cbe.ab.ca

Calgary Board of Education

Alberta Education Outcomes

- *Alberta's students are successful.*
- *First Nations, Metis, and Inuit students in Alberta are successful.*
- *Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.*
- *Alberta's K-12 education system and workforce are well-managed.*

CBE Results Policies

- *Results 1: Mission*
- *Results 2: Academic Success*
- *Results 3: Citizenship*
- *Results 4: Personal Development*
- *Results 5: Character*

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Mayland Heights School

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School Improvement Results Reporting | For the 2025-26 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2026-27 School Year p. 209).

This report includes results relative to the goals and outcomes set in the 2025-26 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
  - Strong student achievement for lifelong learning and success
- Well-Being
  - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
  - Students and employees experience a sense of belonging and connection.

Goal One: Student learning will improve through fair, accurate, and calibrated assessment practices.

Outcome One: Student achievement in reading (ELA and FLA) and mathematics will more accurately reflect where students are in relation to the learning outcomes through clearly communicated/visible learning targets from the programs of study, transparent success criteria for all students and timely, specific feedback.

Outcome Two: Students' oral language skills (ELA and FLA) will more accurately reflect where students are in relation to the learning outcomes through clearly communicated/visible learning targets from the programs of study, transparent success criteria for all students and timely, specific feedback.

Celebrations

- Decrease in the number of Grade 1-3 students enrolled in English program requiring additional **numeracy** supports on the Early Years Provincial Assessments in Spring 2026 compared to Winter 2026
- Decrease in the number of Grade 1-3 students requiring additional **literacy** supports on the Early Years Provincial Assessments in Spring 2026 compared to Winter 2026
- More grade 6 students are achieving the acceptable standard on the ELAL Part B Reading and Math 6 PATs
- More grade 5/6 students report feeling a connection to the texts they hear and read in class on CBE Student Survey

Areas for Growth

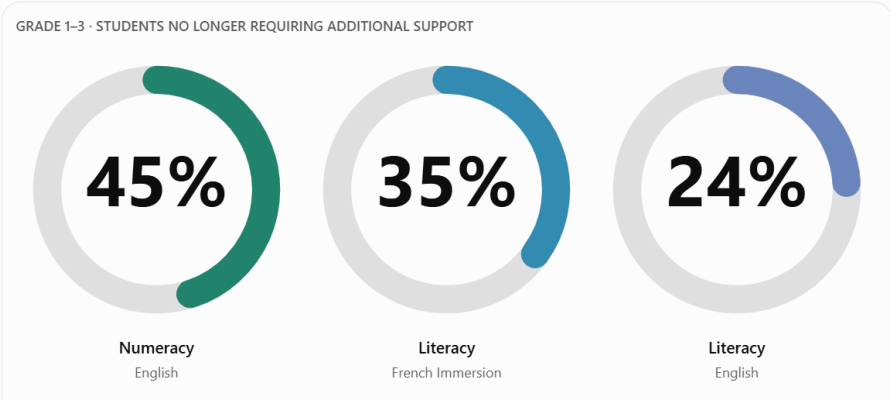
- Improve French Immersion student conceptual understanding of number including; counting, writing, naming and ordering numbers. addition, subtraction, using a number line, and equations.
- Increase number of students achieving acceptable standard on Grade 6 Mathematics/Mathematiques PAT
- Improve coherence between PAT achievement and report card achievement data for reading and mathematics stems

Next Steps

- Professional Learning Communities focused on improving literacy (reading) and mathematics student achievement through intentional assessment calibration and rigorous task design using system resources (Decision Trees for Reading/Number)
- Complexity teacher, resource teacher, learning leaders and EAs provide targeted intervention through push-in and pull-out approaches to improving literacy and numeracy skills for students in grades 1-6
- Co-teaching, teaching coaching and modelling of effective assessment practices and task design
- Consistent communication with families in relation to literacy and numeracy achievement in class to leverage at-home supports to improve numeracy and literacy skills for all students

Our Data Story:

Mayland Heights School is committed to helping every student build strong literacy and numeracy skills. Throughout the 2025–2026 school year, we focused on identifying learning needs early, providing additional support, and monitoring student progress.



Celebrations

Our Early Years Provincial Assessment results showed encouraging progress between winter and spring 2026. Among Grade 1–3 students who needed additional support in winter:

- 45% of students in English programming no longer required additional numeracy support by spring.
- 35% of students in French Immersion and 24% in English programming no longer required additional literacy support by spring.

These results show that many students made meaningful progress in developing foundational literacy and numeracy skills.

