CONTINUOUS

IMPROVEMENT

PLAN

July 9, 2017

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.

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

EECD AREAS OF FOCUS	DISTRICT AREAS OF FOCUS	SCHOOL AREAS OF FOCUS
Improve achievement in language, mathematical and scientific literacies **Domain #3-5**	To demonstrate continuous progress toward provincial targets in literacy, numeracy, and science.	**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 K-8 students will continuously develop sentence structure writing skills.** **Our K-8 students will continuously develop inferential reading skills.** **Our K-8 students will continuously develop number strand-based mathematics skills.** **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).**
Improve inclusive learning environments and instructional practices to ensure equity	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.	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, <u>with a focus on coaching students towards independence.</u> ☐ 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) ☐ 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 ☐ 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) ☐ 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**
Increase opportunities for learners to develop entrepreneurial competencies and to engage in active citizenship	To provide a positive and safe learning environment for children, youth, and staff	**PLWEP Goals** **Physical Inclusion:** **Goal #1: To improve attendance (11-20 day non-attenders) through building engagement/motivation, student-adult connections, eliminating social exclusion and supporting mental wellness** **Social Inclusion:** **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.** **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.**
Integrate the early childhood and k – 12 school sectors	To strengthen engagement of families and foster community partnerships	School Beautification: 2015-16: install new sign, plant marigolds 2016-17: middle school playground (e.g., painted walls, new nets, benches), new bulletin boards, painted staff room, 2017-18

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

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
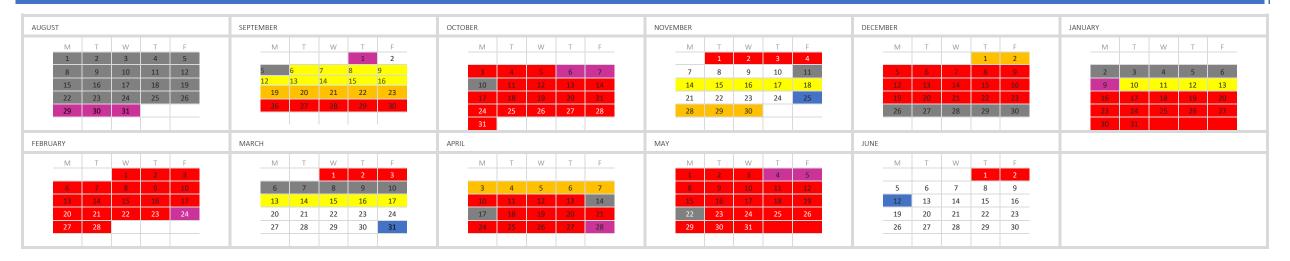
BENCHMARKING #2: FEBRUARY 20-MARCH 3

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

CIT GOAL AND ACTION ADJUSTMENTS (ACADEMIC INCLUSION)

LEARNING CYLCE #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

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JULY

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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)

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, <u>with a focus on coaching students towards independence.</u>

- ☐ **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 <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- 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).**

Our K-8 students will continuously develop <u>sentence structure</u>, <u>conventions</u> writing <u>skills.</u>	**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 senetences 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
Our K-8 students will continuously develop <u>inferential reading skills, <u>a</u>ccuracy and fluency skills.</u>	**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 (Engish, FI, IF):** XX, XX, FI: XX, XX, IF: XX, 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
Our K-8 students will continuously develop oral language skills.	
Our K-8 students will continuously develop <u>number strand-based mathematics skills</u>	**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 (Engish, 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~~

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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: <mark>Improve literacy skills for all learners</mark>
Objective 4: <mark>Improve numeracy skills for all learners</mark>
Objective 5: Improve learning in, and application of, the arts, science, trades and technology for all learners
Objective 6: Meet the needs of <mark>First Nation learners</mark> 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: <mark>Foster leadership, active citizenship</mark> and an entrepreneurial mindset

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Sustained School-Based Focus:

<mark>2015-16:</mark>

<mark>2016-17:</mark>

2017-18:

2018-19:

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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 <u>over time</u> AND <u>in a variety of contexts</u> 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).

One-on-One Student Support

Child & Youth Team

Mental Health

Social Work

Psychology

ESS Request for Services

Interventions: Increasing Intensity & Duration

Strategy Groups: EST-R, L, N and teacher-provided

Direct Support: Pysch, S/LP, OT, PT

CORE INSTRUCTIONAL PROGRAM: PERSONALIZED LEARNING

Differentiation: Content, Process, and Product

Universal Design for Learning

Inquiry-Based Design (Project/Problem-Based Learning)

Self-Directed Learning & Self-Assessment

Universal Accommodations

Justified Accommodations

Consultation: Pysch, S/LP, OT, PT, EST-R, L, N, G, A, R & D

Whole-Class & Strategy Groups: EST-R, L, N and teacher-provided

Assistive Technology

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	2
4	Gender Identity	1	1	1
5	Disability	2	4	
6	Religion		1	1
7	Sexual Orientation		3	3
8	Appearance (hair/ clothing style/body image)	6	9	11
9	High or low grades	6	2	3
10	Income level		2	
11	Behavior choices (positive or negative)	4	5	6
12	Choice of friends	21	9	9
13	Other: if other please be specific	2	4	3
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:
    o Fall: with Boot Camp Presentation, lessons focused on modeling/reinforcing expectations
    o Thanksgiving
    o Christmas
    o 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

