



FOREST GREEN SCHOOL

Forest Green School 2024-2025 Development Plan Results Report

Caring, Sharing, and Learning Together

Principal: Leah Andrews

Assistant Principal: Miranda Niebergall



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.

To gather feedback and input from our School Council on our Education Plan, we include a standing question at each meeting: "At Forest Green, I wish..." This open-ended question encourages ongoing conversations that help shape many elements of our plan. Additionally, we share results with the School Council, seeking their feedback and inviting questions to ensure continued collaboration and improvement.



FOREST GREEN SCHOOL

School Profile

Forest Green School is nestled in the Forest Green neighborhood of Stony Plain. In the 2023-2024 school year, we proudly served 254 students in Grades K-6, along with a specialized STEPS classroom, which accommodates students from across the division. Our school community is enriched by students from both Stony Plain and Paul First Nation, contributing to a diverse and vibrant learning environment. We are supported by 15 teaching staff and 22 support staff members, all dedicated to fostering a positive and inclusive school culture.

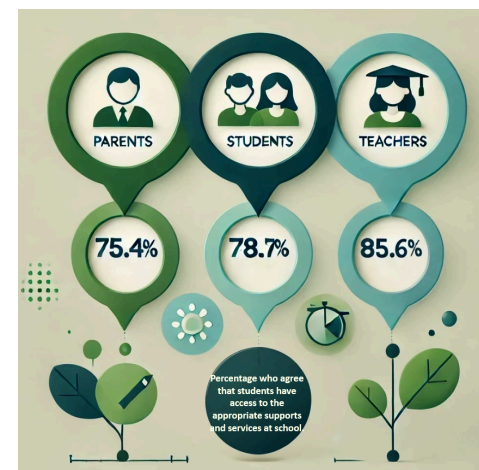
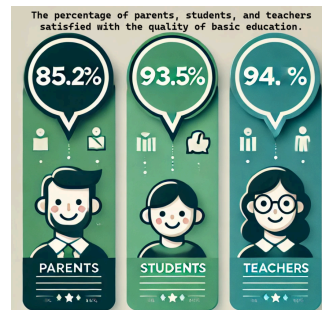
We take pride in fostering a warm, family-centered atmosphere, supported by an engaged School Council and strong ties to the local community. After completing Grade 6 at our small but mighty school, students typically move on to Westview School.

At Forest Green, we place a strong emphasis on diversity, inclusivity, and creating environments where every student feels a deep sense of belonging.



STUDENT AND TEACHER SATISFACTION

Our student, parent and teacher satisfaction levels are assessed through Alberta Education's Assurance Measures Report, which gathers feedback from teachers, Grade 4 students, and parents. The provincial parent surveys are distributed directly to families by mail from Alberta Education. This year, we achieved improvements in all but one measure, reflecting our commitment to continuous growth and success.





Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Forest Green School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	74.7	68.1	72.8	83.7	84.4	84.8
	Citizenship	70.7	64.3	65.7	79.4	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3
	PAT6: Acceptable	51.3	36.7	36.7	68.5	66.2	66.2
	PAT6: Excellence	12.8	0.0	0.0	19.8	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2
Teaching & Leading	Education Quality	83.2	84.6	85.2	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.4	72.4	73.1	84.0	84.7	85.4
	Access to Supports and Services	78.4	77.6	74.5	79.9	80.6	81.1
Governance	Parental Involvement	77.6	69.5	71.3	79.5	79.1	78.9

PRIORITY AREAS

In the 2023-2024 school year, our school development plan prioritized **Literacy, Numeracy, and Physical/Mental Well-Being**. Teachers benefited from weekly collaborative planning sessions, as well as the dedicated support of Numeracy and Literacy Lead teachers to guide their planning and strategy implementation. Professional development was a key focus, with ongoing, intentional sessions throughout the year emphasizing reading, writing, and high-leverage numeracy strategies such as fact fluency and counting collections.

Our desired outcomes included ensuring that students achieve **academic success**, demonstrate **well-being**, and have access to a **robust learning environment and diverse experiences**. These goals shaped our approach and underpinned our efforts to create a supportive and enriching school community.

