



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

2324 Maunsell Drive NE, Calgary, AB T2E 6A2 t | 403-777-6290 f | 587-933-9850 e | MaylandHeights@cbe.ab.ca

School Improvement Results Reporting | 2023-24

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.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Mayland Heights School Goals

Oral Language Development is our theme that is guiding our work on improving student achievement for the year across all disciplines/ courses/grades/teaching teams/departments.

- Vocabulary Building
- New Curriculum Implementation
- School connectedness and belonging (Well-Being)
- Self-Regulation and self-advocacy (Dialogue)
- Supporting language development (French, English Language Learner)

Our School Focused on Improving

Oral Language Development was the theme that guided our work on improving student achievement for the 2023-2024 school year across all disciplines/ courses/ grades/ teaching teams and departments. Oral language in both the French Immersion and English Program was highlighted in the holistic goal. We felt a holistic approach with language would support the growth of students in our school who are learning in a target language and often the school target language is their second or third language learned. This was true for our French Immersion students and our English Community program students as well, which is comprised of a high English as an Additional Language (EAL) population.

In our holistic goal, we focused on:

- Vocabulary Building
- New Curriculum Implementation
- School connectedness and belonging (Well-Being)
- Self-Regulation and self-advocacy (Dialogue)
- Supporting language development (French, English Language Learner)

Our focus was to develop disciplinary vocabulary skills to engage with the new curriculum across all subject areas. The focus was to provide adequate educational support to French Immersion, English Additional Language, and all students to achieve the new curriculum expectations.

Local measure data for grades 1-3 (Castles and Coltheart 3, Letter Name Sound, and Numeracy) along with report card data for grades 1-6 (Reading and Number) demonstrated that there was a wide range of skills in our student population even prior to the introduction of new curriculum expectations. This was mirrored with perception data, as noted on the OurSCHOOL Survey, our students did not feel safe at school.

Our staff indicated that they felt learning could not happen in an optimal way when they were not ready to learn (ie. dysregulated, feeling unsafe, and feeling anxious). They further indicated that this was a starting point which could be supported through work in specific areas such as literacy and numeracy. Through effective task design, common assessments and outcome-based assessments we focused the following:

Literacy –

- Oral language development to transfer to reading comprehension
- Neuro Linguistic Approach for both programs

- English Additional Language
- Disciplinary vocabulary related to new curriculum
- Intensive French
- Intervention services for Div 1 and Div 2
- Teaching Sprints
- Precision Reading / La surlecture
- Sound Walls and Word Walls

Numeracy -

- Comprehension of math problem
- Disciplinary vocabulary development
- Reframing knowledge
- Number Talks
- Problem-Solving Strategies

It was observed that many students did not have the oral language or vocabulary to express themselves in appropriate ways. They were anxious and felt frustrated during social situations and therefore they acted out instead of using their words to express their needs in an appropriate way, as documented by office referrals and log entries. Providing students with problem-solving skills and oral language to describe their feelings allowed them to communicate their needs in a better way and support them to self-regulate during social situations. Students had a shared language related to mental health and social emotional learning through Zones of Regulation (ie. Big vs little feelings)

Well-Being:

- Social stories
- Student advocacy
- Self-regulation techniques
- Problem solving / conflict resolution
- Student Leadership

What We Measured and Heard

LeNS Results 2023-24

	Pre-Feb/December At-Risk	Post June At-Risk	Improvement
Grade 1 English	18	12	6 fewer students at risk
Grade 2 English	10	10	None

	Pre-Feb/December At-Risk	Post June At-Risk	Improvement
Grade 1 French	17	13	4 fewer students at risk
Grade 2 French	11	11	None

LeNS Results 2022-23

	Pre-Feb/December At-Risk	Post June At-Risk	Improvement
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Grade 1 English	4	4	None
Grade 2 English	13	9	4 fewer students at risk

Pre-Feb/December At-Risk

Post June At-Risk

Improvement

Grade 1 French	9	10*	1 more at risk
Grade 2 French	7	26*	19 more at risk

The LeNs Results for the 2022-2023 school year were not indicative of a positive trend.

