



I. V. MACKLIN  
PUBLIC SCHOOL  
Grande Prairie, Alberta

# I.V. Macklin Public School

Principal: Tracey Farn

## Annual Education Results Report

2023-2024



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 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 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' - 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.

See [IVM 3-Year Education Plan 2024-2027](#) for the details of our School Plan.

## Building a Sense of Community





## Music



## Cavalcade of Stars

# I.V. Macklin Public School

**Table 1 – Fall 2024 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	<b>86.9</b>	87.1	84.8	<b>83.7</b>	84.4	84.8
	Citizenship	<b>77.8</b>	78.7	79.5	<b>79.4</b>	80.3	80.9
	3-year High School Completion	<b>n/a</b>	n/a	n/a	<b>80.4</b>	80.7	82.4
	5-year High School Completion	<b>n/a</b>	n/a	n/a	<b>88.1</b>	88.6	87.3
	PAT6: Acceptable	<b>87.1</b>	50.0	50.0	<b>68.5</b>	66.2	66.2
	PAT6: Excellence	<b>41.9</b>	7.7	7.7	<b>19.8</b>	18.0	18.0
	PAT9: Acceptable	<b>n/a</b>	n/a	n/a	<b>62.5</b>	62.6	62.6
	PAT9: Excellence	<b>n/a</b>	n/a	n/a	<b>15.4</b>	15.5	15.5
	Diploma: Acceptable	<b>n/a</b>	n/a	n/a	<b>81.5</b>	80.3	80.3
	Diploma: Excellence	<b>n/a</b>	n/a	n/a	<b>22.6</b>	21.2	21.2
Teaching & Leading	Education Quality	<b>88.2</b>	85.6	87.3	<b>87.6</b>	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>80.8</b>	84.4	84.4	<b>84.0</b>	84.7	85.4
	Access to Supports and Services	<b>70.9</b>	75.8	75.3	<b>79.9</b>	80.6	81.1
Governance	Parental Involvement	<b>81.0</b>	73.2	71.9	<b>79.5</b>	79.1	78.9

- 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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
  4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
  5. Participation in the PATs 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.
  6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
  8. 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.
  9. 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: Fall 2024 AEA 5-Year Comparison

Alberta Education Assurance Measures Results						
Overall Multi Year Summary						
Assurance Domain	Measure	I.V. Macklin Public School				
		2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	90.1	82.4	87.1	86.9
	Citizenship	86.3	83.1	80.3	78.7	77.8
	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
	PAT6: Acceptable	n/a	n/a	79.2	50	87.1
	PAT6: Excellence	n/a	n/a	22.5	7.7	41.9
	PAT9: Acceptable				n/a	n/a
	PAT9: Excellence				n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.5	91.3	89	85.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	88.9	84.4	84.4	80.8
	Access to Supports and Services	n/a	86.1	74.9	75.8	70.9
Governance	Parental Involvement	85.5	78.8	70.6	73.2	81

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	94	92	88	86	100	91
2022	92	93	86	85	97	91
2023	88	91	86	84	84	92
2024	84	89	88	85	88	91

Source: IV Macklin Division Assurance Survey

As we review the data from our IV Macklin Division Assurance Survey, we see it highlights the satisfaction of our stakeholders with IV Macklin School. This represents an aggregate of all questions in the Division Assurance Survey. Strategies to learn more about each of these areas are identified throughout the report.

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
2024	<b>81</b>	<b>88</b>	<b>86</b>	<b>82</b>	<b>88</b>	<b>94</b>
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>
2024	<b>77</b>	<b>86</b>	<b>91</b>	<b>80</b>	<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
2024	<b>88</b>	<b>91</b>	<b>87</b>	<b>87</b>	<b>77</b>	<b>86</b>

Source: IV Macklin Division Assurance Survey

The table above highlights how our parents, students, and staff recognize IV Macklin School’s effectiveness in preparing students academically, socially, and emotionally for high school completion. We aim to gain deeper insight into areas where parents feel we can further enhance our efforts in preparing students for life beyond high school. To achieve this, we plan to engage in meaningful conversations with students and parents throughout the 2024-2025 school year. Additionally, the division results from the Pathways to High School Completion Thought Exchange will provide valuable data to guide our improvements.

## IV Macklin Leadership Collaborative Inquiry Question 2023-2024

### In what ways will our school administrative team differentiate and build knowledge and skills with all staff to respond to individual student needs?

Recognizing the direct connection between teacher support and student success, our administrative team selected the Inquiry Question above as our 2023-2024 focus.

With the new curriculum, we identified varying levels of teacher confidence and understanding in curriculum implementation, instructional planning, and assessment practices. To address this, we are committed to fostering a collaborative professional learning environment, ensuring all educators feel supported and equipped with the knowledge and tools to deliver high-quality instruction.