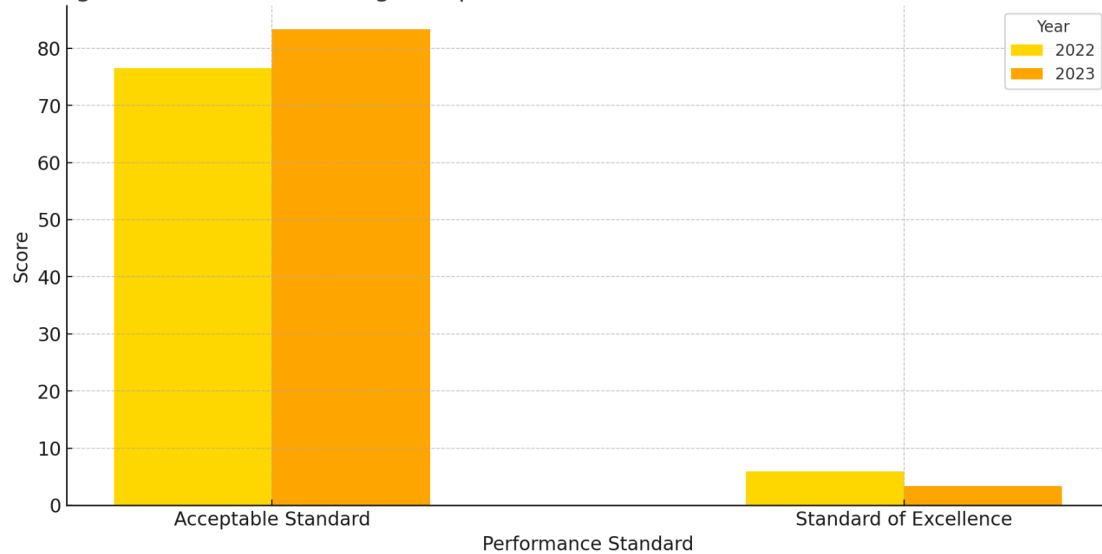




PROVINCIAL ACHIEVEMENT TESTS

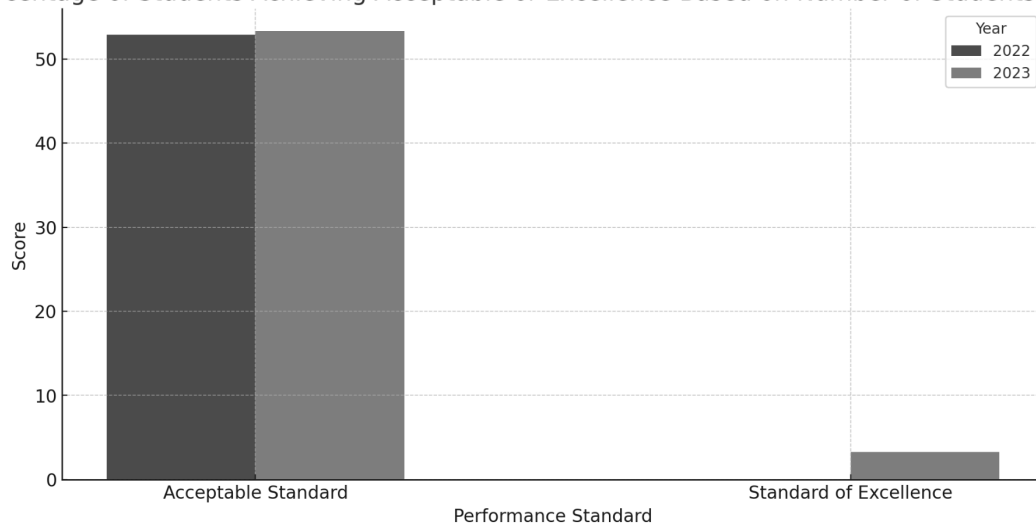
This section examines long-term trends in Forest Green's Provincial Achievement Test (PAT) results, with a focused analysis of last year's Social Studies and Science PATs (there was no Language Arts or Math PAT last year). By highlighting strengths and identifying areas for growth, this review offers valuable insights to guide programming and instructional strategies as we prepare for the 2025 PATs.

