

2025-2026 School Plan – Forest Hill Elementary

VISION

Forest Hill Elementary School will work collaboratively to foster caring, responsible, and respectful learners.

MISSION

Forest Hill Elementary School is a diverse community working collaboratively to create a positive learning environment that will meet the needs of all learners.

“We work together so everyone can learn and be happy at school” - student friendly version

Goal(s)	Actions	Indicators of Success	Positive Learning and Working Environment Component:
<p>Goal 1- Foster authentic student engagement by developing executive functioning skills through meaningful, personalized, and culturally relevant learning experiences that reflect students’ interests.</p>	<ul style="list-style-type: none"> • Create and teach poster of what student engagement looks like. • Incorporate direct teaching of executive functioning skills- working memory, cognitive flexibility, inhibitory control, and emotional self-regulation. • Book Study- Organized and Engaged by Julie Tourigny. Ideas and list of ways to incorporate into teaching. • Culture days taught and celebrated based on students’ cultures in the building. (ex. Lunar new year, Ramadan, Eid, etc.) • Interest based Provocations share- tuff tables, soft entry learning bins, etc. • Student goals are based on personalized learning- interventions literacy and numeracy using student data. 	<p>Student-Centered Indicators</p> <ul style="list-style-type: none"> • Increased student participation in classroom discussions and activities. • Improved student self-regulation and use of executive functioning strategies (e.g., following routines, self-regulation). • Higher levels of student motivation and enthusiasm for learning tasks. • Students setting and reflecting on personal learning goals with increasing independence. • Evidence of student voice and choice in learning activities and assessments. <p>Instructional Indicators</p> <ul style="list-style-type: none"> • Lessons and activities reflect student interests and cultural backgrounds. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Teaching and Learning <input type="checkbox"/> Institutional Environment <input type="checkbox"/> Improvement Process

* If you would like to review the School Plan in greater detail, please reach out to the school principal.

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		<ul style="list-style-type: none"> • Use of differentiated instruction and personalized learning plans based on student readiness and needs. • Regular implementation of targeted interventions. • Integration of executive functioning supports (e.g., visual schedules, checklists, modeling strategies). <p>Assessment and Outcome Indicators</p> <ul style="list-style-type: none"> • Growth in use of formative and summative assessment data, particularly in areas tied to engagement and skill development. • Reduction in off-task behavior or behavioral referrals related to disengagement. • Improved attendance and punctuality, especially for students previously at risk. • Positive feedback from students and families about learning experiences and engagement. 	
<p>Goal 2- To improve student achievement in mathematics by effectively implementing the new numeracy curriculum, with a focus on embedding number sense routines, fluency practice, direct instruction, differentiated tasks, and small group intervention into daily lesson planning and delivery.</p>	<ul style="list-style-type: none"> • Start each math block with number sense routine. Co-create a list to share. • Incorporate daily fluency activities (e.g., math games, flashcards, timed challenges) focused on accuracy, efficiency, and flexibility. • Referencing new curriculum- Use clear, explicit teaching of new concepts with modeling and guided practice. • Use formative assessment data to group students by need. 	<p>Instructional Practice</p> <ul style="list-style-type: none"> • Teachers consistently include number sense routines, fluency, direct instruction, differentiation, and small group work in lesson plans. • Classroom observations and walk-throughs show active use of these components. • Teachers use formative assessment to guide instruction and groupings. <p>Student Engagement & Learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Safety <input type="checkbox"/> Relationships <input checked="" type="checkbox"/> Teaching and Learning <input type="checkbox"/> Institutional Environment <input type="checkbox"/> Improvement Process

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	<ul style="list-style-type: none"> • Provide targeted instruction during guided math or station rotations. • Integrate numeracy outcomes during specialists instruction. (ex. Money system with French language instruction, counting in PE) 	<ul style="list-style-type: none"> • Students demonstrate increased confidence and participation in math discussions and activities. • Growth in student fluency and number sense as shown through classroom tasks, math journals, and check-ins. • Students can explain their thinking using multiple strategies and math vocabulary. <p>Assessment & Achievement</p> <ul style="list-style-type: none"> • Improvement in formative and summative assessment scores related to number sense and fluency. • Increased percentage of students meeting or exceeding grade-level expectations in math. • Reduction in the number of students requiring intensive intervention. 	
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