



Forest Green Education Plan 2020/2021

Assurance Element of Focus: Student Achievement

Using the data derived from formal, teacher created as well as standardized assessments, the following document outlines where we are, where we want to go, and how we intend to get there with respect to **Assurance Element Number One: Student Achievement**. We are excited to work with our staff, students, parents, and community members to ensure optimal teaching and learning at Forest Green School.

Our Vision:

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission:

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Summary of Student Achievement at Forest Green School & Achievement Goals

Important Considerations When Interpreting Results:

- **Standardized Tools** can't measure everything. For example:
 - Students who are working on IPP's may grow, but that growth is not accurately captured with standardized assessments
 - Standardized Assessment Language does not always match with teacher reported assessment language
- **COVID:** Our students were online learning from home March-June, 2020. Completion of work and engagement in learning was deemed optional by the Alberta Government.
- **March - June** is when students in grade 1 really begin to grasp reading and this requires instruction from the teacher and engagement from students. Home Learning was not conducive to this.
- Student Demographics Impacting Student Achievement:
 - 14% of our student population have one of the following Mild/Moderate or Severe Codes: Emotional/Behavioral, Physical/Medical/ Vision (Blindness), Delay Involving Language, Communication, Learning Disability, ECS
- 13% of our students are continuing to access learning online.

Reading (Gr. 2-6 October, 2020 & Gr. 1 January, 2021)

Grade	% Below Grade Level	% At Grade Level	% Above Grade Level	June, 2021 % Below Grade Level
1 (Jan)	63%	27%	10%	25%
2 (Oct)	73%	19%	8%	25%

3(Oct)	45%	36%	19%	25%
4(Oct)	52%	33%	15%	25%
5(Oct)	37%	30%	33%	20%
6(Oct)	36%	18%	46%	20%

Writing

October, 2020

Grade	% Requires Significant Attention	% Requires Some Attention	% Does Not Require Attention	May, 2022 Goal % Requiring Significant Attention
1	29%	52%	19%	15%
2	4%	96%	0%	0%
3	21%	75%	4%	10%
4	16%	84%	0%	5%
5	15%	85%	0%	5%
6	35%	62%	3%	20%

Numeracy

MIPI, September, 2020

Grade	% Requires Significant Attention	% Requires Some Attention	% Does not Require Attention	Sept. 2021 Goal % Requiring Significant Attention
2	20%	12%	68%	5%
3	26%	19%	55%	10%
4	54%	29%	18%	25%
5	44%	34%	22%	25%
6	61%	17%	22%	25%

2019 PAT Results

ELA 6	Alberta	PSD	FG School	PSD Comparison %	Alberta Comparison %
Acceptable	83.2%	84.8%	70.2%	-14.6%	-13%
Excellence	17.8%	13%	2.1%	-10.9%	-10.9%
Numeracy 6					

Acceptable	72.5%	66.7%	42.6%	-24.1%	-29.9%
Excellence	15%	10.2%	0	-10.2%	-15%

2019 PAT Gap Score (SES Report)	Actual Score	Expected Score	Gap	
Forest Green School	55.9%	79.7%	-23.8%	Below Expectations

Our data shows that literacy and numeracy are areas requiring attention at Forest Green School. Our Provincial Achievement(PAT) results, Math Intervention/Programming Instrument(MIPI) results, Fountas & Pinnell Reading(F&P) results as well as our Accountability Pillar results support this. Our Literacy data shows continuous improvement as our students progress through the years, however when compared to the province and PSD we are not performing as well as we would hope. With regards to Numeracy, all data indicates that we have significant gaps in student achievement that require immediate attention.

FG Improvement Plan

Timeline & Implementation:

Numeracy/Literacy Supports	Staff PD/Training Timeline	Classroom Implementation Timeline
MIPI (Numeracy Assessment)	Completed	September
First Steps in Math	October, 2020 - March, 2021	November - May
Number Talks	January - March, 2021	March - June
Gr. 2-6 F&P Reading Assessment	Completed	September-November
Grade 1 F&P Reading Assessment	Completed	January
Levelled Literacy Intervention(LLI)	Completed	October - June
Targeted Phonological Intervention	February - June, 2021	March - June
Balanced Literacy Approach	ongoing	September - June
Staff Book Study - Visible Literacy	2021/2022 - School Year	2021/2022 Ongoing

Measures of Achievement

Numeracy	Assessment	Timeline
-----------------	-------------------	-----------------

	Classroom Based Assessments	September - June
	First Steps in Math Assessments	November - May
	MIPI	September, 2021
	PATs (Grade 6)	May/June
	Report Card Scores	December, March, June
Literacy	F&P Reading Assessment	October-November/January (Gr. 1) /May-June
	RRST - Grade 1	October, June
	HLAT Writing Assessment	April/May
	PATs (Grade 6)	May/June
	Report Card Scores	December, March, June

Targeted Numeracy Improvement Strategies:

1. Use of Hattie’s research to support choice in teaching strategies
2. Professional development to support the implementation of Mathology in grades 1 & 2
3. Grades 2-6 complete MIPI as initial scan for gaps in student learning
4. Grades K-6 participated in First Steps PD w/ Kathy Mann
5. Teacher/Admin Meetings every 4-6 weeks to discuss Numeracy needs/strategies & Research
6. Use of formative assessments to guide instruction (exit slips, conversations, Observations, quizzes)
7. Use of diagnostic tools to guide instruction and ensure differentiated instruction is on target
8. School wide implementation and PD of First Steps in Math with support of Division Office
9. Creation of a Numeracy Research Team
10. Collaboration with other schools in PSD

Targeted Literacy Improvement Strategies:

1. Use of Hattie’s research to support choice in teaching strategies
2. Update resources to ensure teachers have adequate levelled books to support differentiation both in the classroom and for home reading.
3. Ongoing F&P Assessment (January grade 1) to ensure students are instructed at their instructional levels in reading.
4. Targeted RRST Strategy Instruction K/1
5. HLAT Writing Assessment
6. Teacher/Admin Meetings every 4-6 weeks to discuss Literacy needs/strategies & Research
7. Stronger focus on explicit and purposeful instruction in reading, writing, working with words
8. Levelled Literacy Intervention 2-4
9. Implementation of Phonological Intervention
10. Differentiation in grade 4-6 Literacy
11. Collaboration with other schools in PSD