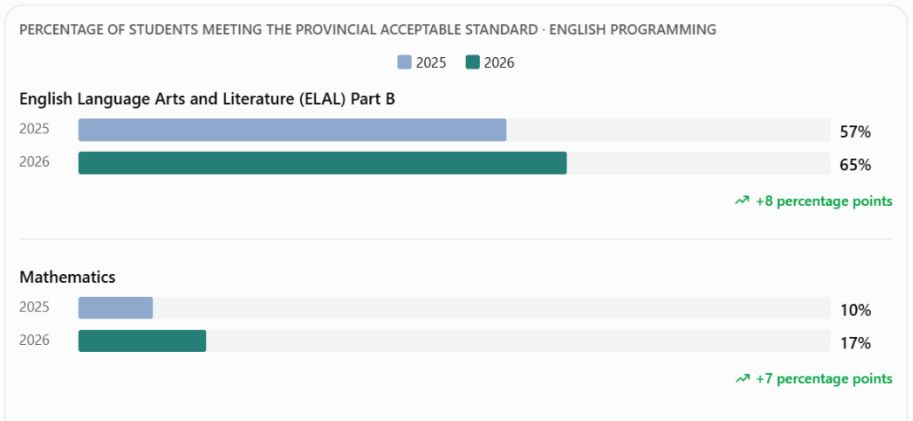
Areas for Growth

In French Immersion, 91% of Grade 1–3 students who needed additional numeracy support in winter continued to need additional supports in spring. At the Grade 6 level, Provincial Achievement Test (PAT) results showed improvement in both reading and mathematics. In English Language Arts and Literature (ELAL) Part B, the percentage of students meeting the provincial acceptable standard increased from 57% in 2025 to 65% in 2026, an increase of 8 percentage points. In Mathematics, the percentage increased from 10% to 17%, an increase of 7 percentage points in English programming.

While these improvements are encouraging, mathematics achievement remains an important area for growth. In 2026, 17% of students in English programming and 56% in French Immersion met the provincial acceptable standard in mathematics.

Next Steps

Strengthen reading and mathematics student achievement through building strong assessment practices and purposeful learning tasks in Professional Learning Communities. Leveraging system Decision Trees for Reading and Number will guide instructional decision making and help identify student learning needs. Co-teaching, coaching, and modelling effective instructional and assessment practices will support building consistent high-impact teaching practices. Complexity/resource teachers, learning leaders, and educational assistants will provide targeted literacy and numeracy support for students through classroom and small-group interventions. School will consistently communicate with families about learning at school and how to best support all students at home as well.



Goal Two: Student well-being will improve by cultivating calm, regulated learning environments.

Outcome One: Students' ability to cope with unexpected challenges and hard emotions at school will improve.

Outcome Two: Student perceptions of school as a safe and caring environment that fosters and maintains respectful and responsible behaviours will continue to improve.

Celebrations | Regulation and Belonging

- More grade 5/6 students perceive themselves has having strategies to use when they feel stressed at school
- More grade 5/6 report seeing their culture reflected in their learning at school
- Decrease in number of office referrals for regulation and co-regulation

Areas for Growth | Safety and Respect

- Less grade 4 students agree that their school environment feels safe and respectful
- Build staff and student capacity to foster a collective sense of safe and respectful behaviours at school

Next Steps

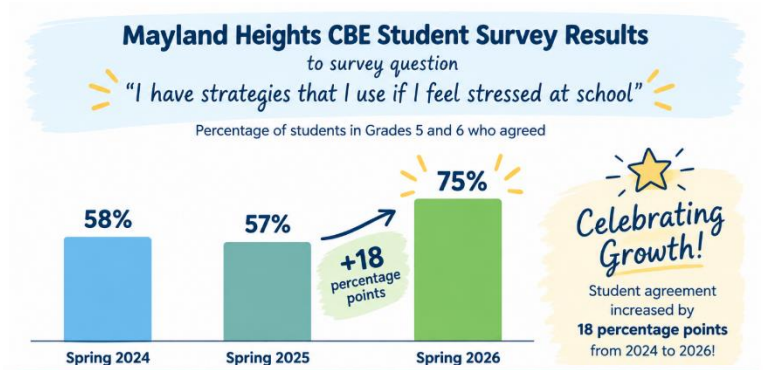
- Leverage collaborative response model and collaborative team meetings to continue to build staff and student capacity to maintain calm, regulated learning environments where safety and respect are prioritized
- Create zones of regulation visuals for teachers to have on lanyards to support regulation for EAL and complex learners
- Continuously build and refine classroom routines, structures and processes that support creating and maintaining regulated, calm classroom environments (engaging softy entry routines, rigorous tasks, clearly communicated plan for the day, etc.)