Behavior Matrix

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
ARRIVAL/ DISMISSAL	-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.	-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.	-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	-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	-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	-Keep hands to self -Walk in a straight line facing forward -Obey student traffic laws -Stay to the right
BATHROOM/ CHANGING ROOM	-Indoor voice -Always friendly to fellow Falcons	-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	- 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	-Keep facility clean -Follow adult directions -Use quiet voices -Share	-Be cooperative -Respect space and equipment -School property stays in place	-Keep hands and feet to yourself -Use games or equipment as intended -Place chairs on tables when finished
COMPUTER LAB	-Use quiet voices -Wait quietly until you are invited in to the lab -Do not eat or drink in the lab	-Leave your workstation neat and tidy	-Put chairs under your workstation when you are finished -Beware of suspicious websites -Use equipment as intended
LIBRARIES	-Use appropriate tone of voice -Treat books and equipment with care -Be aware of those working around you and respect personal space	-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	-Sit properly -Place chairs on tables when finished -Move in an orderly manner
ASSEMBLIES/ PRESENTATIONS	-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	-Follow directions. -Use polite applause. - Sit quietly - Follow directions from adult in charge -Line up quietly - Enter/exit quietly	-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	-Share equipment -Apologize for accidents - Follow the commands of teachers and TAs	-Follow equipment rules -Take turns -Line up calmly when recess ends	-Know your limits -Understand the dangers -Be patient while waiting to use equipment -Keep your hands to yourself
MUSIC/ART ROOM/TECH/GYM	-Respect equipment (use not abuse)	-Be responsible for each other -work in groups or by yourself as requested.	-Keep hands, feet and equipment to yourself
OFFICE	- Enter quietly - Wait patiently	- Use phone pass for appropriate reasons	- Walk to and from the office

FOREST HILLS SCHOOL
CONTINUOUS IMPROVEMENT PLAN (CIP)

Behavior 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).

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

Consultation: EST-G, R, R & D, A, & SIW
Whole-Class & Strategy Groups: EST-G, R & D, SIW, and teacher-provided

Initial Response

A. Classroom Expectations Posted

B. Verbal Cues/Praise "Model" Behavior

C. Verbal Warnings

D. Proximity

E. Seating and/or Room Change

Mid-Range

F. Reteach Behavior

G. Individual Discussion

H. Goal Setting or Problem Solving Meeting

I. Peer Helpers or Behaviour Buddies

J. Cool-off Walk or Job

K. Academic Assistance

L. Classroom Meeting

M. Whole Class Reward System

Concentrated

N. Parental Contact

O. Letter to Themselves

P. Guidance Referral

Q. Rainbows (if appropriate)

R. Loss of Privileges

S. Contemplation Room

T. Positive Behavior Log

U. Reflection Essay

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
	Problem solving worksheet
Leaving assigned area without permission	Send discipline note home
	Lunch detention
Inappropriate language/noises	Loss of privileges
Throwing things	Time out in another teacher's room
Cheating	Restitution
Lying	Re-teach/practice expectation
Vandalism/Destruction/Minor theft	Team meeting with student
Not keeping hands, feet, and other objects to yourself	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: _____
_____
_____
_____
_____
_____

Expanded Tier 1 Behavioral Interventions Profile

Tier 1 Behavior Interventions

Student:_____

Initial Response

A	Classroom Expectations Posted
B	Verbal Cues/Praise "Model" Behaviour
C	Verbal Warnings
D	Proximity
E	Seating and/or Room Change

Mid-Range

F	Reteach Behaviour
G	Individual Discussion
H	Goal Setting or Problem Solving Meeting
I	Peer Helpers or Behaviour Buddies
J	Cool-off Walk or Job
K	Academic Assistance
L	Classroom Meeting
M	Whole Class Reward System

Concentrated

N	Parental Contact
O	Letter to Themselves
P	Guidance Referral
Q	Rainbows (if appropriate)
R	Loss of Privileges
S	Contemplation Room
T	Positive Behavior Log
U	Reflection Essay

Tier 1 Behaviours

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

Date: _____ Behaviour: _____ Intervention: ____

Notes: _____
_____
_____

Date: _____ Behaviour: _____ Intervention: ____

Notes: _____
_____
_____

Date: _____ Behaviour: _____ Intervention: ____

Notes: _____
_____
_____

CIP Global Priority: _____	CIT Members:

	Learning Target: By March __, __ of ___ or students or ALL students/teachers (select one), will be able to XX.	
PLAN **XX**	**Problem:**	**Steps to Achieve Goal:**
	Possible Causes of the Problem:	*What* is to be done: *Who* is to do it: *When* is should be done:
	Key Measures: *How we will know there is improvement?*	*Where* it is to be done:
DO **XX**	**Carry out Plan/Collect and USE Formative Data**	
CHECK **XX**	**Data and Analysis:** *Did we have improvement?* *How did or didn't the results agree with the predictions that were made earlier?*	**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: *Learning Target Update: met/not met* *Celebration:* *Required CIP Adjustments:*
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**	