**The data demonstrated a complete increase in the number of students at risk, which leads us to believe the assessments were not reported accurately for several classes. Therefore, when planning for the holistic School Development Plan, it was determined to focus on oral language and ensure appropriate assessment tools and conditions for all students.

OurSchool Survey

Students who feel safe at school. (Strongly agree and agree combined)

2022-2023	77%
2023-2024	64%

Students were asked: "I feel included at school. " (Strongly agree and agree combined)

2022-2023	58%
2023-2024	78%

CBE Student Survey - School Data Dashboard

Students reporting they have strategies to help themselves when they feel stressed about school

2022-2023	71%
2023-2024	58%

Program Monitoring Data

Using school and district created surveys for Program monitoring, student and parent statements provided insight and considerations for target language community at the school.

- 78% of Parents overall satisfied with proficiency of French Language Instruction
- 83% of parents requested more cultural activities– opportunity to engage in target language
- Diplome d'Études de Langue Française (DELF) was supported by 86% student participation (31 out of 35 students)
- The Neuro-linguistic Approach (NLA) was used consistently in the French Immersion classes and Intensive French courses.
- NLA was also attempted successfully with EAL learners in the English program.
- Intensive French Classes for grade 5&6 English Program were appreciated by most students and 4 out of 25 students in grade 6 pursued LA Bob Edwards School for Sept 2024.
- Additional comments received:
 - Continue providing French EA support for both divisions
 - Continue using the Intensive French approach to support the French language development in the French

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
• Through a consistent administration of the LeNS assessment, we were able to collect authentic data to accurately pinpoint our at-risk students. • The use of Teaching Sprints provided an opportunity for teachers to target their intervention strategies and provide additional instruction to clarify concepts for students.	▪ Parents are more satisfied with the supports and services available at the school in target language ▪ Parents were satisfied in receiving EA support in both languages at the school. ▪ 76% of French Immersion students reported feeling more confident in	▪ Continue to provide targeted intervention for writing and oral language development for students at all grade levels in both languages ▪ Connect conceptual understanding to procedural fluency in mathematics

• Students participated in the Math Problem of the Week project and submitted their responses (80% participation) • Students identified as EAL were able to use the Neuro-linguistic approach to practice and build confidence in their English-speaking abilities. • In addition to student data, parents reported they were feeling more confident that supports were available at the school level. • Our Alberta Education Assurance Measure data is still indicating a low rating for citizenship and PAT areas. • Our Citizenship rating has moved from very low to low and we believe that our endeavors with student leadership initiatives, community supports, and engagement will continue to support students to feel connected and safe at school. • Our Provincial Achievement Test (PAT) sample size will be larger this year as the grade 6 French Immersion students are now remaining at Mayland Heights.	using the target language (School Survey June 2024) ▪ Intensive French Classes for grade 5&6 English Program were appreciated by most students and 4 out of 25 students in grade 6 pursued Late French Immersion in grade 7 at Bob Edwards School for Sept 2024. ▪ Student engagement in school activities improved ▪ Improvement was noticed in office referrals when students were able to express the zones of regulation they were in or describe their feelings when they were dysregulated. Further data to be collected. ▪ NLA was also attempted successfully with EAL learners in the English program. ▪ The use of numeracy strategies improved functional literacy and problem-solving tasks. ▪ Intervention schedule determined and supported by Resource teacher and classroom teacher.	▪ Increase parental and community involvement for school opportunities and celebrations ▪ Continue to provide opportunities within the community for target language exposure to the target language (After-school clubs) ▪ Develop a School-wide approach to SEL and common language for regulation ▪ Provide intensive intervention to all grades by teachers
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

Spring 2024



The Alberta Education 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 Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	81.8	74.3	80.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	67.8	64.3	67.3	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	68.0	60.0	60.0	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	8.0	20.0	20.0	19.8	18.0	18.0	Low	Declined	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.7	78.2	83.0	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.7	71.5	75.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	65.7	60.3	65.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	68.9	65.8	71.8	79.5	79.1	78.9	Very Low	Maintained	Concern

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

