

**FOREST HILLS SCHOOL
CONTINUOUS IMPROVEMENT PLAN**

Global Priorities for CITs to Target

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

Our CITs (Continuous Improvement Teams) will...

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

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

- Physical:** Teachers will purposefully create mixed-ability groups (e.g., mentoring, reciprocal teaching), learn about mental health issues and promote mental fitness, **improve attendance (11-20-15-40 day non-attenders) through building engagement/motivation (e.g., Forest Bills, Personal Projects), student-adult connections, eliminating social exclusion and supporting mental wellness (PLWEP Goal #1)**
- Social & Emotional:** Teachers will learn, apply and refine 2-3 new tier 1 Positive Behavioral Interventions Supports through the use of targeted training, using the Expanded Tier 1 Behavioral Interventions Profile, and profiling of applied interventions, by March 2017 (PLWEP Goal #2a). Students will increasingly follow the school's code of conduct, majority of struggling students will respond via direct intervention using the Expanded Tier 1 Behavioral Interventions Profile, along with the Forest Hills Behavior Blitzes/Boot Camp presentation(s), and ~~Olweus program~~ (PLWEP Goal #2b). **All students will develop leadership skills (e.g., societal norms (i.e., greeting), XX, XX), Mind Up, Self-Regulation Zones in Classroom**
- Cultural:** **Staff will create a culture of French language learning engagement (e.g., instruction is in the target language, students will increasingly informally converse in French),** art work, murals, and projects by students reflecting interest, awareness and sensitivity to cultural diversity will be displayed, First Nations- and Inuit-themed presentations, books, articles, websites, organizations, music, etc. will be integrated into school activities, targeted dialogue and/or training on issues related to gender identity, sexual orientation, sexual stereotyping, etc., gender-neutral language will be consistently used, sexual minority, gender independent and their allies participate in the Gay-Straight Alliance, **develop goals related to newcomer families (e.g., signage, student/parent/guardian handbook, mentor-mentee program).**
- Academic:** Teachers will increasingly apply in-class tier 1 and 2 academic interventions, develop, implement and monitor PLPs and develop UDL and differentiation (e.g., stretched learning) skills, students will continuously develop metacognitive skills (i.e., co-construction of assessment criteria, self-identification of learning target, use of intelligences and learning styles, **self-monitoring of learning and reflection**), **Speaking and Listening: vocabulary development and conversation, pride in work (e.g., Presentation Write Trait, proper clothing for Physical Education class), Conventions Write Trait, Personal/Critical Comprehension Task, K-2: Accuracy, 6-8: Fluency**

Our K-8 students will continuously develop <u>sentence structure, conventions writing skills.</u>	<p>K: letter formation, writing on the line. provide word beginning and ending spelling approximations</p> <p>1 (English & FI)-2: begin sentences in different ways (move beyond First, Then, Next, Finally), use different sentence lengths (2-3 longer sentences in recount), FI: XX, XX</p> <p>3-4 (English & FI): use a variety of sentence types (i.e., simple, compound and complex), XX, FI: XX, XX</p> <p>5 (English, FI, IF): use a variety of kinds of sentences (i.e., declarative, interrogative, exclamatory, imperative), XX, FI: XX, XX, IF: XX, XX</p> <p>6-8 (English, FI, PIF): create different sentence structures (i.e., sequential 6FI, cause and effect 7 FI, problem-solution, compare and contrast 8 FI), secondary focus: Presentation Write Trait (e.g., margins), PIF: order of words</p>
Our K-8 students will continuously develop <u>inferential reading skills, accuracy and fluency skills.</u>	<p>K-2 (English & 1 FI): make simple inferences about a main character (his/her actions or feelings) and story events, giving general information in their rationale (gr. K-1), XX, providing some general supporting details (gr. 2), XX</p> <p>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</p> <p>5 (English, FI, IF): XX, XX, FI: XX, XX, IF: XX, XX</p> <p>6-8 (English, FI, PIF): 6: interpret and create text features (e.g., headings, subheadings, captions, font diagrams, maps, keys/legends, cutaways, graphs, glossaries, charts, feature boxes, sidebars) and explain how they help the reader understand the text, speak/listen, read/view and write/represent an increasing amount of non-fiction text, XX interpret figurative language (i.e., 6: similes, 7/8: personification), XX, PIF: Accuracy</p>
Our K-8 students will continuously develop oral language skills.	
Our K-8 students will continuously develop <u>number strand-based mathematics skills</u>	<p>K: say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1 (N1), recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots (N2)</p> <p>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)</p> <p>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)</p> <p>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</p> <p>5 (English, FI, IF): long division, N11: subtraction of decimals up to 1000, subtract 4-digit numbers with and without regrouping</p> <p>6-8 (English, FI): relate decimals to fractions (and vice versa), improper fractions to mixed numbers (e.g., 9/4 → 2 ¼), fraction operations, explain and apply the order of operations, 2-3 digit multiplication</p>

10 Year Education Plan Alignment

- Objective 1:** Ensure all learners value diversity and have a strong sense of belonging
- Objective 2:** Ensure all pre-school children develop the competencies they need to be successful in school and in life
- Objective 3:** Improve literacy skills for all learners
- Objective 4:** Improve numeracy skills for all learners
- Objective 5:** Improve learning in, and application of, the arts, science, trades and technology for all learners
- Objective 6:** Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture
- Objective 7:** Ensure all learners develop the knowledge, skills and behaviors needed to continually adapt to, and thrive in, their environment
- Objective 8:** Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences
- Objective 9:** Foster leadership, active citizenship and an entrepreneurial mindset

Sustained School-Based Focus:

- 2015-16:
- 2016-17:
- 2017-18:
- 2018-19:

Summary of Adult Learning

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