



Forest Green School
2022/2023 School Development Plan

Principal: Leah Andrews Assistant Principal: Melissa Everitt-Dallinger

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

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.



MESSAGE FROM THE PRINCIPAL

Ensuring student success and well-being at Forest Green School is at the heart of the work that we do. We believe that all children can learn and it is our responsibility as educators to figure out the best path forward to ensure that all students are learning to the best of their ability. Although we don't always get it right, we are always working, learning and growing to get it right. The last couple of years have undoubtedly been difficult for everyone, especially our students, however, the COVID 19 pandemic has not been a reason to halt learning and growth for students or staff.

At Forest Green we are excited to continue to move forward this school year with a strong focus on improving student achievement in literacy and numeracy while ensuring student well-being at school. Although our goals for student success and well-being will remain the same moving forward, some of the teaching methods we will use to achieve those goals will be changed or adjusted. This past school year saw the implementation of: literacy and numeracy interventions; in class small group instruction; baseline data collection in literacy and numeracy as well as literacy and numeracy leads to support the many changes that were being applied. Teachers have been courageously working to get it right for their students. Moving forward, we will continue to collaborate, research and learn to fine tune the work we started this year to further improve student achievement in literacy and numeracy.

Beyond literacy and numeracy, we are going to focus more on how we can have a stronger impact on student well-being here at Forest Green School. Whether it be by ensuring every interaction a child has is softened by a kind and caring adult or by providing something nutritious to eat, our goal is to welcome, care for, and love each and every child that enters our school.

We believe that we are blessed to have the opportunity to serve the students of Forest Green School, and it is our hope that this year's Development Plan helps ensure that each and every child learns, grows and flourishes well beyond their time here.

Our Goal

Our ultimate goal at Forest Green School is to ensure student success and well being with a strong focus on improving literacy and numeracy. Our work for the 2022/2023 school year will be to ensure that our school culture promotes and ensures success in literacy and numeracy. Our students will be provided with many opportunities to collaborate and advocate for themselves to ensure their learning needs are met. Our expectation is that all of our students will achieve at least one year's growth in one year's time while at the same time increase their own sense of well-being and belonging within Forest Green School.

Key Considerations to Promoting Literacy and Numeracy and Well-Being at Forest Green School

Exploring our Context

Forest Green School is a kindergarten to grade 6 school within the Parkland School Division in Stony Plain, AB with approximately 250 students. We are proud to serve students from within Stony Plain as well as students who reside on Paul First Nation. Ensuring our teachers and leaders engage in Indigenous ways of knowing as we strive to reach our goals in literacy and numeracy is fundamental to the work we do at Forest Green School. As we are a small school with a diverse student population, it is essential to embed practices that consider the student and their needs first. Currently, all students have daily access to healthy food choices, regular movement breaks, social



skills groups as well as spaces to move based on their needs. As we move forward it is

important that we work to ensure our daily practices are student centered, collaborative and empathetic when supporting students through difficult or challenging situations. As adults we will work toward developing empathy and understanding before judging or consequenceing students for their choices. This will be essential as we consider the challenges the COVID-19 pandemic has placed on both student and staff well-being. Finding our way forward to ensure we are meeting the emotional, intellectual, physical, social and spiritual needs of our school community will require a collaborative effort that involves our entire school community; students, staff

and parents.

Considering our Students

Our students are always at the center of the teaching and learning at Forest Green School. As we move away from the past 2 years of pandemic teaching and learning, our focus will shift from keeping cohorts of students away from other cohorts toward encouraging students to work together and collaborate so their learning needs can be supported in a targeted way. To ensure targeted programming and planning in both literacy and numeracy, it will be essential that we clearly understand what our students' learning needs are before we begin teaching.

Considering our Staff

Next to students, the strengths and needs of teachers must be considered when planning for literacy and numeracy instruction. The past 2 years have required teachers to be flexible, resilient and creative to help ensure the learning needs of all students were considered. The focus moving forward will be to ensure the work that we do to support student learning is backed by sound research. This will include small group, differentiated approaches in both literacy and numeracy. Ensuring our teachers have embedded collaborative planning time will also be a priority to improve teaching, learning as well as teacher well-being



Considering our Resources

Appropriate student resources, teacher resources as well as professional development are foundational to supporting student success in literacy and numeracy. To ensure we have adequate resources, we will continue to update resources to support literacy and numeracy learning K-6. We will also provide professional development to continue supporting



small group instruction in literacy and numeracy to ensure staff understand how to use resources effectively as well as apply new learning in their classrooms. We will also be implementing the *Numeracy Assessment Continuum* created by the Parkland School Division. Our Division Principals will be key to supporting our work as well. Substitute teachers will also be needed to free teachers up to observe and collaborate with other teachers outside of our school.

