



# I.V. Macklin Public School

Principal: Tracey Farn

## Annual Education Results Report

2022-2023



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



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

   **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 I.V. 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 2022](#) for the details of our School Plan.



Stompede Breakfast with the Stompede Princesses



Music

## Our School



LEGO Challenge



Science In Action

# I.V. Macklin Public School

**Table 1 – Fall 2023 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	87.1	82.4	82.4	84.4	85.1	85.1
	Citizenship	78.7	80.3	83.3	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	50.0	76.7	n/a	63.3	64.3	n/a
	PAT: Excellence	7.7	30.0	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
	Education Quality	85.6	89.0	91.8	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	84.4	84.4	84.7	86.1	86.1
	Access to Supports and Services	75.8	74.9	74.9	80.6	81.6	81.6
Governance	Parental Involvement	73.2	70.6	78.1	79.1	78.8	80.3

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	90.1	82.4	87.1
	Citizenship	86.1	86.3	83.1	80.3	78.7
	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	75	n/a	n/a	79.2	50
	PAT: Excellence	18.2	n/a	n/a	22.5	7.7
	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	93.4	94.5	91.3	89	85.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	88.9	84.4	84.4
	Access to Supports and Services	n/a	n/a	86.1	74.9	75.8
Governance	Parental Involvement	92.5	85.5	78.8	70.6	73.2

**Note:** Ten 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:

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	<b>94</b>	92	<b>88</b>	86	<b>100</b>	91
2022	<b>92</b>	93	<b>86</b>	85	<b>97</b>	91
2023	<b>88</b>	91	<b>86</b>	84	<b>84</b>	92

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 our stakeholders are satisfied with IV Macklin School.

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	<b>92</b>	90	<b>86</b>	84	<b>100</b>	95
2022	<b>93</b>	93	<b>86</b>	82	<b>97</b>	93
2023	<b>86</b>	90	<b>85</b>	82	<b>85</b>	95
Students are prepared for life after high school						
2021	<b>91</b>	89	<b>92</b>	82	<b>N/A</b>	<b>N/A</b>
2022	<b>89</b>	90	<b>90</b>	81	<b>N/A</b>	<b>N/A</b>
2023	<b>84</b>	87	<b>87</b>	82	<b>N/A</b>	<b>N/A</b>
Students are prepared socially and emotionally to complete high school						
2021	<b>97</b>	94	<b>92</b>	89	<b>85</b>	92
2022	<b>92</b>	95	<b>87</b>	87	<b>95</b>	88
2023	<b>90</b>	92	<b>84</b>	87	<b>73</b>	87

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 2023-2024 school year, we will work to understand the discrepancy and determine the next steps.



## IV Macklin Leadership Collaborative Inquiry Question 2022-2023

**In what ways will differentiated instructional leadership transform the way teachers respond to the current needs of students.**


Our administrative team chose the above goal for our 2022-2023 Inquiry Question. We know when our teachers are well supported, it ensures our students are well supported. Through our work in 2021-2022, we noted not all our teachers were at the same place in their understanding of curriculum planning and assessment. As expected, depending on past experiences, passions, or interests, our teachers have depths of understanding. Just like our students in the classroom, we needed to differentiate our planning for professional development based on the needs of our current staff. Hence, we are scaffolding our support as required.

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 adjusts practices in response to the students' learning needs. 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, to best support students and meet our goals.

During our collaborative conversations, we continue to focus on 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)**

During 2022-2023, our teachers worked with our Division Numeracy Coordinator, Tracie Anthony. Three embedded collaborative working sessions during our SIP/PL Fridays were used to maximize the effectiveness of student assessment and target computational teaching practices to meet the needs of more learners.

IV Macklin 2022-2023 <b>Supporting Priority 1- Teaching and Learning</b> <b>Teacher Quality Standard 3c</b>	
<b>Description of Focus:</b> to generate and use evidence of student learning to inform teaching practice of computation through formative and summative assessment experiences.	
<b>Purpose:</b> to embed 3 to 4 collaborative working sessions to maximize the effectiveness of student assessment and targeted computational teaching practices to meet the needs of every learner.	