Much like the diverse needs of our students, this variation among educators is shaped by individual backgrounds, prior experiences, and areas of interest. Just as students benefit from differentiated instruction, educators thrive when provided with personalized professional learning opportunities. As a result, we are employing a scaffolded approach to professional development, offering targeted support that builds on existing strengths while addressing specific areas for growth.

By cultivating a growth-oriented learning environment, we empower our teachers, ensuring they have the necessary tools and support to refine their practice. This, in turn, creates a more effective and responsive learning experience for all students, reinforcing our commitment to excellence in teaching and learning.

At IV Macklin, we embrace a collaborative approach to support teachers in developing their Teacher Professional Growth Plans (TPGP). Scheduled meeting times provide opportunities for teachers to refine instruction, ensuring it aligns with students' learning needs and adapts to their individual progress.

Our School Improvement Planning (SIP) and Professional Learning (PL) Days offer dedicated time for professional development, collaborative inquiry and curricular preparation. These days provide the time for our staff to collaborate effectively, review assessments, enhance instructional practices, and develop targeted classroom intervention strategies. This integrated approach ensures we support our students effectively while achieving our shared goals.

Throughout our work at IV Macklin, we continue to reflect on these four questions to guide us:

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)**



**Building Number Sense**

### Learning is Relevant and Engaging



## Evidence-Based Professional Inquiry Cycle

To complement our PL and SIP time, our teachers use the **Evidence-Based Professional Inquiry Cycle** to plan explicit and targeted instruction based on evidence. This allows teachers to remain responsive to our students' current needs. The focus is on what these students need to learn.



**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.**

Our school division is committed to helping students succeed by supporting our teachers' continuous growth. As such, our teachers have opportunities to reflect on their teaching practices, collaborate with colleagues, and focus on evidence-based strategies directly benefiting our students. Our professional learning model emphasizes inquiry, collaboration, and alignment with Alberta's Leadership Quality Standards (LQS) and Teacher Quality Standards (TQS), serving as a foundation for teacher development and student achievement.

Our leadership team prioritizes the following strategic areas throughout the school year to support our teachers in implementing research-based instructional strategies, fostering student engagement, and promoting meaningful learning experiences which drive academic growth and success. This commitment aligns with the Leadership Quality Standard (LQS), specifically **Competency #2, Modelling Commitment to Professional Learning**, which emphasizes that **'A leader engages in professional learning and critical reflection.'** **Competency #3, Embodying Visionary Leadership**, calls for **'A leader who collaborates with the school community to create and implement a shared vision for student success and well-being.'** Additionally, **Competency #4, Leading a Learning Community**, states, **'A leader nurtures and sustains a culture of evidence-informed teaching and learning.'** These standards shape our professional practices and guide the instructional strategies we use to support our learners, as outlined in the cycle below.

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## **Evidence-Based Professional Inquiry Cycle**

### **1. Inquiry and Goal Setting**

Teachers begin by reflecting on their teaching and examining student data to identify areas for improvement. They then set goals to meet their students' needs and ensure their growth aligns with teaching standards.

### **2. Continuous Professional Growth**

This process is not a one-time event—it is a continuous cycle. Teachers commit to learning strategies and use data to guide their improvement, enhancing their professional growth and students' development.

### **3. Evidence Collection**

Teachers gather evidence from various sources, such as student assessments, classroom observations, and their reflections. This information helps them adjust their decision-making and monitor progress over time.

### **4. Collaborative Inquiry and Dialogue**

Teachers collaborate by discussing and sharing insights. This collaboration allows them to improve their teaching practices and learn from one another, ultimately benefiting the students.

### **5. Classroom Observations**

Through classroom observations, teachers receive feedback from instructional leaders and their colleagues. This feedback helps them refine their practices and grow as educators.

### **6. Implementation and Refinement**

Teachers apply strategies in their classrooms, constantly adjusting based on feedback and the progress they see in their students. This ensures their teaching is always improving.

### **7. Student-Centered Growth**

Throughout this process, the main goal is always to improve student achievement. Teachers continually look for ways to create an environment supporting every student's growth.

### **8. Evaluation and Reflection**

At the end of each cycle, teachers reflect on how their practices have impacted students and use this information to guide their next steps. This keeps their teaching methods effective and aligned with high standards.

### **Building a Culture of Learning**

This ongoing professional learning cycle encourages a culture where teachers continually learn and advance their skills. It is a collaborative process, including feedback from teachers, students, and parents, whose insights are valuable.

Ultimately, this professional growth cycle benefits our teachers by improving their practice, leading to effective learning experiences for our children. By remaining focused on continuous improvement, we aim to ensure all students achieve their potential.



