



Maude Clifford Public School

Principal: Jason Mestinsek

3-Year School Education Plan

2021/2022 – 2023/2024



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



**Maude
Clifford**
Public School

www.gppsd.ab.ca/school/maudeclifford



GPPSD2357

Who we are!

Mission: Maude Clifford Public School is a caring, innovative community that fosters academic growth and social responsibility to develop successful life-long learners.

Vision: We provide energetic and enthusiastic learning experiences guided by our vision to deliver instruction that best meets the needs of all our students.

K to Grade 8



321 Students



26 Staff



School Council our Partners in Education

Meets the first Wednesday of every month at 7:00 pm

Please join us! Email: maudecliffordschoolcouncil@gmail.com for info



At Maude Clifford Public School we ...

... prioritize achievement in literacy and numeracy, and recognize they are the foundations of our student's future success. We know that our students thrive in an environment of effective, relevant instruction, grounded in the Alberta Program of Studies, and current research into student learning. Instruction is guided by teachers who engage in extensive learning and reflection about pedagogy and content.

At Maude Clifford, we know that students thrive in an environment where they feel safe and supported, where they're interested in what they're learning, and where they're challenged with engaging, purposeful learning experiences that build on their natural curiosity. Our school's vision of inclusion also encompasses our commitment to our school culture where all students are welcomed and provided opportunities to succeed. Emphasis will be placed on honoring and elevating the distinct and important contributions and perspectives of the First Nations, Metis, and Inuit in our school and in our community.

Our Education Plan is focused on:

Priority: Teaching and Learning

Outcome: Classroom instruction focuses on literacy and numeracy

Strategies

- evidence of student learning informs instructional practice
- balanced/early literacy framework implemented in all classrooms
- application of small group structures for differentiated support
- integration of literacy outcomes across subjects
- professional development focused on effective writing instruction

Evidence

- student growth as indicated by F&P BAS scores
- students can explain what they are learning and why
- observable improvement in student writing using common rubrics
- improved math scores measured by MIPI, Counting Principles
- flexible, effective use of mathematical models evident in student work, and visible throughout the school
- improved report card marks

Outcome: Collaborative Practices improve staff and student learning

Strategies

- professional development/teacher inquiry focused on instruction
- teacher collaboration time, focused on evidence of student learning
- evidence of student learning used to inform instructional practice
- implementation of a differentiated, evidence-based intervention program
- use of common writing standards in each grade
- teacher inquiry questions linked to instructional practice
- creation of leadership opportunities for teachers
- improvements in student learning are recognized and celebrated

Evidence

- improvements in student achievement indicators (BAS, MIPI, CP, Writing)
- Provincial and School Division Assurance survey results
- students can articulate what they are learning and why (interviews, survey, observations)

Priority: Inclusion

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

Strategies

- development of a vision of inclusion with stakeholders
- culture of inclusion is embraced and practiced throughout the school (Restorative Practice, PATHS, teaching students with ACEs), differentiated supports, Pyramid of Intervention, etc.).
- develop and implement a schoolwide Social Emotional Learning plan
- school planning will incorporate the unique perspective and contributions of the First Nations, Metis, and Inuit

Evidence

- Provincial and Division Assurance survey results
- staff and student attendance
- supports are provided to all staff and students that match their individual needs
- whole-school, instructional and operational planning embeds strategies to support inclusion