### Session 1: Professional Learning K-8 specific to number sense and computational learning

#### Session 1 Summary:

##### Grades K-2 Teachers

- Focus on Division Counting Principles
- Commitment to 10 minutes a day practicing/reinforcing skill
- Consistent formative evaluation of student achievement to monitor transfer of learning

##### Grades 3-6 Teachers

- Running Records starting with addition and subtraction

**Grades 7-8 Teachers**

- Focus on the teachings of Dr. James Tanton to determine multiplication facts knowledge
- Intentional teaching of the most common unknown facts
- IPP goals need to be created for required learners

**Session 2 Summary:**

**Grades K-2 Teachers**

- Discussion of MIPI and Provincial assessment findings
  - Require development in skip counting, decrease counting, and use of double ten-frames and number lines

**Grades 3-6 Teacher**

- Individual/small groups specific to computation and fluency

**Grades 7-8 Teacher**

- Identify the multiplication facts fluency intentional practice
- Anchor charts
- Build risk-taking skills
- Confidence building unit—focus is to instill confidence within the students that they are all “math people”; “anyone can do math”

**Session 2 Commitments:**

**Grades K-2 Teacher**

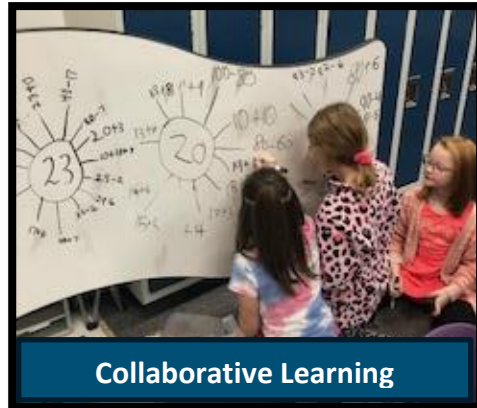
- 10 minutes a day of skill practicing specific to count

**Grades 3-6 Teacher**

- Assessments completed and data entered by Oct 7, 2022
- Small group instruction groups identified

**Grades 7-8 Teacher**

- Risk-taking focus and confidence building
- Commitment to revisit facts and fluency



**Collaborative Learning**

Our teachers have had continued access to MathUP through our division, which is a **Canadian online learning resource**. It 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.

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 continues to allow teachers to be responsive to the current needs of the students. The focus is on what these students need to know.



