



Maude Clifford Public School

Principal: Teresa Rawlyk

Annual Education Results Report

2021-2022



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



**Maude
Clifford**
Public School

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GPPSD2357

Maude Clifford Public School

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Maude Clifford 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	80.2	80.0	n/a	85.1	85.6	n/a
	Citizenship	72.6	77.8	81.8	81.4	83.2	83.1
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6
	PAT: Acceptable	66.7	n/a	94.3	67.3	n/a	73.8
	PAT: Excellence	9.3	n/a	31.4	18.0	n/a	20.6
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0
	Education Quality	92.1	92.7	92.9	89.0	89.6	90.3
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.9	79.3	n/a	86.1	87.8	n/a
	Access to Supports and Services	69.2	62.1	n/a	81.6	82.6	n/a
Governance	Parental Involvement	62.1	83.6	72.5	78.8	79.5	81.5

Notes:

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

Alberta Education Assurance Measures Results		Maude Clifford Public School				
Overall Multi Year Summary		2018	2019	2020	2021	2022
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	80.0	80.2
	Citizenship	90.3	86.9	76.6	77.8	72.6
	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	87.5	94.3	n/a	n/a	66.7
	PAT: Excellence	19.1	31.4	n/a	n/a	9.3
	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	97.5	92.9	93	92.7	92.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	79.3	76.9
	Access to Supports and Services	n/a	n/a	n/a	62.1	69.2
Governance	Parental Involvement	89.3	77.7	67.3	83.6	62.1

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

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Classroom instruction focuses on literacy and numeracy

Literacy

At Maude Clifford, we believe literacy is the foundation upon which we learn and grow. Developing strong literacy skills is one of the most effective ways to support our students' academic achievement across all subject areas. We are committed to improving our practice to build a solid foundation in reading and writing. This pursuit led us to review our Division's Balanced Literacy framework and we focused on supporting teachers as they embedded and refined their use of small group instruction within their daily practice.

In 2021-2022 we were assisted by our division's literacy coordinator who supported teachers in refining their use of running records and small group guided reading instruction. Illustrated in Table 1, our student population grew in their reading abilities with fewer students reading below grade level than the previous year. Most grade levels saw an increase in the number of students reading 'above grade level' as captured in Table 2. The students who continued to remain 'below' grade level at the end of the year, still progressed in their reading levels and they experienced slow, steady growth as outlined in Table 3.

To further assist our students in reading, we were fortunate to be able to provide literacy intervention to our grades 1-3 students to support pandemic recovery of learning loss resulting from the COVID-19 pandemic. This intervention was very specific and focused on building reading behaviours through developing letter knowledge and phonemic awareness which further enhanced the small group reading instruction occurring within grades 1-3 classrooms. It is evident in Graphic #1 the effectiveness of this targeted intervention and is further supported by the student growth per grade level observed in Table 2.

Literacy intervention, coupled with the implementation of the new Language Arts curriculum this year, has brought with it a more explicit focus on phonemic awareness. This in turn, led our grades 4-6 teachers to identify that they need further instruction and support in teaching phonemic awareness to their students who have not yet mastered these reading behaviours. Moving forward, one of our teachers will be providing professional development and support to build teacher capacity in this area. This will further enhance our ability to differentiate reading instruction for our students.

Our current evidence indicates that although we have seen some improvement, reading instruction must continue to be an area of focus. To support this work, we continue to dedicate a portion of our School Based budget to ensure teachers have the resources that they need.

Building teacher capacity in effective writing instruction came to our attention through teacher's inquiry work as well as observational data. Last year, teachers participated in a yearlong cycle of professional development to improve their writing instruction with writing specialist Adrienne Gear. Teachers co-developed common

writing rubrics across all grade levels to ensure common writing expectations. Teachers reported that the professional development and common rubrics improved their ability to evaluate student work and differentiate their teaching based on student’s needs.

We are in the beginning stages of implementation and the collection of writing data. Moving forward, our students will participate in a School Wide Write assessment each term. Our initial data, found in Table 5 clearly demonstrates that a large percentage of students are struggling with writing. There are limited students who are achieving excellence. Since our professional development, it is evident that we have begun to apply what we have learned as student growth has occurred in a short period of time with fewer students writing below grade level. We anticipate seeing growth in our students’ writing abilities as we implement the effective writing instructional strategies we have learned, collaboratively mark student writing, and increase our use of exemplars. Longitudinal evidence will be collected moving forward as we further refine our data collection to narrow in on the components of writing - meaning, style, form and conventions as well as gathering an average rubric score. This will allow us to further differentiate our instruction based on student’s needs.

