



I.V. Macklin Public School

Principal: Tracey Farn

3-Year School Education Plan

2024/2025 – 2026/2027

Year 1 – 2024/2025



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



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

   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



275 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 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 Public School to help our learners reach their fullest potential. We focus on providing authentic, relevant, and meaningful learning experiences which serve to instill the Alberta Education Competency Progressions, required to thrive in our ever-changing world. Developing these competencies will enhance our students' success in learning. At IV Macklin Public School, we believe in '*Making a Difference*', which is our school motto. Our children understand even one small action can have a large 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.

Our school has a strong literacy and numeracy focus. Teachers collaborate regularly to review multiple sources of student data, which allows them to tailor their planning and programming to 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: Quality teaching in an optimum learning environment focuses on planning, instruction, assessment and is responsive to the learning needs of every student.

Strategies

- ✓ Ongoing implementation of the Optimum Learning Framework supports responsive planning, assessment practices, and instruction, to support the diverse learning needs of all students
- ✓ Regular collaboration, including administration, supports medium range planning that identifies assessments and student achievement evidence which informs instruction
- ✓ Professional learning structures and collaborative opportunities support teachers to design and deliver learning activities which are responsive to student learning needs
- ✓ Implementation of high-impact, research-based instructional strategies through development of purposeful lessons
- ✓ Preparation of highly engaging lessons and structures which support student participation (5E – Engage, Explore, Explain, Elaborate, and Evaluate), and development of foundational skills
- ✓ Using Gradual-Release to support student instruction and success
- ✓ Student-directed learning opportunities
- ✓ School and classroom activities are intentional/purposeful and lead to increased development of skills
- ✓ A school-wide goal to develop and increase Numeracy and Literacy skills, such as explicit vocabulary development, building background knowledge, and math fact fluency
- ✓ Using common assessments, including the division Coordinated Classroom Assessments to calibrate teacher assessment practices
- ✓ Formative assessment is used to support students “where they are at” and move them along their individual growth plan
- ✓ A continuum of supports addresses individual student learning needs
- ✓ Learning goals are shared and reinforced with students
- ✓ Parents are informed and included in their child’s learning through report cards, Individual Program Plans (IPPs), Parent-Teacher Interviews, phone calls and emails

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
- ✓ indicate satisfaction with the quality of education on the division assurance survey
- ✓ Parents of students with specialized learning needs are involved in child-centered goal planning

Students

- ✓ 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

Outcome: Timely and specific feedback supports student learning.

Strategies

- ✓ Utilizing a variety and balance of assessments, allowing students a variety of ways to demonstrate their learning
- ✓ Triangulation from a variety of sources
- ✓ Preassessments support deliberate, intentional and targeted planning
- ✓ Use of common assessments, school and coordinated classroom assessments
- ✓ Use of spiraling, and outcome-based checklists
- ✓ Provide students with timely, thoughtful, specific, and constructive feedback on their progress to improve academic achievement
- ✓ Teachers conference with small groups or individuals Let me know
- ✓ Students are provided targeted goals, 'I can...' statements, exemplars, or posted curricular outcomes for clarity
- ✓ Use of technology supports timely feedback, i.e., Kahoot!, Blooket, Exit Slips and review games and materials
- ✓ Routine review and adjustment of IPP (Individual Program Plan) goals with students/parents
- ✓ Use of Professional Learning time to develop assessments
- ✓ Teacher, Learning Support Teacher and administration collaborate to develop responsive planning based on assessments

Priority: Inclusion

Outcome: IV Macklin School is a welcoming, caring, respectful, and safe environment where all students, staff, and families feel a strong sense of belonging.

Strategies:

- ✓ Interactions between staff, students, and families support belonging
- ✓ Expectations are clear, modelled, taught, practiced, and monitored
- ✓ Explicit social emotional learning instruction is embedded in planning, instruction, and school culture
- ✓ Reinforcing a positive school culture
 - Monthly Assemblies
 - Cross-Graded Activities
 - Spirit House Teams
 - Family Events
 - Extracurricular Sports
 - Clubs
- ✓ Continue to embed Indigenous foundational knowledge in planning and instruction
- ✓ Build capacity for intercultural understanding, empathy, and mutual respect
- ✓ School relationships with community agencies support inclusion
- ✓ Wellness focus is embedded into monthly staff meetings, school culture and classroom lesson planning
- ✓ SEL (Social Emotional Learning), the Seven Grandfather Teachings and Character Traits are connected in school culture
- ✓ Communication between school and home builds understanding and assurance

Evidence

- ✓ Students participate actively in school events
- ✓ Based on division assurance and provincial surveys parents, staff, and students feel IV Macklin School is welcoming, caring, respectful and safe
- ✓ The whole school's explicit teaching of strategies is observed, practiced, and implemented
- ✓ Positive actions and language being used by adults and students