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 **11:4**0-12:10 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
Grade K: identify and retell at least 2 details from a story **Grades 4-5 English:** identify what computation needs to occur in a math word problem, make text-to-text connections while reading different genres **Grades 4-5 FI:** interpret clear relationships among several ideas to draw conclusions (e.g., problem/solution) using some supporting textual details **Grades 6-8 English & FI:** interpret text feature "tables" to support inferential understanding	**Grade 1:** write a minimum of three different sentence starters in a piece of writing **Grade 2:** include 2-3 sentences with 7-9 words each, in their writing **Grade 3 English:** create a *variety* of sentence types (e.g., simple, compound, and *complex*) **Grade 3 FI:** create one compound sentence using coordinating conjunctions (e.g., parce que, mais, alors, et)	**Grade K:** identify whether a group is fewer than or same as another group **Grade 1:** group a set of counters into equal groups with or without singles, more than one way **Grade 2:** determine the value of a digit by its placement within a numeral **Grade 3 English:** estimate quantities less than 1000 **Grade 3 FI:** subtract 2-digit numbers and show an appropriate strategy **Grade 4 FI:** use front-end and rounding estimation strategy **Grades 4-5 English:** use front-end estimation strategy **Grade 5 FI:** uses front-end and rounding estimation strategy in problem-solving contexts (adding and subtraction) **Grade 6 English & FI:** convert improper fractions to mixed numbers and vice versa **Grades 7-8 English & FI:** find the common denominator (English) and equivalent fraction (FI) to add fractions

Representative Leadership Short-Term CIP Goal Monitoring

Plan: January 10-15/16
Do: January 25-March 4/16
Check: March 14-24/16 & April 1/16
Act/Adjust: April 4-8/16

CIP Global Priority	CIT MEMBERS	LEARNING TARGET	Did team have improvement? Target: ☐ Met ☐ Not Met	Did results agree with predictions that were made?	Summary of adult learning (e.g., high-yield instructional practices)	Summary of student learning (e.g., misconceptions)	Next Instructional Steps	Next Learning Target: ☐ Continue with revisions ☐ New Goal
Numeracy								
Make Equal Groups	Jennifer Mclaughlin (K), Stacy Shaw (K), Melinda Smith/Kathy Gallant (K), Wanda Sampson (K/1), Kari Parsons (PE)	By March 4, 41 of 50 students will be able to identify groups that are fewer or are the same.	45 of 50 students met target **Target Met**	Exceeded them	-After viewing results, realized that each teacher presented the questions differently, will use prompts next time (e.g., script) -Will discuss the ways in which manipulatives will be used		-Will create a new goal, but, will continue with supporting this targeted area	-New Goal: "Numbers before or after" a given number to 10
Make Equal Groups	Liz Greer (1), Janelle Jardine (1), Wanda (K/1)	N7: By March 4, 23 of 23 students (Greer and Jardine) and 5 of 6 students (Sampson) will be able to show how a given number can be presented with and without equal groups.	22 of 23 students met target **Target Not Met** 6 of 6 students met target **Target Met**	The one student who didn't reach the target is almost there	-This was an outcome that teachers were uncomfortable with supporting -Team has identified more lessons to support it	-Students can demonstrate skill with counters and verbally -A few students wanted to turn it into an addition problem (misconception)	-Have students record findings on paper	-Continue with goal with revisions, but have students record findings on paper

Place Value	Liza Muise (Lit), Christine Halcrow (ESS-R), Gillian Kaye (2), Paula Moore (2), Carolyn Jackson (2)	By March 4, 15 of 16 students (Kaye), 15 of 16 students (Moore), 10 of 11 students (Jackson) will be able to determine the value of a digit by its placement within a numeral.	15 of 16 students (Kaye) met goal **Target Met** 13 of 16 students (Moore) met goal **Target Not Met** 10 of 11 students (Jackson) met goal **Target Met**	Yes	-Found morning meetings to be very effective -Didn't do ability groups for this goal	-Students didn't understand concept of hundreds, tens	-Work on place value to 100	-New Goal: Stick within Number Sense, move on to word problems (students are struggling due to comprehension, not as a result of operations) (N9)
Estimating Quantities Less Than 1000 Using Referents	Karen Dunlop (2/3), Lindsay Young (2/3)	By March 4, 27 of 27 students will be able to estimate quantifies less than 1000.	-Improvement -Pre-Test: 0 of 27 -Post-Test: 18 of 28 students met goal **Target Not Met**	-Results did not agree with predictions, hoped for 80%	-Liked doing the 10 minute focused instruction per day -Did not do ability groups	-Higher students still struggled, wanted to identify exact answer -Greatest difficulty: visualizing (e.g., number of books in a stack)	-Not sure -Perhaps, look at students who didn't meet the target and create a goal, or, create a new goal	-Probably create a new target
Double-Digit Subtraction	Ruth McLaughlin (3FI), Tanya Josselyn (3FI)	By March 4, 44 of 44 students will be able to subtract 2 digit numbers and show an appropriate strategy.	-Improvement -35 of 44 students met the goal **Target Not Met**			-Students are subtracting extra		-Josselyn & Tanya: continue with goal, for students (9 in Joseelyn's class) who have not met it
Estimating Quantities Less Than 1000	Joann O'Blenes (4), Krista Ross (4/5), Kristina Brodhagen (5)	By March 4, all grades 4 and 5 students and 19 of 20 grades 4/5 students will be able to use the front-end estimation strategy.	Students who met target: R: 13 of 17 students met goal B: 16 of 21 students met goal	-Students could use front-end strategy -Students became frustrated b/c topic was repetitive and it became too easy for them, math	-Teachers realized that students required additional subtraction and addition strategy support	-Students did not read the questions properly—used addition instead of subtraction -Students found the concept abstract, did not understand why		-New Goal: Based on benchmark results, will inform Rep. Ldrshp. of needed global priority changes, possibly 2-digit multiplication

