



I.V. Macklin Public School

Principal: Tracey Farn

Annual Education Results Report

2021-2022



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



www.gppsd.ab.ca/school/ivmacklin

   **GPPSD2357**

Who we are!

At I.V. Macklin Public School, we have a dedicated and professional staff who care about students and work 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. Success for our students is defined by their ability to reach 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,'** our school motto. Our children know even one small action can have a significant impact. With 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 regularly collaborate to review multiple sources of student data, which drives their planning and programming in response to the needs of their students.

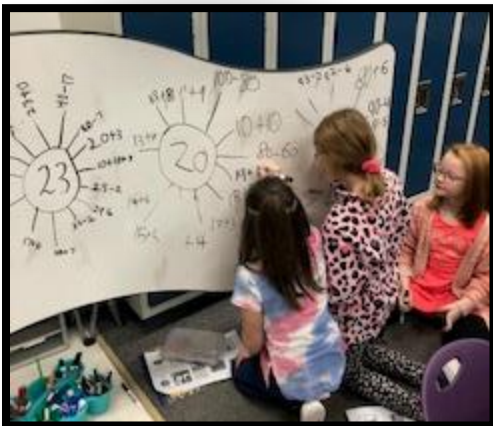
We engage our students, parents, staff, School Council, and community members through surveys, meetings, and conversations. This information supports us in the process of planning and establishing the priorities for our 3-Year Education Plan and Results Report. In order to provide assurance to our stakeholders, Central Office Administration and School Board Trustees meet annually to review our plan and results with the IV Macklin Public School administration.

See [IVM 3-Year Education Plan-School Plan 2021](#) for the details of our School Plan.

Teamwork



Making Math Hands-On



I.V. Macklin Public School

Table 1 – Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	I.V. Macklin Public School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	82.4	90.1	n/a	85.1	85.6	n/a
	Citizenship	80.3	83.1	86.2	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	79.2	n/a	75.0	67.3	n/a	73.8
	PAT: Excellence	22.5	n/a	18.2	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	89.0	91.3	94.0	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	88.9	n/a	86.1	87.8	n/a
	Access to Supports and Services	74.9	86.1	n/a	81.6	82.6	n/a
Governance	Parental Involvement	70.6	78.8	89.0	78.8	79.5	81.5

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Table 2

Alberta Education Assurance Measures Results		I.V. Macklin Public School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	90.1	82.4
	Citizenship	80	86.1	86.3	83.1	80.3
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	66.9	75	n/a	n/a	79.2
	PAT: Excellence	9.5	18.2	n/a	n/a	22.5
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
	Education Quality	88.1	93.4	94.5	91.3	89
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	88.9	84.4
	Access to Supports and Services	n/a	n/a	n/a	86.1	74.9
Governance	Parental Involvement	69.7	92.5	85.5	78.8	70.6

Note: Nine parents responded to the Provincial Survey

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Celebrating Our School:

Total number of respondents and the percentage of respondents **satisfied** with I.V. Macklin Public School.

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	IV	GPPSD	IV	GPPSD	IV	GPPSD
Overall Satisfaction						
2021	94	92	88	86	100	91
2022	92	93	86	85	97	91
Number of Respondents						
2021	151	2437	177	3767	16	562
2022	83	1855	147	3908	20	621

Source: IV Macklin Division Assurance Survey

As we look at the data above from our IV Macklin Division Assurance Survey, we are proud to highlight how many of our stakeholders are satisfied with IV Macklin School. Having 83 parent respondents demonstrates a large participation rate of our parent population.

Division Assurance Survey Percentage of parents and students who agree that...	Parents		Students		Staff	
	IV	GPPSD	IV	GPPSD	IV	GPPSD
Students are prepared academically to complete high school						
2021	92	92	86	84	100	95
2022	93	93	86	82	97	93
Students are prepared for life after high school						
2021	91	89	92	82	100	95
2022	89	90	90	81	94	92
Students are prepared socially and emotionally to complete high school						
2021	97	94	92	89	85	92
2022	92	95	87	87	95	88

Source: IV Macklin Division Assurance Survey

The table above demonstrates our parents and staff feel IV Macklin School prepares our children well academically and socially emotionally to complete high school, and they are prepared for life after high school. Although student results are strong, they are lower compared to parents and staff. Through dialogue with students in the 2022-2023 school year, we will gain an understanding of the discrepancy and determine next steps.

IV Macklin Leadership Collaborative Inquiry Question 2021-2022

In what ways do we support teachers' use of evidence to respond to the needs of students?