Through the implementation of our *Comprehensive School Health Plan*, we will continue to provide; counseling support for students, small group social support for students, access to healthy food choices and Indigenous wellness practices. As well, our collaborative response framework is working

to ensure our learning environment is student centered and collaborative for staff to ensure learning and wellness needs are being met. Further, our Indigenous Liaison will support and facilitate indigenous teachings, well-being and sense of belonging for our entire school community.



Measuring the achievement of Literacy, Numeracy and Student Well-Being:

In considering our context, our resources, and our students, it is our goal that students will achieve at least an acceptable standard in literacy and numeracy. At minimum, we would expect to reduce the number of students achieving below grade level by at least 10% in the areas of literacy and numeracy each year as measured by literacy and numeracy benchmarking assessments.

In relation to well-being, there are a number of tools that will be utilized to determine how successful we have been in achieving a school climate that fosters student well-being. We will be measuring our success in this area using the annual Thought Exchange Survey, Alberta Education Assurance Survey, school created surveys, conversations with stakeholders as well as meetings with staff to determine growth. Although we continue to have room for improvement, the following have shown growth over the past year.



Areas of Success:



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

Well-being:

- Percentage of students feeling loved and cared for
- The staff know the kids and are committed to helping them learn
- The reading of the Land Acknowledgement each day is appreciated

Areas for Growth:

Literacy & Numeracy

- Decrease the percentage of students requiring pull-out style intervention in literacy and numeracy
- Small group differentiated learning in literacy and numeracy within the classroom
- Decrease the percentage of students not achieving at or above grade level in literacy and numeracy

Well-being:

- Increase the level of collaboration in the school to meet student needs
- Increase the percentage of students taking on leadership roles throughout the school
- Increase volunteer involvement to support student well-being at school
- Overall student attendance
- Increased involvement with parent community to build stronger relationships

Strategies for growth Literacy, Numeracy and Well-being:

Literacy & Numeracy

- Teacher collaborative planning time embedded in the schedule
- School wide benchmarking data collected in literacy and numeracy 2-3 times per year
- Focus on classroom embedded small group instruction in literacy & numeracy
- Continue with Literacy and Numeracy Leads within the school
- Professional development on the *Science of Reading*, phonics, phonological awareness and word study;
- Professional development in understanding and implementing a comprehensive numeracy program;

Well-being

- Continue to embed a *Collaborative Response Framework* to effectively respond to student needs
- Continue to establish and embed our *Comprehensive School Health Plan*
- Continue to embed Indigenous wellness practices into our school community (smudging, land-based learning)
- Grow our *Elder in Residence Program*
- Grow our partnership with *The Breakfast Club of Canada* to ensure healthy food choices are consistently provided
- Maintain counseling supports within our school
- Continue to offer a variety of extracurricular activities to support student interests and passions e.g. choir and handbells
- Partner with School Council to support opportunities for parents to be involved in the school

Professional Development Overview

School directed professional development will focus on literacy, numeracy and well-being. It will be important that all professional development being considered for our school as a whole, support achieving our goals in these three areas. The focus will be on the following areas:

Literacy

- Small Group Instruction
 - Led by PSD facilitators and division principal as well as FG Literacy Lead
- Phonemic Awareness training
 - Led by PSD facilitators and division principal as well as FG Literacy Lead
- Words Their Way PD
 - As needed for staff new to the program (ERLC)
- Classroom Observations to see good practices being implemented
- Literacy Intervention PD (IPA, Heggerty, Kilpatrick)

Numeracy

- Mathology PD
- First Steps in Math
- Numeracy Lead Training in Numeracy Progression Assessment
- Staff training in Numeracy Progression Assessment administration

Well-Being

- Continue Collaborative Response Training
- Comprehensive School Health PD
- Collaborative & Proactive Solutions Training
 - School Discipline Fix Book Study
- Continue our Elder in Residence Program to build understanding of Indigenous wellness practices as well as to continue working toward truth and reconciliation
- Continue collaborating with our parent community to ensure practices at school are contributing to student and family well-being

Evidence of Success

Literacy & Numeracy

- Percentage of students achieving at or above grade level in literacy and numeracy will increase as measured by:
 - Fountas & Pinnell benchmark assessments
 - Words Their Way benchmark assessments
 - Early Numeracy Interview
 - Inclass product/performance/conversation assessments

Wellness

- Increase in the percentage of students attending school more than 80% of the time
- Increase in the percentage of students identifying that they believe they are successful at school
- Increase in the percentage of students feeling that they belong at school