Reading and writing growth is also tracked using Provincial Achievement Test scores. As predicted, we experienced a drop in achievement this spring as shown in Table 4. This data further supports that our focus on reading and writing instruction is what our students need.

Fountas and Pinnell Reading Assessments – Table 1

All Students			
Levels	Below Grade Level	At Grade Level	Above Grade Level
2021-2022	27%	36%	37%
2020-2021	31.5%	31.5%	37%
2019-2020	27%	36.5%	38.5%
2018-2019	22%	29%	49%

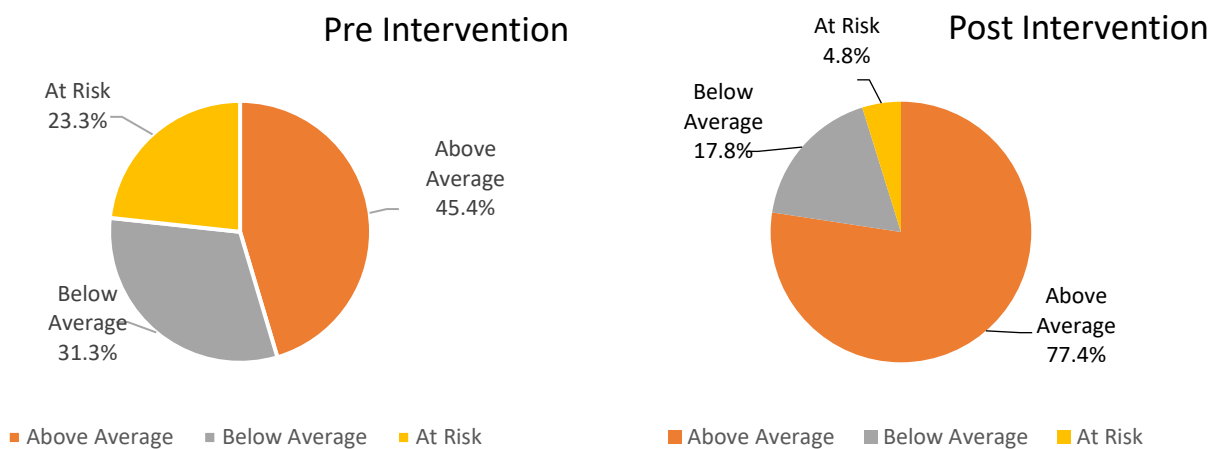
School Based Fountas and Pinnell Data Beginning and End of Year - Table 2

Student Grade Level	Beginning At Grade Level	End At Grade Level	Beginning Above Grade Level	End Above Grade Level	Beginning Below Grade Level	End Below Grade Level	Total Number of Students
One	22	12	10	19	13	14	45
Two	11	14	17	22	20	12	48
Three	27	31	8	9	15	10	50
Four	9	11	29	30	13	10	51
Five	16	17	11	12	12	10	39
Six	11	18	15	15	27	20	53
Total	96	103	90	107	100	76	286

**Average Growth of Below Grade Level Students Grades 1-3
(Fountas and Pinnell Assessment) - Table 3**

Student Grade Level	Number of Students Ended Below	Average Number of Levels Grown
One	14	2.4
Two	12	2.3
Three	8	2.4

Literacy Intervention (Grades 1-3) - Graphic 1



Provincial Achievement Exam Data - Table 4

	Language Arts Reading		Language Arts Writing		Math	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	79	17	92	9	63	4
2020-2021	NA	NA	NA	NA	NA	NA
2019-2020	NA	NA	NA	NA	NA	NA
2018-2019	100	59	100	10	88	28
2017-2018	97	42	100	18	85	9
2016-2017	89	34	91	2	76	13

School Wide Write Assessment – Table 5

Rubric Score	Fall 2021	Spring 2022
4	1%	9%
3	22%	36%
2	46%	36%
1	31%	20%

Numeracy

Student achievement in mathematics at Maude Clifford has traditionally been strong, as measured by pre-pandemic Provincial Achievement Tests. Since the pandemic, our school generated data has declined indicating that this is an area of growth which was further confirmed with our most recent Provincial Achievement Test data located in Table 4.

Administration of the Math Intervention Programming Instrument (MIPI) in the Fall of 2021 showed lower than expected achievement on previous grade level outcomes across grades 2-6. It was suspected that this was in part due to the process and conditions of the assessment. Changes were implemented in the Fall of 2022 providing a more controlled environment, a paper-based test, and more time given for those that needed it. We eliminated the challenges that many younger students previously faced, by eliminating the computer interface as it had used up time and had dysregulated many individuals. As predicted, by implementing these changes, the writing of the MIPI assessment in the Fall of 2022 more accurately reflects our student's abilities as seen in Table 6. We also observed that fewer students exhibited signs of dysregulation and frustration. More students were able to attend to the mathematics, demonstrating their thinking on paper and were not overwhelmed.