In line with our division, at IV Macklin we believe a strong indicator of student success is a job-embedded, evidence-based professional learning process (see graphic below). We plan for professional growth around the professional Teaching Quality Standards established by Alberta Learning. Through generative dialogue, and classroom observations, our team is committed to the collaborative inquiry model of professional learning, which provides our staff opportunities to reflect and refine their professional growth.

Our administrative team has chosen the above goal for our Inquiry Question. We know when our teachers are well supported, it ensures our students are well supported. At IV Macklin we use a collaborative approach to work with our teachers on their Teacher Professional Growth Plans (TPGP). We have scheduled meeting times to support teachers to enact instruction which ensures learning and to adjust practices in response to the learning needs of the students. Our School Improvement Planning (SIP) and Professional Learning (PL) Days provide us with embedded time for professional development. This also allows our staff the time to collaborate and review assessments, instructional practices, and classroom intervention strategies, in order to reach our students and meet our goals.

Our teachers have conversations around these four questions:

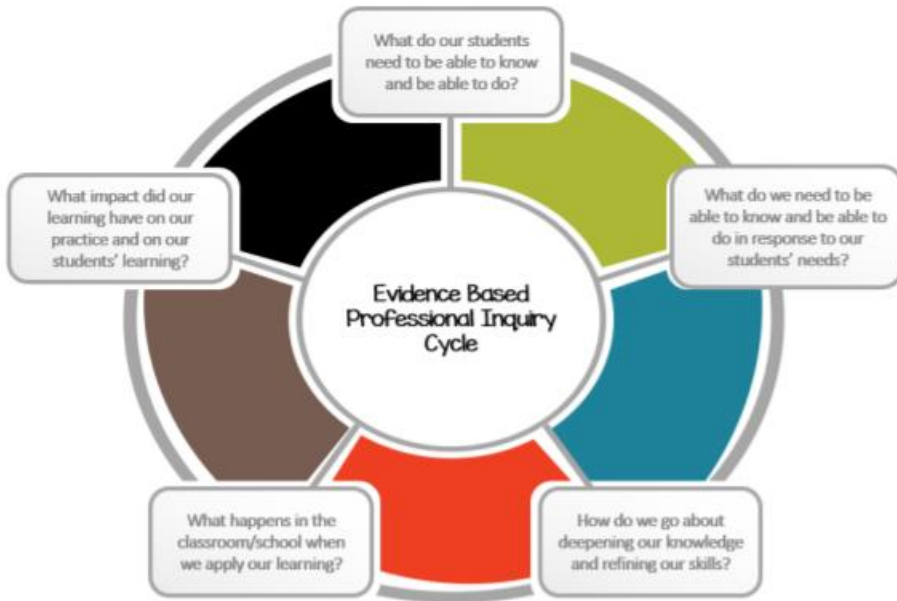
1. What do we want all students to know and be able to do? (Curriculum planning)
2. How will we know if they learn it? (Assessment)
3. How will we respond when some students do not learn? (Intervention)
4. How will we extend the learning for students who are already proficient? (Extension)

We also met after school throughout the year to work with our division's Math Coordinator to guide us in our work using MathUP as a tool for our teachers' professional development. MathUP is a **Canadian online learning resource** which provides professional development (P.D.) and math support documents for teachers, math activities for students, and offers multiple strategies to work towards math mastery for every student.

This year, we have added a Canadian math resource entitled, Mathology. This resource comes with fiction and non-fiction little books in print and digital format organized around the "big ideas" in each math strand. Each set of books has a teacher resource guide and provides teachers with access to a website. All of this supports our teachers with engaging learners and matching books to a child or group's level of math understanding. This matches well with our philosophy of taking the children from where they are at and moving them along the continuum of learning.

Through our PL and SIP time, our teachers use the Evidence Based Professional Inquiry Cycle to plan for explicit and targeted instruction based on evidence. This allows teachers to be responsive to the current needs of the students.

Evidence Based Professional Inquiry Cycle



The *Evidence-Based Professional Inquiry Cycle* (on the left) allows teachers to make evidence-informed decisions when planning for instruction. It enables our teachers to respond to the current identified needs demonstrated by their students.

Building a Community



Fostering Curiosity



Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome 1: Planning, instruction, and assessment is responsive to the learning needs of every student.

Teaching and Learning

At IV Macklin School our attention is **focused on prioritizing learning**. This is supported by our Teaching Quality Standard (TQS), within competency #3, ***“a teacher applies current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student”***. We have a collective responsibility to use data to inform our decision-making. We need to be able to take our students from where they are now and ensure their growth and development into the future. Through careful planning, intentional and explicit instruction, and assessing our students as they are learning, our teachers will be better equipped to adjust their instruction to provide optimal learning opportunities for our learners.