# Building a Sense of Belonging



Hands-on Experiences



Family Literacy Week



Indigenous Dancers



Identity Fair



Play Day



Telus World of Science

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## Our Education Plan is focused on:

### Priority: Teaching and Learning

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

At IV Macklin School, we are committed to prioritizing learning. This commitment aligns with the Teaching Quality Standard (TQS), specifically Competency #3, which states: *'A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.'* This standard guides our professional work and instructional practices.

#### Evidence-Based Professional Inquiry Cycle

Use of the Evidence-Based Professional Inquiry Cycle (see pages 7-8) as a structured, reflective process our teachers use to continuously improve their teaching and learning by integrating research, data, and professional collaboration. This cycle fosters our culture of continuous learning, collaboration, and evidence-driven decision-making which enhances teaching effectiveness and student achievement.

#### Planning, Instruction, and Assessment is Responsive

When our teachers use observations and assessments to guide their instructional decisions, the impact on student learning is more significant. Responsive teaching involves making moment-to-moment decisions based on real-time observations and data analysis, allowing educators to plan effectively for future learning. According to John Hattie, explicit teaching strategies and mastery learning have an effect size of 0.57—equivalent to approximately one year's growth. Through ongoing professional learning and collaborative discussions, we continue to refine our skills and strategies. With effective instructional planning, grounded in the thoughtful analysis of student data, and using data to inform decisions, educators can create targeted, responsive teaching strategies to support all students' success.

Our Professional Learning (PL) and School Improvement (SIP) days support teachers' instructional planning. Our commitment to action remains strong. Throughout the 2024-2025 school year, we will continue to focus on developing lesson and unit plans informed by student data to implement instructional strategies addressing skill and knowledge gaps.

By strategically analyzing data at the whole-group, small-group, and individual levels, our teachers continue to design targeted instruction which maximizes student achievement. We enhance student learning through our academic continuum of support and small-group instruction led by teachers. Additionally, the Literacy and Numeracy Intervention, which began in 2021-2022 for Grades 1-3, has enabled us to meet the needs of a more significant percentage of students in small-group settings. This intervention strengthens students' foundational skills and knowledge, ensuring long-term academic success.

## Priority: Teaching and Learning

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

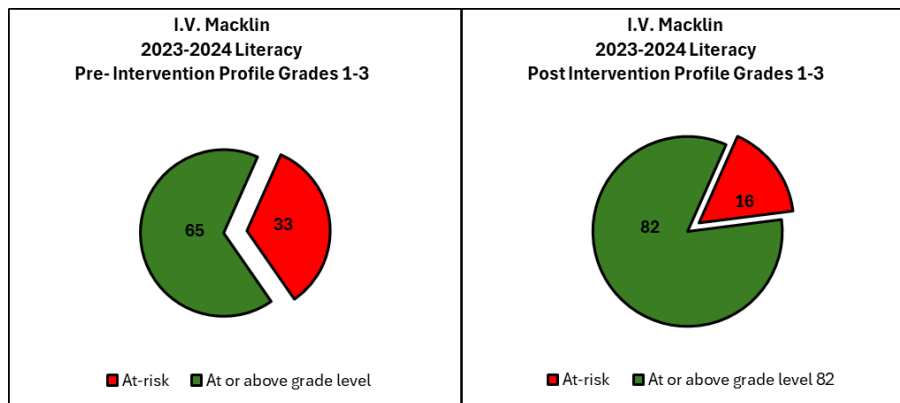
Our second priority is also guided by the Teaching Quality Standard (TQS), specifically **Competency #3: 'Provide accurate, constructive, and timely feedback on student learning.'** Research shows timely and specific feedback is one of the most effective influences on student learning and achievement. It helps students progress toward their learning goals and informs the planning of the next steps.

Our Professional Learning and School Improvement time remains focused on supporting teachers in delivering timely and effective feedback. By strengthening this practice, we ensure the continuous growth and development of students' skills and knowledge.

