



Maude Clifford Public School

Principal: Teresa Rawlyk

Annual Education Results Report

2022-2023



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



**Maude
Clifford**
Public School

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GPPSD2357


Maude Clifford Public School

Fall 2023 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	83.2	80.2	80.2	84.4	85.1	85.1
	Citizenship	91.8	72.6	74.6	80.3	81.4	82.3
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2
	PAT: Acceptable	77.5	64.7	n/a	63.3	64.3	n/a
	PAT: Excellence	15.0	9.8	n/a	16.0	17.7	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a
	Education Quality	92.7	92.1	92.5	88.1	89.0	89.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.6	76.9	76.9	84.7	86.1	86.1
	Access to Supports and Services	86.3	69.2	69.2	80.6	81.6	81.6
Governance	Parental Involvement	82.8	62.1	64.7	79.1	78.8	80.3

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 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.
- Aggregated PAT results are based upon 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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						
Overall Multi Year Summary						
Assurance Domain	Measure	Maude Clifford Public School				
		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	80.0	80.2	83.2
	Citizenship	86.9	76.6	77.8	72.6	91.8
	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
	PAT: Acceptable	94.3	n/a	n/a	66.7	77.5
	PAT: Excellence	31.4	n/a	n/a	9.3	15
	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	92.9	93	92.7	92.1	92.7
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	79.3	76.9	93.6
	Access to Supports and Services	n/a	n/a	62.1	69.2	86.3
Governance	Parental Involvement	77.7	67.3	83.6	62.1	82.8

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

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 focus on long and short-range planning with the implementation of the new curriculum.

In 2022-2023 we worked collaboratively with Angela DesBarres, former GPPSD Director of Teaching and Learning and currently employed with Northwest Regional Learning Consortium, who supported teachers in building long and short-range plans as they implemented the new Language Arts curriculum. We continued to reinforce the practice of daily small group instruction through the lens of the new curriculum. 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. 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, brought with it a more explicit focus on phonemic awareness. This in turn, led our grades 4-6 teachers to identify that they needed further instruction and support in teaching phonemic awareness to their students who had not yet mastered these reading behaviours. In 2022-2023 one of our teachers offered professional development in this area for staff which supported building the capacity of our teachers. This has further enhanced 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.

Fountas and Pinnell Reading Assessments – Table 1

All Students			
Levels	Below Grade Level	At Grade Level	Above Grade Level
2022-2023	23%	32%	45%
2021-2022	25%	37%	38%
2020-2021	31.5%	31.5%	37%
2019-2020	27%	36.5%	38.5%
2018-2019	22%	29%	49%

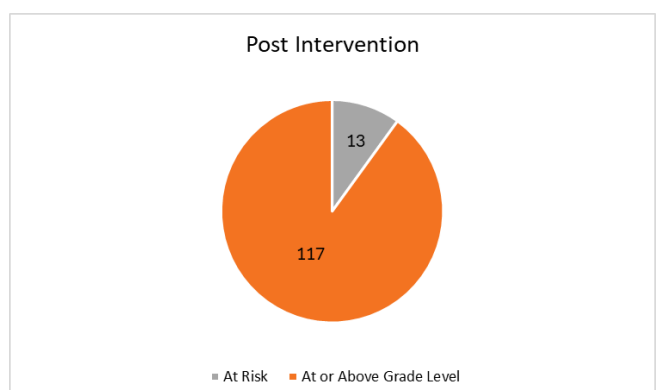
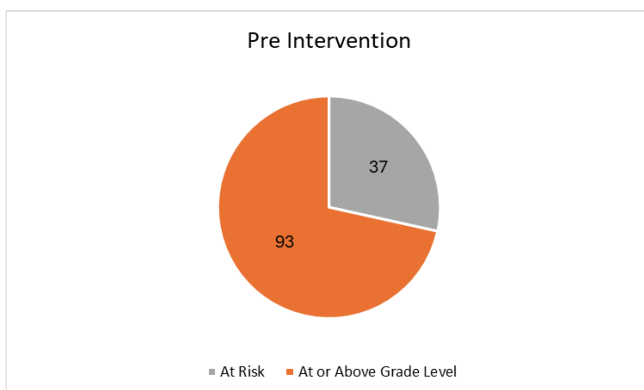
School Based Fountas and Pinnell Data Beginning and End of Year - Table 2