Planning, Instruction, and Assessment is Responsive

When teachers use observations and assessments to inform their teaching decisions and plans, the effect on students is more significant. Responsive teaching is the moment-to-moment decisions a teacher makes while observing and assessing students and then analyzing their observations and data. According to John Hattie, the effect size of using explicit teaching strategies and working toward mastery learning is 0.57, which is equivalent to approximately one year’s growth. We will continue to utilize our Professional Learning over the next three years to work on effective planning for instruction based on the analysis of student assessments.

We are committed to beginning with the curriculum when planning for our students. This year we are working with the updated Alberta Curriculum in the following areas:

Grade	Mandatory Implementation	Optional Implementation
Kindergarten	Literacy, Numeracy, Physical Education and Wellness	Science
Grade 1	Literacy, Numeracy, Physical Education and Wellness	Science
Grade 2	Literacy, Numeracy, Physical Education and Wellness	Science
Grade 3	Literacy, Numeracy, Physical Education and Wellness	Science
Grade 4	Physical Education and Wellness	Literacy, Numeracy, and Science
Grade 5	Physical Education and Wellness	Literacy, Numeracy, and Science
Grade 6	Physical Education and Wellness	Literacy, Numeracy, and Science

Our Professional Learning and School Improvement days are dedicated to supporting our teachers as they are planning from the updated curriculum. We are also committed to turning data into action. Our work for this year and next, is to work with teachers to develop lesson plans using student data to determine instructional strategies, which in turn will focus on improving skill deficits. These builds understanding of which learning activities and methods for teaching have a larger impact. When we strategically use data to identify needs of the whole-group, small-group, and individual, our teachers can plan for effective and efficient instruction to support student needs. Utilizing our academic Tiers of Support and targeted support from the teachers during small group instruction we effectively support student learning. In addition, the grade 1-3 literacy and numeracy intervention that began in 2021-2022 and has been extended to grade 1-4 in 2022-2023 has allowed us to meet the needs of a larger percentage of students in small group settings.

Priority: Teaching and Learning

Outcome 2: Outcome: Timely and specific feedback supports student learning.

Feedback

Our second Priority is also supported by our Teaching Quality Standard (TQS), within competency #3, “**provide accurate, constructive and timely feedback on student learning.**” Timely and specific feedback is one of the most powerful influences on student learning and achievement. It allows students to progress towards learning goals and facilitates the planning of the next steps. A focus during our Professional Learning and School Improvement days will continue to support our teachers’ growth in providing students with timely and effective feedback to ensure growth and development of skills.

Priority: Teaching and Learning

Our Evidence

Provincial Achievement Tests (PAT) Trends

Provincial Achievement Tests in Grade 6 are one way we determine how our students are progressing with the Provincial Outcomes. It provides data for our teachers to analyze in order to prepare students for future learning.

As you can see from Table 2, the last results we received from our Provincial Achievement Tests showed that we again are starting to trend up. We were particularly proud of the scores some students received in the **Standard of Excellence** domain. This was an area we had focused on during the 2018-2019 and 2021-2022 school year.

IV Macklin Grade 6 PAT Results: Year to Year Comparison

1. The data for this analysis comes from Table 2.2 Standards Achieved by Students Writing the Test. Acceptable Standard includes Standard of Excellence.
2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and 2020/2021 school years.

Provincial Achievement Tests	Language Arts Reading IV Macklin		Language Arts Writing IV Macklin		Language Arts Reading Province		Language Arts Writing Province	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	92.3	53.8	100	15.4	86.5	39.3	91.5	15.7
2020-2021	NA	NA	NA	NA	NA	NA	NA	NA
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA
2018-2019	93.1	34.5	89.7	13.8	90.2	44.6	91.6	10.8
2017-2018	85.3	29.4	88.2	14.7	89.8	42.7	93.0	12.2
2016-2017	87.9	27.3	78.8	3.0	90.0	43.8	90.3	12.3

Provincial Achievement Tests	Math IV Macklin		Science IV Macklin		Social Studies IV Macklin	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	88	8	96.2	30.8	92	36
2020-2021	NA	NA	NA	NA	NA	NA
2019-2020	NA	NA	NA	NA	NA	NA
2018-2019	79.4	73.3	73.3	23.3	90	30
2017-2018	73.3	13.3	61.8	5.9	82.9	20
2016-2017	90.9	3	97.1	14.7	85.3	5.9

Provincial Achievement Tests	Math Province		Science Province		Social Studies Province	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	74.5	14.7	84	28.7	80.2	24.5
2020-2021	NA	NA	NA	NA	NA	NA
2019-2020	NA	NA	NA	NA	NA	NA
2018-2019	79.4	16.4	85.9	32.4	84.5	27.9
2017-2018	79.5	15	86.8	34.5	83.1	26.3
2016-2017	76.2	13.7	76.2	13.7	81.3	25.1

Source: 2021 Alberta Education Results Report

Our overall results this year are strong. Below you will see some of the strategies we have identified as successful for each of the subject areas:

Language Arts:

- Focusing on explicit teaching of literary devices and effective word choice throughout the grades to increase our PAT scores.
- Explicitly teaching reading comprehension strategies.
- Having children reading and writing every day.

