CIT GOAL (ACADEMIC INCLUSION)

LEARNING CYCLE #2: ACADEMIC INCLUSION: XX

BENCHMARKING #2: FEBRUARY 20-MARCH 3

STRATEGIC MONITORING & PLANNING SESSION #2/PARENT-TEACHER STUDENT CONFERENCES

CIT GOAL AND ACTION ADJUSTMENTS (ACADEMIC INCLUSION)

LEARNING CYCLE #3: CULTURAL INCLUSION & ACADEMIC INCLUSION: XX

BENCHMARKING #3: MAY 22-JUNE 2

STRATEGIC MONITORING & PLANNING SESSION #3

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PLWEP FOCUS: BEHAVIORAL BLITZES

PROFESSIONAL LEARNING

HOLIDAYS

FOREST HILLS SCHOOL
 2016-2019 CONTINUOUS IMPROVEMENT PLAN (CIP)
 2017-2018 School-Based Improvement Processes

CULTURAL INCLUSION
SOCIAL INCLUSION
ACADEMIC INCLUSION
LITERACY BENCHMARKING
MATHEMATICS BENCHMARKING
HOLIDAYS
PROFESSIONAL LEARNING (PM ONLY SEPT. 20, OCT. 25, DEC. 6, JAN. 17, APR. 25)

Other Notable Dates:

November 10/17: Literacy Benchmark and Middle Level and Elementary Specialist Teacher Marks Due

March 2/18: Science Fair

March 19/18: Literacy Benchmark and Middle Level and Elementary Specialist Teacher Marks Due

April 23/18: Heritage Fair

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							JANUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6
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13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
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FEBRUARY							MARCH							APRIL							MAY							JUNE							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
25	26	27	28				25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

Academic Goals Menu

Mathematics

Basic Concepts: Numeration, Algebra, Geometry, Measurement, Data Analysis and Probability

Operations: Mental Computation and Estimation, Addition and Subtraction, Multiplication and Division

Applications: Foundations of Problem Solving, Applied Problem Solving

Language Arts

Writing

Content/Ideas: Overall Topic, Degree of Focus, Related Details

Organization: Text Form, Purpose, Structure, Paragraphs, Conclusion

Word Choice: Vocabulary, Language

Voice: Author's Style, Experience, Personality

Sentence Structure: Variety, Complexity

Conventions: Punctuation, Capitalization, Spelling, Standard Grammatical Structures

Reading

Strategies and Behaviors: Monitoring Meaning, Word Solving, Automaticity of Word Recognition, Fluency, Predictions, Use of Text Features

Comprehension Tasks: Literal, Inferential/Interpretive, Personal/Critical/Evaluative

Science

Three Processes of Science Literacy: Inquiry, Problem Solving, Decision Making

Four General Curriculum Outcomes: STSE, Skills, Knowledge, and Attitudes (e.g., Appreciation of science, Interest in science, scientific inquiry, collaboration, stewardship, safety)

FOREST HILLS SCHOOL
2016-2019 CONTINUOUS IMPROVEMENT PLAN (CIP)

Global Priorities for CITs to Target (2017-18)

Our Representative Leadership Team will systematically monitor team progress towards learnings targets and adjust the CIP (e.g., develop new processes, professional learning, etc.).

Our CITs (Continuous Improvement Teams) will...

- identify possible underlying issues to achievement gaps, steps to achieve goal(s) and carry-out plans.
- skillfully use a balance of formative and summative assessment to inform instruction and intervention (e.g., grouping and re-grouping) and monitor student progress.
- learn specific high-impact instructional practices which support improved student achievement in language, mathematical and science literacies.

Our school community will support the inclusion and active involvement of every student, with a focus on coaching students towards independence.

- Physical: Teachers will purposefully create mixed-ability groups (e.g., mentoring, reciprocal teaching), learn about mental health issues and promote mental fitness, improve attendance (~~11-20-15-40~~ day non-attenders) through building engagement/motivation (e.g., Forest Bills, Personal Projects), student-adult connections, eliminating social exclusion and supporting mental wellness (PLWEP Goal #1)
- Social & Emotional: Teachers will learn, apply and refine 2-3 new tier 1 Positive Behavioral Interventions Supports through the use of targeted training, using the Expanded Tier 1 Behavioral Interventions Profile, and profiling of applied interventions, by March 2017 (PLWEP Goal #2a). Students will increasingly follow the school's code of conduct, majority of struggling students will respond via direct intervention using the Expanded Tier 1 Behavioral Interventions Profile, along with the Forest Hills Behavior Blitzes/Boot Camp presentation(s), and Olweus program (PLWEP Goal #2b). All students will develop leadership skills (e.g., societal norms (i.e., greeting), XX, XX), Mind Up, Self-Regulation Zones in Classroom
- Cultural: Staff will create a culture of French language learning engagement (e.g., instruction is in the target language, students will increasingly informally converse in French), art work, murals, and projects by students reflecting interest, awareness and sensitivity to cultural diversity will be displayed, First Nations- and Inuit-themed presentations, books, articles, websites, organizations, music, etc. will be integrated into school activities, targeted dialogue and/or training on issues related to gender identity, sexual orientation, sexual stereotyping, etc., gender-neutral language will be consistently used, sexual minority, gender independent and their allies participate in the Gay-Straight Alliance, develop goals related to newcomer families (e.g., signage, student/parent/guardian handbook, mentor-mentee program).

