



 Alexander Forbes  
SCHOOL

ALEXANDER  
FORBES  
SCHOOL  
School

# Alexander Forbes the Academy School

Principal: Kristina de Metz

## 3-Year School Education Plan

2021/2022 – 2023/2024

Year 2 – 2022/2023



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



**Alexander  
FORBES SCHOOL**  
The Academy

[www.gppsd.ab.ca/school/alexanderforbes](http://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**



**490 Students**



**42 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, Student 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 in their own learning.
- A school wide approach to explicit structured literacy instruction
- 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.
- Surveys measures from the Division Assurance Survey that pertain to teacher feedback and student progress.
- The satisfaction of staff with the on-going inquiry based professional growth planning associated with Professional Learning (PL) days.

## 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.
- Ensure that students are connected to their peers and have strong supporting relationships with adults in the school.
- Build whole school community through various school spirit days, whole school/grade divisions and cross grade activities.
- 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.
- First Nations, Metis and Inuit Outreach worker provides support to students and families.

### 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.
- 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.
- 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 and or agencies.

### Evidence:

- Students are active, healthy, and well.
- Amount of time spent on conflict resolution by teachers decreases.

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- Survey measures of Welcoming, Caring, Respectful and Safe and Student Inclusion increases.
  - Number of suspensions decrease.
  - Survey measures from the Forbes School Social Emotional Survey which gages our students' ability to understand their emotions and regulate themselves increases.