Math:

- Maintaining a focus on numeracy pedagogy in order to increase our teacher capacity.
- Using formative assessment to ensure students have a clear understanding of the curricular outcomes.
- Working on fact fluency with addition, subtraction, multiplication, and division.
- Focusing on decimals and fractions, as well as integers.

Social Studies:

- Using formative assessment to ensure students have a clear understanding of the curricular outcomes.
- Allowing students to re-test in order to retain the knowledge of the subject.

Science:

- School-wide focus on increasing our quality of instruction.
- Using formative assessment to ensure students have a clear understanding of the curricular outcomes.

2021-2022 Data is used to determine learning plans for our students and to develop a baseline.

Math Intervention/Programming Instrument (MIPI) Numeracy Data

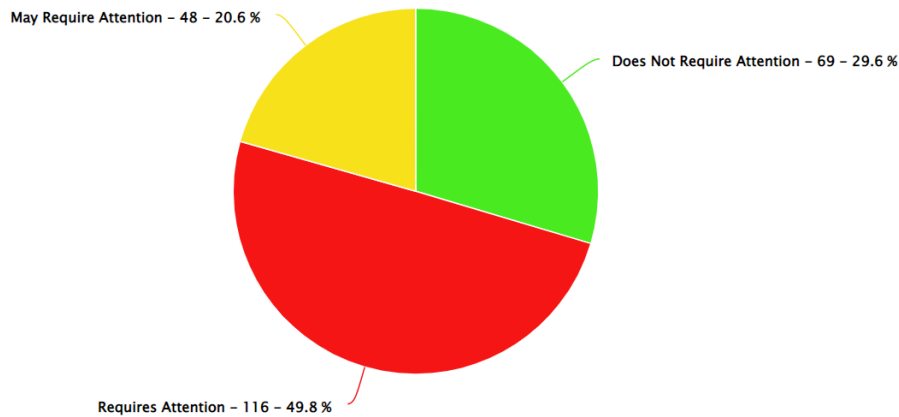
In Math, we have used the Math Intervention/Programming Instrument (MIPI) designed through Edmonton Public Schools for a mathematics assessment.

Percentage of students At or Below Grade Level

MIPI Numeracy Gr 2-8	All Students		First Nations, Metis, Inuit Students		English Language Learner Students	
	At	Below	At	Below	At	Below
2022 (Oct)	29.6%	70.4%	25%	75%	50%	50%
2021 (Oct)	26.6%	73.4%	21.5%	78.4%	30%	70%

* Current MIPI data reflects student the previous year’s learning. “At” is reflected by 80%> based on previous grade outcomes.

Expectation Breakdown Results for 233 students



As is evident from the previous table, our school results for the MIPI show many of our students are below expectations within their grade level. Over the next three years, through aligned assessments, intentional planning and small group intervention, our goal is to support growth in our students’ math scores.

With the support of Tracie Anthony, our division Math Coordinator, these are some identified strengths and areas of growth. Tracie comes to work with our teachers during SIP/PL days to support our math learning. One step we have taken is to identify all the math vocabulary within the updated numeracy curriculum. During our SIP/PL Fridays, our teachers developed vocabulary charts, ensured their knowledge of the vocabulary, and designed lessons to ensure math vocabulary development for our students.

Strengths	Areas of Growth (unfinished learning)
Grade 2 (Grade 1 outcomes): <ul style="list-style-type: none"> • Number outcomes found in the Counting Principles assessment (one-to-one, stable order, one more/one less) • Pattern recognition from shapes • Shape identification-labelling • Measuring of varying lengths 	Grade 2 (Grade 1 outcomes): <ul style="list-style-type: none"> • Addition above 10 • Subtraction • Math Vocabulary-trapezoid, attribute-specific to shape

