



## FOREST HILL SCHOOL SCHOOL IMPROVEMENT PLAN

2019-2020

**Data Snapshot Summary:** (A) Currently our EYE-DA data shows a need for a focus on language and communication, cognitive development / awareness (which is likely related to EAL students), and fine motor concerns with 29% of children having great challenges with language and communication, 22% of children having great challenges with fine motor skills and 20% of children having challenges with both awareness of self and cognitive skills. Further data tracking / formative assessment will occur in all areas for Kindergarten and grade 1 in September 2019. In 2018-2019 we had 22 students who received full or partial support in EAL. Our current K enrolments also show a need for EAL support for numerous students (to be determined in September 2019). (B) April 2019 report card data shows greater challenge and less success in writing than reading. BLNA data from the fall of 2018 shows that shared writing seems to be the most challenging component of balanced literacy to achieve. Staff discussed the need for consistency in some resources we use to teach literacy to ensure smooth transitions from Kindergarten to grade 1 – For example Kindergarten began using Zoo Phonics and Hand Writing without tears in 2018-2019. School-wide use of these resources will allow for consistency. Teacher Perception Survey Data 2018 showed that there is a need to enhance peer collaboration and observations so as to grow our skill set, plan together, set and work on common goals, and use resources consistently across teams and grade levels.

**Goal:** To **embrace and adopt a child-centered approach to all aspects of student learning consistently across our school.** A) Teaching staff will further develop their skills to **enhance students' school readiness**, specifically; **oral language, fine motor skills & relationship / problem solving skills** using the following supports, tools and resources: purposeful play, project based learning, professional learning sessions and ongoing consultation with OT, SLP, Guidance, etc. Meeting these goals will allow our students and staff to also grow in the areas of: writing instruction for teachers and independent and shared writing for students in addition to a classroom environment that is positive with clear expectations and has minimal disruptions. (B) Teachers will assist students in **setting personal goals for both their academic and social learning** with the expectation that students will be able to articulate their learning goals or what it is they are learning or working towards. Teachers will help students identify when they have met their goals and assist them in setting new goals / targets by focusing on the use of specific feedback in literacy and numeracy self-regulation / social-emotional skills. This will build academic independence for students.

**Indicators of Success:** Staff (classroom teachers, EAL teacher, Educational Assistants) will have a greater understanding, knowledge and bank of resources on how to address lagging skills and enhance current student skills in the areas of oral language, fine motor, and problem-solving skills. EAL students will show marked growth on their EAL progress reports from September 2019 to May 2020. All students will show marked growth in their skills (oral language, fine motor and ability to problem-solve and work independently) based on pre and post assessments.

STRATEGIES/ACTIONS	IMPLEMENTATION PLAN		MONITORING PLAN			MONITORING UPDATES	
	Strategy/Action	Responsibility	Timeframe	Evidence	Accountability	Frequency	Impact
<i>(List the strategies and actions for realizing this goal, each in a new row.)</i>	<i>(Who is implementing this strategy/action?)</i>	<i>(In what timeframe/date range will implementation occur?)</i>	<i>(What evidence will be examined?)</i>	<i>(Who is examining the evidence?)</i>	<i>(At what frequency will the evidence be examined?)</i>	<i>(What has been the impact of this strategy/action toward achievement of the goal?)</i>	
Professional Learning in the area of oral language will occur in August 2019 with SLP Marie-Helene on tools to assist us with oral language. Staff to teach skills of oral language using EET tool and committing to 15 minutes of oral language time each day.	Classroom teachers, administration	August 29, 2019 PL September 16 – November 15, 2019: collecting student baseline data, teaching of the components, collecting summative student data	Oral language using the Expanding Expressions Toolkit – baseline and summative assessment in addition to teacher observations	Classroom teachers & administration	Daily huddles, monthly PLC meeting	Teachers understood and felt comfortable teaching the EET tool. Data showed: all students made improvements in describing an object use the EET resource as a support.	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented <input checked="" type="checkbox"/> <b>Completed</b>
Professional Learning session with Natasha Spencer on <b>Daily Management</b> and the PDCA cycle and deciding on first areas of focus will happen with all teachers August 2019.	Classroom teachers, administration	PL with Natasha Spencer – Daily Management to assist us with focusing on micro SIP goals August 28, 2019, ongoing support with visits in October and November 2019	Teachers have used daily huddles to ensure they are on track with oral language focus	Classroom teachers and administration	Administration views data from daily huddles weekly or bi-weekly	This tool has helped to ensure accountability to the oral language goal and to each other. Teacher collaboration on ideas for oral language and success is evident in data from daily huddles. Daily huddle will continue for fine motor project.	<input type="checkbox"/> embedded <input checked="" type="checkbox"/> <b>continue</b> <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
All teachers will be part of a book study “Kids First From Day One” that will focus on creating the physical and social environment that will provide for a	Classroom teachers, administration	Books delivered to teachers September 16. Book Study dates: January 27, 2020	Group discussion with a focus on implementing 1-2 ideas from book as a team	Classroom teachers and administration		<b>What 1 actionable idea from this book study will have an impact on teaching and student learning that can be implemented immediately?</b>	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input checked="" type="checkbox"/> not yet implemented

student-centered learning space.							
Increased focus on EAL learners / students and how we can support their growth and development through professional learning – fall 2019	Tegan Taylor – EAL lead	PL November 8, 2019				This PL had some good information for staff but had no direct impact on our daily work related to our oral language goal.	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented <input checked="" type="checkbox"/> <b>Completed</b>
Peer observations and collaboration amongst classroom teachers will occur at least once per term for each teacher to further address and achieve the above goals together.	Winter / Spring 2020, classroom teachers to determine schedule and teacher to collaborate with in conjunction with administration	Term 2 & 3	Each teacher to note goal to be achieved	Classroom teachers			<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input checked="" type="checkbox"/> not yet implemented
Fine Motor Skills Project 6-8 weeks as determined by next step for school readiness by teacher observation of students. Will use daily management for accountability and focus,	Classroom teachers, Administration PL by OT Shenda Richard, Wed. Jan. 8, 2020 6 week implementation begins Jan. 13	January / February 2020	Pre & Post Assessment of pencil grip Observational and anecdotal data / observations of student use of scissors and independence with general fine motor skills (zippers, lunch bags)	Classroom teachers and administration	Daily huddles, monthly PLC meeting		