



# I.V. Macklin Public School

Principal: Tracey Farn

## 3-Year School Education Plan

2021/2022 – 2023/2024

Year 3 – 2023/2024



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



[www.gppsd.ab.ca/school/ivmacklin](http://www.gppsd.ab.ca/school/ivmacklin)

   **GPPSD2357**

## Who we are!

**Our staff and students work together to create a safe learning environment, fostering active citizenship, driving lifelong learning and career development.**

**Kindergarten – Gr. 8**



**300 Students**



**30 Staff**



**School Council our Partners in Education**

**Meet the third Tuesday of every month at 6:00 pm**



## At I.V. Macklin Public School we ...

...have a dedicated and professional staff who care about students and work hard to develop positive relationships and a sense of belonging for our children. Our school community works to create a welcoming, caring, respectful and safe learning environment which respects diversity. Success for our students is defined by their ability to reach their own personal excellence regardless of physical, emotional, or academic ability.

Our teachers are committed to addressing the needs of all the students at IV Macklin to help our learners reach their fullest potential. We focus on providing authentic, relevant, and meaningful learning experiences which serve to instill the 21st Century skills required to thrive in our ever-changing world. At IV Macklin Public School, we believe in '*Making a Difference*', which is our school motto. Our children know even one small action can have a large impact. With many opportunities to participate in social justice, citizenship and leadership activities, our students grow as positive, contributing members of our school and the global community, and are encouraged to be a positive voice for growth and change.

We have a strong literacy and numeracy focus within our school. Teachers collaborate regularly to review multiple sources of student data, which drives their planning and programming focused on the needs of their students.

We are excited to offer Grade 5-8 Music Programming. We recognize the importance of music education as a part of an innovative academic experience for our students. This Program of Choice offers students enhanced music programming which inspires curiosity, increases confidence, embraces creativity, and develops a sense of personal achievement.

# Our Education Plan is focused on:

## Priority: Teaching and Learning

**Outcome: Planning, instruction, and assessment is responsive to the learning needs of every student.**

### Strategies

Students are

- ✓ provided with daily literacy and numeracy instruction
- ✓ aware of their learning goals
- ✓ provided with feedback about their achievement levels
- ✓ engaged in high quality learning tasks

Teachers

- ✓ use classroom, school, division, and provincial assessments to guide and differentiate quality instruction
- ✓ refer to the Optimum Learning Framework which outlines the expectations of quality teaching, through planning, assessment, instruction and focus on the curriculum
- ✓ use research-based instruction to support student learning
- ✓ use evidence of student achievement, through assessments, to inform planning and instruction
- ✓ are responsive to the needs of our students, based upon analysis of assessments and data
- ✓ use division and school Pyramids of Intervention to support individual learning needs
- ✓ engage in professional learning days which are targeted to develop a shared vision of instructional excellence
- ✓ engage in professional learning which focuses on curriculum, instruction, and assessment
- ✓ in Grades K-6 will create year plans based on the new mandatory Physical Education, Literacy and Numeracy Curriculum
- ✓ in Grade 4-6 will create year plans as they develop lessons in line with the new Science Curriculum in preparation for mandatory implementation
- ✓ engage in professional development aligned with education plan priorities which includes planning for instruction based on the new curriculum and assessment data
- ✓ collaborate regularly, including with administration, to identify and implement high quality, targeted learning tasks
- ✓ communicate regularly with parents/guardians

Parents

- ✓ are informed and included in their child's learning through report cards, Individual Program Plans (IPPs), Parent-Teacher Interviews, phone calls and emails
- ✓ are involved with goal-setting and individualized program plans
- ✓ are our partners in education

**Evidence**

- ✓ Division assurance survey data from students, staff, and parents
- ✓ Analysis of student achievement data from various assessments such as, provincial, division, school-based and classroom indicates student growth
- ✓ Students meet or exceed grade level or individualized goal expectations

**Outcome: Timely and specific feedback supports student learning.****Strategies**

- ✓ Students seek and utilize feedback to improve future assignments and assessments
- ✓ Immediate feedback allows students to adjust as they are working
- ✓ Ensure feedback is targeted as to not overwhelm the students
- ✓ Communication of feedback is respectful and proactive