- Academic: Teachers will increasingly apply in-class tier 1 and 2 academic interventions, develop, implement and monitor PLPs and develop UDL and differentiation (e.g., stretched learning) skills, students will continuously develop metacognitive skills (i.e., co-construction of assessment criteria, self-identification of learning target, use of intelligences and learning styles, **self-monitoring of learning and reflection**), **Speaking and Listening: vocabulary development and conversation, pride in work (e.g., Presentation Write Trait, proper clothing for Physical Education class), Conventions Write Trait, Personal/Critical Comprehension Task, K-2: Accuracy, 6-8: Fluency**

<p>Our K-8 students will continuously develop <u>sentence structure, conventions writing skills.</u></p>	<p>K: letter formation, writing on the line. provide word beginning and ending spelling approximations 1 (English & FI)-2: begin sentences in different ways (move beyond First, Then, Next, Finally), use different sentence lengths (2-3 longer sentences in recount), FI: XX, XX 3-4 (English & FI): use a variety of sentence types (i.e., simple, compound and complex), XX, FI: XX, XX 5 (English, FI, IF): use a variety of kinds of sentences (i.e., declarative, interrogative, exclamatory, imperative), XX, FI: XX, XX, IF: XX, XX 6-8 (English, FI, PIF): create different sentence structures (i.e., sequential 6FI, cause and effect 7 FI, problem-solution, compare and contrast 8 FI), secondary focus: Presentation Write Trait (e.g., margins), PIF: order of words</p>
<p>Our K-8 students will continuously develop <u>inferential reading skills, accuracy and fluency skills.</u></p>	<p>K-2 (English & 1 FI): make simple inferences about a main character (his/her actions or feelings) and story events, giving general information in their rationale (gr. K-1), XX, providing some general supporting details (gr. 2), XX 3-4 (English & FI): interpret clear relationships among ideas (gr. 3)/several ideas (gr. 4-5) to draw conclusions (e.g., cause/effect, sequence) or make comparisons, using some supporting textual details, 3 FI: infer the meaning of new vocabulary using context clues, XX, 4 FI: XX, XX 5 (English, FI, IF): XX, XX, FI: XX, XX, IF: XX, XX 6-8 (English, FI, PIF): 6: interpret and create text features (e.g., headings, subheadings, captions, font diagrams, maps, keys/legends, cutaways, graphs, glossaries, charts, feature boxes, sidebars) and explain how they help the reader understand the text, speak/listen, read/view and write/represent an increasing amount of non-fiction text, XX interpret figurative language (i.e., 6: similes, 7/8: personification), XX, PIF: Accuracy</p>
<p>Our K-8 students will continuously develop oral language skills.</p>	
<p>Our K-8 students will continuously develop <u>number strand-based mathematics skills</u></p>	<p>K: say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1 (N1), recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots (N2) 1 (English & FI): make equal groups with and without singles (e.g., numbers, place value), demonstrate concretely and pictorially how a given number can be represented by a variety of equal groups with and without singles (grade 1)/the meaning of place value for numerals to 100 (grade 2) (N7), demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically (N9), describe and use mental mathematics strategies (N10) 2: demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction (N9), demonstrate an understanding of increasing patterns (PR2) 3-4 (English & FI): N3, N8, and N9 (subtraction with regrouping and estimating differences), demonstrate understanding of subtraction of two numbers (e.g., 2-6 does not equal 4), subtract 2-digit numbers with and without regrouping, estimate quantities less than 1000 5 (English, FI, IF): long division, N11: subtraction of decimals up to 1000, subtract 4-digit numbers with and without regrouping 6-8 (English, FI): relate decimals to fractions (and vice versa), improper fractions to mixed numbers (e.g., 9/4 → 2 ¼), fraction operations, explain and apply the order of operations, 2-3 digit multiplication</p>

10 Year Education Plan Alignment

Objective 1: Ensure all learners value diversity and have a strong sense of belonging

Objective 2: Ensure all pre-school children develop the competencies they need to be successful in school and in life

Objective 3: Improve literacy skills for all learners

Objective 4: Improve numeracy skills for all learners

Objective 5: Improve learning in, and application of, the arts, science, trades and technology for all learners

Objective 6: Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture

Objective 7: Ensure all learners develop the knowledge, skills and behaviors needed to continually adapt to, and thrive in, their environment

Objective 8: Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences

Objective 9: Foster leadership, active citizenship and an entrepreneurial mindset

Sustained School-Based Focus:

2015-16:

2016-17:

2017-18:

2018-19:

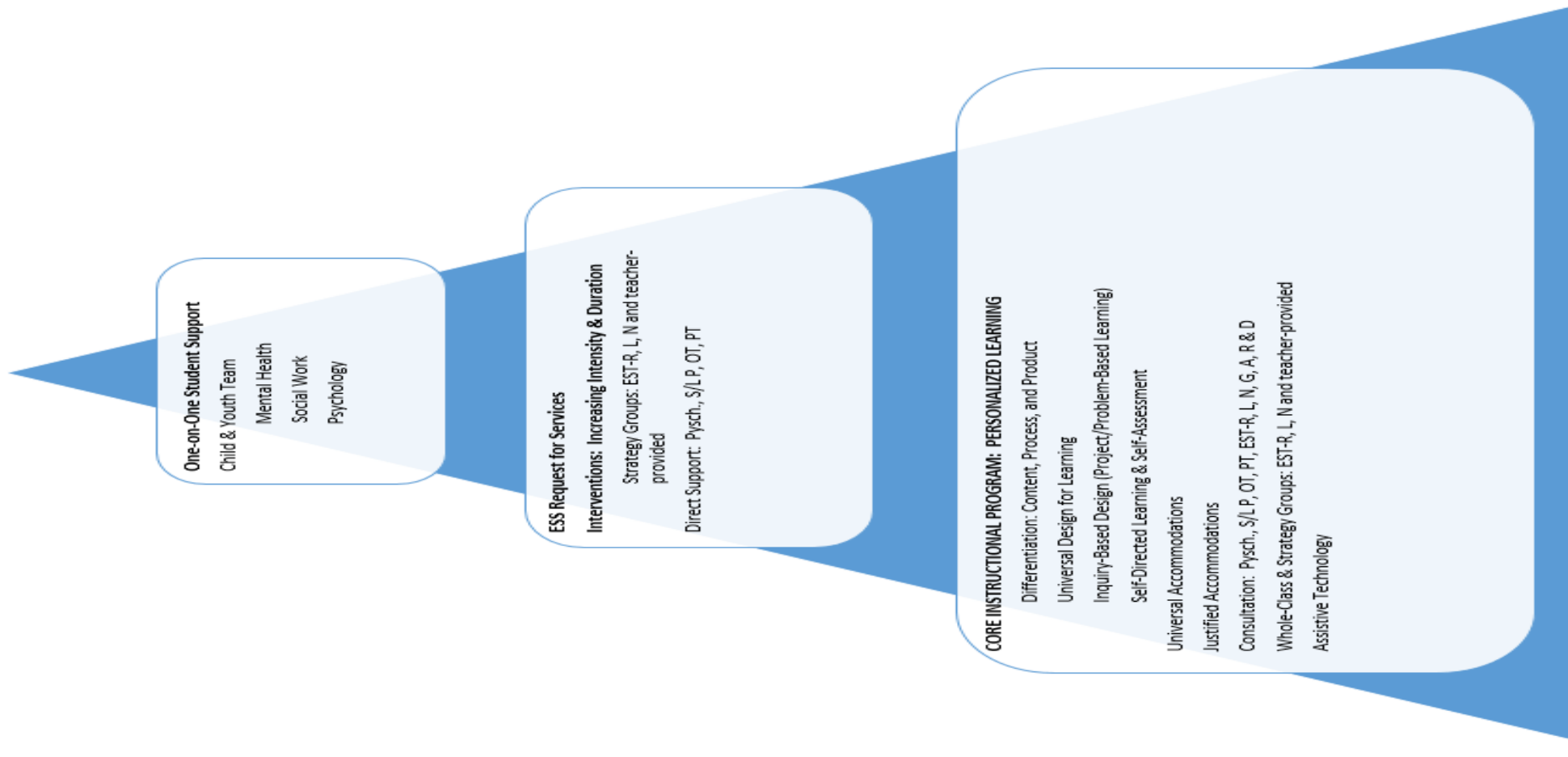
Summary of Adult Learning

- Teachers and ESTs working together to pre-assess, provide flexible group intervention and monitor student progress is a PARAMOUNT strategy
- Student metacognition is key, the ability to demonstrate application of learned skill over time AND in a variety of contexts represents true mastery of content
- Although sentence starters are a useful scaffold, students need to learn how to creatively and independently write
- Developing student background knowledge is a critical support for inferential understanding
- XX

Academic Pyramid of Interventions

Our POI is a unique, living document, focused on meeting the needs of the students we serve.

- Interventions proven to be ineffective over time, based on data, are removed.
- Our teams continually learn about and apply new interventions, and monitor their effectiveness. High-impact, school-based interventions are added to the pyramid.
- We monitor the movement of our students in and between the tiers on a regular basis. Our students do not remain in a tier without on-going assessment.
- Our students may receive a combination of intervention supports (i.e., tier 1 and 2) at any given point in time. We don't label our students as "Tier 2 Students" but instead say, "Student XX receives tier 2 interventions."
- Through frequent intervention and assessment, our primary goal is to support students through core instruction (tier 1 interventions).



FOREST HILLS SCHOOL
CONTINUOUS IMPROVEMENT PLAN (CIP)

PLWEP Goals

Physical Inclusion: Attendance

Goal #1: To improve attendance (~~11-20 day non-attenders~~ 15-40 day non-attenders) through building engagement/motivation, student-adult connections, eliminating social exclusion and supporting mental wellness.