English Language Arts PAT Results by Standard (2022-2024)
Percentage of Students Achieving Acceptable or Excellence Based on Number of Students Enrolled



No PAT written in English Language Arts in 2024 due to Government Exemption

Math PAT Results by Standard (2022-2024)
Percentage of Students Achieving Acceptable or Excellence Based on Number of Students Enrolled



No PAT written in Math in 2024 due to Government Exemption



2024 Science PAT Results

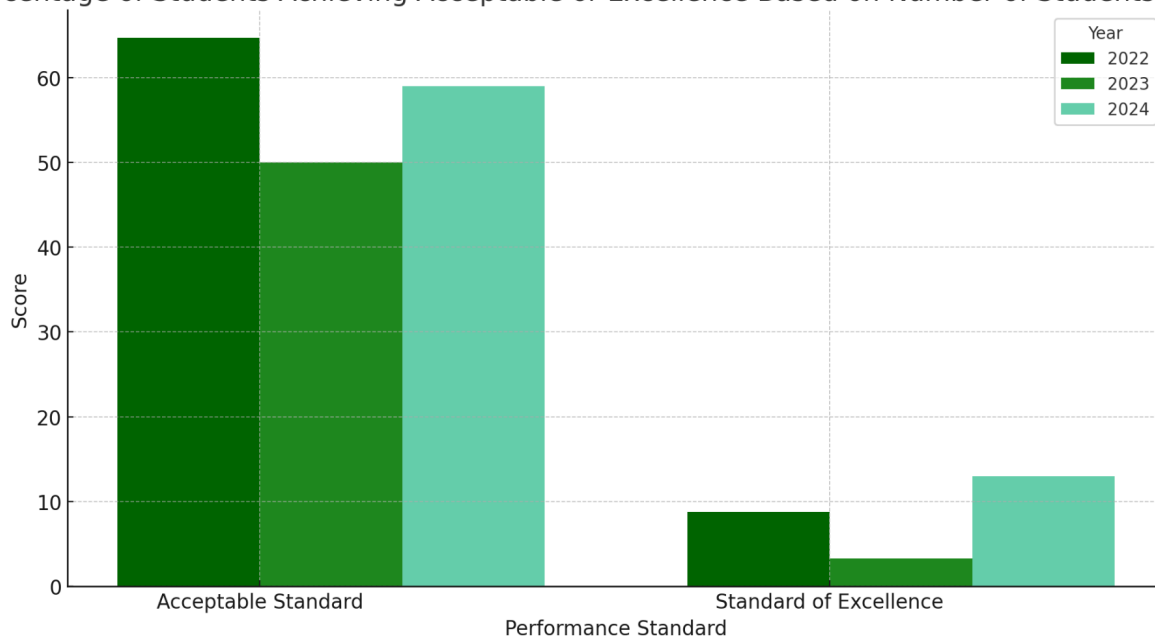


Last year's focus on skill-building delivered strong gains, with a 9% increase in students achieving the **Acceptable Standard** and a 10% rise in those reaching the **Standard of Excellence**. Our students outperformed the provincial average by up to 11% on nearly 20% of the skill-based questions, reflecting substantial progress.

However, a decline in scores on knowledge-based questions underscores the need for a more balanced approach to skill development and content mastery. The lowest score, at 38% below the provincial average, highlights key areas requiring targeted intervention.

This year, we are implementing a new science curriculum, which provides an exciting opportunity to address these gaps. Priority focus areas will include strengthening knowledge in key scientific concepts and enhancing skills in inquiry and problem-solving to support a comprehensive approach to student success in science.

Science PAT Results by Standard (2022-2024)
Percentage of Students Achieving Acceptable or Excellence Based on Number of Students Enrolled

