

Forest Green: Caring, Sharing & Learning Together



What we Envision

1 **One Goal**
Student Success & Well Being

- 3 **Three Desired Outcomes**
- Students are academically successful
 - Students demonstrate well-being
 - Students have access to a robust learning environment and experiences

3 **Three Priorities**

- Literacy
- Numeracy
- Physical/Mental Well-being

What we will do



How we'll measure impact

- 6 **Six Priority Measures**
- Divisional Literacy screens
 - Divisional Numeracy screen
 - Words Their Way
 - HLAT
 - PATs
 - SOS-Q

*Communication * Collaboration * Commitment*

Targeted Interventions/Small Groups in Every Classroom

In both Language Arts and Math classrooms teachers will:

- use data to group students for targeted interventions
- target individual student needs in small groups using data
- regroup students frequently based on on-going data collection
- The Literacy/Numeracy Lead will support teachers in analyzing data and organizing small group instruction

Tier 3 Supports: LLI, Counselor, FNMI Liaison

Leveled Literacy Intervention is a pull-out program for students who require more support to work toward reading at grade level. This intervention is offered by trained individuals in the school.

Our Counselor is in the building on Tuesdays and Thursdays. She presents universal presentations to all classes in the school based on our SOS-Q data. This year our focus is self-confidence. The counselor also works with small groups of students on social skills and flexible thinking. Additionally, there are opportunities for one-on-one therapy with individual students.

Our FNMI Liaison is available to support all of our students with planned cultural opportunities. She will also support Indigenous students and families with attendance, communication, academic support, and navigating the school system.

Search For and Access Grants

We will continue to look for and apply for grants to add outdoor sports equipment to our building for students to access. Some examples might be helmets, skates, snowshoes, and cross-country skis.

PD Around Our Three Priorities

As a staff, we will engage in various professional learning opportunities around our three priorities.

Identify School-wide initiatives that promote excellence

With the help of our Numeracy/Literacy Lead, and Student Services facilitators, we will continue to refine our teaching practices to implement the most current researched-based strategies.

We will identify ways that we can promote and reward those students who are exhibiting academic excellence.



Intentional Buddy Classes & Clubs

We will continue with our Buddy classes and clubs. Older classes have been buddied up with a younger class to regularly come together for a variety of activities. This will provide leadership opportunities for older students and help foster a strong sense of community among students across the school.

We offer a variety of clubs and extracurricular activities to increase student's well-being and connectivity to school.

Additionally, we have a Leadership Club that is available for grades 5 & 6 students. They support the breakfast program, the forgotten lunch program and help younger students learn playground games at recess.

Frequent Benchmarking of Student Progress.

In order to keep our small group instruction effective, teachers engage in ongoing formative assessments to guide instruction and frequent regrouping of students based on student needs.

Focus on 7 Sacred Teachings

We will continue our work around the 7 Sacred Teachings. These teachings may also be known as the Seven Grandfather teachings. They demonstrate what it means to live a “Good Life”. They talk about human conduct towards others, the Earth, and all of Nature. As a school, we are focusing on one sacred teaching a month with students, weaving it into their health curriculum.

We introduced these to students last year and this year we will delve deeper into the teachings and use them to bring students together and to celebrate student achievements.



Develop a plan for ongoing land-based activities.

Currently, every year, our grade four students experience an amazing land-based activity where they receive teachings around traditional medicines from local elders, utilizing our Mother Earth Healing Garden. Students both plant and harvest traditional medicines and foods that are then used within our school community.

This year we are going to plan for expanding our land-based programming to include other grades. We will work with local elders and knowledge keepers to identify valuable land-based experiences for other grades within our school.