PLOP:

September 8/15-May 20/16 absentee data indicated that 141 of 685 students were absent between 11-20 days. Efforts will target this particularly cohort of students.

2015-16 Secondary TTFM data analysis indicated that the reasons for why some students felt excluded were not fully understood. When asked why students feel excluded, 27% reported “appearance”, 24% reported “high or low grades”, and 35% reported “other reasons”. May 2016 in-house survey results indicated:

	A	B	C	D
1	Results for Exclusion Survey May 2016 - FHS			
2		Grade 6	Grade 7	Grade 8
3	Race/culture			2
4	Gender Identity	1		1
5	Disability	2		4
6	Religion			1
7	Sexual Orientation			3
8	Appearance (hair/ clothing style/body image)	6		9
9	High or low grades	6		2
10	Income level			2
11	Behavior choices (positive or negative)	4		5
12	Choice of friends	21		9
13	Other: if other please be specific	2		4
14		not cool enough	not cool enough	sexism
15			lack of skills (sports)	anxiety
16			unsure (2)	awkward
17				
18	228 respondents			

TTFM also indicated that 30% of students did not feel connected to at least one adult at school. A second in-house survey indicated that 48 (17%) of our middle level students did not have an adult connection. Results were analysed and intentional planning conversations occurred at a level meeting.

Actions:

- Breakfast Program: ALL students will have access toast, milk and either a piece of fruit/yogurt tube/cheese string
- Identify students who missed XX days and reasons for absence
- Brainstorm structures to support daily student-adult connections
- Social Spaces: Create 3-5 (XX) and 6-8 (former cafeteria) lunch time social spaces, including: ping pong tables, sofas, board games. Students will access passes.
- Bracelets and Monthly Awards: Develop a tracking system with an evaluation key, which profiles students who consistently arrive on time and maintain perfect or near perfect attendance. During Celebrate Assemblies, students who meet established criteria will receive a monthly assigned colored bracelet which contains one letter of the word ATTENDANCE (e.g., September’s bracelet is red with the letter “A”)

Monitoring:

- Teachers/teams will profile attendance data using PowerSchool

- ESS will monitor student attendance once/month

Social Inclusion: Student Behavior

Goal #2a): Teachers will identify, apply and refine 2-3 new tier 1 Positive Behavioral Interventions Supports through the use of targeted training, using the Expanded Tier 1 Behavioral Interventions Profile, and profiling of applied interventions, by March 2019.

Actions:

- **Every teacher will contact each parent/guardian within the first 2 weeks of school to establish connection**
- ~~Create an~~ Use Expanded Tier 1 Behavioral Interventions Profile
- Monitor teacher use of Student Behavior and Response
- ~~A PBIS Class Profile Binder* will be issued to each homeroom teacher, and grade level teams will determine for themselves the most effective method to share records.~~

~~*The PBIS Class Profile Binder will contain an intervention record for each class member. It will also contain a snapshot of PLP information for appropriate students.~~

Monitoring:

- Grade level teams will determine most effective methods to share Tier 1 Intervention Profiles and co-develop strategies
- Admin. Walkthroughs

Goal #2b): Students will increasingly follow the school's code of conduct, ~~Of the 20% of students who do not currently follow the code, 75% of them~~ will respond via direct intervention using the Expanded Tier 1 Behavioral Interventions Profile, along with the Forest Hills Behavior Blitzes/Boot Camp presentation(s), and Olweus program.

Actions:

- **Revise Forest Bills Award/Incentive Policy, with minimal financial impact on school (e.g., 1 hour on iPad)**
- Behavior Blitz:
 - Fall: with Boot Camp Presentation, lessons focused on modeling/reinforcing expectations
 - Thanksgiving
 - Christmas
 - March Break
- Student Behavior Matrix Posted in ALL learning environments
- Student referrals to Contemplation Rooms (grades K-5: Room 34 and grades 6-8: Room 5) and completion of consequence "assignment" packages

Monitoring

- **Consider using Forest Bills money tabulation to measure student progress**
- Grade level teams will monitor tier 1 behavior infractions, using Expanded Tier 1 Behavioral Interventions Profile
- ESS will monitor Student Behavior and Response data once/month

