



Alexander Forbes the Academy School

Principal: Kristina de Metz

3-Year School Education Plan

2024/2025 – 2026/2027

Year 1 – 2024/2025



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



**Alexander
FORBES SCHOOL**
The Academy

<https://alexanderforbes.gppsd.ab.ca/>



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**



460 Students



53 Staff



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 prioritized. As the staff of Alexander Forbes, we are involved in the process of evidence-informed dialogue for school improvement.

We have developed and are proud to deliver comprehensive programming to ensure that every student can experience success. We offer inclusive education programming for all students in kindergarten through grade 8, options courses for grades 7 and 8, daily physical education programming for all grades, and The Academy programming (offering hockey, and athletics).

Our Education Plan is focused on:

Priority: Teaching and Learning	
<p>Outcome: Staff use student achievement evidence to support responsive planning.</p> <p>Strategies:</p> <ul style="list-style-type: none">• 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.• All school staff develop inquiry questions to drive improvement in their practice, moving through a cycle of implementing strategies, collecting evidence, and reviewing findings.• Students are supported according to the school continuum of supports.• Teachers are supported through professional development learning related to responsive planning throughout the year.• Teachers have opportunities to share evidence on student achievement with their peers to seek input on strategies and next steps to best support their students.	<p>Evidence</p> <ul style="list-style-type: none">• Division and Provincial Assurance surveys (parent, staff, and student results).• Improved academic achievement in literacy and numeracy outcomes on report cards.• Grade 6 Provincial Achievement Test scores.• Evidence related to teacher inquiry questions.• Teacher planning incorporates assessment that guides planning.• Student achievement results from provincial, division and classroom literacy and numeracy assessments demonstrate student growth.
<p>Outcome: Literacy and numeracy outcomes are prioritized through planning, instruction, and assessment.</p> <p>Strategies:</p> <ul style="list-style-type: none">• Staff build capacity regarding the use of student literacy and numeracy assessments to guide their practice.• Teachers use a range of literacy and numeracy data from their practice to inform instruction with the goal of improving student learning.• Students are taught to use teacher feedback regarding literacy and numeracy outcomes to reflect on their progress and to identify strengths and areas of need in their own learning.• Teachers analyze the K-8 curricula to determine key outcomes as the basis for their planning.• Teachers are provided with scheduled opportunities to share literacy and numeracy resources and strategies with which they experience success.• Teachers employ individualized and small group instruction in the areas of literacy and numeracy.• The school purchases recommended resources to support literacy and numeracy instruction throughout the school.• Daily targeted intervention for literacy and numeracy (Grade 1-3 and Grade 4-6 Intervention programs) for students with lagging skills in literacy and numeracy.	

Priority: Belonging

Outcome: Alexander Forbes The Academy School is a welcoming, caring, respectful and safe environment where students, staff, and families know they are valued.

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.
- Focus on building community through school events, celebrations, and cross-grade activities. Examples include Passion Blocks, assemblies, and community events such as dances.
- School-wide focus on the Seven Sacred Teachings: Love, Respect, Courage, Honesty, Wisdom, Humility, Truth.
- Classroom Champions is a program used throughout the school to support students' connection to their classroom and the greater school community.
- 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.
- Open communication between staff, students, and caregivers is fostered.
- Students are encouraged to participate in leadership endeavors, including a Student Council and participation in School Council.

Outcome: The physical, mental, and emotional well-being of 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 is a part of all class instruction.
- Staff professional learning regarding mental health and social emotional learning is prioritized.
- 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.
- School-based wellness initiatives to support staff mental health.

Evidence

- Effective classroom strategies to support all students as evidenced through classroom observations and AERR measures.
- Equitable student programming in all classrooms as evidenced through responsive planning work, classroom observations, and AERR measures.
- Students demonstrate understanding and respect for the uniqueness of all learners as evidenced through AERR and Division Assurance Survey measures.
- School attendance measures.
- Improved parent engagement and participation.
- Increased student participation in school-based extracurricular activities.
- Teacher efficacy improves as evidenced through AERR and Division Assurance Survey measures.

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- Collaborative approach to supporting students and solving problems.
 - Connecting students and caregivers to division and community mental health supports.
 - Targeted mental health support for students in need.

- Increase in number of meaningful First Nations, Metis and Inuit cultural perspectives and activities incorporated when planning instruction.
- Students are active, healthy, and well.
- Survey measures pertaining to Welcoming, Caring, Respectful and Safe as well as Student Inclusion improve.
- Improvement in measures from the Alexander Forbes School Social Emotional Survey which gages our students' ability to understand their emotions and regulate themselves.