			O: 15 of 19 students met goal **Targets Not Met**	mentor suggested that they add on the strategy of compensation to get a closer estimation		they can't just solve the question		
Estimation Strategies (Rounding and First-Digit)	Vickie Beaulieu-Manuel (4FI), Gina Comeau (4FI)	By March 4, 20 of 23 students will be able to use estimation strategies using the first digit and by rounding.	-Of 35 students, 22 met goal and 23 did not meet the goal **Target Met**	-Yes	-Analyzed results almost daily, identified who was progressing, who was not progressing -15 minute daily Warm-Up was effective -Worked with groups almost every day			-Continue with goal, with multiplication and division
Estimation Strategies in Problem Solving Contexts (Adding and Subtracting)	Vickie Beaulieu-Manuel (5FI), Gina Comeau (5FI), Desiree Tchommo/Nadine Moreau (5FI)	By March 4, 9 out of 9 students will be able to use estimation strategies (front-end rounding, compensation and compatible numbers) in problem solving contexts (adding and subtracting).	24 of 25 students (Tchommo) met goal **Target Met** 6 of 7 students (Vickie and Gina) met goal **Target Met**		-Teachers learned some new strategies			-Continue with goal, with multiplication and division
Improper Fractions to Mixed Numbers	Dave Cochrane (6FI), Janet Landry (6)	By March 4, 12 of 12 FI students and 13 of 15 English students will be able to convert improper fractions to mixed numbers and vice versa	-9 of 12 students met goal **Target Met** -14 of 15 students met goal (1 did not, due to	-No	-Intervention groups during Falcon Time occurred -Need students to understand the picture, before they	-Students struggled with retention of learned information		-Continue with this goal -Analyze district benchmark results to inform goal

			attendance issues) **Target Met**		manipulate the numbers -Once they understand WHY a common denominator is required, there is a breakthrough			
Adding and Subtracting Fractions	Emily Duff (7FI), Jason Rideout (7), Phil Goguen (8FI), Susan Holden (8)	By March 4, 11 of 12 Duff's students, 23 of 26 Rideout's students, 6 of 6 Goguen's students, and 20 or 24 Holden's students will score 4/5 correct achievement indicators on the review check-in measuring adding and subtraction of fractions	D: 7 of 12 students met goal **Target Not Met** R: 14 of 26 students met goal **Target Not Met** G: 6 of 6 students met goal **Target Met** H: 17 of 24 students met goal **Target Not Met**	D, H, and R: No G: Yes				R: stay with target D: students struggled to apply adding fractions, will tweak goal to reflect problem-solving contexts H and G: identify a new target, tied to decimals or percentages

CIP Global Priority	CIT MEMBERS	LEARNING TARGET	Did team have improvement? Target: ☐ Met ☐ Not Met	Did results agree with predictions that were made?	Summary of adult learning (e.g., high-yield instructional practices)	Summary of student learning (e.g., misconceptions)	Next Instructional Steps	Next Learning Target: ☐ Continue with revisions ☐ New Goal
Literacy								
Literal	Jennifer Mclaughlin (K), Stacy Shaw (K), Melinda Smith/Kathy Gallant (K), Wanda Sampson (K)	By March 4, 40 of 50 students will be to identify a main characters and retell at least two details from a story (1 detail could be a main character)	-100% success with identifying a main character -41 of 50 students can identify two details from a story (main character and 2 extra details) **Target Met**	-Yes	-Learned that they needed to align how they asked comprehension questions (prompts) -Used sentence stems from end of K reading standards		-Continue working on quality literal questions -Identify interventions for the 9 students who did not meet the target -Need: more common planning	-Continue with goal, support student retelling of new details -Focus on: events of story, beyond the main character -Early Readers: noticed growth in some
Sentence Length	Liza Muise (Lit), Christine Halcrow (ESS-R), Gillian Kaye (2), Paula Moore (2), Carolyn Jackson (2)	By March 4, 5 of 6 Kaye's students, 3 of 5 Moore's students and 6 of 7 Jackson's students will be able to include 2 or 3 sentences of 7 to 9 words in each sentence.	-Groups: 2 high: complex, descriptive sentences 1 low 2 medium -Of the 4 who they didn't think would meet the goal, 1 did **Targets Met**	-Yes	-Ability groups went well -Formally met to coordinate specific content of interventions	-New Problem: run-on sentences, will tackle punctuation (response instruction)		-New Goal: Work on comprehension, which is holding them back, will administer a mock assessment to identify interventions
Sentence Structure	Kari Parsons (PE), Liz Greer (1), Wanda Sampson (1), Janelle Jardine (1), Christine Halcrow (EST-R)	By March 4, 29 of 29 students will be able to write a minimum of 3 different sentence starters in a piece of writing.	23 of 29 students met target **Target Not Met**	The students who did not meet the target still improved, by using 2 different sentence starters Of the 8 students they didn't	-Take a sampling of 3-4 writing pieces	-Orally, students are more successful, therefore, vary the assessments (e.g., scribe)		-Continue with this skill -Introduce new vocabulary to support descriptive writing

