



Alexander Forbes the Academy School

Principal: Terry Gorgichuk

3-Year School Education Plan

2021/2022 – 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



400 Students



36 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 diverse strengths, talents, and challenges of each student. We strive to work in partnership with parents to create and promote 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 data 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 as required, core programming ECS - Grade 8, elective course programming Grades 4 - 8, daily physical education programming ECS - Grade 8, The Academy which offers dance, golf, hockey, soccer, athletics, and some multi-sport combinations, and an Elder that works with students and staff to support the school in acquiring and applying foundational First People's knowledge.

Our Education Plan is focused on:

Priority: Teaching and Learning

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

Strategies:

- Students and their families work in collaboration with education partners to support learning.
- Tiered division and school pyramids of intervention support students.

Evidence:

Evidence that will be reviewed to assess success will be that internal and external measures reflect continued improvement. Multiple sources of evidence will be used to benchmark growth and progress. This includes but are not limited to Staff and Parent Division Assurance Surveys, Alberta Education Assurance Measures, High school graduation rates of Alexander Forbes students, attendance data and report cards.

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 evidence-based student learning.
- Students use teacher feedback to reflect on their progress, identify strengths and areas of need their own learning.
- Daily literacy, numeracy, and targeted intervention (Provincial Grade 1 to Grade 3 Intervention Project)

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 and Grade 9 Provincial Achievement Test results, Fountas & Pinnell (literacy), and Math Intervention Programming Instrument (numeracy) show growth and 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 predictable learning environment.
- Learning environments are adapted as necessary to meet learner needs.

Evidence:

- Students demonstrate understanding and respect for the uniqueness of all learners.
- Improved school attendance.
- Improved parent engagement and involvement.
- Increased student participation in school extracurricular activities.

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.

Evidence:

- Students are active, healthy, and well.
- Survey measures of Safe and Caring and Student Inclusion increases.
- Amount of time spent on conflict resolution by teachers decreases.
- Number of office referrals and suspensions decrease.