

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	2.000000	Salaries	\$1,878,249	96%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$69,772	04%
Regular	0	Support	12.800000			
		Teacher	<u>9.164000</u>			
Year Opened	1958	Total	23.964000	Total	\$1,948,021	100%

School Philosophy

Mayfield School is a caring, inclusive environment that strives for excellence while meeting the intellectual, social, emotional and physical needs of each child and by fostering self-esteem and dignity. There is a fundamental belief that individuals have different strengths as learners and Mayfield staff collaborate to meet those needs on an individual basis. Citizenship is promoted through nurturing a strong sense of community and within the supportive relationships between students, staff and parents. Mayfield School exemplifies the District cornerstone values of equity, collaboration, integrity and accountability.

Community Profile

The Mayfield School Elementary program provides programming for students from the Mayfield and High Park Communities. The Mayfield Pre-Kindergarten Program primarily draws students from throughout the west area of the city, and is currently the largest Pre-Kindergarten program in Edmonton. The Mayfield Interactions Program provides programming for students with a diagnosis of Autism, and is a vital part of our school community. Parents from all programs are represented on the active and vital school council and are involved in school activities. Mayfield has nurtured many positive partnerships and collaborative relationships that enhance the school through a Collaborative School Model to support the health and well-being of all families and staff.

Programs and Organization

Mayfield School serves three distinct programs: Elementary (K-6), Interactions, and Pre-Kindergarten (PKP). These programs use a trans-disciplinary and collaborative approach to support and assist students through their strengths in order to develop their areas for growth. In partnership with families, teams of professional staff provide instruction, strategies and activities to enhance cognitive, social, physical, communication, and behavioral skill development. Children in all programs participate in comprehensive teaching and learning opportunities provided by a classroom teacher and educational assistants. The Inclusive Learning Team provides support to Elementary and Interactions classrooms through a consultative model. In the PKP program, students receive additional support through a host of specialized services that include Speech-Language Pathologists as well as Occupational and Physical Therapy staff.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Concordia University, E4C, Edmonton Public Library (EPL), Kids on Track, Mayfield Community League, Mayfield Parent Advisory Council

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

By June 2019, Mayfield teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. Monthly collaboration opportunities will provide opportunities to learn through inservices, target plans to meet the needs of students at risk and deliver tiered interventions. The school data tracking tool will provide the evidence of student growth in reading abilities (Fountis and Pinnell) and numeracy skills (MIPI). Performance on the Provincial Achievement Tests (PATs) will be examined to further inform development of supports and targeted teaching. The use of Flyleaf resources as an intervention will be expanded among classroom teams and staff capacity for supporting numeracy skills will be enhanced with Jump Math resources.

Results Achieved:

Due to the school closure that occurred in March 2020, several measures that would have been used to address the success of this goal were not completed. However, data that is available indicates that Mayfield students did make significant progress in reading (62.4% reading at or above grade level from 44% the previous year). Staff continued to improve their understanding of best practices through school and Catchment professional learning, and targeted intervention (LLI, small math group groups) was provided from September to March. Our MIPI scores from September of 2020 indicate a significant decline from the previous year, which may be partially attributed to the interruption of in-person learning, but also indicates that even further attention and focus needs to be given to our math programming. As a staff, we will continue literacy and numeracy related professional development in all programs, we will work to ensure that guided reading, small group math intervention and specialized support continues, as well as work to support our learners who transition between online and in-person learning. We will continue to track student progress and will meet collaboratively to share supports and strategies for all learners.

By June 2019, Staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. Growth will be measured by the level of staff satisfaction reported in the District Survey and through the Accountability Pillar (professional development contributes significantly to professional growth) and through feedback received following school, individual and catchment professional development opportunities.