Category	Teachers	Goal	Data	Met?	Reflection	Student Language	Continue	New Goal
			include in the goal, 3 did meet the goal					-Support a combination of short and long
Variety of Sentence Lengths	Karen Dunlop (3), Lindsay Young (3)	By March 4, all non-modified students will be able to create a variety of sentence types.	January: 0 students could write a compound sentence March: 14 students could write a compound sentence, 21 of 28 students can create a variety of sentence types **Target Not Met**	-Yes	-Will identify specific students who need targeted intervention (to inform goal) -Teachers learned more about the rigor required, as well as mini-lessons	-Students would say, "Oh, I need to add a conjunction in there." -Students are using the language of complex sentence	-Continue with this in daily writing	-New Goal: View student achievement in Write Trait Voice
XX	Ruth McLaughlin (3FI), Tanya Josselyn (3FI)	By March 4, all 49 students will be able to apply connecting words to create a compound sentence.	-Everyone met the goal **Target Met**	-Yes	-Surprised that they had more success more quickly, because they targeted fewer words -Share with grades 4-5 the targeted word lists		Will move on to a new goal	-New Goal: Focus on Write Trait, Organization, specifically, the inclusion of a conclusion
~~**Personal and Critical Comprehension**~~	~~Joann O'Blenes (4), Krista Ross (4/5), Kristina Brodhagen (5)~~	~~By March 4, 20 of 24 grades 4 students, 19 of 20 grades 4/5 students and 20 of 22 grades 5 students will be able to make connections to different forms of text.~~						
Inferential Comprehension	Joann O'Blenes (4), Krista Ross (4/5), Kristina Brodhagen (5)	By March 4, 22 of 24 grades 4 students, 17 of 19 grades 4/5 students, and 18 of 22 grades 5 students will be able to read and	-Did not work on for the entire intervention block					-Continue with goal, focus on: write the word problem as an

		respond to math problems successfully.	-Not enough time **Target Not Met**					equation, identify which information is missing, focus on math terminology -Collaborate with grade 2, who are targeting that goal
Inferential Comprehension	Gina Comeau (4/5FI), Vickie Beaulieu-Manuel (4/5FI), Desiree Tchommo/Nadine Moreau (5FI)	By March 4, 38 of 43 students will be able to interpret clear relationships among several ideas to draw conclusions (problem/solution) using some supporting textual details, ~~speak/listen, read/view and write/represent and increasing amount of non-fiction text.~~	-Pre-Test: 43 students did not meet goal -Created instructional groups, twice a week -Mini Lessons: 3 times per week -Post-Test: 23 of 43 student met goal **Target Not Met**	-Yes	-The 20 who didn't meet goal, struggled with vocabulary -39 of 43 met the goal, with simplified vocabulary, and when test orally			-New Goal: How to determine the meaning of difficult words, in new contexts
Make Inferences Using Text Features	Amy Long (6), Tim Vandenberghe (6/Music), Sheri Fowler (7), Josh Forward (8), Josee Gobeil (6FI), Caroline Mailoux (7FI), Julie Cyr (8FI),	By March 4, of 31 grades 6 English students (Tim and Amy), 10 of 14 grades 6 FI students (Josee), 25 of 31 grades 7 English students (Fowler), 18 of 18 grades 7 FI students (Caroline), 3 of 3 grades 8 English students (Josh), and 4 of 8 grades 8 FI students (Cyr) will be able to use text features (tables and graphs) to increase comprehension of text, specifically in the area of inferential questions	-Focused on interpreting tables and charts A: 18 of 23 students met goal T: _____ J: _____ F: 20 of XX students met goal M: ____ F: ____ C: ____		-Grades 7 and 8 FILA teachers focused on graphs -Learned that teams need to spend more time on pre-assessment stage to identify target and that smaller teams (e.g., 7 and 8 ELA) will be required	-Students lacked background knowledge in order to interpret graphs		-New Goals: Will branch out into 3 groups (FILA, 6 ELA and 7/8 ELA), administer assessments, identify new targets -Direct common planning time to this

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 PRATICES;** 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 <u>number strand-based mathematics skills.</u>
- ☐ **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 ¼), fraction operations, explain and apply the order of operations

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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.

