



# **I.V. Macklin Public School**

Principal: Tracey Farn

## **3-Year School Education Plan**

2024/2025 – 2026/2027

Year 2 – 2025/2026



**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**



**304 Students**



**30 Staff**



**School Council our Partners in Education**

**Meet the third Wednesday of every month at 6:00 pm**



## At I.V. Macklin Public School we ...

... are proud to have a dedicated staff who sincerely care about our students. We work hard to build positive relationships and foster a strong sense of belonging for every child. Our school community is committed to creating a welcoming, caring, respectful, and safe environment where diversity is valued and celebrated. We define student success by each child's ability to achieve their own personal best, regardless of physical, emotional, or academic challenges.

Our teachers are devoted to meeting the needs of all learners at I.V. Macklin Public School. They focus on providing authentic, relevant, and meaningful learning experiences that build the Alberta Education Competency Progressions - essential skills needed to thrive in an ever-changing world. Strengthening these competencies helps to ensure students' long-term success. At I.V. Macklin, we live by our motto, *Making a Difference*. Our students understand that even small actions can lead to meaningful change. Through opportunities in social justice, citizenship, and leadership activities, they grow into positive, contributing members of both our school and the global community, using their voices to support growth and change.

Our school places a strong emphasis on literacy and numeracy. Teachers collaborate regularly, analyzing a variety of student data to tailor their planning and instruction to best meet students' individual needs.

We are also proud to offer Music Programming for students in Grades 5–8. We believe music education plays an important role in providing an innovative, well-rounded academic experience. Our Program of Choice offers students enhanced music learning opportunities to inspire curiosity, build confidence, encourage creativity, and foster a sense of personal accomplishment.

Within our school, we house a CASA Classroom which supports students from within our division and the Peace Wapiti School Division.

# Our Education Plan is focused on:

Priority: Teaching and Learning	
<p><b>Outcome:</b> Quality teaching in an Optimum Learning environment is driven by <i>purposeful</i> planning, instruction, and assessment, and is <i>intentionally designed</i> to support the individual growth of every student.</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>✓ Division assurance survey data from students, staff, and parents.</li> <li>✓ Analysis of student achievement data from various assessments such as, provincial, division, school-based and classroom indicates student growth.</li> <li>✓ Instructional adjustments are informed by assessment data.</li> <li>✓ Students meet or exceed grade level or individualized goal expectations.</li> <li>✓ Satisfaction with the quality of education on the division assurance survey.</li> <li>✓ Parents of students with specialized learning needs are involved in child-centered goal planning.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>✓ understand what they are learning and why they are learning it.</li> <li>✓ future work is enhanced due to the feedback provided.</li> <li>✓ confidence, self-awareness, and enthusiasm for learning will increase.</li> </ul>
<p><b>Theory of Action:</b> IF educators use meaningful assessment data to understand learner strengths and needs, <b>THEN</b> they can design responsive, evidence-informed instruction which promotes equitable opportunities for student success.</p>	
<p><b>Using Strategies Aligned to the GPPSD Optimum Learning Framework and the Alberta Teacher Quality Standard (TQS):</b></p> <ol style="list-style-type: none"> <li>1. Use student assessment data, including classroom, coordinated division assessments and other evidence, to identify individual, small and whole class academic needs.</li> <li>2. Student academic needs inform instructional decisions and ensure alignment with curricular learning outcomes.</li> <li>3. Teachers meet the continuum of student needs through a variety of instructional strategies.</li> <li>4. Design multiple entry points into learning tasks to ensure accessibility and engagement for all students.</li> <li>5. Facilitate collaborative planning across grade levels and with administration to align assessment schedules and instructional goals.</li> <li>6. Apply vertical and horizontal curriculum alignment to ensure coherence and progression in student learning.</li> <li>7. Engage in collaborative professional learning that builds capacity to implement high-impact, instructional strategies that respond to student data.</li> <li>8. Ensure learning goals are visible, co-constructed, and reinforced with students throughout the learning process.</li> <li>9. Maintain ongoing, meaningful communication with families through report cards, IPPs, interviews, phone calls, and digital platforms.</li> </ol>	

<p><b>Outcome:</b> Quality teaching provides accurate, constructive and timely feedback on student learning.</p> <p><b>Theory of Action:</b>  <b>IF</b> assessment provides timely, specific feedback and informs purposeful teacher planning, <b>THEN</b> instruction will be responsive, targeted, and continuously strengthen student learning.</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>✓ Percentage of students achieving at levels 1, 2, 3, and 4 on report cards per term.</li> <li>✓ Analysis of EICS (Elk Island Catholic Schools) Math Assessment results at the student, class, cohort, and school levels.</li> <li>✓ Analysis of Alberta Education Numeracy results.</li> <li>✓ Ongoing formative assessments (e.g., exit slips, quick checks, math fluency tasks) to monitor progress toward mastery.</li> </ul>
<p><b>Key Strategies:</b></p> <ul style="list-style-type: none"> <li>• Utilize a variety and balance of assessments, allowing students a variety of ways to demonstrate their learning.</li> <li>• Use preassessments to support deliberate, intentional and targeted planning.</li> <li>• Provide actionable feedback to guide student growth.</li> <li>• Students are provided targeted goals, ‘I can...’ statements, exemplars, or posted curricular outcomes for clarity.</li> <li>• Adjust instruction based on assessment data to meet all learners’ needs.</li> <li>• Foster student self-assessment and reflection through small group, or individual conferencing.</li> <li>• Routinely review and adjustment of IPP (Individual Program Plan) goals with students/parents.</li> <li>• Use of Professional Learning time to develop assessments</li> <li>• Teacher, Learning Support Teacher and administration collaborate to develop responsive planning based on assessments.</li> </ul>	
<p><b>Outcome</b>  Student mastery of grade-level math facts.</p> <p><b>Theory of Action:</b>  <b>IF</b> we intentionally implement research-informed instructional strategies which target grade-specific math facts, <b>THEN</b> students’ overall numeracy achievement and fluency will improve.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Implement intentional instructional strategies which target grade-specific math facts.</li> <li>• Provide multiple, varied opportunities for students to practice and apply math facts in meaningful contexts.</li> <li>• Use small-group and individualized interventions to support students who are not yet meeting grade-level expectations.</li> <li>• Integrate technology and hands-on resources to build fluency and automaticity with math facts.</li> </ul>	

## Priority: Belonging

### Outcome:

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

**Theory of Action:** IF we build caring relationships, set clear expectations, support social emotional learning, honor Indigenous and diverse perspectives, promote wellness, and keep open communication with families, **THEN** IV Macklin staff, students and families will feel welcomed, safe, and a part of an inclusive community where they feel they truly belong.

### 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.
- ✓ Indigenous foundational knowledge in planning and instruction is evident in lessons.
- ✓ Build capacity for intercultural understanding, empathy, and mutual respect.
- ✓ Wellness focus is embedded into monthly staff meetings, school culture and classroom lesson planning.
- ✓ 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.
- ✓ School attendance rates are strong.