**Building Equations**



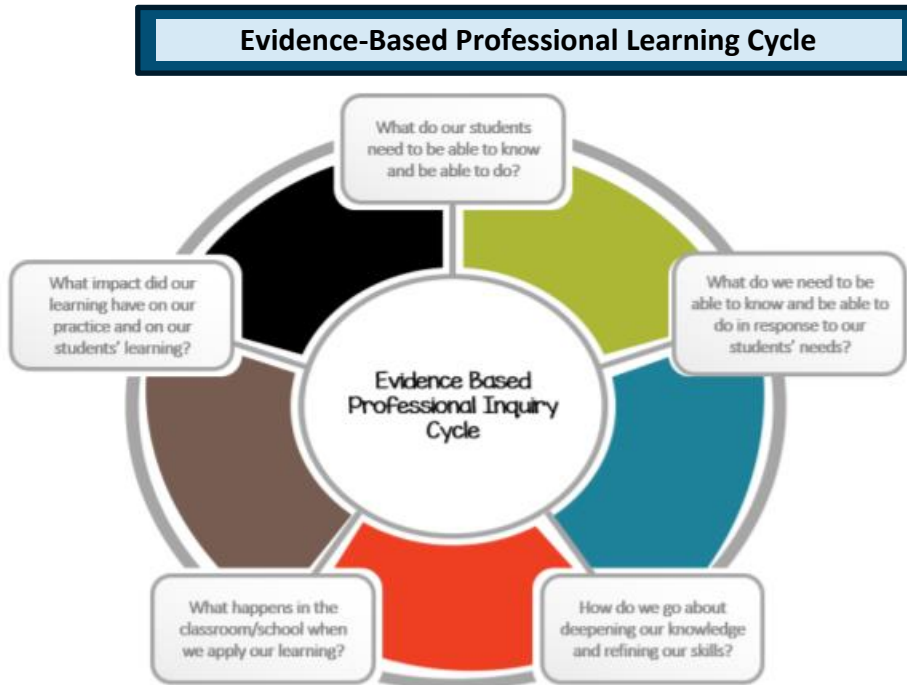
**Geoboards**



**Coding**

## Evidence Based Professional Inquiry Cycle

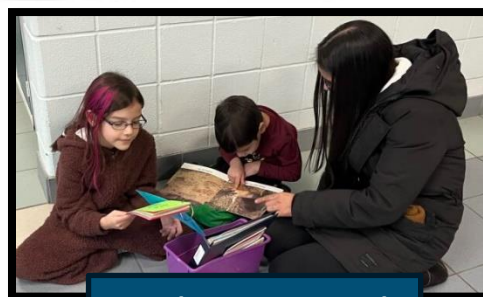
In line with our division, at IV Macklin we believe a strong indicator of student success is a job-embedded, evidence-based professional learning process (see graphic below). We plan for teacher development by using the professional Teaching Quality Standards established by Alberta Learning. Through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



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.



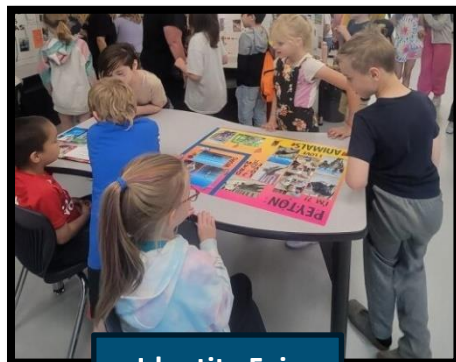
Junior Achievement Day



Family Literacy Week



Indigenous Games



Identity Fair

## Fostering Curiosity



Surveys



Science Olympics

# 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. As teachers, we take our students from where they are now and focus on their growth and development into the future. Through careful planning, intentional and explicit instruction, and assessing our students as they are learning, our teachers are becoming more 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, we see the effect on students is more significant. Responsive teaching is the moment-to-moment decisions a teacher makes while observing and assessing students, analyzing their observations and data and then, planning for future learning. 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 continue to develop our skills and strategies through our professional learning and collaborative conversations. The key continues to be working on effective planning for instruction based on the analysis of student data.

We are committed to beginning with the curriculum when planning for our students. During the 2022-2023 school year, we were 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 (PL) and School Improvement (SIP) days support our teachers to plan from the updated curricula. Our commitment to actionizing continues. Our work for the 2022 and 2023 school years is to support teachers’ development of lesson plans, using student data, to determine instructional strategies, which in turn will focus on improving skill and knowledge deficits. Our job is to work with the most up-to-date research and determine which learning activities and methods for teaching have the highest impact. When we strategically use data to identify the needs of the whole-group, small-group, and individuals, our teachers can plan for effective and efficient instruction to increase student achievement. 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 which began in 2021-2022 was extended to Grade 1-4 in 2022-2023. This has allowed us to meet the needs of a larger percentage of our students in small group settings. Hence, increasing their foundational skills and knowledge.



## 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 continues to be to support our teachers’ growth in providing students with timely and effective feedback to ensure growth and development of skills and knowledge.

## 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 to prepare students for future learning.

As you can see from Table 2, the last results we received from our Provincial Achievement Tests showed I.V. Macklin trending 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. In 2022-2023, due to the optional implementation of the updated curricula, our Grade 6 students only wrote the Grade 6 Social Studies PAT.

#### 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.
3. Due to the optional implementation of the updated curricula in Science, Language Arts and Math, the only PAT core subject data for 2022-2023 is in Social Studies.

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
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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
2022-2023	N/A	N/A	N/A	N/A	76.5	11.8
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
2022-2023	N/A	N/A	N/A	N/A	78.3	21.3
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

Although our students were not assessed in Language Arts, Math, and Science through the PATs for the 2022-2023 school year, our teachers continued to utilize the following strategies with students:

#### Language Arts:

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

#### Math:

- Maintaining a focus on numeracy pedagogy 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 which ensures students retain the skills and 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.