Despite the improvement in the Fall 2022 MIPI results, mathematics achievement is increasingly indicated as an area of need. Teachers have made progress in applying small group structures for differentiated support and have begun to reintroduce manipulatives to support instruction which were not used as regularly during the height of the pandemic. Improvement in achievement was most evident in our grade two and three students. These students were prioritized for intervention at the start of the year which gave grade one students more time for classroom instruction and a shorter intervention cycle. Our data indicated that the intervention was most effective in supporting our 'at risk' students as captured in Graphic 2. We feel very fortunate that we can continue to offer similar intervention for the 2022-2023 school year.

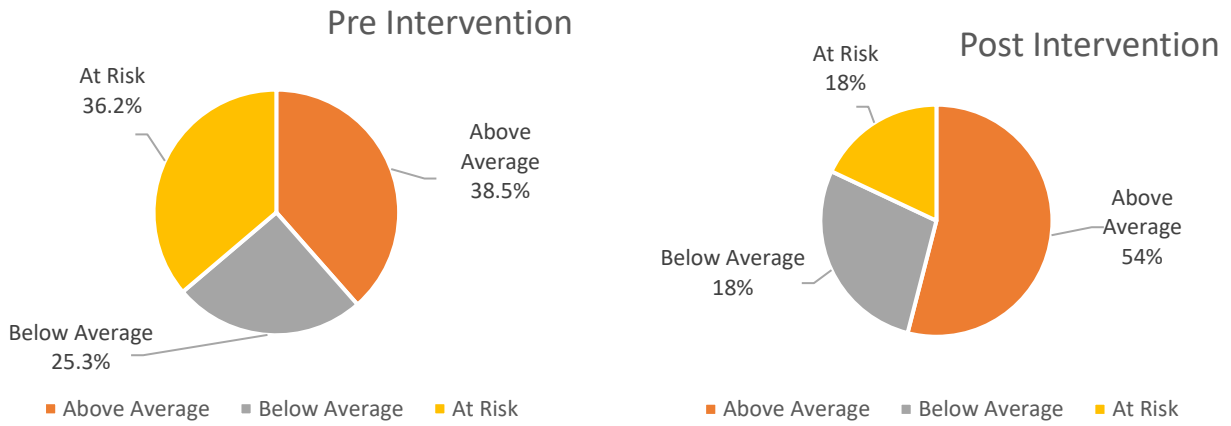
As our students' progress, the data indicates that they struggle more each year in mathematics. Moving forward, we will need to further build our capacity in providing targeted small group mathematics instruction, based on identifying individual student needs as evidenced in the assessments. As we transition to the new curriculum, we will be focusing on our planning and instruction to ensure that we are spiraling our concepts so that they are not taught in isolation but visited repeatedly over the course of the year. In addition, our focus will be to identify the areas within the curriculum that require bridging and additional teaching. With the implementation of the new mathematics curriculum, we anticipate that it will take time to improve our results.

Division and School MIPI Numeracy Assessment – Table 6

MIPI Numeracy Grades 2-6	Maude Clifford All Students Grades 2-6		Division All Students	
	At	Below	At	Below
2021 (Oct)	44%	56%	29%	71%
2022 (Oct)	64%	36%	33%	67%

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

Numeracy Intervention (Grades 1-3) - Graphic 2



Priority: Teaching and Learning

Outcome: Collaborative practices improve staff and student learning.

At Maude Clifford, we align our professional learning directly with the priorities outlined in our Three-Year Education Plan. Our focus is on building the capacity of our teachers' instructional practices to improve student learning. Last year, we engaged in collaborative professional learning with Adrienne Gear to inform our writing instruction. Through anecdotal evidence, teachers have reported that they feel more confident and equipped to teach writing. Our data in Table 5 supports this anecdotal evidence. It is evident that we have begun to apply what we have learned as student growth has occurred. In addition, the positive impact of our professional development is identified in Table 7. Moving forward, we will continue to work together to refine our writing instruction and improve our ability to evaluate student work through collaborative marking. As we further refine our data collection to narrow in on the components of writing – meaning, style, form and conventions, areas of strength and growth in our instruction will be identified. This in turn will direct our professional learning as we expand our specific teaching strategies in writing to further differentiate our instruction based on students' needs. This work will also continue to support the strong results found in Table 8 in which we use a range of data sources.

