

Forest Green School 2021-2022 Development Plan Results Report

Principal: Leah Andrews Assistant Principal: Melissa Everitt-Dallinger

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.

Forest Green School is located in the Forest Green neighborhood of Stony Plain. Currently, we serve 252 students in Grades K-6 and we host a STEPS classroom that serves students from across the division. Upon graduation from our school, our students typically continue their education at Stony Plain Central School.

Area in Focus:	Student Achievement
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Accountability Results:

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Forest Green School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	77.5	79.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	67.1	66.4	64.1	81.4	83.2	83.1	Low	Maintained	Issue
Teaching & Leading	Education Quality	85.8	89.0	88.0	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.8	74.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	71.4	68.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	73.1	67.7	80.0	78.8	79.5	81.5	Low	Maintained	Issue

Baseline Study Participants:

Forest Green teaching Staff - Staff analyzed data from the following assessments: MIPI, F&P, QPAS, PAST, and Words Their Way

Why was Student Achievement our area of focus?

Our data indicated that our students are not achieving the learning outcomes set out by the province of Alberta to the degree that they should be. As school leaders striving to meet this standard, it is essential that Student Achievement in Literacy and Numeracy be the primary focus of our Development Plan for the 2021/2022 school year.

2021-2022 Baseline

Words Their Way

- 40.7 % of students were at or above grade level
- 59.3 % of students were below grade level

Fountas & Pinnell

- 52% of students were at or above grade level
- 48% of students were below grade level

MIPI

- 53.1% of students in grade two are at grade level
- 53.8% of students in grade three are at grade level
- 26.5% of students in grade four are at grade level
- 16% of students in grade five are at grade level
- 14.3% of students in grade six are at grade level

2021-2022 Development Plan

Anticipated Focus	Summary Plan	Timeline
Literacy	Small Group Instruction <ul style="list-style-type: none"> • Led by Division Principal Bridgeman Phonemic Awareness Resources <ul style="list-style-type: none"> • Led by Division Principal Bridgeman Words Their Way PD <ul style="list-style-type: none"> • ERLC Classroom Visits (Blueberry - Small group, Prescott - WTW) <ul style="list-style-type: none"> • Admin accompanies along with literacy lead to ensure proper support can be provided back at school Literacy Intervention PD (IPA, Heggerty, Kilpatrick)	<i>Sept - June PD Days will have time allocated to learning about our literacy focus</i>

	<ul style="list-style-type: none"> Led by Division Principal Bridgeman and Division Principal Mann Literacy Lead has 2 mornings per week to be in classrooms supporting teachers with IPA/Heggerty/Small Group	
Numeracy	First Steps in Math <ul style="list-style-type: none"> Led by Division Principal Mann Numeracy Lead Training in Numeracy Progression Assessment <ul style="list-style-type: none"> Led by Division Principal Mann Supported by Admin and Numeracy Lead Teacher 	<i>November - April</i>
Collaborative Response	Monthly training for admin and lead teacher with Jigsaw Learning Time at each staff meeting will be allocated to sharing this work with staff	<i>September - June</i>

2021/2022 Baseline Summary: What do we notice now?

	Literacy September 2021	June 2022
Grade 1	24 students at Insufficient	5 students at Insufficient
Grade 2	24 students at Insufficient	7 students at Insufficient
Grade 3	9 students at Insufficient	7 students at Insufficient
Grade 4	8 students at Insufficient	4 students at Insufficient
Grade 5	11 students at Insufficient	10 students at Insufficient
Grade 6	13 students at Insufficient	8 students at Insufficient

Observations

Literacy & Numeracy

- Percentage of students achieving at or above grade level in reading has increased
- Percentage of students achieving at or above grade level in phonological awareness has increased
- Percentage of students achieving at or above grade level in numeracy has increased

Factors influencing results outside of our control

- 20% of our student population are identified as having mild/moderate or severe learning needs
- On average, 16.3 % of our student population was not at school

- High absence rate of staff

Lessons Learned

- Better at push in rather than pull out
- More consistent with small group instruction in both literacy and numeracy
- Collaboration is necessary to empower teachers to teach in such diverse classroom profiles
- Directed PD with strong literacy and numeracy focuses on a regular basis is needed
- Common expectations and PD with those expectations contributes to movement forward and teacher well being as they know clearly what the target is