**2022-2023 Data is used to determine learning plans for our students and to develop a baseline.**

**Math Intervention/Programming Instrument (MIPI and EICS Math Assessment) 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. 8	All Students		First Nations, Metis, Inuit Students		English Language Learner Students	
	At	Below	At	Below	At	Below
2023 (Oct)	33.3%	66.7%	33.3%	66.7%	0%	100%

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

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%

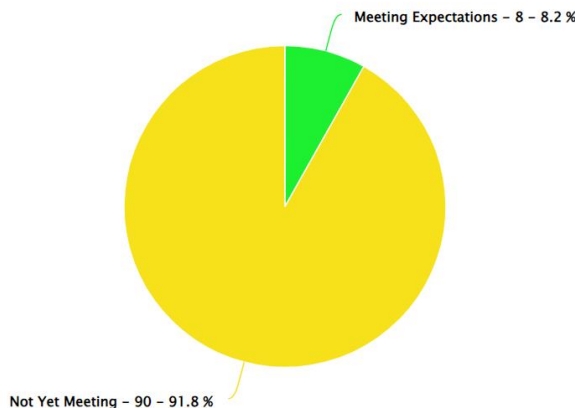
\* Current MIPI data reflects student the previous year’s learning. “At” is reflected by 80%> based on previous grade outcomes.

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.

Based on the Elk Island Catholic Schools Assessment (EICS), and with the support of Tracie Anthony, our division Math Coordinator, the chart below identifies strengths and areas of required learning. 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.

**Elk Island Catholic Schools Assessment (EICS)**

Expectation Breakdown Results for 98 students



## Identified Strengths and Unfinished Learning from Data Analysis of the EICS Fall 2023

STRENGTHS	UNFINISHED LEARNING
<b>GRADE 4 (measurement on grade 3 curriculum)</b> <ul style="list-style-type: none"> <li>Place value</li> <li>Basic operations without regrouping</li> <li>Interpreting fractions with a visual</li> <li>Sequencing (increasing patterns)</li> </ul>	<b>GRADE 4 (measurement on grade 3 curriculum)</b> <ul style="list-style-type: none"> <li>Simplifying fractions</li> <li>Operations with regrouping</li> <li>Unknown values (variables)</li> <li>Word problems</li> </ul>
<b>GRADE 5 (measurement on grade 4 curriculum)</b> <ul style="list-style-type: none"> <li>Representing numbers in standard form</li> <li>Identifying the value of a digit in a larger number</li> <li>Basic operations without regrouping</li> </ul>	<b>GRADE 5 (measurement on grade 4 curriculum)</b> <ul style="list-style-type: none"> <li>Operations with regrouping</li> <li>Functions (pattern rules)</li> <li>Place value with decimals on number lines</li> <li>Application of equivalence with fractions, decimals</li> <li>Ordering and Operations with decimals</li> <li>Prime factorization</li> </ul>
<b>GRADE 6 (measurement on grade 5 curriculum)</b> <ul style="list-style-type: none"> <li>Multiplication/division without remainders</li> <li>Increasing sequences</li> </ul>	<b>GRADE 6 (measurement on grade 5 curriculum)</b> <ul style="list-style-type: none"> <li>Comparisons of ratios/fractions/decimal</li> <li>Order of Operations</li> <li>Computations with decimals</li> <li>Improper/mixed fractions-interpretation</li> <li>Operations with fractions</li> <li>Functions (operations with variables)</li> </ul>
<b>GRADE 7 (measurement on grade 6 outcomes)</b> <ul style="list-style-type: none"> <li>Identify magnitude with positive/negative numbers.</li> <li>Multiplication/division without remainders</li> <li>Addition/subtraction of fractions with common denominators</li> <li>Functions (increasing patterns)</li> </ul>	<b>GRADE 7 (measurement on grade 6 outcomes)</b> <ul style="list-style-type: none"> <li>Prime factorization</li> <li>Operations with fractions, powers, regrouping</li> <li>Functions (operations with variables)</li> <li>Exponents/power</li> </ul>

### Fountas and Pinnell Reading Assessment Data

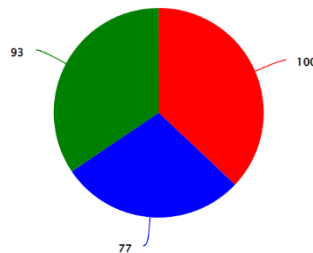
In Language Arts, we have administered the Fountas and Pinnell Reading Assessment (F & P) to determine our students' development in reading.

