



Mayland Heights School

2324 Maunsell Drive NE, Calgary, AB T2E 6A2 t | 403- 403-777-6290 e | MaylandHeights@cbe.ab.ca

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

CBE 2024-27 Education Plan



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

School Development Planning

Introduction

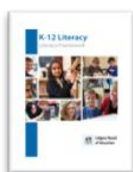
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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 a school annual results report. This report demonstrates improvement results and next steps and 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 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

[Mayland Heights SIRR 24-25](#)





School Development Plan – Year 2 of 3

School Goal

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

Outcome:

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 (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 Reading and Mathematics stems
- Grade 6 PAT Results | ELA/FLA Part B
- OurSCHOOL, Alberta Education Assurance survey and CBE Student Survey results well-being data (student perceptions).
- CBE Student Survey Agreement to "I see my culture reflected in."

Data for Monitoring Progress

- 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 reading lessons and opportunities to learn mathematics concepts in diverse ways
- Provide many opportunities for meaningful classroom discussion and for learners to discuss texts and ideas before, during, and after reading (Neuro-linguistic approach)

Well-Being Actions

- Whole-school events to support improved sense of belonging and inclusion.
- 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.





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 and intervention.
- Leveraging AI to design tasks and assessments connected to the curriculum and all CBE Frameworks.

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.
- Designated Wellness Days for all students.
- Targeted language and mathematics/reading support from a teacher external to the classroom.

Resources

- *Ensouling Our Schools* by Jennifer Katz
- Assessment and Reporting in the CBE
- 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
- CBE frameworks (literacy, numeracy)





School Development Plan – Year 2 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 (Optional)

Student perceptions of school as a welcoming, caring, safe and respectful learning environment will continue to 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."
- Improved student agreement to the AEAM measure for welcoming, caring, safe and respectful learning environments.

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.

Learning Excellence Actions

- Teachers will model using diverse self and coregulation strategies to support students in coping with challenges, 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 schoolwide 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

- 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

Structures and Processes

- Breakfast and Lunch program
- Designated time and spaces for practicing of regulation skills (e.g., SEL routines, sensory room, movement breaks)
- Targeted social-emotional support from a teacher external to the classroom.

Resources

- CBE Well-Being Companion Guide
- CASEL.org
- Indicators of School-Wide SEL
- Google Classroom for Teachers to share learning resources and apply schoolwide common SEL language.



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Student learning will improve

through fair, accurate and calibrated assessment practices

Outcome one: 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 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

- More students achieved an indicator of "4" in French Language Arts "speaks to communicate information and ideas" stem in June 2025 compared to June 2024 report card data
- Spring 2025 CBE Student Survey showed 89% of grade 5 and 6 students agreed with the statement "I can contribute to conversations about books, poems, non-fiction or other texts" an increase of 19 percentage points compared to 2024 results.
- Students perceived increased opportunities to receive feedback from others to improve their writing at school as demonstrated through an 11-percentage point increase in student agreement to the CBE Student Survey question "I have the opportunity to receive feedback from others to improve my writing."
- Student achievement on ELA Part A writing PAT was strong with 77% of grade 6 students achieving the acceptable standard. This was over 20 percentage points higher than the number of students who achieved the acceptable standard in 2022.

Areas for Growth

- 43% of Grade 6 students did not meet the acceptable standard ELA Part B (reading comprehension) and overall student achievement in reading declined from S1 to Y1 reporting periods with more students achieving an indicator of "1" and less students achieving an indicator of "4", 90% of Grade 6 English students did not meet the acceptable standard on the Mathematics PAT





- Many teachers new to our school would benefit from support in building robust assessment practices.

Next Steps

- PAT and report card data point to a need to pivot our assessment focus to assessment of reading and/or mathematics for the 2025-26 school year.
- Build teacher capacity to leverage AI tools that can be valuable support in the development of rubrics to assess proficiency in relation to Curriculum outcomes. When used effectively, AI can help generate initial drafts of success criteria that align with CBE's proficiency scales. These initial drafts can be used to support building fair and accurate assessment practices directly connected to curriculum outcomes and CBE Frameworks.



2024-25 SDP 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.

Celebrations

- Implemented calm corners within classrooms, facilitated school-wide Wellness days and increased the use of classroom-based regulation tools and resources such as task bins and pom-pom sorting activities.
- Staff understanding of crisis intervention improved with several staff receiving certification in crisis intervention management.
- Welcoming, Caring, Respectful and Safe Learning Environments measure on AEAM results report showed an increase of 9 percentage points for student perceptions of their learning environments and an increase of 2 percentage points for teachers

Areas for Growth

- Increase the percentage of students who perceive themselves as having strategies to help themselves when stressed at school, while decreasing office referrals and visits for co-regulation or coaching to regulate students.
- Build teacher capacity to incorporate student cultural identities into task design and assessment as student agreement to the statement "I can see my culture reflected in my school" declined over the course of the school year.

Next Steps

- Leverage student and staff voices to determine how to best empower students to feel they have self-regulation strategies available to them at school when stressed.
- Can take more than one school year to see the impact we hope in survey data so will continue to build student repertoire of regulation strategies and support authentic integration of students' culture into learning tasks
- Continue to build welcoming, calm, caring, safe and respectful learning environments where students feel included and see themselves in their learning.

