



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 Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

Mayland Heights School did not have Grade 6 students in French Immersion for the 2023-2024 school year. Therefore, only grade 6 students from the English program wrote the PATs in June 2024.

Grade 6 Science and Social Studies

	Below the acceptable standard	Standard of Excellence
Grade 6 Science	52%	8%
Grade 6 Social Studies	32%	8%

Although the two subjects are not directly comparable, when we look at the PAT results with the 2023-24 Grade 6 report card results, a different picture of student achievement emerges. For example, no Grade 6 students received a "1" on the report card, meaning all students met grade-level expectations. While the PAT results and report card grades align for students achieving excellence, there is an observed gap for students who are not meeting grade-level expectations. This indicates the need for better alignment between report card grades and PAT results for these students.



FLA/ELA Report Card Data | Reading vs Writing Stems

Students Achieving an Indicator of 1 or 2

	FLA	ELA
Reading Stem	35%	24%
Writing Stem	39%	38%

Students Achieving an Indicator of 4 “Excellence”

	FLA	ELA
Reading Stem	33%	26%
Writing Stem	17%	11%

LeNS, CC3 and Numeracy report card indicators reflect that there has been a significant decrease in the percentage of students in the at-risk category at each grade. Coupled with data from the CBE Student Survey and questions to students in classes this data not only points to improvements in students’ reading and math skills, but also to their confidence levels in engaging in difficult learning tasks.

The Report Card data indicated a moderate increase in the proficiency levels 2 to 4, which consequently indicates a decrease in the level 1 achievement.

Our holistic oral language goal was supported in the successful implementation of Intensive French for the FSL grade 5 and 6 classes as well as intensive NLA (Neuro-linguistic Approach) intervention for all French Immersion students at the school.

Students in grade 1 to 6 were also supported with intensive intervention in reading and numeracy for the second semester of the school year through the Disrupted Learning Funds.

Writing

More students achieved an indicator of 1 or 2 in Writing when compared to reading in both ELA and FLA courses. More students achieved excellence in reading or an indicator of 4 compared to writing. Both suggest a greater need to improve student achievement in writing in ELA and FLA.

CBE Student Survey indicates that 39% of students responded “I have the opportunity to receive feedback from others to improve my writing”. This is an area for continued growth at Mayland Heights.

Well-Being, Truth & Reconciliation, Diversity, and Inclusion

Spring 2024 OurSchool Survey	“I feel included at school.”	55%
Fall 2024 OurSchool Survey	“I feel like I belong at school.”	51%

For the current school year 2024-2025 grades 1-3 survey results provided a baseline for well-being data. The statement “I feel included at school” was added to the OurSCHOOL survey in the K-3 survey administered.





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

"I feel included at school" Agreement Levels Fall 2024 -OurSchool

Grade 1	81%
Grade 2	64%
Grade 3	63%
Grade 4	78%
Grade 5	78%
Grade 6	71%

The well-being data above points to continuing work at Mayland Heights to build a school community where students feel they belong and are included.

CBE Student Survey Results Spring 2024

"I can see my culture reflected in my school."

Agreement Levels Fall 2024 -OurSchool

Grade 4	58%
Grade 5	56%
Grade 6	47%

Demographic Data showed that 34 different languages were spoken at home for our school population. Mayland Heights has a very diverse community of students from various cultures and as a result families speak many different languages other than English or French. We have 22% of students receiving English Additional Language support.

Office Referrals for Regulation

Many students are actively seeking support in the office to improve their regulation skills at school. This presents a great opportunity for growth as we continue to shift towards fostering more self-regulation strategies in the classroom, empowering students to practice these skills independently.





School Development Plan – Year 1 of 3

School Goal

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

Outcome:

Student achievement in writing (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.

Outcome (Optional)

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.

Outcome Measures

- Report Cards | FLA and ELA Writing and Speaking stems
- Grade 6 PAT Results | ELA/FLA Part A
- OurSchool, Alberta Education Assurance survey and CBE Student Survey results well-being data (student perceptions).
- CBE Student Survey Agreement to "I have the opportunity to receive feedback from others to improve my writing."