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%
2022-2023	29%	34%	37%	24%	29%	46%	30%	15%	54%

Source: Division-based Assessments

#### Fountas & Pinnell Grade 1-8 June 2023 Results

Student Level Breakdown  
Count of Students by Mastery - 270 Students



■ Below Grade Level   
 ■ At Grade Level   
 ■ Above Grade Level



The Joy of Reading

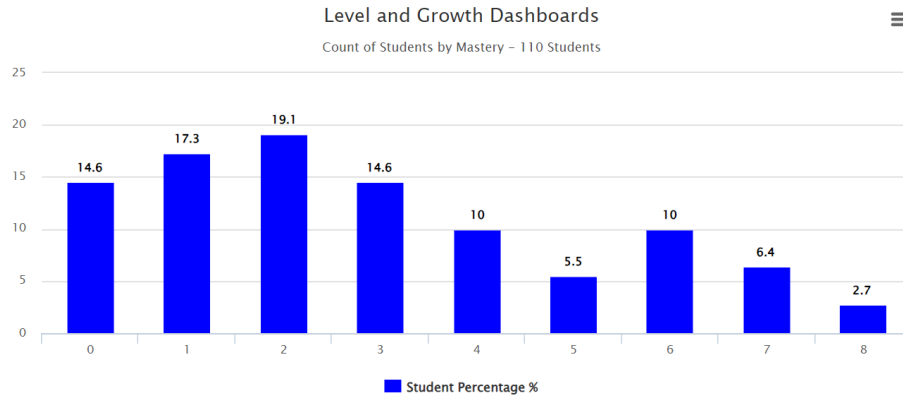


Guest Readers



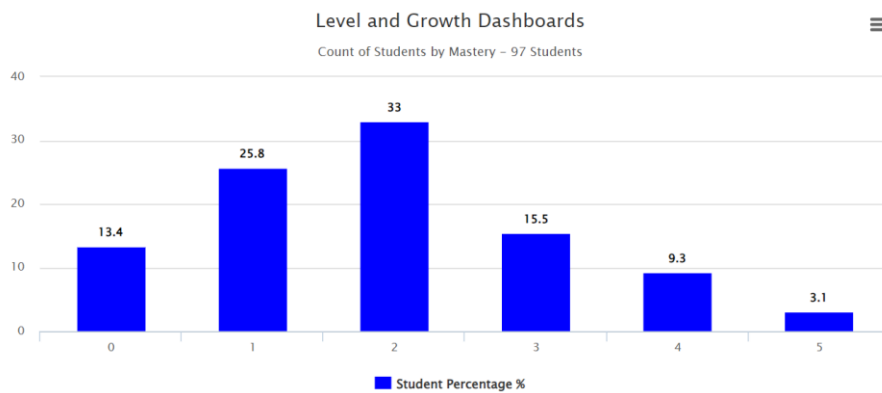
Reading  
is a  
Priority!

**Fountas & Pinnell Grade 1-3 Level Growth June 2023**



Although some students are currently achieving below their grade level, you can see from the chart above, 85.6% of our students in Grades 1-3 have shown growth throughout the year, with students moving up between one and eight 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.

**Fountas & Pinnell Grade 4-6 Level Growth June 2023 Results**

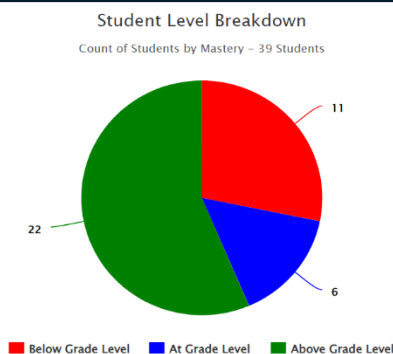


In the above table entitled, *Fountas & Pinnell Grade 4-6 Level Growth*, you see 86.7% of Grade 4-6 students demonstrated growth in their Fountas and Pinnell reading levels throughout one school year.

You can see within the pie graph below, all Grade 8 students leave IV Macklin reading at grade level, apart from any students who have identified Learning Disorders in reading or another diagnosis which impedes a student's ability to read independently at Grade Level.

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.

**Fountas & Pinnell Grade 8 Level Growth June 2023 Results**



**Camp Read**

## 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 will continue to work 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 Plans, Individual Program Plans (IPP) and/or Action Plan 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 have room to grow in this area to reach greater satisfaction with our parents. Through our SIP and PL days, we have been utilizing our Tiered Intervention Pyramids and those of the division, to better equip our staff to achieve 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. Since then, our division has hired social workers who are assigned to our schools who are able to work with a small percentage of our children.

