



Alexander Forbes School The Academy

Principal: Kristina de Metz

3-Year School Education Plan

2024/2025 – 2026/2027

Year 2 – 2025/2026



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



**Alexander
FORBES SCHOOL**
The Academy

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



GPPSD2357

Who are we?

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

Mission: Alexander Forbes School 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**



422 Students



47 Staff



School Council our Partners in Education

Meets the first Tuesday of every month at 6:00 pm



At Alexander Forbes School The Academy ...

...we are committed to building a promising future of inspired, responsible, and innovative citizens. Guided by our vision and mission, we provide a safe, supportive, and collaborative learning community where every child is valued. We celebrate the diverse strengths, talents, and challenges of each learner and work in partnership with parents and families to create an environment where mutual respect, responsible citizenship, open communication, and student success are at the core.

Our three-year education plan reflects this commitment by focusing on two interconnected priorities: **Teaching and Learning** and **Belonging**. We believe that academic growth and a strong sense of community are closely linked. Through evidence-informed practice, targeted literacy and numeracy instruction, and ongoing professional collaboration, staff use student achievement data to plan and refine instruction so that all students can thrive. At the same time, we prioritize belonging by fostering a welcoming, caring, respectful and safe environment where students, staff, and families feel connected, supported, and included.

We are proud to offer comprehensive programming that supports success for every learner, including inclusive education for all students from kindergarten through grade 8, options courses for grades 7 and 8, daily physical education, and our specialized Academy programming in hockey and athletics. In partnership with APPLE Schools, we also integrate wellness initiatives that emphasize healthy eating, active living, and mental health support. Together, these programs reflect our belief that success is not only measured academically but also through the development of well-being, citizenship, and community connection.

Our Education Plan is focused on:

Priority: Teaching and Learning	
<p>Outcome: Staff use student achievement evidence to support planning and instruction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Teachers are supported through professional learning related to planning, assessment, and instruction, guided by student evidence. Teachers and educational assistants have regular, structured opportunities to share evidence on student achievement with their peers to seek input on strategies and determine the next steps to best support their students. Teachers are supported in learning technology to collate and analyze data. School staff work in collaboration with students and their families to support learning. Opportunities are regularly scheduled for teachers to collaborate to build their instructional skills. All teachers 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 prioritize weekly communication regarding classroom instruction. 	<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 instruction. 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"> Teachers build capacity in using 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 achievement. 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 and educational assistants are provided with scheduled opportunities to share literacy and numeracy resources that support student learning and growth. 	

- Teachers and educational assistants employ individualized and small group instruction in the areas of literacy and numeracy.
- Recommended resources are purchased to support literacy and numeracy instruction throughout the school.
- Staff provide differentiated learning opportunities to ensure all students have equitable access to the curriculum.
- Daily targeted intervention for literacy and numeracy (Grades K-2 and Grades 4-6 EAL intervention programs) for students with lagging skills in literacy and numeracy.

Priority: Belonging

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

Strategies:

- Staff and students collaborate to create a safe, caring, and equitable learning environment.
- Learning environments are adapted as necessary to meet the needs of all learners.
- Staff foster students' connection to their peers and adults throughout the school.
- There is a 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 monthly focus on each of the Seven Sacred Teachings: Love, Respect, Courage, Honesty, Wisdom, Humility, Truth.
- 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 (e.g. Leadership class, School Council participation, intramurals, helping to plan and lead school events).
- Weekly class communication from the homeroom teacher.
- Soliciting regular engagement and input from parents through monthly School Council meetings and additional parent/community events.

Evidence

- Classroom observations and AERR measures demonstrate effective classroom strategies to support all students.
- Equitable student programming in all classrooms is evident through responsive planning work, classroom observations, and AERR measures.
- Students demonstrate understanding and respect for the uniqueness of all learners, measured through AERR and Division Assurance Survey measures.
- School attendance measures.
- Improved parent engagement and participation.
- Increased student participation in

<p>Outcome: The physical, mental, and emotional well-being of students and staff is supported.</p>	
<p>Strategies:</p> <ul style="list-style-type: none"> • Develop students’ knowledge, attitudes, and skills to manage emotions, build healthy relationships, set goals, make decisions, and increase capacity for self-regulation. • Utilizing goals and vision from our partnership with APPLE Schools to guide initiatives in the areas of nutrition, physical health, and mental health. • Explicit 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. • School-based wellness initiatives to support staff mental health are prioritized. • Healthy eating and active living are prioritized through our partnership with APPLE Schools. • Collaborative approach to supporting students and solving problems. • Connecting students and caregivers to division and community supports (including but not limited to mental health supports). • Targeted student mental health supports. • School-based Wellness Committee identifies wellness support strategies for staff at Alexander Forbes. 	<p>school- based extracurricular activities and student leadership.</p> <ul style="list-style-type: none"> • Student feedback on library form. • AERR and Division Assurance Survey measures demonstrate improvement in teacher efficacy. • 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. • APPLE Schools survey measures. • Student, staff, and community participation in monthly APPLE Schools initiatives.