



---

# Forest Hills School Improvement Plan

---

2013 - 2016

---

## 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.

**Be Respectful, Be Responsible, Be Safe**



### Core improvement goals:

1. Improve achievement in language, mathematical literacies
2. Improve learning environments and instructional practices (research learning) to ensure inclusive 21st century education

## Improve achievement in language literacy

**LANGUAGE LITERACY:** *all students will acquire skills necessary to interpret, process, and use information from a variety of visual, print, digital and oral texts, and to communicate effectively in society*

**Data and Literature Referred:**

- Provincial assessment data
- District benchmark data
- School target data
- Teachers' assessment data

### Define

Literacy is essential to understanding the world and to participating fully as citizens. Reading and writing are significant learning tools; however, literacy goes beyond these foundational skills to include communicative, critical and high order thinking skills. It is essential that we support all students to acquire the knowledge, skill and stamina to understand, interpret, evaluate and produce a variety of texts and to achieve a suitable level of literacy in two official languages.

### Learn

Forest Hills School community is committed to using a variety of texts that are culturally diverse and multileveled to meet the needs of the inclusionary classroom. FHS community recognizes the unique learning styles of each student and is committed to helping students realize their full potential through the Universal Design for learning approach. FHS community will employ strategies to provide literacy instruction across subject areas so each student benefits from a connected and collaborative approach.

### Promote

Forest Hills School community will take collaborative action to enable all students to become reflective, articulate, literate individuals. This will be done through a UDL approach to learning, common planning time, flexible instructional grouping and innovative instruction.

## Improve achievement in mathematical literacies

**MATHEMATICAL and SCIENTIFIC LITERACIES:** *all students will acquire essential mathematical, technological, and inquiry skills, and will understand core ideas to effectively apply knowledge and solve problems in real contexts, and communicate solutions.*

**Data and Literature Referred:**

Provincial assessment data  
District benchmark data  
School target data  
Teachers' assessment data

### Define

In a world in which citizens are expected to solve complex problems, to manage and process relevant information and to comprehend mathematical and scientific texts, it is important to ensure students have the knowledge, skills, and strategies to confidently apply mathematics and science to everyday life situations.

### Learn

Forest Hills School is committed to promoting numeracy and scientific inquiry as part of daily life in a changing world. Initiatives will build the confidence and competence to promote and instruct numeracy and scientific literacy across subject areas so everyone benefits from a strategic, connected and collaborative approach within the Forest Hills community.

### Promote

Forest Hills School will foster the development of mathematical and scientific literacies in students to enable them to fully participate in society. Throughout the school day and across curricular areas, actions will be taken to identify and promote current, real-world, and hands-on opportunities to engage in numerical and scientific literacies.

**Improve learning environments and instructional practices (research learning) to ensure inclusive 21<sup>st</sup> century education**

**LEARNING ENVIRONMENTS and INSTRUCTIONAL PRACTICES:** *all students will experience an environment in which their interests and strengths are recognized. They will be surrounded by adults who genuinely believe they are able to achieve and who will design safe and inclusive environments to enable this to happen and attend to the importance of transitions into, throughout, and out of school.*

**Data and Literature Referred:**

- Policy 322
- Surviving or Thriving
- NBACL Survey Data for FHS
- FHS PLWEP Binder
- Teaching to Diversity
- Essential Questions

**Define**

School success has a significant impact on quality of life and economic well-being. To this end, it is important to recognize the impact of designing environments and instruction to respect, engage, and support each student to succeed. All levels of schooling play a significant role. FHS creates an emotionally and physically safe community where all children belong and are engaged in meaningful learning.

**Learn**

Forest Hills School is committed to reviewing and revising policies and practices pertaining to learning environments, instruction and organizational structures to meet the needs of our students as they become successful, productive citizens fulfilling their passions in life as part of an ever-changing world.

**Promote**

Forest Hills School community works with each student, their families, and outside agencies to ensure transitions into, throughout, and out of school to support success. FHS community implements PLWEP, Behaviour Intervention, Universal Design for Learning, fostering communication with home, and PALS to strengthen their positive and inclusive environment.

**Targets based on J-curve Learning-for-all Model**- all students have equal opportunity to master skills over time. The variable among students is that all may not reach each skill set at pre-determined times. For example, if we represent skills beginning with kindergarten and ending with a doctorate degree, the key component to accelerating achievement over time would be determined by the mastery of essential curriculum. (ASQ Higher Education Brief, Nov., 2009)

**Targets to meet by 2016** *By the end of the 2013-2014 school year, Forest Hills School will develop the benchmark assessments needed from K-8 to support the targets which commence in September 2014.*

## Goal

## Target

# Academic

### Math

Each class will complete a grade level specific benchmark assessment focused on number and mental math by September 30, which will be re-administered in June. Goals for appropriate and strong achievement will be made specific for each grade level.

**(Specific values to be added after Sept benchmark)**

### Literacy

Each class will complete a grade level specific writing benchmark assessment by September 30, which will be re-administered in June. The writing assessment will be assessed for sentence structure.

**September benchmark will be assessed with end of previous year standards. June assessment will be assessed with current end of year standards.**

After analyzing the data the teacher will create targeted SMART goals for his/her class in CPT. By June, \_\_\_\_% of students will attain appropriate achievement in writing.

**(Specific values to be added after Sept benchmark)**

**Targets based on J-curve Learning-for-all Model**- all students have equal opportunity to master skills over time. The variable among students is that all may not reach each skill set at pre-determined times. For example, if we represent skills beginning with kindergarten and ending with a doctorate degree, the key component to accelerating achievement over time would be determined by the mastery of essential curriculum. (ASQ Higher Education Brief, Nov., 2009)

**Targets to meet by 2016** *By the end of the 2013-2014 school year, Forest Hills School will develop the benchmark assessments needed from K-8 to support the targets which commence in September 2014.*

## Goal

## Target

**P.L.W.E.P.**

**NBACL 6.2 Creating an Inclusive School    Goal: staff training support**

Olweus program [bullying, leadership, belonging, positive relationships, positive school behaviours]

PLEWP Blitz,

Respecting Diversity [RD Program-Developing self-concept, valuing diversity, democratic classroom management]

**Targeting to increase:**

FHS Positive Learning Environment Survey, grades 3-8 September benchmark - June comparison

**(Data will be added ongoing)**

**Targets based on J-curve Learning-for-all Model**- all students have equal opportunity to master skills over time. The variable among students is that all may not reach each skill set at pre-determined times. For example, if we represent skills beginning with kindergarten and ending with a doctorate degree, the key component to accelerating achievement over time would be determined by the mastery of essential curriculum. (ASQ Higher Education Brief, Nov., 2009)

**Targets to meet by 2016** *By the end of the 2013-2014 school year, Forest Hills School will develop the benchmark assessments needed from K-8 to support the targets which commence in September 2014.*

## Goal

## Target

**U.D.L.**

### NBACL 3.6 Creating an Inclusive School

**Goal: To interested and motivated; trying hard to succeed**

Integrated curriculum

Assessment for learning [student profiles/strategic teaching]

Student choice

Flexible grouping

Differentiated instruction/assessment

Essential understandings

Inclusion

**Target to increase:**

Learning Style Inventory, grades 3-8 September

Reflection, Grades 3-8 June

**(Data will be added ongoing)**