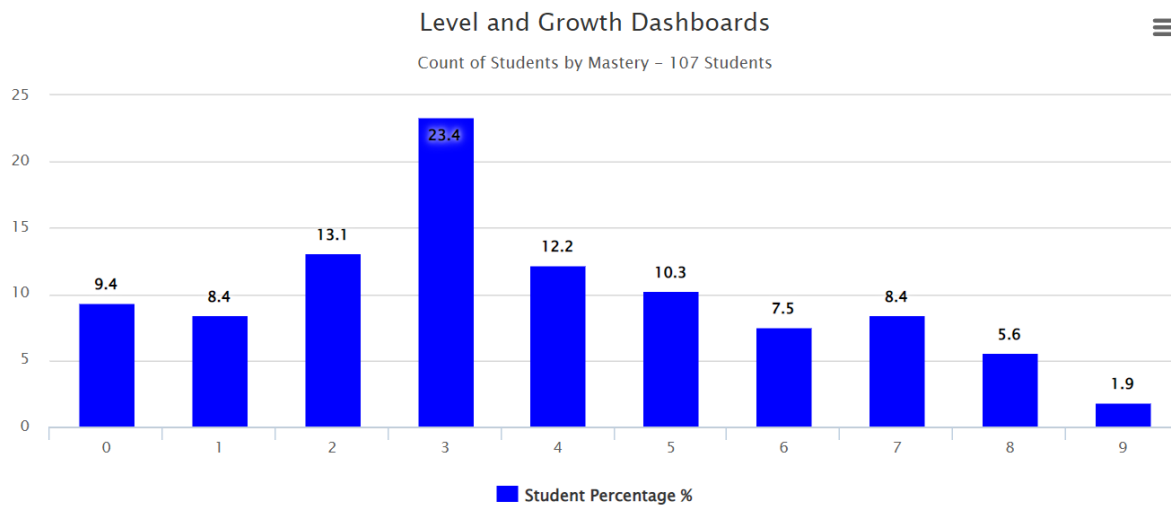
<p>Grade 3 (Grade 2 outcomes):</p> <ul style="list-style-type: none"> • Sorting-one and two attributes • Patterning • Interpreting graphs • Addition without regrouping • Basic operations in number to 20 	<p>Grade 3 (Grade 2 outcomes):</p> <ul style="list-style-type: none"> • Subtraction with/without regrouping • Addition with regrouping • **Calendar skills—spend time daily in grades K-3 in “calendar time” but not seeing the transfer, calendar language-day of the week, date, weekend
<p>Grade 4 (Grade 3 outcomes):</p> <ul style="list-style-type: none"> • Vocabulary-sphere, least, equal • Measuring length-standardized • Interpreting graphs • Addition without regrouping • Basic multiplication • Increasing patterns • Time 	<p>Grade 4 (Grade 3 outcomes):</p> <ul style="list-style-type: none"> • Addition with regrouping • Subtraction with regrouping • Patterning with skip counting. • Vocabulary-mass, decreasing
<p>Grade 5 (Grade 4 outcomes):</p> <ul style="list-style-type: none"> • Place value • Basic operations with no regrouping • Increasing patterns • Symmetry • Area • Time 	<p>Grade 5 (Grade 4 outcomes):</p> <ul style="list-style-type: none"> • Addition with decimals • Subtraction with decimal • Division with remainders • Comparing equivalence (fraction to decimals) • Math Vocabulary-congruent
<p>Grade 6 (Grade 5 outcomes):</p> <ul style="list-style-type: none"> • Place value • Inverse (division/multiplication) • Interpreting bar graph • Variables with addition and subtraction • Basic operations with no re-grouping • Addition with decimals 	<p>Grade 6 (Grade 5 outcomes):</p> <ul style="list-style-type: none"> • Comparing equivalence (fraction to decimals) • 2-digit by 2-digit multiplication • Subtraction with decimals • Multiplication with multi-digits • Math Vocabulary (parallel, intersecting, perpendicular) • Problem solving-word problems
<p>Grade 7 (Grade 6 outcomes)</p> <ul style="list-style-type: none"> • Factoring • Percent from a visual • Angles • Perimeter • Interpreting data from graphs 	<p>Grade 7 (Grade 6 outcomes)</p> <ul style="list-style-type: none"> • Multiples/factors • Area • Attributes of shape (triangle, polygons) • Multiplication with decimals • Division with decimals • Volume
<p>Grade 8 (Grade 7 outcomes)</p> <ul style="list-style-type: none"> • Area of polygons • Solving equations with variables • Probability • Plotting on graphs 	<p>Grade 8 (Grade 7 outcomes)</p> <ul style="list-style-type: none"> • Conversions-fraction to decimals • Addition/subtraction of fractions • Circumference and area of circles • Operations with integers

