

Forest Green: Caring, Sharing & Learning Together

Development Plan: 2025-2026 School Year



Who are we?

Forest Green School is nestled in the Forest Green neighborhood of Stony Plain and proudly serves 267 students from Kindergarten to Grade 6. We also host a specialized STEPS classroom that supports students from across the division. Our school community is enriched by students from both Stony Plain and Paul First Nation, contributing to a vibrant, inclusive, and culturally diverse learning environment.

Our dedicated team includes 16 teaching staff and 10 support staff who work collaboratively to foster a positive school culture where all students can thrive. We take pride in offering a warm, family-centered atmosphere, supported by an engaged School Council and strong connections with the local community.

After Grade 6, most of our students transition to Westview School, taking with them the confidence, skills, and values nurtured at our small but mighty school.

At Forest Green, we are deeply committed to celebrating diversity, promoting inclusivity, and creating spaces where every student feels seen, valued, and a true sense of belonging.



*Communication * Collaboration * Commitment*

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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

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Three Priorities

- Literacy
- Numeracy
- Physical/Mental Well-being

What we will do

Seek funding to support ongoing land-based experiences at each grade level

Use benchmark data to target student needs in small groups

Focused Professional Development and collaboration on Writing

7 Sacred Teachings - Collaborative, Multi-Graded Learning



Development of common writing units for grade level teachers

Universal presentations on positive relationships and taking ownership of actions for all classes.

Focused PD and collaboration on Numeracy

Explicit instruction on Math Facts using the Building Fact Fluency resource kit

Communication * Collaboration * Commitment

How we'll measure our impact

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Five Priority Measures

- Increase the percentage of students achieving a "Competent level on the Fountas & Pinnell (F&P) assessment by 10%
- Decrease the percentage of students achieving "Insufficient" on their divisional writing assessment by 10%
- Increase the number of students achieving "Acceptable" on their ELAL, Science and Math PATs by 10%
- Reduce the number of students requiring individualized support according to the divisional math assessment by 10%.
- Increase in the number of students who feel safe at school according to AB ED assurance measures.

Literacy and Numeracy Strategies

Use of Benchmark Data to Target Student Needs in 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 with data collection and analysis, and help facilitate collaboration among colleagues.

Development of Common writing Units

Grade-level teaching teams will collaboratively develop common writing units and assessments aligned with the identified “deep dive” writing genres for each grade. These units will include shared learning targets, mentor texts, instructional strategies, and success criteria to ensure consistency in writing instruction and student expectations across classrooms.

By working together, teachers will build a deeper understanding of the writing progression, support one another in instructional planning, and ensure alignment with curriculum outcomes. Common assessments will provide opportunities for reflection and professional dialogue around student work, helping to identify next steps for instruction and support student growth in writing across the school.

This strategy supports coherence, increases instructional clarity, and strengthens our collective capacity to improve student achievement in writing.



Focused Professional Development (PD)

Teachers will engage in targeted professional development to strengthen their instructional practices in both writing and numeracy. In writing, the focus will be on deepening their understanding of effective writing instruction, including strategies for teaching structure, voice, and clarity across grade levels. Teachers will collaborate to implement best practices, explore mentor texts, and develop common language and expectations to support student growth.

In numeracy, professional learning will center on how to effectively use the Building Fact Fluency resource to support the development of number sense and automaticity with basic facts. Teachers will learn how to implement the resource in a way that promotes strategy-based thinking, supports differentiated instruction, and helps students develop confidence and flexibility with numbers.

This professional development will be ongoing and collaborative, with time built in for reflection, planning, and sharing best practices across the staff.

Explicit Instruction in Math Facts

Teachers will regularly provide explicit instruction in math facts using a common, strategy-based resource. This consistent approach will build students' number sense, confidence, and fluency while promoting shared language and expectations across grade levels.

Physical/Mental Well-Being Strategies

Universal Presentations

In response to feedback from our Annual Assurance Survey, our school counsellor will deliver universal presentations in all classrooms to promote a positive and respectful school culture. These sessions will focus on building and maintaining healthy relationships and taking responsibility for one's actions. By emphasizing empathy, communication, and accountability, this strategy supports students in developing the social-emotional skills needed to thrive in a safe and inclusive learning environment.

7 Sacred Teachings – Collaborative, Multi-Graded Learning

Building on our continued focus on the 7 Sacred Teachings, we will implement multi-graded student groupings to deepen understanding through collaboration and peer connection. This approach encourages mentorship across age levels, fosters shared responsibility, and promotes a holistic understanding of each teaching. By learning together, students will strengthen their sense of belonging and develop meaningful relationships rooted in respect, courage, love, wisdom, humility, honesty, and truth.

Seek Funding for the “Know and Grow” Land-based Programming

Forest Green School is committed to deepening students' understanding and appreciation of Indigenous ways of knowing through meaningful land-based learning experiences. Our Know and Grow program provides grade-specific opportunities for students to engage with the land in ways that reflect Indigenous knowledge systems, cultural teachings, and traditional practices. These experiences are designed and led by local Indigenous Elders and Knowledge Keepers, ensuring authenticity and fostering respectful relationships between students and community members.

To bring this vision to life, we will be seeking funding to support the implementation of the Know and Grow program. Funds will be used to support honoraria for Elders and Knowledge Keepers, materials for hands-on learning experiences, and transportation when required. This investment will help ensure students have rich, authentic opportunities to learn from the land and from those who hold traditional knowledge, aligning with our commitment to reconciliation and inclusive education.



Professional Development Plan (tentative timeline)