FOREST HILLS SCHOOL
CONTINUOUS IMPROVEMENT PLAN (CIP)
Behavior Matrix

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
ARRIVAL/ DISMISSAL	<ul style="list-style-type: none"> -Treat other people's belongings with care -Follow directions of the teachers/staff on duty and in hallways -Wait for your turn to enter or exit school -Assist those who are in need. 	<ul style="list-style-type: none"> -Put belongings in appropriate area (classroom, hook, locker) -Promptly enter the building upon hearing the bell and report to homeroom in a timely fashion -Leave all electronic devices at home or turned off in locker -Be ready to learn -Sign in at office if you are arriving late. 	<ul style="list-style-type: none"> -Arrive at no earlier than 8:15 when supervision begins. -Walkers should leave school ground at dismissal time and go straight home and bus students to their designated area -Use side walks, crosswalks and follow school bus rules. -Enter/exit in an orderly manner (no running, hands off others) -Keep hands, feet and hurtful comments to self
HALLWAY/ TRANSITION TIME	<ul style="list-style-type: none"> -Wait until you are dismissed by your teacher -Wait in a straight line against the wall until you are invited into the classroom -Quiet in the hallways 	<ul style="list-style-type: none"> -Middle School students sign out and take hall pass before leaving classroom -Pick up any litter you see -Report any incidents of hallway bullying to your teacher 	<ul style="list-style-type: none"> -Keep hands to self -Walk in a straight line facing forward -Obey student traffic laws -Stay to the right
BATHROOM/ CHANGING ROOM	<ul style="list-style-type: none"> -Indoor voice -Always friendly to fellow Falcons 	<ul style="list-style-type: none"> -Wash hands -Keep washroom clean -Always have your hall pass -Report anything out of place -Use proper amount of Paper towel -Place trash in garbage can 	<ul style="list-style-type: none"> - Keep water in sink and toilet - Keep feet on the floor - Use facilities appropriately -Report unsafe behaviour and conditions -One child per stall -Go right back to class
CAFETERIA/ GAMES ROOM	<ul style="list-style-type: none"> -Keep facility clean -Follow adult directions -Use quiet voices -Share 	<ul style="list-style-type: none"> -Be cooperative -Respect space and equipment -School property stays in place 	<ul style="list-style-type: none"> -Keep hands and feet to yourself -Use games or equipment as intended -Place chairs on tables when finished
COMPUTER LAB	<ul style="list-style-type: none"> -Use quiet voices -Wait quietly until you are invited in to the lab -Do not eat or drink in the lab 	<ul style="list-style-type: none"> -Leave your workstation neat and tidy 	<ul style="list-style-type: none"> -Put chairs under your workstation when you are finished -Beware of suspicious websites -Use equipment as intended
LIBRARIES	<ul style="list-style-type: none"> -Use appropriate tone of voice -Treat books and equipment with care -Be aware of those working around you and respect personal space 	<ul style="list-style-type: none"> -Return books on time -Follow sign out procedure -Use equipment for its intended purpose -Leave area clean -Know your purpose and have the required materials 	<ul style="list-style-type: none"> -Sit properly -Place chairs on tables when finished -Move in an orderly manner
ASSEMBLIES/ PRESENTATIONS	<ul style="list-style-type: none"> -Be a good listener -Sit flat so others can see -Listen quietly to the presenter -Clap at conclusion -Show appreciation in an appropriate manner - Use manners 	<ul style="list-style-type: none"> -Follow directions. -Use polite applause. - Sit quietly - Follow directions from adult in charge -Line up quietly - Enter/exit quietly 	<ul style="list-style-type: none"> -Walk at all times. -Keep hands and feet to yourself. -Stay seated during presentation -Keep a center aisle open. -Remain seated in a row until dismissed by your teacher -Ascend and descend bleachers carefully and calmly
PLAYGROUND	<ul style="list-style-type: none"> -Share equipment -Apologize for accidents - Follow the commands of teachers and TAs 	<ul style="list-style-type: none"> -Follow equipment rules -Take turns -Line up calmly when recess ends 	<ul style="list-style-type: none"> -Know your limits -Understand the dangers -Be patient while waiting to use equipment -Keep your hands to yourself
MUSIC/ART ROOM/TECH/GYM	<ul style="list-style-type: none"> -Respect equipment (use not abuse) 	<ul style="list-style-type: none"> -Be responsible for each other -work in groups or by yourself as requested. 	<ul style="list-style-type: none"> -Keep hands, feet and equipment to yourself
OFFICE	<ul style="list-style-type: none"> - Enter quietly - Wait patiently 	<ul style="list-style-type: none"> - Use phone pass for appropriate reasons 	<ul style="list-style-type: none"> - Walk to and from the office

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- Our students may receive a combination of intervention supports (i.e., tier 1 and 2) at any given point in time. We don't label our students as "Tier 2 Students" but instead say, "Student XX receives tier 2 interventions."
- Through frequent intervention and assessment, our primary goal is to support students through core instruction (tier 1 interventions).

One-on-One Student Support

Child & Youth Team

Mental Health
Social Work
Psychology

DESS Team

EST-A

Personalized Planning: FBA, IBSP, PDP

ESS Request for Services

Problem-Solving Meeting

Interventions: Increasing Intensity & Duration

Strategy Groups: EST-G, R & D, SIW, and teacher-provided

Restorative Justice Models

Behavior Contract

Peer Mentoring (BB/BS, Big Buddies/Little Buddies)

Rainbows

FOREST HILLS SCHOOL
CONTINUOUS IMPROVEMENT PLAN (CIP)

Behavior Pyramid of Interventions



FOREST HILLS
CONTINUOUS IMPROVEMENT PLAN (CIP)

Student Behavior Reporting & Response



STUDENT BEHAVIOR REPORTING & RESPONSE

Student Name: _____ Date: _____ Referring Teacher: _____

LEVEL 1

Behaviors that:
Primarily impact the student
Do not require administrator involvement
Do not significantly interfere with the educational environment
Do not appear chronic

