



I.V. Macklin Public School

Principal: Tracey Farn

3-Year School Education Plan

2021/2022 – 2023/2024



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



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



307 Students



44 Staff



School Council our Partners in Education

Meets 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.

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
- ✓ use research-based instruction to support student learning
- ✓ use evidence of student learning, through assessments, informs planning and instruction
- ✓ 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
- ✓ engage in professional development which includes planning for instruction based on assessments
- ✓ collaborate regularly to identify and implement high quality learning tasks

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

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 utilize feedback to improve future assignments

Teachers

- ✓ analyze student achievement data from various assessments
- ✓ provide students with thoughtful, specific, and constructive feedback on their progress to improve academic achievement
- ✓ provide students with feedback to show 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:

- ✓ Increasing students and staff exposure to character traits through morning announcements
 - i.e., Respect, Honesty Self-Discipline, Compassion, Responsibility, Trustworthiness, Generosity, Perseverance, etc.
 - Reading excerpts from PATHs School Principal's Guide
- ✓ Creating a positive school culture
- ✓ Interactions between staff and students support belonging
- ✓ Indigenous foundational knowledge is enhanced through teacher professional learning
- ✓ School relationships with community agencies support inclusion

Evidence

- ✓ Student and staff attendance show improvement
- ✓ Teachers have a shared understanding of inclusion
- ✓ 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
- ✓ School-wide framework embeds social emotional learning
- ✓ Wellness focus is embedded into monthly staff meetings
- ✓ 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

- ✓ Whole-school explicit teaching of strategies are observed, practiced, and implemented
- ✓ Fewer office referrals
- ✓ 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
- ✓ Children managing their emotions and recovering more quickly
- ✓ Children handling challenging situations with greater success
- ✓ Students, staff, and parents will indicate high levels of satisfaction in the safe and caring areas of our division assurance and provincial surveys