



Alexander Forbes the Academy School

Principal: Kristina de Metz

3-Year School Education Plan

2021/2022 – 2023/2024

Year 3 – 2023/2024



**Grande Prairie
Public School
Division**
Every Student Succeeds



**Alexander
FORBES SCHOOL**
The Academy

www.gppsd.ab.ca/school/alexanderforbes



GPPSD2357

Who we are!

Vision: To build a promising future of inspired, responsible, and innovative citizens.

Mission: Alexander Forbes The Academy is a safe, supportive environment. We, as a collaborative learning community, provide diverse instruction and programs for students to achieve success and develop social responsibility.

**K to Grade 8
KinderPAL**



531 Students



49 Staff



School Council: Our Partners in Education

Meets the first Tuesday of every month at 7:00 pm



At Alexander Forbes, the Academy School we ...

value every student's opportunity for success. Our school respects and celebrates the diverse strengths, talents, and challenges of each student. We work in partnership with parents to maintain a safe, creative learning environment where mutual respect, responsible citizenship, open communication, and success for every individual are standard. As a staff, we are involved in the process of evidence-informed dialogue for school improvement.

We have developed and are proud to deliver comprehensive programming to meet the needs of all our students. We offer inclusive education programming for all students in kindergarten through grade 8, complementary courses for grades 7 and 8, daily physical education programming for all grades, The Academy programming (offering dance, hockey, and athletics), and an Elder who works with students and staff to support the school in acquiring and applying foundational indigenous understanding.

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Prepare students academically, socially, and emotionally to complete high school.

Strategies:

- Student social-emotional readiness for learning is prioritized.
- Students and their families work in collaboration with school staff to support student learning.
- Opportunities are regularly scheduled for teachers to collaborate to build their instructional skills.
- Teachers seek and critically review educational research to improve practice.
- All school staff develop inquiry questions to drive improvement in their practice, moving through a cycle of implementing strategies, collecting evidence, and reviewing findings.
- Meetings are regularly scheduled between staff members and school administration to review professional growth and learning.
- Students are supported according to the school pyramids of intervention (academic, behaviour, and attendance).
- Connecting students and families to supportive community programs.

Evidence:

- Division and Provincial Assurance surveys (parent, staff, and student results)
- Improved academic achievement in literacy and numeracy outcomes (including but not limited to CC3, LeNS, Counting Principles, MIPI, and Fountas & Pinnell).
- Grade 6 Provincial Achievement Test scores.
- Teacher and EA evidence related to inquiry questions.

Outcome: Classroom instruction and assessment prioritizes literacy and numeracy.

Strategies:

- Staff builds capacity regarding student assessment and evaluation practices.
- Teachers use a range of data from their practice to inform instruction with the goal of improving student learning.
- Students are taught to use teacher feedback to reflect on their progress and identify strengths and areas of need in their own learning.
- A school-wide focus on explicit literacy instruction.
- Daily targeted intervention for literacy and numeracy (Provincial Grade 1 to Grade 4 Intervention Project).
- Grade 4-6 intervention support for indigenous and English as an Additional Language (EAL) students.

Evidence:

- Teacher planning incorporates assessment and guides planning.
- Student achievement results from provincial, division and classroom assessments such as but not limited to Grade 6 Provincial Achievement Test results, Fountas & Pinnell (literacy), and Math Intervention Programming Instrument (numeracy) show growth and progress.
- Survey measures from the Division Assurance Survey that pertain to staff, parent, and student feedback on student progress and learning conditions.
- Individual teacher and educational assistant inquiry question progress.

Priority: Inclusion

Outcome: Alexander Forbes the Academy School is a welcoming, caring, respectful and safe environment where students, families and staff have a sense of belonging and pride.

Strategies:

- Create a safe, caring, and consistent learning environment.
- Learning environments are adapted as necessary to meet the needs of all learners.
- Foster students' connection to their peers and adults throughout the school.
- A focus on building community through school events, celebrations, and cross-grade activities.
- School-wide focus on the Seven Sacred Teachings: Love, Respect, Courage, Honesty, Wisdom, Humility, Truth
- An Elder works with all students and staff to help facilitate an understanding of and appreciation for, the traditions, cultures, worldviews, and ways of knowing of Indigenous peoples.
- Indigenous Outreach worker provides support to students and families.

Evidence:

- Effective tier one classroom strategies to support all students.
- Equitable student programming in all classrooms.
- Students demonstrate understanding and respect for the uniqueness of all learners.
- School attendance measures.
- Improved parent engagement and participation.
- Increased student participation in school extracurricular activities.
- Number of meaningful First Nations, Metis and Inuit cultural perspectives and activities incorporated when planning instruction.

Outcome: The physical, mental, and emotional well-being of all our students and staff is supported.

Strategies:

- Develop students' knowledge, attitudes, and skills to manage emotions, build healthy relationships, set goals, make decisions, and increase capacity for self-regulation.
- Explicit and specific social emotional learning instruction in all classes.
- Staff training regarding mental health and social emotional learning.
- Teachers are aware of and respond to the emotional and mental health needs of students in their lesson planning.
- Building capacity of parents/teachers of how to access community supports/agencies.
- Division Wellness initiatives to support staff mental health.
- Collaborative approach to supporting students and solving problems.

Evidence:

- Students are active, healthy, and well.
- Time spent on conflict resolution by teachers and administration decreases.
- Survey measures pertaining to Welcoming, Caring, Respectful and Safe as well as Student Inclusion improve.
- Suspensions decrease.
- Improvement in measures from the Alexander Forbes School Social Emotional Survey which gauges our students' ability to understand their emotions and regulate themselves.
- Improved staff attendance.
- Improvement in staff satisfaction measures on Division and Provincial Assurance surveys.