Behaviors may include:	Actions may include:
Not prepared	Timeout in room
Not following directions	Note home
Off task	Moving seat
Not doing class work	Loss of privileges
Damaging materials	Restitution
Sleeping	Doesn't earn school-wide reward
Not in designated area	Problem solving discussion
Swearing	Re-teach/practice expectation
Leaving class without permission	

LEVEL 2

Behaviors that:
Interfere with the educational environment
Put others at risk or harm
May require administrator involvement
Are Chronic Level 1 behaviors

Behaviors may include:	Actions may include:
Disrespect to adults or peers (talking back, gestures, etc.)	Home contacted
Leaving assigned area without permission	Problem solving worksheet
Inappropriate language/noises	Send discipline note home
Throwing things	Lunch detention
Cheating	Loss of privileges
Lying	Time out in another teacher's room
Vandalism/Destruction/Minor theft	Restitution
Not keeping hands, feet, and other objects to yourself	Re-teach/practice expectation
	Team meeting with student
	Referral to ESS
	IBSP

LEVEL 3

Behaviors that:
Violate Policy 703 (Section 6.3 and/or 6.4)
Are Chronic Level 2 Behaviors
Require administrative involvement

Behaviors may include:	Actions may include:
Actions that cause physical harm	Home contact
Having or using weapons	Home/student/admin. conference
Having or using drugs	Assigned home (short-term)
Major theft/Major vandalism	Partial Day Program Plan
Bullying	ISS (In school suspension)
Inappropriate abusive or discriminatory language	OSS (Out of school suspension – last resort)
Leaving the building without permission	Loss of privilege
Verbal/nonverbal intimidation	Possible referral to outside agency (e.g., DSD, School Psych., Mental Health)
Sexual harassment	Referral to District Access Team
Spitting	V-TRA
Other behaviors that may be deemed unsafe/illegal	Report filed with police

Description of behavior: _____

Actions Taken: _____

Check all that apply:

- Met with student
- 5-minute cool-down
- Modeled and reinforced positive behaviors
- Met with EST-Guidance
- Met with administration
- Home Contact
- Active Behavior Log
- IBSP

Administration Actions: _____

Check all that apply:

- Met with student
- Home Contact (e.g., phone, Conduct Report)
- Assigned home
- Suspension

Administration Recommendations: _____

FOREST HILLS SCHOOL
CONTINUOUS IMPROVEMENT PLAN (CIP)

Expanded Tier 1 Behavioral Interventions Profile



Tier 1 Behavior Interventions

Student: _____

Initial Response	Mid-Range	Concentrated
A Classroom Expectations Posted	F Reteach Behaviour	N Parental Contact
B Verbal Cues/Praise "Model" Behaviour	G Individual Discussion	O Letter to Themselves
C Verbal Warnings	H Goal Setting or Problem Solving Meeting	P Guidance Referral
D Proximity	I Peer Helpers or Behaviour Buddies	Q Rainbows (if appropriate)
E Seating and/or Room Change	J Cool-off Walk or Job	R Loss of Privileges
	K Academic Assistance	S Contemplation Room
	L Classroom Meeting	T Positive Behavior Log
	M Whole Class Reward System	U Reflection Essay

- Tier 1 Behaviours**
- | | | |
|-----------------------------|--------------------------------------|-------------------------------|
| 1. Not prepared | 6. Damaging materials | 11. Excessive Socializing |
| 2. Not following directions | 7. Sleeping | 12. Not raising hand to speak |
| 3. Off task | 8. Not in designated area | 13. Interrupting teacher |
| 4. Tardiness | 9. Swearing | |
| 5. Not doing class work | 10. Leaving class without permission | |

Date: _____ Behaviour: _____ Intervention: _____

Notes: _____

Date: _____ Behaviour: _____ Intervention: _____

Notes: _____

Date: _____ Behaviour: _____ Intervention: _____

Notes: _____

FOREST HILLS SCHOOL
2016-2019 CONTINUOUS IMPROVEMENT PLAN (CIP)
Continuous Improvement Team (CIT) Learning Target Guide (2015-2016)

CIP Global Priority: _____	CIT Members: _____	
PLAN XX	Learning Target: By March __, __ of __ or students or ALL students/teachers (select one), will be able to XX.	
	Problem:	Steps to Achieve Goal:
	Possible Causes of the Problem:	<i>What is to be done:</i>
	Key Measures: <i>How we will know there is improvement?</i>	<i>Who is to do it:</i> <i>When is should be done:</i> <i>Where it is to be done:</i>
DO XX	Carry out Plan/Collect and USE Formative Data	
CHECK XX	Data and Analysis: <i>Did we have improvement?</i> <i>How did or didn't the results agree with the predictions that were made earlier?</i>	Summarize WHAT we LEARNED about Student Learning Needs (e.g., misconceptions, high-impact mini-lessons, next instructional steps, needed professional learning, instructional resources, etc.):
		30-minute Strategic Planning Session with The Representative Leadership Team to Discuss: <i>Learning Target Update: met/not met</i> <i>Celebration:</i> <i>Required CIP Adjustments:</i>
ACT/ADJUST XX	Was desired improvement achieved?	
	Yes – Adopt & Adapt	No – Predict New Change: Abandon OR Revise Target
	Complete and Submit a NEW CIT Learning Target Guide to The Representative Leadership Team by June 27	

FOREST HILLS SCHOOL
CONTINUOUS IMPROVEMENT PLAN (CIP)

Sample CIT Learning Target

CIP Global Priority: Reading comprehension (inferential)

CIT Members: Gina, Vickie, Nadine

Learning Target: By June 10, 2016, 42 of 52 students will be able to determine the meaning of new vocabulary words in context (inferring) in fiction and non-fiction texts.