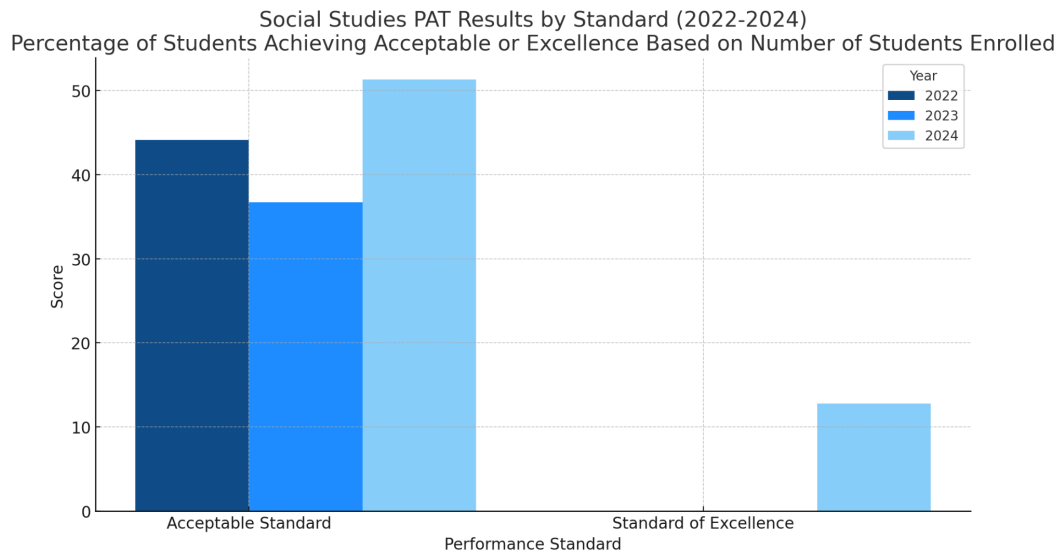




2024 Social Studies PAT Results

Moving forward, maintaining a balanced focus on both skills and knowledge will be essential, with a particular emphasis on “recognize” (skill) and “recall” (knowledge) question types. Notably, our highest score exceeded the provincial average by an impressive 24%. We also achieved significant overall gains, with the percentage of students reaching the Acceptable Standard rising from 36.7% to 51.3%, and, for the first time in several years, 12.8% of students achieving the Standard of Excellence.

This year, we will prioritize the Local and Provincial Government Unit and the Ancient Athens Unit as part of our efforts to foster a well-rounded approach that strengthens both content mastery and skill development.



ACADEMIC PROGRESS: Literacy & Numeracy

This year, our focus on Literacy and Numeracy was integral to student success. Targeted initiatives supported teachers in refining instructional practices, fostering meaningful collaboration, and building expertise in evidence-based strategies. Teachers also engaged with and began implementing the divisional scope and sequence for writing, ensuring consistency and alignment in writing instruction across all grades. Professional learning opportunities and leadership roles within the school helped create a cohesive approach to improving outcomes in these foundational areas.



OUR RESULTS

Literacy

The Fountas and Pinnell benchmarking assessment, administered four times annually, tracks reading proficiency and progress across all grades. This tool provides essential insights into student performance, with Division Two showing particularly notable improvements this year.

In Grade 6, the percentage of students identified as Insufficient decreased by 13%, while those achieving an Excellent rating increased by 24%. Grade 5 saw a 10% drop in the Insufficient category, alongside a 22% rise in Excellent scores. Grade 4 demonstrated exceptional progress, with 30% of students advancing from Insufficient to Satisfactory or Competent levels.

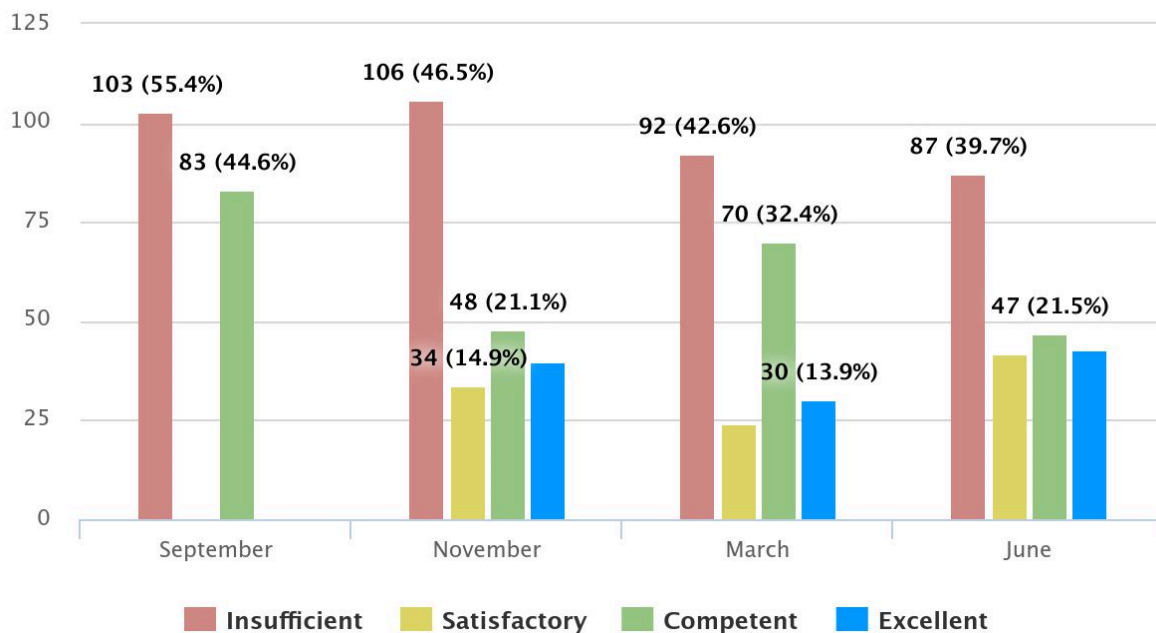
These achievements reflect the dedication of our students and staff and underscore the impact of targeted interventions. Looking ahead, we are closely examining the strategies employed in Grade 4 to replicate their success across other grades, ensuring continued growth and enhanced outcomes for all learners.