Representative Leadership Short-Term CIP Goal Monitoring

Plan: April 4-8
Do: April 11-June 10
Check: June 27
Act/Adjust: June 28

CIP Global Priority	CIT MEMBERS	LEARNING TARGET	Did team have improvement? Target: ☐ Met ☐ Not Met	Did results agree with predictions that were made?	Summary of adult learning (e.g., high-yield instructional practices)	Summary of student learning (e.g., misconceptions)	Next Instructional Steps	Next Learning Target: ☐ Continue with revisions ☐ New Goal
Numeracy								
Number Strand	Jennifer Mclaughlin (K), Stacy Shaw (K), Kathy Gallant (K), Wanda Sampson (K/1), Kari Parsons (PE)	By June 10, 45 of 48 will be able to identify the number that comes before and after any given number.	**Not Met** 81% were successful More successful when answering verbally, versus sheet work Assessed too late in the year, students checked out					
Make Equal Groups	Liz Greer (1), Janelle Jardine (1), Wanda (K/1)	By June 10, 18 of 22 students will receive will be able to pictorially show how they can make equal groups with AND without singles (2 groups). By June 10 20/21 students will be able to pictorially show how they can make equal groups with or without singles (1 group).	Manips, then pictorially **Met**		Used Victoria Smith (EST-Numeracy) Integrated into morning message Fluid Groups, changed weekly Broke outcome into 2 concepts Peer mentoring was helpful			

Addition and Subtraction/ Word Problems	Gillian Kaye (2), Paula Moore (2), Carolyn Jackson (2)	By June 10, 7 of 9 students (G.K.), 14 of 16 students (P.M.) and 9 of 11 students (C.J.) will be able to solve word problems that involve addition and subtraction with 75% accuracy.	Expected 30 students who did not meet to achieve goal, only 2 of them did not meet the goal **Met**		Did not use ability groups, targeted instruction during morning message, using manips, hands-on, pictorially			
Mental Math	Karen Dunlop (2/3), Lindsay Young (2/3), Victoria Smith (EST-Numeracy) Heather Streeter (EST-R)	By June 10, 13 of 15 students will be able to complete a variety of mental math strategies using 2 and 3 digit numbers in addition and subtraction with an accuracy rate of 80% or above.	Facts to 20 Focus group of 20, 12 of 20 got it 3 ability groups needed, but didn't have a third facilitator 12 of 14 in focus group were successful					
Division	Ruth McLaughlin (3FI), Tanya Josselyn (3FI)	By June 10, all students will be able to demonstrate an understanding of division.	Strategies similar to multiplication, to show the relationship Word problems assisted Strategy groups became smaller over time Blocked strategy out, and then used manips 5 of 23 had been struggling Not Met					
Addition	Ruth McLaughlin (3FI), Tanya Josselyn (3FI)	By June 10, 6 of 6 students will be able to add numbers with sums to 10 with a 5 second recall limit.						
Write Proper Equations	Joann O'Blenes (4), Krista Ross (4/5), Kristina Brodhagen (5)	JO: By June, 16 of 19 students will be able to read and write the	Ability to write proper equations		Would get it in ability groups,			

		corresponding math equation successfully with at least 75% accuracy. KR: By June, 16 of 19 students will be able to read and write the corresponding math equation successfully with at least 75% accuracy. KB: By June, 16 of 19 students will be able to read and write the corresponding math equation successfully with at least 75% accuracy.	**Not Met** All students showed improvement in reading the problem, still struggling ORDERING the operations Joann: worked on estimation, difficulty with solving equations		but could not during summative assessments			
Estimation Strategies	Vickie Beaulieu-Manuel (4FI), Gina Comeau (4FI), Nadine Moreau (5FI)	By June 10, 14 of 16 students will be able to use estimation strategies (multiplication and division).	16 had a problem with using estimation strategies, so that was focus Wanted 14 of 16 to be successfully, 13 were **Not Met** 31 of 31 use estimation strategies, 28 of 31 **Not Met** Used ability groups during warm-ups		Challenge: To organize groups, had to work on scheduling Looking forward to having a straight grade 4 class Challenge: Finding time during class, looking forward to having a second grade 5 FI Would be great to have someone to support us in French, Melissa contacted Glenn			
Equivalent Fractions	Dave Cochrane (6FI), Janet Landry (6)	June 10, 14 of 16 FI students and 13 of 15 English students will be able to use equivalent fractions to	Met, all 15 students could do it Expanded goal					

		convert between fractions, decimals, and percent.	Re-tested in June, some could no longer do it, required trigger 14 of 16 **Not Met**					
Adding and Subtracting Fractions	Emily Duff	By June 10, 33 of 40 of students will be successful with adding/subtracting fractions with unlike denominators. They will first have use their knowledge of equivalent fractions to determine the appropriate common denominator.	9 of 39 were unsuccessful in March, therefore, moved into in-class interventions versus Falcon Time Still struggled with subtracting fractions, particularly when in word problems					
Adding and Subtracting Fractions	Jay Rideout	By June 10, 11 of 11 students will be successful with adding/subtracting fractions with unlike denominators. They will first have use their knowledge of equivalent fractions to determine the appropriate common denominator.	Benchmarks: Sept. and June **Not Met** 7 of 11 did meet the goal					
Adding Fractions	Susan Holden (8) and Phil Goguen (8)	Transforming decimals to fractions and fractions to decimals 12 of 41 couldn't By June 10, 12 of 12 will XX	11 of 12 met **Not Met**		Mini-Lessons used, if that didn't work, worked one-on-one with students			