## Priority: Teaching and Learning

### Our Evidence

#### Early Literacy Intervention

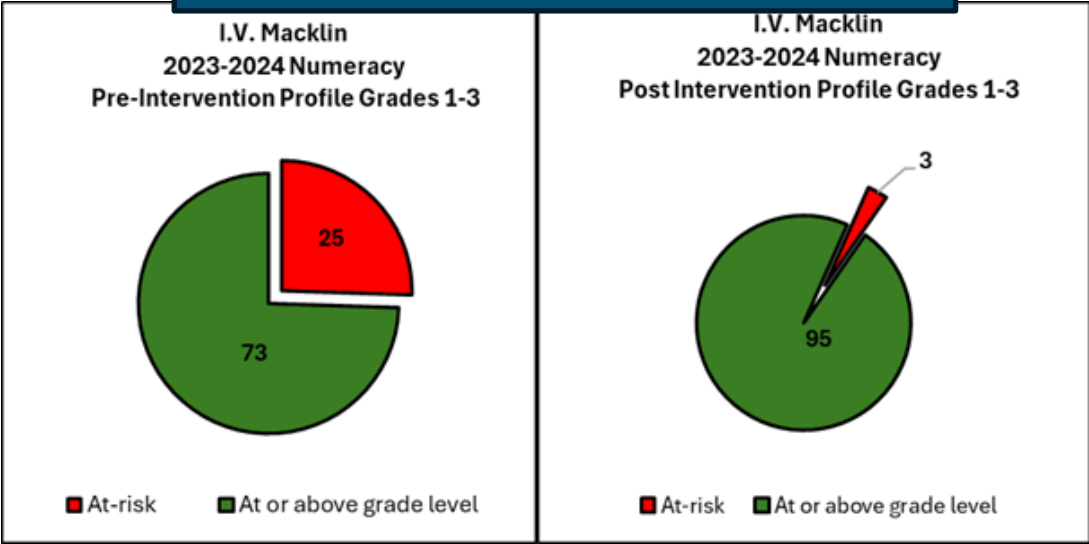


The graphs above clearly illustrate the meaningful impact on our students' literacy progress based on the Provincial Literacy Screening Tools. Our Early Literacy Interventionist plays a vital role in providing ongoing feedback and delivering targeted, explicit, and personalized instructional strategies to address and close literacy gaps, ensuring students receive the support they need for continued growth.

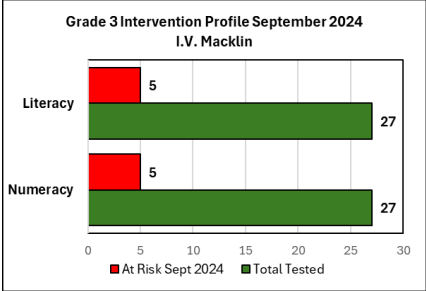
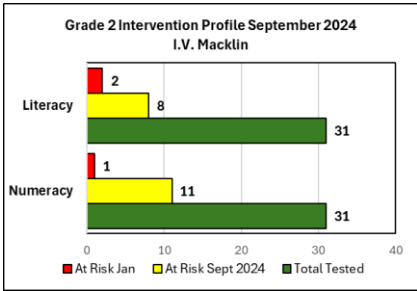
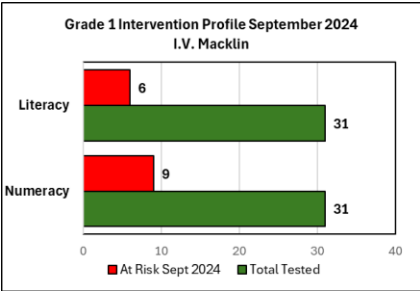
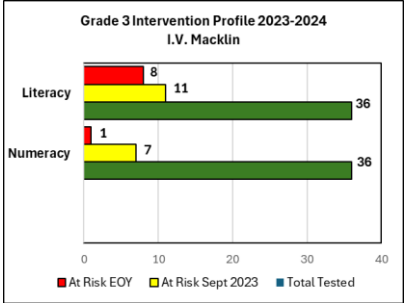
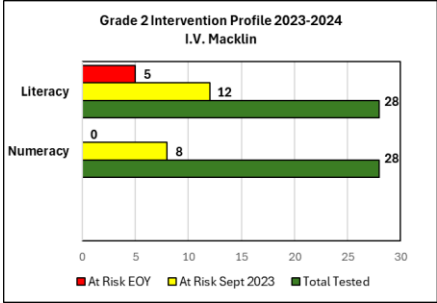
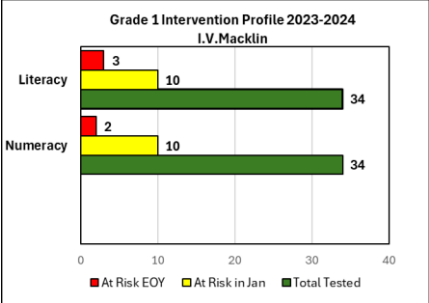
To reinforce this progress, we have established a collaborative structure where our Early Literacy Interventionist meets with teachers and our Division Literacy & Numeracy Program Lead to facilitate the transfer of learning into classroom instruction. This intentional approach ensures evidence-based literacy practices are effectively embedded into daily teaching, maximizing our students' success.

# Early Numeracy Intervention

## Provincial Achievement Tests (PAT) Trends



According to the Provincial Mathematics Screening Tools, the graphs above highlight our students' progress. Our Early Numeracy Interventionalist provides direct feedback, works closely with students to continually assess their individual needs, and implements specialized interventions targeting specific areas of difficulty, ensuring a structured approach to enhancing their mathematical skills.