Given the specific, intentional focus on professional development in writing, we were surprised that there was not growth within our Division Assurance Survey in the percentage of teachers who felt Professional Learning Fridays were used to support professional growth that focused on student achievement than the previous year as noted in Table 8. Moving forward, we are being explicit in our language every month as to how our professional development is connected to our school and division priorities and the specific link to student achievement. We anticipate that using intentional, explicit language and making connections at the forefront of our work each month with teachers may bring growth in this area.

In addition to our targeted professional learning, it is through inquiry-based growth planning and generative dialogue that we prioritize Teacher Quality Standard 3 – a teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. All teachers have developed their own professional inquiry question which directs them as they improve their practice as it relates to student achievement. Last year, teachers were provided with substitute release time to meet individually with both administrators during the school day. The data reflected in Table 8 illustrates that this structure was not sustainable as it was costly and did not meet the needs of teachers. Moving forward, inquiry-based growth planning has been embedded within our professional learning days and teachers are working within collaborative groups to move their learning forward as well as meeting three times a year with administration. We anticipate that this change in structure will result in an improvement in our results.

An area of growth identified in Table 8 is the feedback administration provides to staff on instructional practices using multiple strategies. Moving forward, we are prioritizing planning and instruction within our professional learning days providing the platform for dialogue and feedback of instructional strategies as we

work together to plan and implement the new curriculum. Inquiry based professional development springboards our conversations about professional practice. Organized classroom observations pertaining to a teacher identified inquiry and area of growth, have not yet been implemented. We recognize that this is our next step forward in providing feedback to staff on instructional practices.

Provincial Assurance Survey – Table 7									
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.									
	MC			Division			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Teacher	91.7	78.8	87.5	84.2	77.9	79.2	85.0	84.9	83.7

Division Assurance Survey – Table 8				
Percentage of teachers agree that:				
	MC		GPPSD	
	2021	2022	2021	2022
We use Professional Learning Fridays to support professional growth that focuses on student achievement	88%	88%	89%	94%
We use Professional Learning Fridays for collaboration related to our professional growth inquiry questions	100%	88%	90%	94%
Administration provides feedback to staff on instructional practices using multiple strategies	81%	76%	86%	91%
Our School uses a range of data sources to inform planning, instruction and assessment of students	100%	100%	97%	98%
Our school has high expectations for students about their academics and behaviour	95%	93%	93%	90%

Priority: Inclusion

Outcome: Our school is a welcoming, caring, respectful and safe environment where students, staff and families have a strong sense of belonging

Maude Clifford School is committed to building a safe learning environment that respects diversity and fosters a sense of belonging for all. Supporting the emotional and physical well-being of students is an important focus for our school community as we believe students need to be physically and mentally prepared to take part in academic learning. We support this priority through our intentional focus on the Social Emotional Learning (SEL) of our students as well as our daily intramural program.

At Maude Clifford, we strive to refine and enhance school-wide approaches to Social Emotional Learning. We use the PATHS and Emozi programs to support our students through free standing lessons, general teaching practices and the integration of skills through academic curriculum along with other resources. We continue to partner with our Tri-District Wellness Team to support our Students and Staff Wellness. In grade six, for example, our schools' Wellness Coach worked alongside classroom teachers to present on Dialectical Behaviour Therapy (DBT). DBT is an evidence-based model that helps people learn and use new skills and strategies to increase their Social Emotional capacity. Moving forward, in the 2022-2023 school year we have the privilege of being a CORE school and working one day a week with the Mental Health Wellness Coach of our division. We are partnering to promote positive mental and emotional wellbeing throughout our school. Teachers will have the opportunity to be trained in utilizing the Little Spot program which is a story-based program teaching students about emotions, building relationships, meaningful decision making, diversity and belonging. The timing of this opportunity is exceptional as teachers have recently identified that we need to further build students' knowledge and skills to identify emotions, express feelings appropriately, provide strategies for self-regulation and celebrate diversity in many forms. In addition, this program is used extensively by division staff who support the mental health of Maude Clifford students during 1-1 counselling sessions. It through our partnership with The Community Foundation of Northwestern Alberta that we have secured the necessary resources to implement this program. We are so thankful for their support as we work to enhance our school-wide approach to Social Emotional Learning.

