



Situated in the South Patterson neighborhood, our school is an innovative, dynamic blended learning community of 510 students from Kindergarten to Grade 8. Embedded in Grades 4 thru 8 is The Academy. The Academy program allows students to pursue their passion in dance, hockey, soccer and golf while focusing on their academic growth. Our 26 teachers and 18 support staff work collaboratively to empower students to become engaged thinkers and ethical citizens with an entrepreneurial spirit.

Alexander Forbes The Academy values every student's opportunity for success. Our school respects and celebrates the 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
- Complementary course programming Grades 4-8
- Daily Physical Education programming ECS-Grade 8
- The Academy offers, dance, golf, hockey, soccer and some multi-sport combinations.
- French Grades 4-8
- Music (Band Grades 6-8, Guitar Grades 7/8, Orchestra Grades 5-8, Music Appreciation Grades 5-8)
- Project based learning options for Grades 5 & 6
- An Elder works weekly with all students and staff to support the school in acquiring and applying foundational First People's knowledge.

SCHOOL MISSION AND VISION

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.

Motto: Towards, Tomorrow, Today

PLANNING AND ASSURANCE at ALEXANDER FORBES THE ACADEMY SCHOOL

Alexander Forbes The Academy recognizes the value of parents, school staff, students and the community in participating in meaningful consultation to provide advice in school improvement planning.

2017-2018 SCHOOL RESULTS SUMMARY

2017-2018 School Priority One Summary

Priority One for the 2017- 2018 School year was quality instruction.

- Strategies used to support this priority were collaborative practices, teacher reflection and data on their individual inquiry question.
- Evidence used to assess progress towards this priority were continuous improvement in the APORI results and increased student achievement.
- Further actions to be taken this year to address this priority is the continuation of our inquiry question journey: In what ways does colleague classroom observation deepen understanding of teacher inquiry question through generative dialogue?

2017-2018 School Priority Two Summary

Priority Two for the 2017- 2018 School year was school culture enhancement.

- Strategies used to support this priority were separate monthly recognition assemblies for ECS-Grade 4 and Grades 5-8, whole school assemblies, prize/draws for recognition of positive student conduct, student art work in hallways, professional artist collection in the library and staffroom, staff vs student challenges, Academy student of the month, Academy “Big Game”, giving back to our community/citizenship (Dare To Scare Hunger Away, Tri District Hockey Tournament, Festival of Trees, Jump Start, Alberta Culture Days, Pregnant And Parenting Teens, Ronald McDonald House Alberta), Academy Scholarships and our Celebration of Learning.
- Evidence used to assess progress towards this priority was positive feedback received from the staff, parent satisfaction surveys and the student OurSchool survey.
- No further actions need to be taken this year to address this priority.

2017-2018 School Priority Three Summary

Priority Three for the 2017- 2018 School year was purposeful communication.

- Strategies used to support this priority were dedicated teacher communication time in assignable time and PLC, SIP and PD centered on a framework of purposeful communication.
- Evidence used to assess progress towards this priority were increased parent satisfaction on the parent surveys and teacher data showing parent communication frequency.
- No further actions need to be taken this year to address this priority.

2018-2019 SCHOOL PRIORITIES

2018-2019 School Priority One

Priority One for the 2018-2019 school year is quality instruction for success for all.

- This priority is important in our school because Grande Prairie Public School District is a learning community in which every student succeeds.
- The desired outcome for focusing on this priority is success for all students.
- Strategies that will be used to support this priority are teacher reflection, observation and data on their inquiry question (What is the impact <teacher behavior> on student learning?), an Elder works weekly with all students to help facilitate First People's cultural teachings, project-based learning options for Grades 5 & 6 are scheduled once a week in building construction and home economics that reinforce the curriculum students are studying, case management focus on meeting the needs of all learners, and professional development with an emphasis on developing a wider understanding of inclusion.
- Evidence that will be reviewed to assess success is the educational data we use and share with various stakeholders. This includes but are not limited to Parent Satisfaction Surveys, Staff Satisfaction Surveys, OurSchool student surveys, APORI results, Fountas & Pinnell, formal and informal classroom assessment, attendance data and report cards.

2018-2019 School Priority Two

Priority Two for the 2018-2019 school year is to develop a broader understanding of inclusion through professional development.