In the 2022-2023 school year, we 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. Our Learning Support Teacher invites parents to collaborate on the necessary goals, through telephone or in-person meetings.

Division Assurance Survey – Percentage of parents agree that...	IV Parents	GPPSD
They have an opportunity to participate in the development of IPP/IBSP.		
2021	81	86
2022	94	87
2023	71	85
They are satisfied with the quality of supports.		
2021	83	82
2022	87	83

	2023	71	80
They are satisfied with the access to supports.			
	2021	86	80
	2022	80	82
	2023	71	80
They are satisfied with the staff's ability to meet the learning needs in the IPP/IBSP.			
	2021	86	84
	2022	80	85
	2023	75	84
They are satisfied with the staff's ability to meet the medical, behavioural, and/or social/emotional needs.			
	2021	92	88
	2022	87	87
	2023	79	84

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.

Our division leadership team made it a priority to build leaders’ understanding of how to support the “unpacking” of TQS and LQS: Applying Foundational Knowledge about First Nations, Métis and Inuit.

A local graduate from the Composite High School, Etienna Moostoos-Lafferty, shared her knowledge to inspire and develop further understanding.

Below are the sessions in which we participated:

- **Unpacking the TQS and LQS: Applying Foundational Knowledge about First Nations, Métis and Inuit**
- **Encounters with Myths, Stereotypes, and Images of Indigeneity.**
- **Land as a Source of Relationship: All My Relations**
- **Beyond Aboutness: Exploring Treaty Relationships**
- **Indigenous Pedagogy and Indigenous Knowledge**
- **Holistic Education and Holism as Wise Practice**

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
	2023	88	92	92	89	96	98

Source: IV Macklin Division Assurance Survey

## Social Emotional Learning (SEL)

From 2021-2023, our division leadership team participated in a ten-part Social Emotional Learning series through 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 learners’ academic performance by developing positive attitudes, and behaviours. Ideally, we can reduce social-emotional distress and allow students to flourish within our environment.

As a division leadership team, we worked with Dr. David Tranter to deepen our understanding of how to promote well-being in education. The resource, *The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement* was the basis of our learning. We worked through the *Strategy Guides*, entitled: 1) *Safety*, 2) *Regulation*, 3) *Belonging*, 4) *Positivity*, 5) *Engagement*, 6) *Identity*, 7) *Mastery*, and 8) *Meaning*.

## Creating a Sense of Belonging



Percentage of Parents & Students who agree:

	IV Parent	IV Students	Division Parents	Division Students
	%	%	%	%
School is Welcoming, Caring, Respectful and Safe Environment				
2021	97	82	95	89
2022	93	79	95	79
2023	91	79	93	81
Student emotional, physical well-being and mental health is supported				
2021	97	83	95	81
2022	94	80	96	80
2023	92	81	94	81

Source: IV Macklin Division Assurance Survey

In the table above, you can see the results of our division survey, you can see just as with the division, our results have remained steady throughout the last three years.



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				Authority				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
<b>Overall</b>	91.4	91.9	87.4	82.7	88.9	89.5	86.1	86.0	89.4	90.0	88.8	87.5
<b>Parent</b>	87.5	97.1	79.5	91	89.6	90.8	84.9	85.3	90.2	90.5	89.5	88.1
<b>Student</b>	88.1	85.3	83.3	79	90.9	82.6	80.9	80.2	82.6	84.0	82.5	81.5
<b>Teacher</b>	98.7	93.3	98.5	78	96.2	95.1	92.5	92.6	95.3	95.4	94.3	93

Source: 2022 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.