Fostering a strong school culture is an integral component to supporting our priority. We are thankful to once again host gatherings and assemblies to build positive connections between students and families. In the 2021-2022 school year, we were able to host a family movie night providing the platform for reconnection amongst our community. Moving forward we have revised our 'Meet the Teacher' night to create a 'Meet and Greet' prior to the first day of classes for students. This has facilitated the opportunity for students and families to drop off their supplies, meet their teacher, check out their classroom and reduce the worries about the first day of school for both parents and students. We have also adjusted the structure of our assemblies to focus on celebrating the learning of our students; with teachers presenting their awards and providing students with a personal note and verbal speech regarding their achievement. Our hope is that this shift in practice brings a more individualistic and authentic approach to student recognition as we celebrate their learning.

Another key component of our culture is nurturing leadership opportunities for our students. Students have a wide variety of options to lead within our school: Lunchroom Monitors, Administrative Assistant Helpers, School Patrollers, Library Assistants, Reading Buddies etc. It is through these opportunities that a sense of belonging and positive school culture is further cultivated.

Within our school culture, we acknowledge and embrace our collective responsibility to the reconciliation process. Partnering with our Indigenous Liaison, Auntie Krista and Elder Theresa Glaude we commit to building our Indigenous foundational knowledge and aspire to embed and apply our knowledge to our daily practice as shown in Table 10. In the 2022-2023 school year, we continue to focus on the Seven Sacred Teachings both within the classroom and as a collective school community. Our students are recognized at our monthly assemblies for embracing these teachings and together we partner to support those in our community through acts of Love such as collecting Food Bank donations and raising money for Ronald McDonald House. Embedding the Seven Sacred Teachings into our culture further supports us as we build students who display strong citizenship, taking care of themselves and their communities. In our survey data this is an area of growth and moving forward we strive to highlight our work more explicitly as a school as we build our citizenship.

Overall, our survey data indicates general satisfaction with the school in our approach to inclusion and creating a welcoming, caring respectful and safe environment as seen in Tables 9 – 11. We recognize that there is room for improvement and strive to create an environment in which all students, staff and families can flourish. Moving forward we need to explicitly reach out to our grade four parent population to increase the percentage of responses on our Provincial Assurance Survey as historically there is a limited response providing us with only a small sample size. Our provincial data reflects only a few families whereas our division data provides us with a greater glimpse into the level of satisfaction of our collective school community. Another area of focus is how the workplace supports staff wellness. Moving forward we have gathered feedback from staff to gain a clearer picture of what this means to each individual. Staff have indicated that strong communication, support with student concerns/discipline and collaborative time with grade level partners supports their staff wellness. In the 2022-2023 school year, we have implemented the feedback of staff and are confident that our results will improve. In addition, we are working with our grade 4-6 students to gain a better understanding of what it means to them for their learning environment to be welcoming, caring, respectful and safe as well as engaging. It is through this work that we are partnering together to improve our collective understanding and address student needs.

Provincial Assurance Survey-Table 9									
Percentage of teacher, parent and student agreement that 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			Division			Province		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Overall	85%	82%	83%	89%	90%	86%	89%	90%	89%
Parent	84%	* %	79%	90%	91%	85%	90%	91%	90%
Student	76%	67%	76%	91%	83%	81%	83%	84%	83%
Teacher	95 %	96 %	93%	96%	95%	93%	95%	95%	94%

Provincial Assurance Survey – Table 10				
Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.				
	School		Province	
	2021	2022	2021	2022
Overall	79%	77%	86%	85%
Parent	*	73%	89%	89%
Student	65%	68%	72%	71%
Teacher	93%	90%	96%	96%

Division Assurance Survey Data-Table 11				
Percentage of parents, students and staff who agree,		Parents	Students	Staff
Schools are Welcoming, Caring, Respectful and Safe Environments				
	2021	95%	87%	96%
	2022	99%	84%	88%
Student Emotional, Physical Well-Being and Mental Health is Supported				
	2021	95%	87%	91%
	2022	99%	85%	87%
Students are Acquiring and Applying Indigenous Foundational Knowledge				
	2021	92%	95%	100%
	2022	99%	95%	89%
Satisfaction with Learner Supports				
	2021	92%	NA	81%
	2022	85%	NA	81%
Student Learn About Citizenship, Community and are Prepared for Life After High School				
	2021	95%	94%	90%
	2022	96%	92%	90%
My workplace supports my wellness				
	2021	NA	NA	81%
	2022	NA	NA	71%

Provincial Assurance Survey-Table 12				
Percentage of parents, students and teachers who agree that students are engaged in their learning.				
	School		Province	
	2021	2022	2021	2022
Overall	92%	84%	86 %	85%
Parent	100%	85%	89%	89%
Student	76%	66%	72 %	71%
Teacher	100%	100%	96 %	96%