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
Two	13	20	12	12	15	8	40
Three	18	13	8	16	10	7	36
Four	20	16	20	26	6	4	46
Five	10	6	23	28	13	12	46
Six	13	16	14	11	11	11	38
Total	74	71	77	93	55	42	206

Average Growth of Below Grade Level Students Grades 2-4 (Fountas and Pinnell Assessment) - Table 3

Student Grade Level	Number of Students Ended Below	Average Number of Levels Grown
Two	8	2.5
Three	7	2.5
Four	4	3.3

Literacy Intervention Profile (Grades 1-3) - Graphic 1



In 2021-2022, building teacher capacity in effective writing instruction became a focus at Maude Clifford. We have continued to strengthen our instructional writing capacity in 2022-2023 and are in the beginning stages of implementation as well as the collection of writing data. Our students participate in a School Wide Write assessment each term. The data found in Table 5 clearly demonstrates that our focus on writing is positively impacting our students' abilities. Students are continuing to make steady growth. We have seen an improvement in the number of students who are writing below grade level and many students have grown from being a developing writer to a proficient writer. There are limited students who are achieving excellence.

This year our collection of data narrows in on the components of writing – meaning, style, form, and conventions. It is evident within Table 6 that our students have grown and improved in each of the components with our younger students demonstrating the greatest level of growth. Growth for our younger students is found predominantly within the components of meaning and conventions as our students take great leaps at this age from writing their own name to constructing a full sentence. As students age, the speed of growth slows, and it is evident that there is a shift in focus towards the components of style and form. At this age, our older students are focusing on refining their writing and increasing its depth. Narrowing in on our collection of data has provided us with the opportunity to see areas of strength and growth in our instruction. In turn, this has directed 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.

School Wide Write Assessment – Table 5				
Rubric Score	Fall 2021	Spring 2022	Fall 2022	Spring 2023
4 Excellent	1%	9%	3%	6%
3 Proficient	22%	36%	23%	33%
2 Developing	46%	36%	41%	43%
1 Emerging	31%	20%	33%	18%

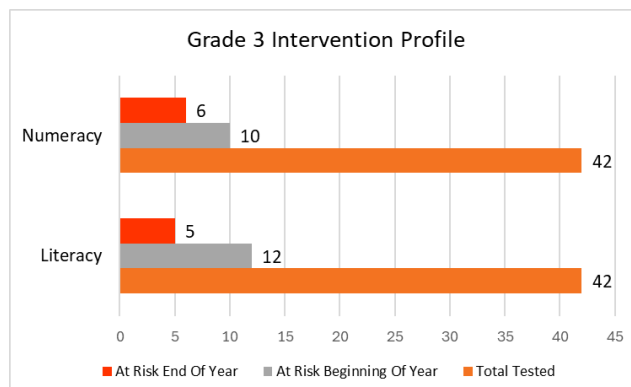
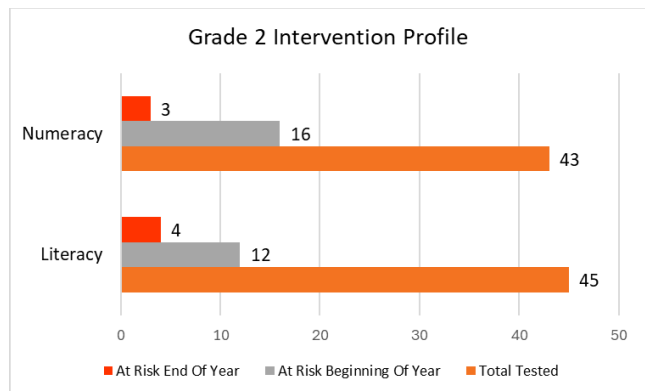
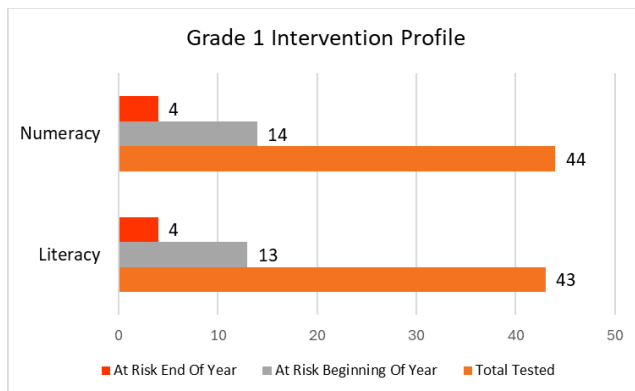
School Wide Write Component Growth – Table 6					
	Meaning	Style	Form	Conventions	Overall Growth
School Wide	0.6	0.7	0.6	0.6	0.5
Grade 1	1.4	1.4	1.2	1.4	1.04
Grade 2	0.8	0.6	0.6	0.7	0.57
Grade 3	0.3	0.5	0.5	0.2	0.47
Grade 4	0.5	0.5	0.5	0.6	0.35
Grade 5	0.3	0.3	0.2	0.3	0.21
Grade 6	0.4	0.6	0.6	0.4	0.39