CIP Global Priority	CIT MEMBERS	LEARNING TARGET	Did team have improvement? Target: ☐ Met ☐ Not Met	Did results agree with predictions that were made?	Summary of adult learning (e.g., high-yield instructional practices)	Summary of student learning (e.g., misconceptions)	Next Instructional Steps	Next Learning Target: ☐ Continue with revisions ☐ New Goal
Literacy								
Literal	Jennifer Mclaughlin (K), Stacy Shaw (K), Kathy Gallant (K), Wanda Sampson (K)	By June 10, 45 of 48 students will be able to retell the beginning, middle and end of the story in any order.	Fairly well, 75% successful **Not Met**, due to, too high of a standard Missed a few ability groups Assessed too late in the year, students were checked-out					
Inferential	Liza Muise (EST-L), Christine Halcrow (ESS-R), Gillian Kaye (2), Paula Moore (2), Carolyn Jackson (2)	June 10, 5 of 9 students (G.K.), 11 of 14 students (P.M.) and 7 of 11 students (C. J.) will be able to make simple inferences about characters and events and provide some general detail to support their answer with 75% accuracy (using a K-M level text).	Prepped for assessment 75% was too lofty **Not Met** 51% of students improved		Start the ability groups for reading comprehension earlier in the year To assess them in June was too late Use provincial assessment as the actual assessment			
Sentence Structure	Liz Greer (1), Wanda Sampson (1), Janelle Jardine (1)	By June 10, 24 of 43 students will have 4 complete sentences within their writing with 7 or more words, 15/43 students will have 2 complete sentences within their writing with 7 or more words.	Sentence Lengths: focus A lot who only had 2 in March, bumped up to 3-5 **Met** Created a sub goal for those who already had		Time was an issue Ability groups were used, less fluid than with the math groups Students who did not meet (0 sentences) still experienced			

			4 sentences, had to bump that up, to stretch their learning, did not meet that goal		growth, could write 1 sentence			
Sentence Structure	Liz Greer (1), Wanda Sampson (1), Janelle Jardine (1)	By June 10, 27 of 32 students will have 4 or more sentence starters in their writing piece.						
Sentence Structure	Karen Dunlop (3), Lindsay Young (3), Christine Halcrow (EST-R)	By June 10, 16 of 16 students will be able to include at least 1 complete declarative, exclamatory and interrogative sentence in a writing piece of at least 10 sentences.	Assisted with punctuation Focus Group: 16, 12 got it, 3 really struggled **Not Met**		Should have adjusted goal			
Organization?	Ruth McLaughlin (3FI), Tanya Josselyn (3FI)	By June 10, all students will be able to write a conclusion (may be brief).	Pretty much everyone was able to write a conclusion 2 of them didn't give them the why of conclusion (brief) **Not Met**					
Inferential Comprehension	Joann O'Blenes (4), Krista Ross (4/5), Kristina Brodhagen (5)	JO: By June 10, 22 of 25 students will be able to read and interpret clear relationships among several ideas and to draw conclusions or make comparisons. KR: By June 10, 19 of 20 students will be able to read and interpret clear relationships among several ideas and to draw conclusions or make comparisons. KV: By June 10, 20 of 21 students will be able to read and interpret clear relationships among several ideas and to draw conclusions or make comparisons.	Some connection to reading information, coming up with conclusions Based groups upon reading levels **Met** Can interpret ideas in texts, and support with evidence		Common Document: on S: drive			

Inferential	Gina Comeau (4/5FI), Vickie Beaulieu-Manuel (4/5FI), Nadine Moreau (5FI)	By June 10, 42 of 52 students will be able to determine the meaning of new vocabulary words in context (inferring) in fiction and non-fiction texts.	Determine meaning of new vocabulary Whole class activities used due to size Activities before announcements, as part of am message Every 2 weeks, changed groups 2 strategy groups per week AM message, plus additional mini lessons were added 40 me the goal **Not Met**		Social Studies: students used strategies			
Inferential	Tim Vandenberghe (6) Amy Long (6)	By June 10, 25 of 32 students will be able to show clear evidence of using text feature data (tables, in this case) to answer inferential questions.	Answering questions, interpreting tables 32 couldn't No significant improvement in each of the mini-assessments (benchmarks) **Not Met** Amy 30 couldn't, only 20 could do it **Not Met** Busy group? Did not take benchmark seriously		Scheduling Issues: less opportunity to intervene during Falcon Time Did provide 3 whole-group interventions Resources were difficult to identify Whole-Group mini-lessons were helpful			

Inferential	Sheri Fowler (7) and Josh Forward (8)	SF: By June 10, 19 of 25 English students will be able to use context clues, prior knowledge, and reference tools, to explain the meaning of new vocabulary/technical terms. SF: By June 10, 13 of 13 FI students will be able to use context clues, prior knowledge, and reference tools, to explain the meaning of new vocabulary/technical terms; interpret more subtle shades of meaning, and figurative and descriptive language. JF: By June 10, 28 of 34 students will be able to use context clues, prior knowledge, and reference tools, to explain the meaning of new vocabulary/technical terms.	PowerPoints used Identified 5 different context clues strategies Taught them during whole-class instruction and small group SF: English: 17 met **Not Met** French: 13 met **Met** JF: 27 met goal **Not Met** Did context clues mini lessons once/week		Cross-Curricular Mini-Lessons (in Research Learning) Resource-provided assessments			
Inferential	Josee Goubei (6FI), Caroline Mailoux (7FI), Julie Cry (8FI)	By June 10th, students will be able to make inferences through the creation of text features (bolded words, captions, headings, subheadings, table of contents, glossary, etc.). Grade 6 French: 9/13 Grade 7 French: 13/17 Grade 8 French: 14/19	JG: 13 students were very weak, provided individual intervention and small group interventions 9 could do it **Met** CM: **Not Met** (could do it with reading but not writing) JC: Whole group format was helpful					