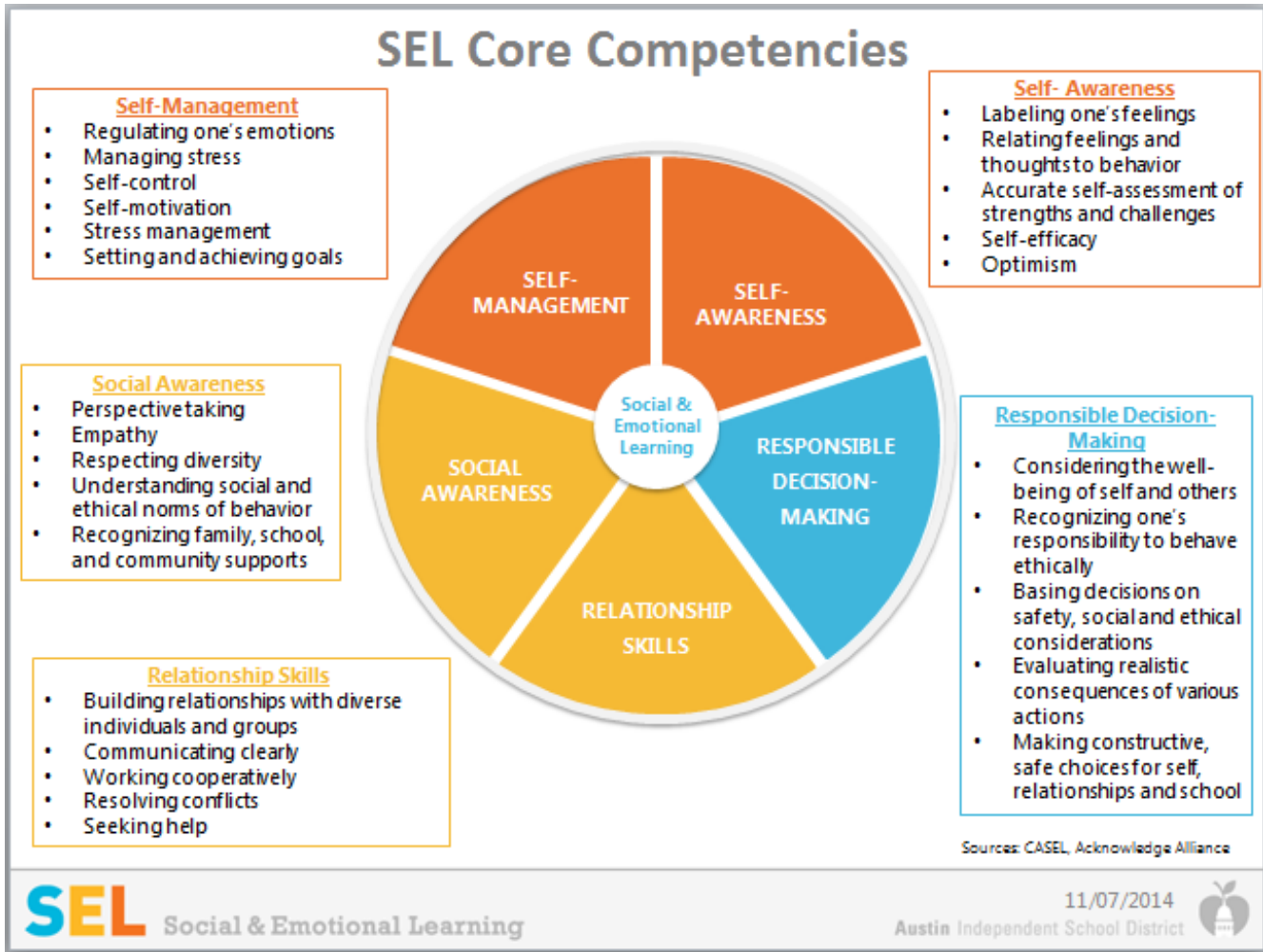
In our Grade 7 and 8 population, we have our students participate in Health and Social-Emotional lessons using The Fourth R Program, and PATHS/EMOZI. The Fourth R Program (R is for Relationships) is developed around relationship knowledge and skills. The curriculum consists of lessons using a thematic 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 on the next page, 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.



**Grant Funding International Paper**  **International Paper**

In the spring of 2023, we secured a grant from International Paper for \$7500. The funding will be used throughout the 2023-2024 school year to provide more character-based literature for the school library. These materials will be accessible to the staff, students, and their families. A portion of the funding allowed us to purchase a variety of skills, knowledge, levels, and types of board games. These are intended to contribute to the building of a greater sense of community within our school.



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 commitment 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 continue *'Making a Difference'* in our community and through into their future as citizen's contributing to society.