Data for Monitoring Progress

- Absenteeism rates at Mayland Heights.
- Students can answer the question "What is the learning goal/target?"
- Teacher perceptions about confidence and competence in their assessment practice through PLC work

Learning Excellence Actions

- Co-creating rubrics with students that have clear success criteria related to the programs of study.
- Utilize high-impact strategies to engage students in reading, vocabulary, and word learning across all subjects
- Teachers will provide students with timely, actionable feedback across subject areas.
- Include structured writing lessons and writing opportunities that reflect authentic writing opportunities
- Provide many opportunities for meaningful classroom discussion and for learners to discuss texts and ideas

Well-Being Actions

- Whole-school events to support improved sense of belonging and inclusion (ie Regular Assemblies, Fall Dance)
- Student Leadership initiatives (spirit days, special events)

Truth & Reconciliation, Diversity and Inclusion Actions

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Decolonize curriculum resources by replacing stories that favour Western worldviews with Indigenous worldviews





before, during, and after
reading (Neuro-linguistic
approach)

Professional Learning

- CBE Languages Team Professional Learning
- K-6 system PL.
- Understanding diagnostic, formative and summative assessment and connection to reporting.
- Using early years literacy and numeracy assessments data to support teaching/learning.

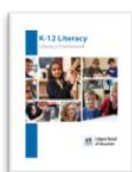
Structures and Processes

- Visible learning targets connected to programs of study in classrooms.
- Sound Walls in each class
- PLCs to build shared teacher understanding of proficiency through calibration protocol.
- Intervention Support from teachers based on Collaborative Response meetings identifying key issues
- Wellness Days to continue to be incorporated for all students throughout the year.

Resources

- *Ensouling Our Schools* by Jennifer Katz
- Assessment and Reporting in the CBE
- Area 4 Strategist
- Inclusive Education Strategist
- Universal Calibration Protocol K-9
- Google Classroom created for staff to share resources and lessons for school-wide implementation of 7 Sacred Teachings, Truth and Reconciliation work

School Development Plan – Year 1 of 3




School Goal

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

Outcome

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

Outcome Measures

- Improved student agreement to CBE Student Survey question "I have strategies to help myself that I use if I feel stressed at school."

Data for Monitoring Progress

- Decrease in office referrals for regulation.
- Increase use of classroom-based regulation tools and resources.
- Classroom observations, look-fors in a calm, regulated learning environment.
- Staff confidence and competence in supporting dysregulated students will improve.
 - Staff understanding of crisis intervention will improve.

Learning Excellence Actions

- Teachers will model using diverse self and co-regulation strategies to support students in coping with challenge, crisis and difficult emotions.
- Students will practice using different regulation strategies when feeling stressed or dysregulated at school.

Well-Being Actions

- Regulation tools and strategies built into the fabric of the classroom space and learning tasks. (ie. sensory bins, regulation tasks)
- Establish common school-wide language and SEL vocabulary (ie. Zones of Regulation)

Truth & Reconciliation, Diversity and Inclusion Actions

- Land learning and connecting to the land as second teacher of regulation. How can the land regulate us?
- Teacher use of visual cards showing different regulation strategies to support EAL and complex learners.

Professional Learning

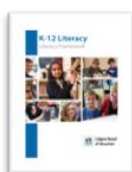
- Comprehensive Crisis Intervention Training for 4 staff members.
- CASEL (Collaborative for Academic, Social and Emotional Learning) Framework.
- Area Strategist for Task Bin creation and planning
- Mentorship Rounds for all staff to support Professional Development (regulation strategies,

Structures and Processes

- Breakfast and Lunch program
- Designated time and spaces for practicing of regulation skills (e.g., SEL routines, sensory room, movement breaks)
- CGY Champs – Health and Wellness Online Program

Resources

- CBE Well-Being Companion Guide
- CASEL.org
- Indicators of School-Wide SEL
- Google Classroom for Teachers to share learning resources and apply school-wide common SEL language.
- CGY Champs - Health and Wellness Online Program





classroom management,
engaging task design and
multiple entry points,
centre directed learning)