As we strive to support students below grade level, we have identified many newcomers to our school. Moving forward, providing teachers with the necessary resources and support to assess each student's starting point and implement targeted instructional strategies which foster continued academic growth will be essential. By prioritizing a smooth transition and more personalized support, we can ensure our students are set up for success.



Provincial Achievement Tests in Grade Six serve as one measure of student progress in relation to Provincial Outcomes. The data gathered from these assessments helps teachers analyze student performance and make informed decisions to better prepare them for future learning.

As shown in Table 2, our 2023-2024 Provincial Achievement Test results indicate a significant upward trend at I.V. Macklin. We are especially proud of our students' performance in the Standard of Excellence domain, which we intentionally focus on in class. In 2023-2024, due to the optional implementation of the updated curriculum, our Grade 6 students only wrote the 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 2023-2024 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
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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
2023-2024	N/A	N/A	N/A	N/A	100	48.1
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
2023-2024	N/A	N/A	N/A	N/A	80.1	23.7
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: 2024 Alberta Education Results Report

### Interpretation & Strategies:

Our results in **Social Studies** show an increase in all areas compared to our school last year and the province this year. The number of students who achieved **the Acceptable Standard is 100%**, which is higher than the **Province's 80.1%**. Our **Standard of Excellence is 48.1%**, which is 24.4% higher than the Province's standard this school year. No students in this class achieved **Below Acceptable Standard**, whereas the **Province had 22%** of the students achieve **Below Acceptable Standard**.

### Strategies Include:

- Using formative assessment to ensure students clearly understand the curricular outcomes.
- Have the students do re-tests to attain and retain their knowledge of the subject.

Although our students were not assessed in Language Arts, Math, and Science through the PATs for the 2023-2024 school year, our teachers continued to utilize the following strategies with students:

### Language Arts:

- Focusing on explicitly teaching 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:

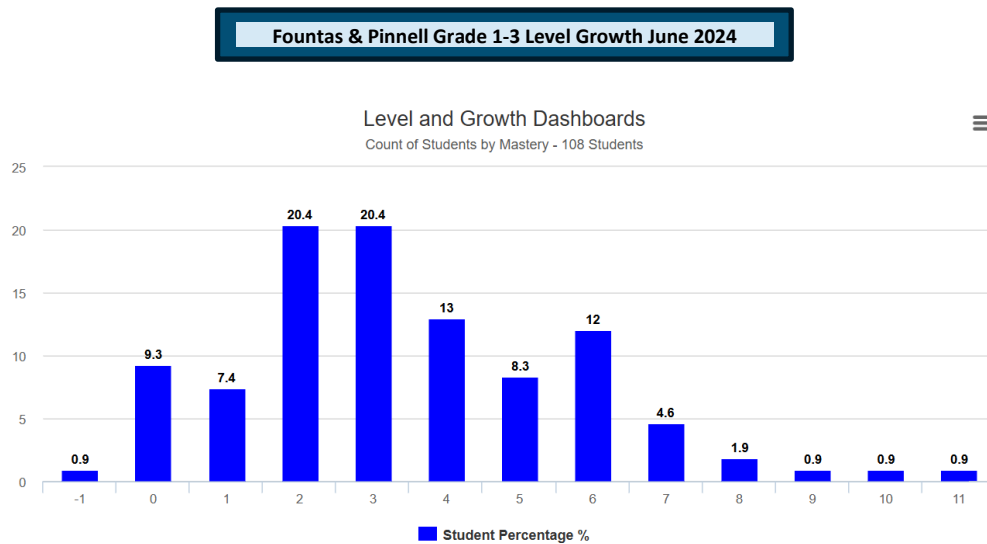
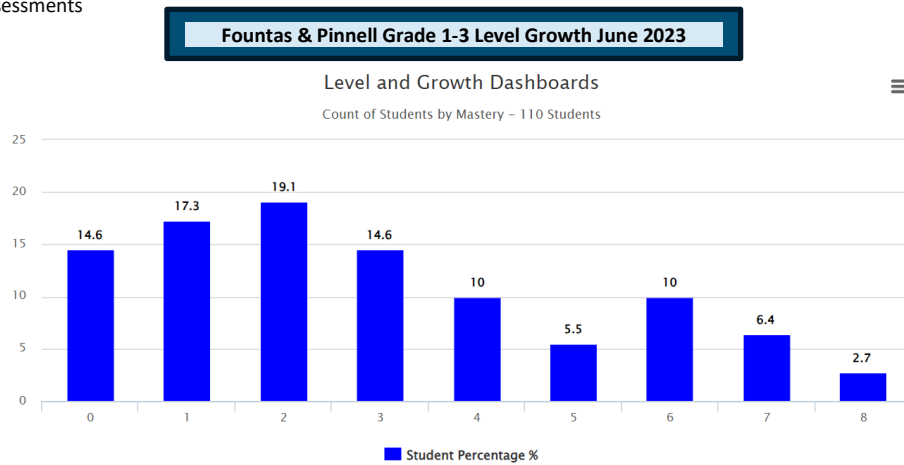
- School-wide focus on increasing our quality of instruction.
- Using formative assessment to ensure students have a clear understanding of the curricular outcomes.