PLAN

April 4-8/16

Problem:

52 of 70 did not succeed on a benchmark assessment as they scored 0, 1 or 2 (on a scale of 5) on determining the meaning of 6 new vocabulary words in context.

Possible Causes of the Problem:

Teachers need to teach this concept through explicit instruction in specific word-learning strategies

Key Measures:

How we will know there is improvement? Exit slips, reading journal, observations, and formal assessment (same as benchmark for comparison purposes).

Steps to Achieve Goal:

What is to be done:

- whole class mini-lessons on specific strategies (morphemic analysis, contextual analysis for clues, cognate analysis to take advantage of students' first language),
- modeling through read aloud,
- word-play activities to motivate and enhance learning
- continue independent reading scheduled in class and encouraged at home,
- continue to listen to reading during Daily 5, and
- ability groups (with the 2 classes).

Who is to do it: Gina, Vickie, Christina (Mentor), Nadine and Josianne (Monitor)

When should it be done:

- Morning message everyday
- morning activities (before the morning announcements) 3 times a week
- mini-lessons 3 times a week (Daily 5) (Gina and Vickie Mon 1:30, Tues 11:40 and Thurs 2:30)
- Ability groups on Mondays **11:40-12:10** and Wed 1:30-2:00
- Daily 5 (independent reading and listen to reading)

Where it is to be done: in our classrooms

Resources Needed to Achieve Goal: examples and texts found in our resources and online, books for read aloud

FOREST HILLS SCHOOL
CONTINUOUS IMPROVEMENT PLAN (CIP)

Summary of January 25/16-March 4/16 CIT Learning Targets

Reading	Writing	Mathematics
<p>Grade K: identify and retell at least 2 details from a story</p> <p>Grades 4-5 English: identify what computation needs to occur in a math word problem, make text-to-text connections while reading different genres</p> <p>Grades 4-5 FI: interpret clear relationships among several ideas to draw conclusions (e.g., problem/solution) using some supporting textual details</p> <p>Grades 6-8 English & FI: interpret text feature “tables” to support inferential understanding</p>	<p>Grade 1: write a minimum of three different sentence starters in a piece of writing</p> <p>Grade 2: include 2-3 sentences with 7-9 words each, in their writing</p> <p>Grade 3 English: create a <i>variety</i> of sentence types (e.g., simple, compound, and <i>complex</i>)</p> <p>Grade 3 FI: create one compound sentence using coordinating conjunctions (e.g., <i>parce que</i>, <i>mais</i>, <i>alors</i>, <i>et</i>)</p>	<p>Grade K: identify whether a group is fewer than or same as another group</p> <p>Grade 1: group a set of counters into equal groups with or without singles, more than one way</p> <p>Grade 2: determine the value of a digit by its placement within a numeral</p> <p>Grade 3 English: estimate quantities less than 1000</p> <p>Grade 3 FI: subtract 2-digit numbers and show an appropriate strategy</p> <p>Grade 4 FI: use front-end and rounding estimation strategy</p> <p>Grades 4-5 English: use front-end estimation strategy</p> <p>Grade 5 FI: uses front-end and rounding estimation strategy in problem-solving contexts (adding and subtraction)</p> <p>Grade 6 English & FI: convert improper fractions to mixed numbers and vice versa</p> <p>Grades 7-8 English & FI: find the common denominator (English) and equivalent fraction (FI) to add fractions</p>

FOREST HILLS SCHOOL
2016-2019 CONTINUOUS IMPROVEMENT PLAN (CIP)

April 22/16 School-Based PL Schedule

8:30-9:30: **LGBTQ**; Joyce Walker-Haley (Healthy Learners Nurse at St. Stephen Ed Centre) All Staff, Theatre