In 2022-2023 we worked collaboratively with Tracie Anthony, Numeracy Coordinator, who supported teachers in building long and short-range plans as they implemented the new Mathematics curriculum. We specifically focused on spiraling our concepts so that they were not taught in isolation but visited repeatedly over the course of the year. We identified areas within the curriculum that required bridging and additional teaching. Given that some concepts moved down a grade level and occasionally two, extensive bridging and additional teaching was required. We anticipate that with the implementation of the new Mathematics curriculum it will take time for our students to acquire the necessary knowledge and skills. We will continue to reinforce the practice of daily small group instruction through the lens of the new curriculum. In addition, we will be looking at the vertical alignment of concepts.

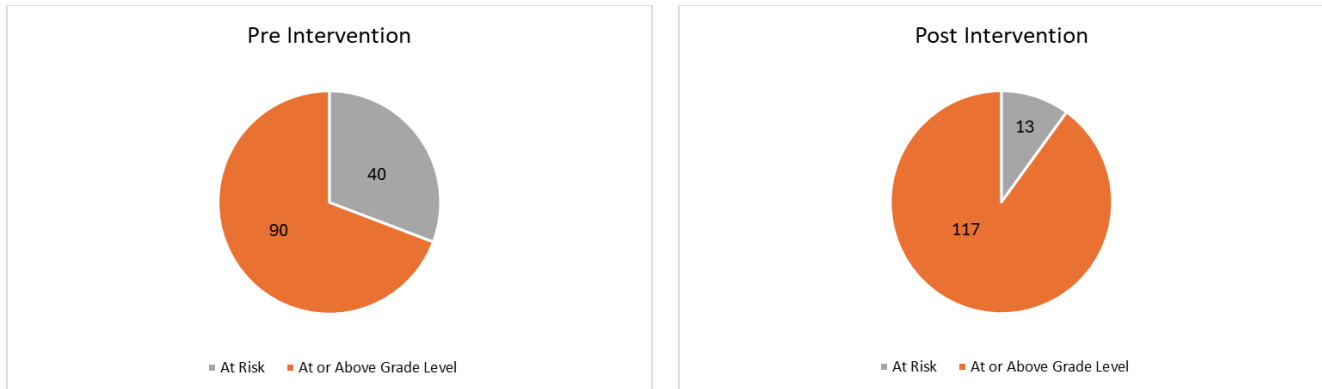
Numeracy Intervention has played a key role in supporting our students' achievement. Improvement in achievement was most evident in our grade one and two students as noted in Graphic 2. Our data indicated that the intervention was very effective in supporting our 'at risk' students as captured in Graphic 3. We feel very fortunate that we can continue to offer similar intervention for the 2023-2024 school year.

Reading, writing, and math growth are also tracked using Provincial Achievement Test scores. Since we optionally implemented the new Language Arts and Mathematics curriculum this year, our students did not participate in the Provincial Achievement Tests. Next year, we will have the opportunity to reflect on this data.