### Fountas and Pinnell Reading Assessment Data

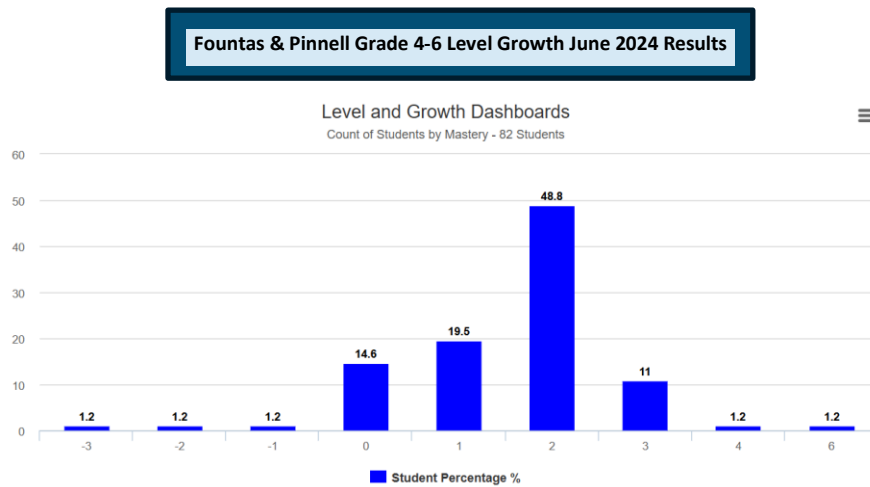
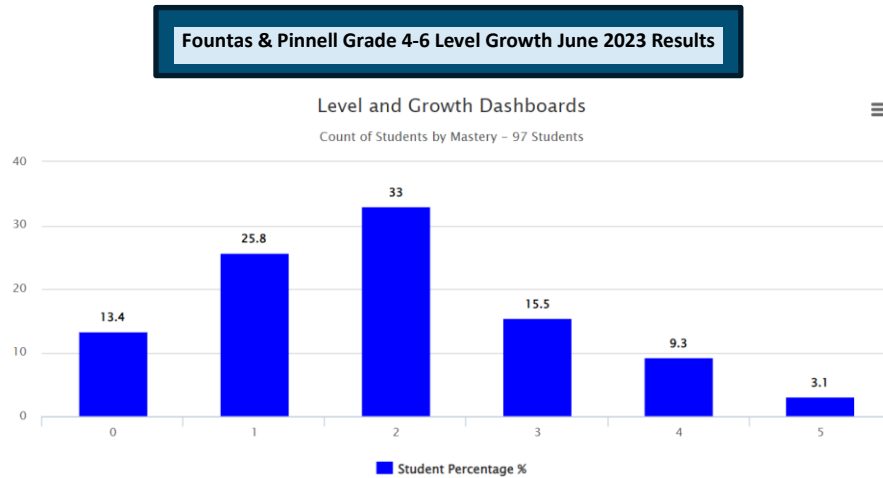
In Language Arts, we have administered the Fountas and Pinnell Reading Assessment (F & P) to determine our students' development in reading.

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%
2023-2024	29%	36%	36%	28%	25%	47%	6%	29%	65%

Source: Division-based Assessments



The chart above shows that 93% of our Grades 1-3 students have demonstrated growth throughout the year, with many advancing between one and eight reading levels. With a strong emphasis on reading at I.V. Macklin School, our teachers ensure that students participate in targeted reading groups every day. Our goal is for all students to leave Grade 8 reading at grade level which we are able to achieve, with the exception of those diagnosed with a Learning Disorder impacting their ability to read.



The table above, titled 'Fountas & Pinnell Grade 4-6 Level Growth,' shows that 96% of Grade 4-6 students demonstrated growth in their Fountas & Pinnell reading levels over the course of 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.

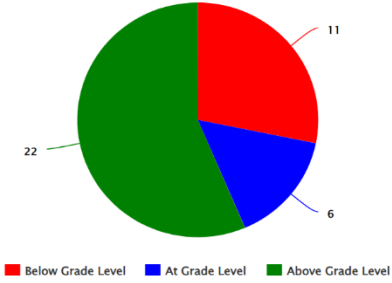
Based upon the previous data, one of our priorities in Teaching and Learning is to support teachers in their planning, instruction, and assessment to ensure we are responsive to the current student needs.