Fountas & Pinnell (English) Results – All Periods

Whole School Data

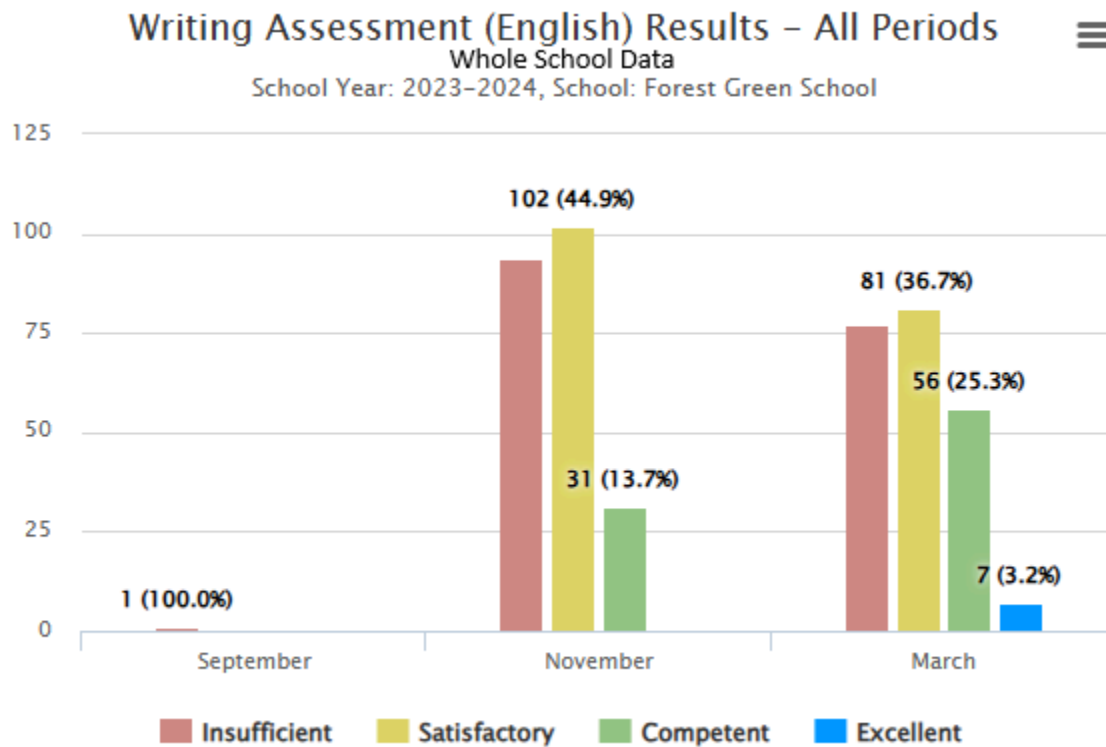
School Year: 2023–2024, School: Forest Green School





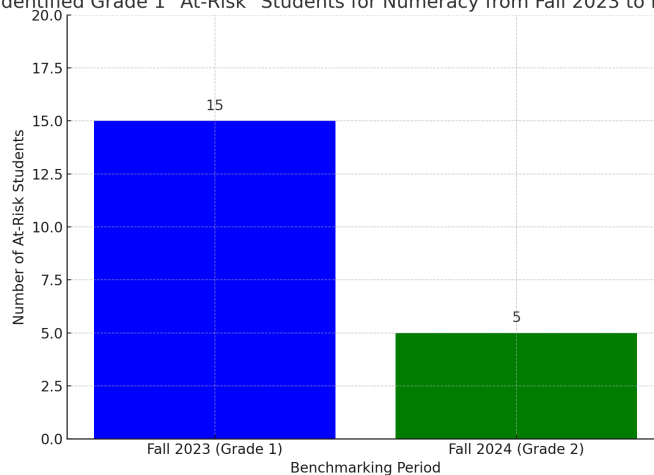
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To monitor student achievement in writing, a common writing assessment tool was implemented across the division. We observed steady improvements, with students advancing from the Insufficient category to Satisfactory, Competent, and Excellent levels by March. This progress reflects our initial efforts to focus on writing instruction and the implementation of the divisional scope and sequence, highlighting the development of students' writing skills over time. In the 2024-2025 school year, we will delve deeper into the scope and sequence, alongside high-leverage resources, to further support and enhance writing instruction across all grades.