Numeracy Intervention (Grades 1-3) - Graphic 2



Numeracy Intervention (Grades 1-3) - Graphic 3



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. We continue to demonstrate in Table 7 that our professional development is focused, systematic and contributes to our teachers' ongoing professional growth. Moving forward, we will continue to build our instructional capacity in writing through collaborative marking, identifying our next steps in instruction, use of exemplars, and the purchase of additional anchor texts to support instruction. We anticipate that purchasing anchor texts which are cross curricular will support teachers in creating more writing opportunities across the content areas. A few of our teachers have identified that to move their instruction forward they will begin to explore regularly conferencing with their students about their writing.

Our Professional Learning Fridays are designed to support professional growth that focuses on student achievement. We have been 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. This intentional action and making connections at the forefront of our work each month with staff has brought growth in this area as identified in Table 8. Moving forward we will continue to be explicit in our language each month and make connections at the beginning of our work.

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. 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. This change in structure has been a positive shift for our staff as illustrated in Table 8 and we will continue to utilize this structure moving forward.

The new curriculum presented the opportunity to prioritize planning and instruction within our professional learning days. This created a platform for dialogue and feedback of instructional strategies as we worked together to plan and implement the new curriculum. In Table 8 growth is evident in the feedback administration provides to staff on instructional practices using multiple strategies. Inquiry based professional development and the structure implemented has also provided a springboard for conversations about professional practice. Moving forward, we will embed Diverse Learning Blocks into our timetable where teachers will have the opportunity to work with administration to identify an area of student growth, create a pre/post assessment and create a variety of mini lessons to meet the diverse learning needs of students. Administration will be an active participant in all aspects from co-planning, assessing, teaching, and debriefing.

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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Teacher	91.7	78.8	87.5	86.3	84.2	77.9	79.2	85.1	85.0	84.9	83.7	82.2

Division Assurance Survey – Table 8						
Percentage of teachers agree that:						
	MC			GPPSD		
	2021	2022	2023	2021	2022	2023
We use Professional Learning Fridays to support professional growth that focuses on student achievement	88%	88%	100%	89%	94%	94%
We use Professional Learning Fridays for collaboration related to our professional growth inquiry questions	100%	88%	100%	90%	94%	96%
Administration provides feedback to staff on instructional practices using multiple strategies	81%	76%	100%	86%	91%	92%
Our School uses a range of data sources to inform planning, instruction and assessment of students	100%	100%	100%	97%	98%	99%
Our school has high expectations for students about their academics and behaviour	95%	93%	100%	93%	90%	89%

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. Tables 9-11 capture our recent growth.

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 division Wellness Team to support our student 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. In 2022-2023 we had the privilege of being a CORE school and working one day a week with the Mental Health Wellness Coach of our division. We partnered together to promote positive mental and emotional wellbeing throughout our school. Teachers were 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. Our Wellness coach modelled 8 lessons for each teacher and supported us in our school wide social emotional events. Parents were provided with 'Dinner Talk' which recapped the teaching of the day and offered suggestions for dinner time questions surrounding the learning which had taken place. The timing of this opportunity was exceptional as our teachers had recently identified that we needed 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. Through our partnership with The Community Foundation of Northwestern Alberta we 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. Moving forward, we are modelling the use of Little Spot for our staff and have embedded a book and lesson into each of our professional learning days, connecting the book and concept to our collective work and focus of the day. We will continue to embed social emotional learning opportunities into our classrooms and plan school wide events of connection like our 'Hot Chocolate by the Christmas Tree'.

Partnering with our stakeholders to promote positive mental and emotional well-being is a priority at Maude Clifford. Through our parent interest survey, we gathered data about social emotional health topics that interested parents. This led us to offer two evening sessions based on our 93 parents who responded to the survey – Emotional Regulation/Working Through Hard Things & Starting a Social Media Conversation. We had a small turnout for both sessions and the feedback was very positive. Moving forward, we will complete

another parent survey to gather updated data and then partner with our division Wellness Team to offer an evening session of popular interest to parents.

Fostering a strong school culture is an integral component to supporting our priority. At our Celebration of Learning assemblies', students are individually recognized for a specific character trait that they exhibit within our Ten Core Values of Leadership or a Seven Sacred Teaching. Teachers articulate in 3-4 sentences for each individual student how that student embodies the specific characteristic. Our Celebration of Learning clearly highlights the diversity of strengths within our student population and brings an authentic approach to student recognition as we celebrate their learning. Our school culture has also been positively impacted by the revision of our 'Meet the Teacher night to 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. The feedback from both parents and students has been very positive and we will continue to embed this practice.