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

Student Level Breakdown

Count of Students by Mastery - 39 Students

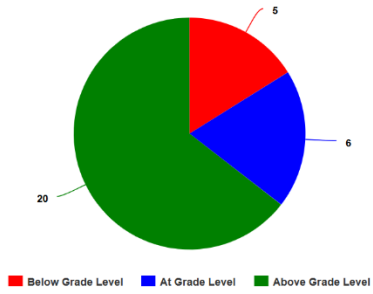


**Family Literacy Week**

**Fountas & Pinnell Grade 8 Level Growth June 2024 Results**

Student Level Breakdown

Count of Students by Mastery - 31 Students



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## 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.**

### Inclusive Learning Environment

This priority reflects our **TQS #4** expectations, which indicate **Establishing Inclusive Environments**, emphasizing '**A teacher establishes, promotes, and sustains inclusive learning environments.**' Similarly, **LQS #1(c), Fostering Effective Relationships**, calls on leaders to '**create welcoming, caring, and safe learning spaces.**' Guided by these principles, we collaborate with our staff, students, and community to cultivate a culture which embraces diversity, respects learner differences, and responds to individual needs, ensuring equitable opportunities for all students to thrive.

### Evidence:

In the 2024-2025 school year, we will continue to deepen our shared understanding of inclusion, as defined by Alberta Education: '*Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.*' Within the Grande Prairie Public School Division and IV Macklin Public School, we are dedicated to fostering this sense of belonging by creating inclusive, supportive, and engaging learning environments where every student feels valued, respected, and empowered to succeed.

Through a responsive and flexible approach, we prioritize high-quality instruction and support within grade-level classrooms alongside same-aged peers. By personalizing learning through small-group instruction and targeted interventions, we address our students' diverse and evolving needs—profound, ongoing, short-term, or situation-based. Our commitment to inclusion ensures all learners have equitable opportunities to grow, thrive, and reach their full potential.

As shown in the table below, there is room for growth in increasing parent satisfaction. Through our **School Improvement Plan (SIP)** and **Professional Learning (PL) days**, we have intentionally worked to better equip our staff to achieve these goals.

In the 2021-2022 school year, parents voiced concerns about limited access to mental health support within the school and the need for additional resources for our highest-need and most vulnerable students. In response, our division has since hired social workers who are now assigned to schools, providing targeted support to a small percentage of students requiring the most intensive interventions.

Building on this progress, we also strengthened our commitment to parental involvement by actively engaging families in the development of Individual Program Plans (IPPs), Behaviour Plans, and Success in School Plans. Our Learning Support Teacher ensures parents are key partners in the goal-setting process through regular communication via phone calls and in-person meetings, fostering meaningful collaboration between home and school to align supports with family expectations and student needs.

<b>Division Assurance Survey – Percentage of parents agree that...</b>	<b>IV Parents</b>	<b>GPPSD</b>
<b>They have an opportunity to participate in the development of IPP/IBSP.</b>		
2021	<b>81</b>	86
2022	<b>94</b>	87
2023	<b>71</b>	85
2024	<b>57</b>	78
<b>They are satisfied with the quality of supports.</b>		
2021	<b>83</b>	82
2022	<b>87</b>	83
2023	<b>71</b>	80
2024	<b>43</b>	72
<b>They are satisfied with the access to supports.</b>		
2021	<b>86</b>	80
2022	<b>80</b>	82
2023	<b>71</b>	80
2024	<b>50</b>	72
<b>They are satisfied with the staff's ability to meet the learning needs in the IPP/IBSP.</b>		
2021	<b>86</b>	84
2022	<b>80</b>	85
2023	<b>75</b>	84
2024	<b>43</b>	73
<b>They are satisfied with the staff's ability to meet the medical, behavioural, and/or social/emotional needs.</b>		
2021	<b>92</b>	88
2022	<b>87</b>	87
2023	<b>79</b>	84
2024	<b>36</b>	88

Source: IV Macklin Division Assurance Survey

The data above presents grouped questions related to the unique learner supports provided across our division. Learner support is an area the division has experienced a decline. In collaboration with system leadership during the 2024-2025 school year, we will engage directly with parents of students with Individual Program Plans (IPPs) or Individualized Behaviour Support Plans (IBSPs) to gain insights into their experiences and explore potential strategies for improvement moving forward. Using more specific and open-ended questions, we aim to identify the reasons for the decline in this area.

The following table highlights our ongoing efforts to acquire and apply Indigenous foundational knowledge. **Teaching Quality Standard (TQS) #5** and **Leadership Quality Standard (LQS) #5** emphasize the importance of

integrating Indigenous perspectives into teaching and leadership practices. Our staff remains committed to deepening their understanding and embedding this knowledge within their classrooms and lessons.

