

Forest Hills School 2010 – 2013
School Improvement Plan

Mission Statement:

AT FOREST HILLS SCHOOL

We build...INCLUSION

We build...CAPACITY

We build...LEARNING COMMUNITIES



Goal Category: Math

Data referenced: Provincial assessments

Long-Term Goal	Short-Term Goals	Strategies
<p>Accountability</p> <p>By 2012, grade 3 Math students should be at an 85% achievement level.</p> <p>By 2012, grade 5 Math students should be at a 70% achievement level.</p> <p>By 2012, grade 8 Math students should be at a 60% achievement level.</p> <p>Establish a math community</p>	<p>Teacher will be trained in Mental Math strategies.</p> <p>Teacher will use a variety of strategies to model mental math.</p> <p>Teachers will collaborate to develop a math community.</p>	<p>We will have District personnel train/refresh the math teachers (Admin, math mentors and coaches)</p> <p>Teacher expectations will be that students use estimation, mental computations and basic facts strategies daily. (teachers, math coach, and resource teachers)</p> <p>White board activities Think out loud Questioning Math conferencing Student demonstration</p> <p>Teachers will be part of a Math PLC. Teachers will set group norms for weekly meetings at the start of the year. (administrators, math teachers and coach)</p>

<p>The Math teachers will have an understanding of the purpose of the specific outcomes.</p> <p>Access to professional resources</p>	<p>SMART GOAL teachers: generate smart goals from classroom profile</p> <p>SMART GOAL students: generate smart goal from their benchmark</p> <p>Teachers working toward understanding the purpose of the 10 learning targets.</p>	<p>Learning target = smart goal generated as a result of the bench mark assessment.</p> <p>Based on learning targets the teacher has set, the student will set a smart goal. (k-2; I Can statements = smart goal)</p> <p>The teacher will be working on this during PLC meeting.</p> <p>K – 5 teachers will have their “I Can” poster statement on the wall.</p> <p>6 – 8 teachers will post the outcome stated in the curriculum document in the classroom.</p> <p>6 – 8 students will generate the outcomes in their own words in a math journal.</p> <p>Teachers, with the help of the students, will identify key words and define these terms.</p> <p>Student, with the help of the teacher, will generate this outcome in student friendly terms.</p> <p>The students will be working on journal writing in relation with user friendly language outcome. (Copying this process in the journal).</p>
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	<p>Math Teachers will continue to collaborate, educate, and seek opportunities to develop their math skills</p>	<p>NCTM website: Teaching Children Mathematics electronic magazine; Mathematics Teaching in the Middle School electronic magazine (administration will purchase school subscription)</p> <p>“I Get It” reference book will be available to k – 6 teachers in September.</p>
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Goal Category: Academic/Literacy

Data referenced: Provincial Assessment results, common literacy targets

Long-Term Goal	Short-Term Goals	Strategies
<p>Grade 2- English/ writing- 8% increase to 75%</p> <p>Grade 2- English/ Reading- maintain 91.3%- (surpassing district and province)</p> <p>Grade 4- English/Writing – were (37.6) increase to 45%- strive to</p>	<p><u>2009-2010:</u></p> <p>* Every student to maintain writing interest inventories/territories</p> <p>*Stepping Out: expand the training and have a non-LA teacher lead initiative</p>	<p>Using Lucy Calkins- Observe use of Modeled writing</p> <p>Nancie Atwell-(Writers Handbook)</p> <p>Ralph Fletcher- (craft lessons)</p> <p>Guided Reading sessions</p>

