



Maude Clifford Public School

Principal: James Hudyma

3-Year School Education Plan

2024/2025 – 2026/2027

Year 1 – 2024/2025



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



**Maude
Clifford**
Public School

<https://maudeclifford.gppsd.ab.ca/>

   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 to deliver instruction that best meets the needs of all our students.

K to Grade 6



287 Students



36 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 students' future success. We know 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 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 curiosities. Our school's vision of inclusion also encompasses our commitment to our school culture where all students are welcomed and provided with 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 supports the diverse learning needs of all students through responsive planning.

Strategies

- Supporting teacher short-, medium- and long-term planning
- Individualized Program Plans, targeted supports, classroom and school interventions and differentiated instruction supports diverse learning needs
- Intentional focus on instruction through collaborative planning and learning
- Small group instruction occurs daily, and small group intervention as needed
- Teachers analyze a range of data and engage in reflective practices to respond to the unique learning needs of their students

Evidence

- Teacher planning and instruction includes a response to student assessment evidence
- Student growth is demonstrated through provincial, division, classroom assessments
- Students are meeting goals or demonstrating growth in their Individualized Program Plans
- Professional learning and generative dialogue align with priorities and supporting diverse learning needs

Priority: Belonging

Outcome: Our school is a welcoming, caring, respectful and safe environment that supports the social emotional learning development of all students.

Strategies

- Common positive behaviour supports are demonstrated and modelled by all
- Social Emotional Learning is embraced and practiced throughout the school in a variety of ways including the use of research-based programs
- Intentional daily movement to increase regulation and engagement before instruction
- Provide professional learning to support teacher's planning for Social Emotional Learning
- Support parent understanding of Social Emotional learning
- Celebration of Learning recognizes individual student growth and achievement

Evidence

- Provincial and Division Assurance surveys
- Professional learning and generative dialogue align with priority of social emotional learning
- Intentional daily movement is embedded in teacher planning and student programming
- Students participate in school clubs, teams or student leadership opportunities
- Teacher lesson planning incorporates free standing lessons, general teaching practices and lessons embedded within the academic curriculum