Numeracy

Identified Grade 1 "At-Risk" Students for Numeracy from Fall 2023 to Fall 2024





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In Fall 2023, during the initial benchmarking assessment for Grade 1, 15 students were identified as "at-risk" in numeracy. A year later, in the Fall of 2024, when the same students were assessed as part of their Grade 2 benchmarking, only 5 remained in the "at-risk" category. This significant improvement highlights the effectiveness of our targeted interventions and instructional strategies.



By focusing on small-group and individualized instruction, along with frequent progress monitoring and engaging teaching methods, we were able to significantly reduce the number of students needing additional support. These results reflect the dedication and collaboration of our educators and emphasize the importance of consistent, proactive approaches to addressing learning gaps.

Looking ahead, we plan to adapt the successful strategies from the early years for Division Two, with a particular focus on older grades. Through intentional collaboration and a commitment to fostering growth at all grade levels, we aim to ensure continued progress and help every student achieve their full potential.

PHYSICAL/MENTAL WELL-BEING PROGRESS

In the 2023-2024 school year, we placed a strong emphasis on building physical literacy, offering increased intramural opportunities in volleyball, basketball, and floor hockey. We also reintroduced a track and field competition for students in Grades 4-6 and purchased many new pieces of physical education equipment, further enriching our commitment to student wellness and physical education.

Our Grades 4-6 students participated in the SOS-Q, which measures students' perceptions of safe and caring schools, peers, self-confidence, external resilience, and internal resilience. The data revealed that self-confidence and peer relationships were the two areas requiring the most attention. To address this, our counselor designed universal workshops for each grade level and hosted targeted group sessions to further support students in these areas.

In addition to providing universal and targeted supports, our counselor also worked one-on-one with individual students as needed to promote their positive mental health at school.





OTHER HIGHLIGHTS FROM 2023-2024

This year at Forest Green, we celebrated a number of initiatives and activities that enriched our school community and fostered meaningful connections.



We introduced the Seven Sacred Teachings, ancestral wisdom that guides respectful interactions with all living things. Teachers incorporated these teachings into their classrooms, integrating them into the health curriculum, art activities, and storytelling. Additionally, we again, proudly hosted an Elder in Residence program, welcoming Elders Kokum Violet, Philip Campiou and Maryanne into our school regularly. Their teachings resonated with students across all grades, creating cherished connections and reinforcing the values of respect and community.

To further enhance student learning, several teachers participated in professional development on Building Thinking Classrooms. This dynamic approach emphasized collaborative problem-solving, with students working in small groups to tackle problems that offered multiple solutions. From Kindergarten to Grade 6, students actively engaged in sharing ideas and learning from one another, fostering critical thinking and a deeper understanding of concepts.

With the completion of our outdoor classroom, students also had the opportunity to enjoy learning in an outdoor setting, fostering a greater connection to nature and their surroundings.

We made a concerted effort to strengthen ties with families by hosting Family Connection events focused on literacy, numeracy, and physical literacy once a month. Families explored new sports equipment, learned math games from their children, and spent quality time reading together. Additional community-building events, such as our back-to-school BBQ, school-wide spaghetti lunch, pet parade, and parent participation in assemblies and cultural celebrations, created meaningful opportunities for connection and collaboration.





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To build a sense of belonging among students, we offered a variety of lunch-hour clubs such as board games, sports, handbells, choir, and leadership. We also had an after-school ski club for students in Grades 4-6, providing even more opportunities for engagement and fun.

Another highlight was our buddy classroom program, where each class partnered with another to collaborate on unique and engaging learning experiences. These partnerships strengthened peer connections and enriched the educational journey for all students.

Finally, while we were unsuccessful in securing grants for new sporting equipment, we were thrilled to be selected for the Indigo Love of Reading Adopt a School Program. The Indigo store in Spruce Grove chose Forest Green as their designated school, raising funds to help us acquire new books for our library.

Forest Green School remains steadfast in its commitment to fostering academic excellence, physical literacy, and cultural awareness. By creating diverse opportunities for students to thrive both inside and outside the classroom, the school continues to nurture a strong foundation for lifelong learning and community connection.