			Some students had good background knowledge Half of the 19 made the jump **Not Met**					

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

Representative Leadership Long-Term CIP Goal Planning & Monitoring

		Global Priorities	Required Professional Learning	Strategic Actions (e.g., required action research, classroom observation formative feedback focus, community partnerships, etc.)	Key Measures	Target Met
2015-2016	**FALL**	✓		Identify Three Year Global Priorities	Document	✓
	WINTER	**Physical Inclusion:** Teachers will purposefully create mixed-ability groups (e.g., mentoring, reciprocal teaching) Our K-8 students will continuously develop **sentence structure writing** skills. Our K-8 students will continuously develop **inferential reading skills.** Our K-8 students will continuously develop **number strand-based mathematics skills.** **Social Inclusion:** Teachers will learn, apply and refine new tier 1 and 2 *Positive Behavioral Interventions Supports*, students will increasingly follow the school's Code of Conduct, XX.	ESS Pbisword.org Matt Garey	Intervention Block #1: Jan. 25/16-Mar. 4/16 March Instructional Coaching Opportunities Mathematics Data Analysis and Instructional Planning Student Reporting & Response Form PBIS Focus Group: -research tier 1 and 2 interventions -create Expanding Tier 1 Behavioral Interventions Profile	Observations, Strategic Planning Session with Rep. Ldrshp. Post Reflection Reduction in Student Conduct Forms submitted to office Recommendations to ESS	✓ ✓ ✓ ✓
	SPRING	Develop PLWEP Goals		PBIS Focus Group: -develop PBIS Class Profile Binder -write goals, including actions and measures TTFM Data Consult ☐ Re-assess student-adult connections via in-house survey ☐ Explore reasons students feel excluded		✓

2016-2017	FALL	**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	PBIS Focus Group-provided PL: -Class Profile Binder -Expanded Tier 1 Behavioral Interventions Profile		Teacher Adoption of PBIS: -Level Meetings: sharing of profiles and co-development of strategies -Admin. Walkthroughs Student Code Adherence: -Level Meetings: monitor infractions -ESS: Student Behavior & Response data once/month	
		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 day non-attenders),** XX	Workshop Model PL: Text Level PL:		Workshop Model: -Admin. Walkthroughs -Peer Visitation Attendance: -Teacher/Teams: PowerSchool -ESS: monitor student attendance once/month	
	WINTER	**Academic Inclusion:** 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). Our K-8 students will continuously develop **XX** writing skills. Our K-8 students will continuously develop **XX** reading skills. Our K-8 students will continuously develop **XX** mathematics skills. Our K-8 students will continuously develop **XX** scientific literacy processes skill.	NEW Reports Cards: 1, 2, 3, 4 Scale -co-construction of assessment criteria			
	SPRING	**Cultural Inclusion:** 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-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		**K:** French Language Learning Engagement: all students will greet one another **1:** Sexual Minorities: gender stereotyping/fluidity **2:** French Language Learning Engagement: increase participation, oral language **3:** French Language Learning Engagement: most greet and respond in French (English), First Nations: create a piece of themed art (FI) **4:** French Language Learning Engagement: create and present a project (FI), Sexual Minorities: identify different family structures (i.e., composition, roles, etc.) (English) **5:** First Nations and Inuit: create a product (e.g., art)	**Consult TTFM (2017) Data**	

		Our K-8 students will continuously develop **XX** writing skills. Our K-8 students will continuously develop **XX** reading skills. Our K-8 students will continuously develop **XX** mathematics skills. Our K-8 students will continuously develop **XX** scientific literacy processes skill.		**6-8:** First Nations: learn about drumming circles and art, read non-fiction (English), **6:** Culture: identify ancestors and create a flag display (FI) **7-8 (FI)** Sexual Minorities: organize and coordinate PRIDE week **6-8 (FI):** French Language Learning Engagement: learn about language in countries • Maintain bulletin boards • Repurpose trophy case? • Consider rotating frame display	
2017-2018	**FALL**	**Academic Inclusion:** ORAL LANGUAGE: Vocabulary Development Report Cards: • 1, 2, 3, 4 Rubrics • PowerTeacher Pro • Assessment Collection Templates (e.g., SCO Achievement Reporting Templates) Common Marking Sessions for Writing Share End of Year Achievement Standard-SCOs Correlation Charts **Social-Emotional Inclusion:** • Mind Up • Effective Tier 1 Behavior Interventions • Wellness	Liza M.: Oral Language September training EA Training: • XX • XX • XX	CITs: consult SCOs and identify targeted priorities (e.g., grade 3 FI versus grade 3 English) S: drive folder: set-up folder for teachers to upload templates, checklists, etc.	
	WINTER	**Cultural Inclusion:** Retain work **Academic Inclusion:** Analysis of Student Achievement Data (i.e., next instructional steps) CITs: Visit ESS to share academic needs, and brainstorm strategies			
	SPRING	**Academic Inclusion:** Student Portfolios/Student Led Parent-Teacher Metacognition: Student-Directed Assessment			
2018-2019	**FALL**				

	WINTER				
	SPRING				