<p>increase)</p> <p>Grade 4- Immersion/Writing- (29%)increase of 5% to 34% (achievable goal still under par with district)</p> <p>Grade 4- English/ Reading- increase of 6% to 75%</p> <p>Grade 4- Immersion/ Reading- increase of 5% to 52%</p> <p>Grade 7- English/ writing- 4% increase to 51% (par with district)</p> <p>Grade 7- English / Reading- 2.5% increase to 60%</p>	<p>Functioning reading workshop- shared, guided and independent</p> <p>Functioning writing workshop- shared, guided and independent</p> <p>Functioning Word Workshop (Words Matter)</p>	<p>Modeled Reading</p> <p>Shared Reading</p> <p>*Meaningful and effective reading buddy periods (for those who participate)</p> <p>Focused writing lessons- (using modeled and shared writing)</p> <p>*Write Traits</p> <p>*ABC Boom- training</p> <p>*Test Excellence units used- Grades 6-8</p> <p>Test Talk K-5</p>
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All Rep Literacy members, the Literacy Coaches and Administration are responsible to see that strategies are being used and that the goals are being accomplished. The coaches will monitor and support instruction in the classroom and will make reports to the administration team, and the administration will look for these strategies during regular walk through practices.

Intention- To improve Literacy Buddies Practice. Every class will paired with a buddy.

The Rep Literacy team will meet to create a detailed monthly buddy plan, which is focused on weekly goals.

Goal Checklists will also be created to assess Literacy Buddy Program progress and student learning.

Goal Category: Science

Data referenced: Grade 6 assessment results

Long-Term Goal	Short-Term Goals	Strategies
<ul style="list-style-type: none"> • Increased mastery and understanding of core science principles: experimentation, innovation, and research • Promotion of interest in science careers • Adequate science materials and opportunities for students • Integration of science with other curricula 	<p>2010-2011:</p> <ul style="list-style-type: none"> • To ensure students at grade K – 8 are aware of common language for procedural writing. • To establish a 3 – 5 science fair with an emphasis on experimentation, innovation and research. • To continue with a 6-8 science fair with an emphasis on experimentation, innovation, and research 	<ul style="list-style-type: none"> • Direct Instruction on Procedural Writing. • Explicit connections (posting outcomes) made to reference concepts of experimentation, innovation, research • Increase hands on experiences • Integrate science writing tasks with LA curriculum • Instruction in non-fiction reading strategies/comprehension

Goal Category:
PLEP: Climate/Positive Learning Environment

PLEP Mission: To create an emotionally and physically safe community school where all children belong and are engaged in meaningful learning.

	Intervention	Teaching	School Wide Activities
Mission	To encourage a paradigm shift	To instruct students in new	To provide spirit building,

statement	from punishment and consequences to an attitude where we are working in advance to ensure issues don't occur and finding ways to provide respectful and appropriate proactive/ positive intervention	ways of behavior to replace old destructive/unhelpful attitudes and behaviors	nurturing and inclusive events and programs that encourage a greater connection to the community.
Long term goal	To reduce discipline incidents by 5 % year over year as reported in Winschool stats.	To have a consistent school wide approach that is used and reviewed at regular intervals for teaching student expectations.	For 100% of our population to identify that they feel a connection to the school community, outside academics.
Short term goal	Develop expectations guidelines by June 10	Create two week unit by June 10	Align Celebrate themes June 10
Activities/ strategies	<ul style="list-style-type: none"> • SST training in FBA (correctly identifying reasons for misbehavior) • Team meetings on expectations • Foster partnerships with parents to support student relationships • POI—meaningful and useful format • Student Code of conduct—adopt province format • Students to be involved in conflict resolution and mediation. • Teacher training in 	<ul style="list-style-type: none"> • Tribes activities; community circles • Create a format/list of teaching expectations • Team teaching expectations to students, reviewed monthly • Instruction on hallway behavior • 2 week initiation in Sept for school expectations • The Daily 5 for literacy for K-5 • School wide incentive/recognition program • Golden Bucket Award (level) 	<ul style="list-style-type: none"> • Celebrate committee activities: align Celebrate themes with school expectations/themes • Spirit leaders to assume ownership and lead initiatives • Provide enrichment activities • Interest inventories, MI inventories, Learning Modalities on every student • Create learning profiles for every student • Character education (monthly themes)

	intervention techniques <ul style="list-style-type: none"> • Buddy program in school • BB/BS in school mentoring program • Falcon Code of Conduct • PFY program 6-8 • Kids Now program 		
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Goal Category: Climate/Positive Learning Environment