9:30-10:30: **PBIS**; Matt Garey (ASD-S), All Staff, Theatre

10:30-10:45: BREAK

10:45-11:45: **DIFFERENTIATED SESSIONS**

Title	Description	Presenter(s)	Room Number
“L’engagement de nos élèves dans nos classes de français”	Discuss methods/strategies to support French language learning engagement. (Students will increasingly informally converse in French)	Christina Farmakoulas-Walker Carole Noel	51/52
Students, Staff, and Stress	Stress can manifest both emotionally and physically. Participants will learn the “Look Fors” and important strategies.	Deborah Ferguson	LLC
Assistive Technologies	Review available assistive technologies (i.e., criteria for AT consideration, example technologies)	Ashley Binette Kim Myers	26
Student Self-Assessment	Learn strategies to support student understanding of the learning target, co-construction of assessment criteria, self-assessment and metacognition	Terri-Ann Waye	54
Sentences!	Students should learn to increasingly write with different: sentence types (i.e., simple, compound, complex), kinds (i.e., declarative, interrogative, etc.) and structures (i.e., cause and effect, compare and contrast). Learn about some mini-lessons which support appropriate Sentence Structure Write Trait achievement!	Cindy-Lynn Hannah & Liza Muise	53
Place Value & 2-Digit Subtraction	Learn how to support student understanding of the meaning of ones, tens and hundreds Learn strategies which support subtraction of 2-digit numbers	Beverly Janes & Victoria Smith	17
Inquiry-Based Science Instruction	Learn how to organize inquiry-based Science lessons, which support decision-making and problem solving.	Darren White	23
Minecraft EDU	Learn how to use this popular creativity based game to enrich student engagement. Teachers can create activities for any subject but also for digital citizenship and teamwork. Students can use Minecraft as an alternative media for project work and spark new enjoyment of learning.	Moe Savoie	Tech. Lab

11:45-1:30: **LUNCH**

1:30-3:00: **TRAUMA-INFORMED PRACTICES**; Margot Rankin-Young and Suzanne Monahan (ASD-South), All Staff, Theatre

March Instructional Coaching Options

1. Peer Visitation & Reflection

Identify a subject/grade you'd like to visit and teacher willing to model. For 1 period, visit the classroom to observe the lesson, and answer these questions. After the lesson, meet with your colleague for 1 period, to further discuss.

- How is the teacher introducing the strategy so students will understand?
- How is the teacher modelling the strategy?
- How is the teacher providing opportunity for guided practice?
- What formative assessment is the teacher using to monitor student understanding?
- Is the teacher differentiating this learning experience for students who need extra support?
- What will I try?

2. Co-Assessment

Work with a colleague for 2 periods, to analyse data and answer the following questions:

- What do we know as a result of examining the data?
- What do we think as a result of looking at this data? List what we think this tells us about what students can know and do. List what we think this data suggests about what students are struggling with.
- What do we want to know as a result of examining this data?
- How will this data help us improve instruction? The point of looking at the data is to prepare and plan for the most effective instruction to meet student needs. List some ways we might do that.

3. Action Research

Co-explore a question you and a colleague have, for 2 periods, by answering these questions:

- What is a problem or issue related to classroom instruction and student learning/achievement that you would like to address and study?
- What new practice or intervention do you want to implement into your classroom to address this issue or challenge?
- What does current research on this new practice or intervention suggest?
- How will you measure and determine effectiveness of introducing this new practice or strategy into your classroom?

4. Peer Coaching

Identify one of the following areas you'd like to improve upon. Identify an expert and co-write a SMART goal for your professional growth. Begin by observing your colleague model a strategy, approach, etc. Then, spend 2 weeks trying it on your own. Finally, invite your colleague into your classroom to observe you using the strategy, approach, etc. Repeat this cycle, every 2 weeks!

- Formative assessment
- Self- and Peer-Assessment
- Providing Tier 1 Classroom Intervention
- Balanced Literacy
- Balanced Math
- Inquiry-Based Learning
- Reciprocal Teaching

SMART Goal: _____

Specific: Exactly, what will it look like for me?
Measurable: How will I demonstrate success?
Actions: What actions will I take?
Relevant: Connect goals to responsibilities
Timely: Target dates for success

5. Instructional Rounds

In order to better understand our current skills and needed professional learning, the Representative Leadership Team members will visit all learning environments to make specific observations related to the following areas. Members will then debrief about observations, consider needed adjustments to our 2016-2019 Continuous Improvement Plan, and plan responsive professional learning

- Formative assessment
- Self- and Peer-Assessment
- Providing Tier 1 Classroom Intervention
- Balanced Literacy
- Balanced Math
- Inquiry-Based Learning
- Reciprocal Teaching

Mathematics Data Analysis and Instructional Planning

Teacher Name: _____

Grade: _____

CIT Members: _____

3-Year Mathematics Global Priorities

Our K-8 students will continuously develop number strand-based mathematics skills.

- K-2:** make equal groups with and without singles (e.g., numbers, place values), XX
- 3-5:** demonstrate understanding of subtraction of two numbers (e.g., 2-6 does not equal 4), estimate quantities less than 1000, XX
- 6-8:** relate decimals to fractions (and vice versa), improper fractions to mixed numbers (e.g., $9/4 \rightarrow 2 \frac{1}{4}$), fraction operations, explain and apply the order of operations

1. What did you learn about the organization/use of the Excel spreadsheet?

2. What are 1-3 areas of concern after reviewing the data?

3. How do these areas of concern relate to our **Global Priorities**?

4. a) Does your area of concern align with your current **Continuous Improvement Team's** learning target?

b) After this morning's session, do you have a new instructional focus? What is the focus? How are you going to address it? How are you going to monitor progress?

c) What supports/personnel do you need to help achieve these goals?

Each learning participant is to complete this sheet and submit (paper copy) to Paul Hickey by end of day **Friday, February 19, 2016**. Your **Representative Leadership Team** will consult some of the provided information to inform the development of our **3-Year Continuous Improvement Plan** and on-going professional learning.