**Teachers**

- ✓ analyze student achievement data from various sources
- ✓ provide students with thoughtful, specific, and constructive feedback on their progress to improve academic achievement
- ✓ provide students with feedback to demonstrate evidence of learning
- ✓ provide students with an explanation and example as to what is accurate and inaccurate about their work

**Evidence****Students**

- ✓ can articulate personal achievement and learning goals
- ✓ understand what they are learning and why they are learning it
- ✓ future work is enhanced due to the feedback provided
- ✓ confidence, self-awareness, and enthusiasm for learning will increase
- ✓ meet or exceed grade level or individualized goal expectations

**Teachers, students, and parents**

- ✓ see an increase in student achievement based on provincial, division, school-based and classroom assessments
- ✓ indicate satisfaction with the quality of education on the division assurance survey

## Priority: Inclusion

**Outcome: IV Macklin School is an inclusive learning environment which ensures our school community feels welcomed, cared for, respected and safe.**

### Strategies:

School wide frameworks embed social emotional learning:

- ✓ Expectations are clear, modelled, taught, practiced, and monitored
- ✓ Increasing students and staff exposure to character traits through morning announcements, assemblies, classroom, and school-wide activities
  - i.e., Self-Discipline, Compassion, Responsibility, Trustworthiness, Generosity, Perseverance, etc.
  - The Grandfather Teachings (Seven Sacred Teachings) i.e., Love, Respect, Bravery, Truth, Honesty, Humility & Wisdom
  - Reading excerpts from PATHs School Principal's Guide
  - Purchasing the "Little Spot" emotion books and materials
  - Increasing the number of social/emotional books in our library
- ✓ Creating a positive school culture
  - Monthly Assemblies
  - Family Events
  - Extracurricular Sports
  - Noon Hour Clubs
- ✓ Interactions between staff and students support belonging
- ✓ Establish a shared understanding of inclusion
- ✓ Indigenous foundational knowledge is enhanced through teacher professional learning
  - Planning is guided by Reconciliation and the Calls to Action
  - Indigenous cultures are visibly represented in the school
- ✓ Build capacity for intercultural understanding, empathy, and mutual respect
- ✓ School relationships with community agencies support inclusion

### Evidence

- ✓ Student and staff attendance show improvement
- ✓ Teachers have a shared understanding of inclusion
- ✓ Students participate actively in daily school happenings, assemblies, activities
- ✓ Based on division assurance survey and provincial surveys parents, staff, and students feel IV Macklin School is a welcoming, caring, respectful and safe place
- ✓ Parents of students with specialized learning needs are involved in child-centered goal planning

**Outcome: Social, emotional, and learning strategies support students' strengths, learning challenges, and areas for growth.**

**Strategies**

- ✓ Target social emotional learning (SEL) through explicit instruction
- ✓ Social Emotional Learning strategies are integrated into school pyramids of intervention
- ✓ Review Alberta Education's Positive Behaviour Supports with staff each August
- ✓ Planning, assessment and support for success is based upon students' diagnosis, academic and social-emotional needs
- ✓ School-wide framework embeds social-emotional learning
- ✓ Wellness focus is embedded into monthly staff meetings and student assemblies
- ✓ One staff member is involved at the division level for wellness planning
- ✓ Teacher planning reflects the academic, social, and emotional growth of students
- ✓ PATHs Parent Connection in Newsletters
- ✓ Community and division support and services meet the needs of individuals

**Evidence**

- ✓ The whole school's explicit teaching of strategies is observed, practiced, and implemented
- ✓ School will see a decrease in the number of incidents related to social emotional learning in school i.e., relational conflict, etc.
- ✓ Increased attendance
- ✓ More on-task behaviours
- ✓ Positive language being used by adults and students
- ✓ Children managing their emotions more effectively and independently recover more quickly
- ✓ Children handling challenging situations with greater success and less support
- ✓ Students, staff, and parents will indicate high levels of satisfaction in the safe and caring areas of our division assurance and provincial surveys