Data referenced: Perception surveys, TTFM, Winschool data

Long-Term Goal	Short-Term Goals	Strategies
<p>*To create an emotionally and physically safe community school where all children belong and are engaged in meaningful learning.</p>	<p><u>2009-2010:</u></p> <p>*Celebrate: intentional monthly assemblies and other activities</p> <p>*Reduce our incidents that would be winschool tracked (office referrals).</p> <p>*Routine/Procedure Expectations:</p> <ul style="list-style-type: none"> -maintain common expectations -Safety in movement /transition/exiting etc. -Consistent duty/outside team expectations 	<p>*Examine our winschool data to look at problem spots, trends.</p> <p>*track suspensions, attention room and reasons for office referrals, target certain behaviours</p> <p>*Expectations: define what it looks like</p> <p>*create hallway expectations for entire</p>

	<ul style="list-style-type: none">*Fostering partnerships with home to support student relationships *Consistent Enrichment opportunities outside and inside of classroom for our “achiever” students. *Jr. and Sr. Spirit Leaders maintain leadership. *Buddy mentoring *Analyze TTFM data as a school	<p>school – (teachers ready for students, teachers in hall, students staying to the right, adhere to schedule/FHS time)</p> <ul style="list-style-type: none">*expectations for supervision*post classroom expectations*expectations for preparing for supply teachers, homeroom teachers teach students how to act when supply teacher is in. <ul style="list-style-type: none">*Focus on performance opportunities that bring parents in*invite parents to science fair, oratoricals*track phone calls to the infoline? – ask a question and have kids bring in the answer for a ballot or draw*Clubs offered for students*enrichment opportunities: in class opportunities such as creating a “next level” on assignments, develop relationship with east branch library, independent learning, guest speakers/parents <p>Other resources:</p> <ul style="list-style-type: none">*tribes*champs*Surviving and Thriving
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Goal Category: Community		
Data referenced: Perception surveys		
Long-Term Goal	Short-Term Goals	Strategies
<ul style="list-style-type: none"> *Back to school nights for parents and students where we can offer sessions for parents/guardians. *Continue with Community Fair (and Wellness Fair) *UNB – develop a partnership with students from UNB and FHS to help fulfill Science Goals *Create a club/group for students to involve and help other with IT 	<p>2009-2010:</p> <ul style="list-style-type: none"> *To conduct a parental inventory survey *Parent appreciation night *Bring Your Parent to School event *Fundraisers organized by the school *Community Connections meetings *TRIBEs night *Regular literacy nights *Continue and make more connections with businesses (museum, hospital, library) *Grade level involvement with different non-profit organizations (less pressure for one class) *YMCA board for upcoming events - Weekly announcement to remind kids to check for what’s going on. *Continue to communicate with UNB regarding partnership *Create a list of students interested 	<ul style="list-style-type: none"> *Involving students in organizing/inviting parents in *Craft Fair: Dec. 12 *Involving student leaders in initiatives. *Community fair: make it more student centered. *Take advantage of free fieldtrips or speakers (pets unlimited, library, music store) *Get kits from hospital (or different companies) to use to promote awareness and knowledge of different things (often free) * Wellness Fair – dentists, animal rescue league, etc * Career Fair – different businesses (separate from Wellness Fair?) *Back to school night for parents – they choose what sessions they want? Meanwhile kids can be doing activities with older kids? *Activity or Sports night to promote and

	<p>in IT group</p> <ul style="list-style-type: none">*Inquire and Prepare for a possible Telegraph Journal Spotlight on FHS	<p>educate parents (positive expectations, encouragement as opposed to negative put-downs etc.) – Tribes</p> <ul style="list-style-type: none">*Open communication with UNB by email/phone, etc*Teachers can create an inventory list of students interested in an IT club/group and pass on to Rep Leadership.*Communicate with Liz K about a contact person for having FHS in Telegraph Journal Spotlight.
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