Recognizing our collective responsibility under the **Calls to Action from the Truth and Reconciliation Commission (TRC) of Canada**, we strive to enhance our application of Indigenous knowledge within our school community. Additionally, we recognize the need to foster a deeper understanding of Indigenous perspectives among our parent community to support reconciliation efforts beyond the classroom.

The TRC’s Calls to Action related to education outline key recommendations for addressing the legacy of residential schools and advancing reconciliation. A central focus is the integration of Indigenous perspectives, histories, and knowledge into education to ensure equitable opportunities for Indigenous students and a more inclusive learning environment for all.

A key Call to Action in education includes:

**Incorporating Indigenous Culture and History:** Schools are encouraged to integrate Indigenous knowledge, traditions, languages, and teachings into the curriculum. By embedding Indigenous perspectives in education, students gain a broader understanding of their shared history and the ongoing impact of colonialism. This is a vital step toward reconciliation, ensuring that Indigenous knowledge and cultural practices are honoured and meaningfully integrated into the educational experience for all learners.

Through our monthly assemblies and morning announcements, we reinforce the importance of key skills and attitudes contributing to a positive and inclusive school culture. Each month, teachers nominate students to receive awards based on the values and teachings highlighted. By consistently encouraging students and staff to embody these principles, we foster a school environment supporting personal growth, respect, and a strong sense of community.

### Seven Sacred Teachings/Grandfather Teachings

<b>September</b>	Respect	
<b>October</b>	Respect	Responsibility & Self-Control
<b>November</b>	Courage	Perseverance & Effort
<b>December</b>	Humility	Empathy, Caring & Generosity
<b>January</b>	Humility	Leadership, Teamwork, & Cooperation
<b>February</b>	Love	Tolerance, Acceptance & Fairness
<b>March</b>	Courage, Bravery & Honesty	
<b>April</b>	Wisdom	Cooperation
<b>May</b>	Truth	Honesty & Integrity
<b>June</b>		Optimism



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
2024	88	91	93	90	94	96

Source: IV Macklin Division Assurance Survey

### Social Emotional Learning (SEL)

We intentionally focus on developing students' social-emotional skills and knowledge, recognizing the profound impact social, emotional, and behavioural challenges can have on their overall well-being and academic success. Our commitment includes providing direct instruction, opportunities for practice, and ongoing monitoring to ensure students receive the support they need to thrive.

Social-emotional learning (SEL) equips students with the ability to understand and identify their emotions, develop empathy, enhance self-control, and manage stress effectively. Additionally, it fosters stronger relationships and interpersonal skills, which contribute to a more positive and connected school community. The ultimate goal of this priority is to enhance students' academic performance by cultivating positive attitudes and behaviours. By reducing social-emotional distress and strengthening self-regulation, we aim to create an environment where all students feel supported, confident, and able to succeed.

## Creating a Sense of Belonging



Year End Celebrations



Theme Days



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
2024	84	82	92	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
2024	89	84	92	81

Source: IV Macklin Division Assurance Survey

The table above shows the results of our division survey. As with the division, our results have remained fairly steady throughout the last four years.

Provincial Assurance Survey												
The percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly at school.												
	School				Authority				Province			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Overall	91.9	87.4	82.7	84.7	89.5	86.1	86.0	85.7	90.0	88.8	87.5	81.7
Parent	97.1	79.5	91	83.7	90.8	84.9	85.3	85.9	90.5	89.5	88.1	88.0
Student	85.3	83.3	79	73	82.6	80.9	80.2	79.5	84.0	82.5	81.5	80.4
Teacher	93.3	98.5	78	97.3	95.1	92.5	92.6	91.6	95.4	94.3	93.0	92.9

Source: 2024 Alberta Education Results Report

The table above indicates that some parents and students may have concerns regarding the behavioural dynamics within our school community. In response, we continue integrating Social-Emotional Learning (SEL) practices into daily instruction, providing students with dedicated opportunities to develop and apply these essential skills in real-life interactions.

SEL requires explicit teaching, consistent exposure, and guided practice to build students' knowledge, skills, and attitudes to manage their emotions, develop healthy relationships, set meaningful goals, and make responsible decisions. By embedding these practices throughout our learning environment, we aim to foster a positive school culture where students feel supported and empowered to navigate social and emotional challenges effectively.

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**Conclusion:**

Our **2024-2025 Three-Year Education Plan** serves as a strategic framework which, reinforces our commitment to our stakeholders. We firmly believe by maintaining a clear focus on our established outcomes and priorities, recognizing student learning is our core mission, and embracing a collective approach to continuous improvement, we can drive meaningful progress.

By utilizing data-informed decision-making and fostering a culture of collaboration, we ensure our students receive the support they need to succeed. Through this shared commitment, our students will continue **"Making a Difference"**—within our school, the community and as future citizens who contribute meaningfully to society.