Fountas and Pinnell Reading Assessment Data

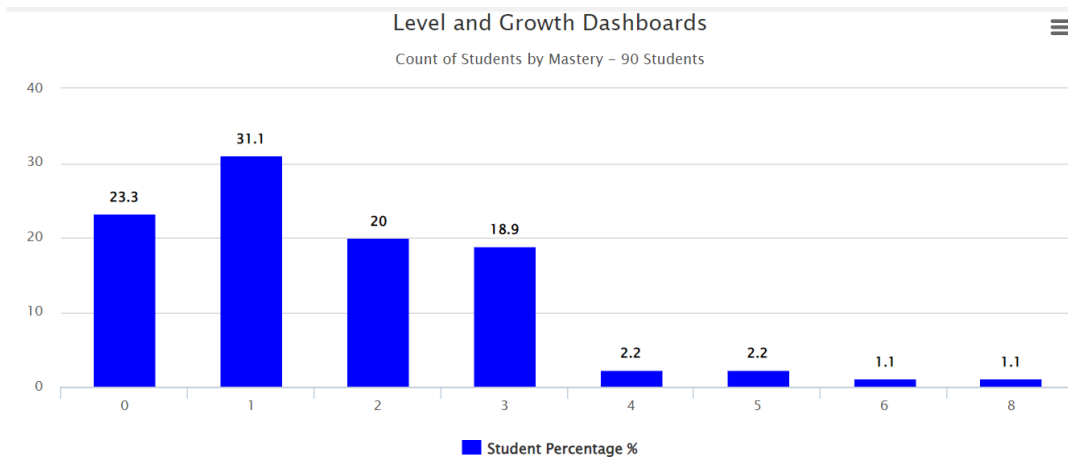
In Language Arts, we have administered the Fountas and Pinnell Reading Assessment (F & P) to determine our students' development in reading.

F & P Reading Gr 1-8	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2018-2019	27%	48%	25%	27%	44%	29%	60%	40%	0%
2019-2020	32%	41%	27%	27%	42%	31%	64%	27%	.09%
2020-2021	25%	33%	42%	33%	23%	44%	40%	20%	40%
2021-2022	36%	27%	37%	42%	18%	40%	42%	17%	42%

Source: Division-based Assessments

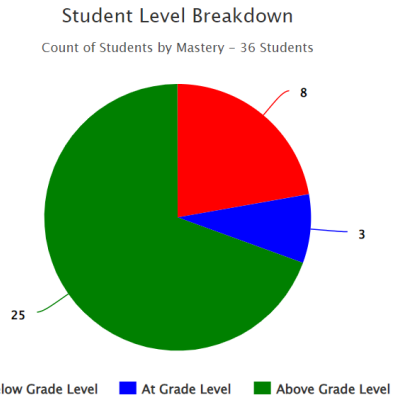


Although many of our students are currently achieving below their grade level, you can see from the chart above, 82.4% of our students in Grades 1-3 have shown growth throughout the year, with most students moving up between 2 and 7 reading levels. With a strong focus on reading at IV Macklin School, our teachers ensure our students engage in targeted reading groups daily. Our goal is to have our students leave Grade 8 at their grade level. The exception are those students who have a diagnosed Learning Disorder.



In this table, you see 76.6 % of Grade 4-6 students' demonstrated growth in their Fountas and Pinnell reading levels throughout one school year. We will have a baseline of data at the end of the 2022 school year for our

Grade 7 and 8 students. Traditionally, all Grade 8 students leave IV Macklin reading at grade level, apart from any students who have identified Learning Disorders in the area of reading or another diagnosis which impedes a student's ability to read at Grade Level.



Grade 8 Fountas and Pinnell Data 2022

Based upon the previous data, one of our priorities in Teaching and Learning is to support teachers in their planning, instruction, and assessment to ensure we are responsive to the current student needs.



Making Reading a Priority!



Priority: Inclusion

Outcome 1: IV Macklin School is an inclusive learning environment which ensures our school community feels welcomed, cared for, respected and safe.

Outcome 2: Outcome: Social, emotional, and learning strategies support students' strengths, learning challenges, and areas for growth.

Evidence:

- In our 2022-2023 school year, we are working toward a shared understanding of inclusion.
- Parents of students with specialized learning needs are involved in child-centered goal planning which includes meetings with parents, phone calls, Behaviour Plan and IPP development.

Inclusive Learning Environment

This Priority reflects our Teacher Quality Standard (TQS), expectations indicating, **“A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.”**

IV Macklin School provides a welcoming, caring, respectful, and safe learning environment which respects diversity and fosters a sense of belonging. Establishing and maintaining an inclusive learning environment for our staff and students is an important priority. Demonstrating an attitude and approach which embraces the diversity of people and differences within our school community promotes greater equity among our learners. With a responsive and flexible learning environment, we are better able to provide instruction and support in grade-level classrooms with same-aged peers, individualize through small group instruction, and support the unique needs of our students whether they have profound and ongoing needs or have short-term or situation-based needs.