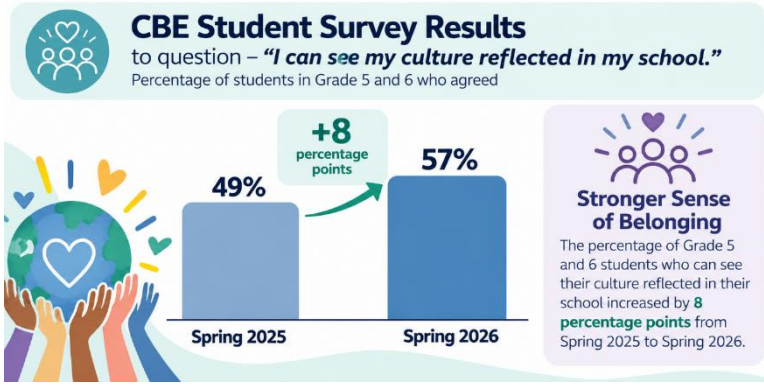
Our Data Story:

At Mayland Heights School, our goal is to improve student well-being by creating calm, supportive learning environments where every student feels safe, respected and connected. Throughout 2025–2026, we focused on helping students manage difficult emotions, cope with unexpected challenges and develop a stronger sense of safety at school.

Celebrations

Our student survey results showed encouraging growth in well-being. In spring 2026, 75% of students in Grades 5 and 6 reported having strategies to manage stress at school, an increase of 18 percentage points from 2025. Additionally, 57% of students agreed they could see their culture reflected in their school, an increase of 8 percentage points. Teacher perceptions also align in seeing positive growth in students' abilities to access and use a variety of regulation strategies at school.



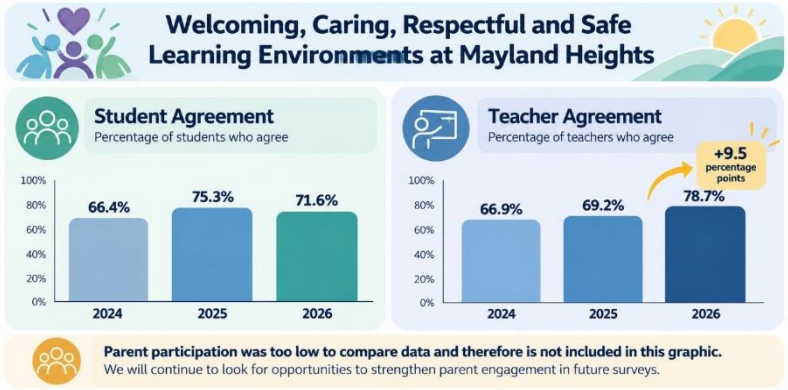


Areas for Growth

Alberta Education and Childcare Assurance (AECA) survey results also showed positive growth, with 78.7% of teachers agreeing that Mayland Heights provides a respectful and safe learning environment, an increase of 9.5 percentage points from 2025. Student agreement was 71.6%, a decrease from 75.3% in 2025, highlighting the need to continue strengthening students' feelings of safety and respectful relationships at school. Specifically, student agreement levels were lowest in response to the survey question "At school, do most students respect each other".

Next Steps

Our results highlight growth in students' ability to manage stress and feel represented at school, while identifying opportunities to strengthen belonging through building a greater sense of respect between students. Moving forward, staff will collaborate to build consistent, calm and inclusive learning environments through predictable routines, engaging learning tasks and clear expectations. Targeted strategies, including visual tools to support emotional regulation, will help students recognize and manage emotions, navigate challenges and build positive relationships. Student feedback, collaborative team meetings and ongoing partnerships with families will guide our efforts to strengthen student well-being and continuously cultivate calm, regulated learning environments.



Required Alberta Education and Childcare Assurance Measures (AECAM) Overall Summary - Fall 2026

Copy and insert in the space below the Overall Summary Chart from your school's Fall 2026 Alberta Education and Childcare Assurance Measures (AECAM) Chart. Crop it the outline of the chart, replacing the example chart below. Ensure that you are using the Fall 2026 AECAM chart and not a draft version of the Fall report. In the event the Fall 2026 AECAM report is not available by the time of posting, the chart from the Spring 2026 AECAM may be used.

The Alberta Education and Childcare Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education and Childcare Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

School: 9223 Mayland Heights School

Assurance Domain	Measure	Mayland Heights School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**82.0**	86.6	80.9	**84.2**	83.9	84.0	Low	Maintained	Issue
	Citizenship	**68.3**	65.9	66.0	**81.2**	79.8	79.8	Low	Maintained	Issue
	3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**n/a**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**n/a**	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	**87.3**	89.5	82.8	**87.8**	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**75.2**	75.6	73.2	**85.8**	84.4	84.4	Very Low	Maintained	Concern
	Access to Supports and Services	**67.5**	68.9	65.0	**79.5**	80.1	80.2	Very Low	Maintained	Concern
Governance	Parental Involvement	**73.8**	77.0	70.6	**79.9**	80.0	79.5	Low	Maintained	Issue