- This priority is important in our school because of priority one.
- The desired outcome for focusing on this priority is success for all students. The driving principle is to make students feel welcomed, appropriately challenged and supported no matter what their differences or needs are.
- Strategies that will be used to support this priority are PD with Shelley Moore.
- Evidence that will be reviewed to assess success is the number of student placements in their own community school (Forbes), how teachers respond to specific learner needs and when required, collaborate with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learner outcomes for all students.

2018-2019 School Priority Three

Priority Three for the 2018-2019 school year is attendance.

- This priority is important in our school because it is an integral piece of the education puzzle for student's success.
- The desired outcome for focusing on this priority is when regular school attendance is in place, the necessary instruction, evaluation and support for the student's learning can be ensured.
- Strategies that will be used to support this priority are, attendance pyramid of intervention and a student attendance success plan for those students with chronic absenteeism.
- Evidence that will be reviewed to assess success is a reduction in days/classes missed.

Accountability Pillar Results October 2018

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 1142 Alexander Forbes School



| Measure Category | Measure | Alexander Forbes School | | | Alberta | | | Measure Evaluation | | |
|---|--|-------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 88.0 | 89.4 | 87.2 | 89.0 | 89.5 | 89.4 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 82.6 | 85.2 | 84.0 | 81.8 | 81.9 | 81.7 | Very High | Maintained | Excellent |
| | Education Quality | 92.0 | 92.0 | 93.5 | 90.0 | 90.1 | 89.9 | Very High | Maintained | Excellent |
| | Drop Out Rate | * | n/a | 1.6 | 2.3 | 3.0 | 3.3 | * | * | * |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 78.0 | 78.0 | 77.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 77.7 | 77.2 | 76.9 | 73.6 | 73.4 | 73.3 | Intermediate | Maintained | Acceptable |
| | PAT: Excellence | 18.0 | 26.8 | 17.9 | 19.9 | 19.5 | 19.2 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.7 | 83.0 | 83.0 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 24.2 | 22.2 | 21.7 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 58.7 | 54.9 | 54.7 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 63.4 | 62.3 | 61.5 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 58.7 | 57.9 | 59.0 | n/a | n/a | n/a |
| | Work Preparation | 90.0 | 82.6 | 83.9 | 82.4 | 82.7 | 82.4 | Very High | Maintained | Excellent |
| Parental Involvement | Citizenship | 81.9 | 82.7 | 81.8 | 83.0 | 83.7 | 83.7 | Very High | Maintained | Excellent |
| | Parental Involvement | 77.7 | 76.0 | 77.0 | 81.2 | 81.2 | 81.0 | Intermediate | Maintained | Acceptable |
| Continuous Improvement | School Improvement | 86.2 | 87.1 | 85.3 | 80.3 | 81.4 | 80.7 | Very High | Maintained | Excellent |



Accountability Pillar Overall Summary-Alexander Forbes Multi Year Snapshot October 2014-October 2018

| Measures | | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|-------------------------------|------|------|------|------|------|
| | | AF | AF | AF | AF | AF |
| Safe & Caring Schools | | 87.6 | 87.6 | 84.5 | 89.4 | 88.0 |
| Student Learning Opportunities | Program of Study | 75.2 | 82.3 | 84.4 | 85.2 | 82.6 |
| | Education Quality | 89.6 | 95.9 | 92.5 | 92 | 92.0 |
| | Drop Out Rate | 5.0 | 1.7 | 1.4 | n/a | * |
| | HS Completion Rate | n/a | n/a | n/a | n/a | n/a |
| Student Learning Achievement (K-9) | PAT Accept. | 77.6 | 78.1 | 75 | 77.2 | 77.7 |
| | PAT Excellence | 15 | 11.1 | 15.1 | 26.8 | 18.0 |
| Student Learning Achievement (10-12) | Diploma Accept. | n/a | n/a | n/a | n/a | n/a |
| | Diploma Excellence | n/a | n/a | n/a | n/a | n/a |
| | Diploma Part. Rate (4+ exams) | n/a | n/a | n/a | n/a | n/a |
| | Rutherford Eligibility | n/a | n/a | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate | n/a | n/a | n/a | n/a | n/a |
| | Work Preparation | 72.6 | 88.6 | 80.6 | 82.6 | 90.0 |
| | Citizenship | 81.9 | 81.4 | 81.2 | 82.7 | 81.9 |
| Parental Involvement | | 73 | 79.9 | 75.2 | 76 | 77.7 |
| Continuous Improvement | School Improvement | 84.8 | 82 | 86.9 | 87.1 | 86.2 |

School council meeting: First Monday of each month @ 7:00 p.m. in the school library
School Chair: Lesley Orchison