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. Moving forward, students will have the opportunity to join school clubs such as skipping club, book club and homework club. We anticipate that additional opportunities to belong to a small group will continue to support the growth we have experienced as evident in Tables 9-11.

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 11. In the 2022-2023 school year, we returned our focus to the Seven Sacred Teachings both within the classroom and as a collective school community. At our monthly assemblies, our students are recognized for embracing these teachings, we also provide a whole school learning opportunity 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. Our growth in this area is evident in Tables 9-11. We will continue to highlight our work more explicitly as a school as we build our citizenship.

Overall, our survey data indicates improved satisfaction with the school in our approach to inclusion and creating a welcoming, caring respectful and safe environment as seen in Tables 9-11. Gathering feedback from staff to gain a clearer picture of what it means to them as individuals for the workplace to support staff wellness and then following through on their feedback has been central to our growth in this area. Strong communication, support with student concerns/discipline and collaborative time with grade level partners has been prioritized because of their feedback. Moving forward, we will continue to seek staff feedback and follow through with our commitments to support staff wellness.

Despite explicitly reaching out to our grade four parent population to increase the percentage of responses on our Provincial Assurance Survey we did not see a change in our historical trend of limited responses 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. We will continue to explicitly reach out to our grade four parent population each year as we benefit from even one or two more responses to the Provincial Assurance Survey.

In 2022-2023, we worked 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. We have seen some success in this area as identified in Tables 10-12. Moving forward, we will continue to build our understanding of what is important to our students and implement their feedback.

An area of growth as outlined in Table 11 was the satisfaction of learner supports. To improve this area, we have been intentional in completing parent intake meetings with our new families whose children require learning support, to gain an understanding of their goals and aspirations for their children. This opportunity allows us to demonstrate a team approach to their child’s educational journey and for parents to feel as though their voice matters. With our current families, whose children require learning support, we have provided more opportunities to meet to review programming, progress and connect regarding parents’ goals and aspirations for their children. We have also increased our monthly communication with the classroom teacher as well as our Learning Support teacher. We will continue to embed this practice each year as we strive to create an environment in which all students, staff and families can flourish.

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				Authority				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	85%	82%	83%	94%	89%	90%	86%	86.0%	89%	90%	89%	87.5%
Parent	84%	* %	79%	88%	90%	91%	85%	85.3%	90%	91%	90%	88.1%
Student	76%	67%	76%	94%	91%	83%	81%	80.2%	83%	84%	83%	81.5%
Teacher	95 %	96 %	93%	100%	96%	95%	93%	92.6%	95%	95%	94%	93.0%

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	2023	2021	2022	2023
Overall	79%	77%	94%	88%	86%	85%
Parent	*	73%	87%	88%	87%	86%
Student	65%	68%	94%	79%	78%	77%
Teacher	93%	90%	100%	95%	94%	92%

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%
	2023	99%	86%	98%
Student Emotional, Physical Well-Being and Mental Health is Supported				
	2021	95%	87%	91%
	2022	99%	85%	87%
	2023	99%	86%	98%
Students are Acquiring and Applying Indigenous Foundational Knowledge				
	2021	92%	95%	100%
	2022	99%	95%	89%
	2023	97%	98%	100%
Satisfaction with Learner Supports				
	2021	92%	NA	81%
	2022	85%	NA	81%
	2023	91%	NA	97%
Students Learn About Citizenship, Community and are Prepared for Life After High School				
	2021	95%	94%	90%
	2022	96%	92%	90%
	2023	98%	97%	97%
My workplace supports my wellness				
	2021	NA	NA	81%
	2022	NA	NA	71%
	2023	NA	NA	100%

Provincial Assurance Survey-Table 12						
Percentage of parents, students and teachers who agree that students are engaged in their learning.						
	School			Province		
	2021	2022	2023	2021	2022	2023
Overall	80%	80%	83%	86%	85%	84%
Parent	*	90%	87%	89%	89%	87%
Student	60%	58%	63%	72 %	71%	71%
Teacher	100%	93%	100%	96 %	96%	95%