As you can see from the table below, we still have room to grow in this area to reach greater satisfaction with our parents. Through our PD and PL days, we have been utilizing our Tiered Intervention Pyramids and those of the division, to better equip our staff to facilitate these goals. In 2021-2022, parents were concerned their children did not have access to Mental Health support within the school. They also felt there was a need for more support for our highest need and most vulnerable students.

In the 2022-2023 school year, we have made a conscious effort to include parents in the process of completing their child's individual program plans, behaviour plans, and/or success in school plans.

Division Assurance Survey – Percentage of parents agree that...	IV Parents	GPPSD
They have an opportunity to participate in the development of IPP/IBSP.		
2021	80.7	86
2022	94	87
They are satisfied with the quality of supports.		
2021	83.3	82
2022	83	83
They are satisfied with the access to supports.		
2021	86.1	80
2022	78	82

They are satisfied with the staff’s ability to meet the learning needs in the IPP/IBSP.			
	2021	86	84
	2022	78	85
They are satisfied with the staff’s ability to meet the medical, behavioural, and/or social/emotional needs.			
	2021	91.7	88
	2022	83	87

Source: IV Macklin Division Assurance Survey

The following table highlights our work around acquiring and applying Indigenous foundational knowledge. Our staff continues to work on developing these foundational skills within the classrooms and throughout their lessons. We recognize our collective responsibility with the “Call to Action” expectations from the Truth and Reconciliation Commission hence, we aspire to broaden our understanding and increase our application within our classrooms. We have identified the need to build a deeper understanding with our parent community.

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff		
	IV	GPPSD	IV	GPPSD	IV	GPPSD	
Students are acquiring and applying Indigenous foundational knowledge							
	2021	91	89	91	89	63	95
	2022	84	92	90	91	100	97

Source: IV Macklin Division Assurance Survey

Social Emotional Learning (SEL)

Over the last two years, our leadership team participated in a ten-part Social Emotional Learning series with other division leaders with CASEL (Collaborative for Academic, Social, and Emotional Learning). Currently, we have an intentional focus on building students’ social-emotional skills and knowledge. We are aware of the impact social, emotional, and behavioural challenges can have on our students, thus are committed to providing direct instruction, time to practice, as well as monitoring our students for success. SEL can help students develop an understanding of and the ability to identify their emotions; it can help children develop empathy, increase self-control, and manage stress. It also helps them build better relationships and interpersonal skills. The intended outcome of this priority is to support our learner's academic performance by developing positive attitudes, and behaviours for our students. Ideally, we can reduce social-emotional distress and allow students to flourish within our environment.

Creating a Sense of Belonging



Number and Percentage of Parents and Students who agree:

	IV Parents		IV Students	Division Parents	Division Students
	#	%	%	%	%
School is Welcoming, Caring, Respectful and Safe Environment					
2021	151	97	93	99	89
2022	83	94	82	95	82
Student emotional, physical well-being and mental health is supported					
2021	151	94	82	93	81
2022	83	94	83	94	79

Source: IV Macklin Division Assurance Survey

In the table above, you can see the results of our division survey, in which we had 83 parents participating in 2022. We feel this is a strong representation of our stakeholders.

Provincial Assurance Survey									
The percentage of teachers, parents, and students who agree students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.									
	School			GPPSD			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	91.4	91.9	87.4	88.9	89.5	86.1	89.4	90.0	88.8
Parent	87.5	97.1	79.5	89.6	90.8	84.9	90.2	90.5	89.5
Student	88.1	85.3	83.3	90.9	82.6	80.9	82.6	84.0	82.5
Teacher	98.7	93.3	98.5	96.2	95.1	92.5	95.3	95.4	94.3

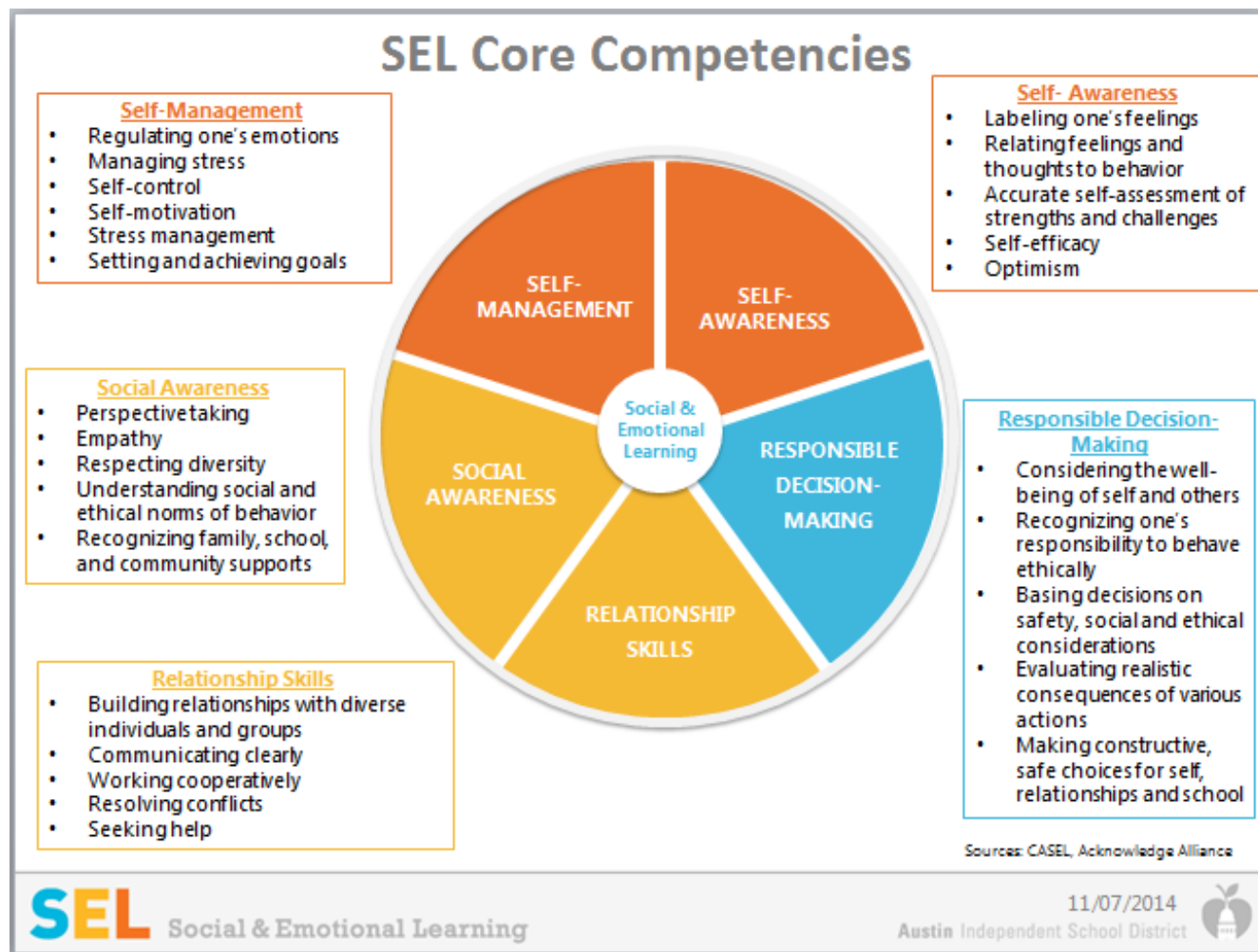
Source: 2021 Alberta Education Results Report

In the table above, you can see our parents and students may have concerns about the behavioural context of some students. By embedding SEL practices within our lessons, we allow our students to practice these important skills and utilize them effectively during future interactions.

Knowing social and emotional skills development has a positive impact on learning, and that socialization opportunities had been reduced due to COVID protocols, we strive to support our children in this area. As a staff, we understand social-emotional learning cannot be completed only in 'stand-alone' lessons. Instead, we aspire to integrate skills using our curriculum and school culture. Our staff have been trained with the **Promoting Alternative Thinking Strategies**® (PATHS) Program. The **PATHS**® curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behaviour problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom.

In our Grade 7 and 8 population, we have our students participate in Health and Social-Emotional lessons using The Fourth R Program, and PATHS/EMOZI. The Fourth R Program (R is for Relationships) is developed around relationship knowledge and skills. The curriculum consists of lessons using a thematic approach to reduce risky behaviours including violence/bullying, unsafe relational behaviour and substance use. The Fourth R program focuses on relationship goals and challenges influencing adolescent decision-making.

Social-emotional learning (SEL) requires explicit teaching, exposure to and practice of knowledge, skills, and attitudes which support children to manage their emotions, develop healthy relationships, set appropriate goals and make responsible decisions. As demonstrated by the visual below, SEL encompasses many core competencies to enhance our students' growth and development. Continual reflection of this document as a staff, reminds us of the work we still need to do to support our students.



Social & Emotional Learning

11/07/2014

Austin Independent School District

Source: <https://austinisdselfblog.com/2015/01/09/1050/>

Conclusion:

In conclusion, our 3-Year Education Plan 2021-2024 provides the framework for assuring our commitments to our stakeholders. It is our belief if we remain focused on the outcomes and priorities we have established, recognizing student learning is our primary goal, improvement requires a collective effort, and we utilize our data to make decisions, our students will be well-prepared to ***'Make a Difference'*** in our community.