Results Achieved:

In reviewing results over the past 3 years, this is an area of continued growth for Mayfield. Currently, 81% of staff felt they had opportunities in the past year that helped them meet their professional growth goals as indicated in their reflective feedback and the Accountability Pillar. As in previous years, the greatest satisfaction expressed by staff is in the area of self-directed professional learning. While continuing to participate in Catchment and school PD, we will continue to look at ways to support job embedded professional learning, collaboration within the catchment, and self-directed PD that specifically targets a self-identified area of growth. An area of focus this year will also be creating additional leadership opportunities for interested staff and the development of area specific collaborative planning teams.

By June 2019, Mayfield School will grow and enhance our rich and diverse school culture by engaging parents as partners and providing supports for the whole child. Through school-wide learning and cultural events, families will be provided with opportunities to feel welcome and engaged to support their child's success. Multiple approaches will be used to connect with parents and guardians including social media, backpack notes, classroom newsletters, the school website and SchoolZone and invitations to attend monthly assemblies. Parent satisfaction will be measured by the level of parent satisfaction reported on the Accountability Survey, through feedback data collected throughout the school year and from input received via the Mayfield School Council.

Results Achieved:

Despite the challenges of school closure, building a rich and diverse school culture and engaging our parents as partners continued to be an area of strength at Mayfield School. One of the ways parents were engaged was through varied, timely communication. Mayfield School uses a multi-faceted approach to share information with families. Classroom teachers routinely share photos and information about upcoming school events through various social media platforms, SchoolZone, the school website and backpack notes. Engagement was further enhanced through school wide events such as our annual Christmas Concert, Conferences, and a neighbourhood parade following the school closure. Effective and intentional Family Oriented Programming sessions (FOPs), Hanen training and Information Nights (hosted by therapy teams) were delivered to provide a foundation to relationships and engagement with Pre-Kindergarten families. Our results on the overall education quality measure of the Accountability Pillar rose significantly by 11% (91%), and our school improvement measure remains high (88%), although these results are difficult to analyze due to limited staff, parent and student engagement in the survey during 2018 and 2019. Mayfield staff, in collaboration with parents and community partners, will continue to work to create a warm, welcoming and engaging community where children thrive. We will provide opportunities for students to be leaders, create a school wide behaviour plan and continue with supports that address the whole child such as our school nutrition program.

What were the biggest challenges encountered in 2019/20?

In addition to the unprecedented challenges of the pandemic and school closure, challenges also included:

- limited participation in measures over the previous two years and the absence of several measures in 2020 due to school closure have made data collection and reflection difficult. For example, the Accountability Pillar was not completed by any students in 2019 and very limited parents and staff in 2018 and 2019.
- Mayfield has a very diverse student population and growth is not always reflected in measures such as PATs, HLATs or other measures.
- Mayfield has three distinct programs and a large staff, which makes it challenging to meet the professional learning needs of each individual or staff group.

What was most important for your school community as you prepared for the 2020-2021 school year?

As we prepared for the start of this school year, the most important thing was clear communication with staff and families. The information and re-entry plan provided by the Division was crucial in ensuring that we were doing everything we could to address student and staff safety, and provided a "blueprint" for planning. It was also very helpful that each family received a personal phone call from the school to discuss their options, answer their questions and share their unique circumstances. It was also important that we approached the days together prior to students arriving as a time to prepare classrooms and answer staff questions rather than engage in professional development. Collaboration with other schools and Principals was also crucial as a means of sharing ideas, resources, and supporting each other through a very challenging process.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7209 Mayfield School



Measure Category	Measure	Mayfield 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
Safe and Caring Schools	Safe and Caring	81.4	86.2	90.8	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	70.5	87.5	90.3	82.4	82.2	82.0	Low	Declined	Issue
	Education Quality	93.9	80.6	91.0	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	56.8	67.5	52.6	73.8	73.6	73.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	0.0	0.0	1.2	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	83.3	n/a	100.0	84.1	83.0	82.7	High	Declined	Acceptable
	Citizenship	78.5	70.0	81.2	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	89.7	55.2	72.9	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	87.8	66.7	83.9	81.5	81.0	80.9	Very High	Maintained	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 2021, Mayfield teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. Within the Regular program, staff and teams will collaborate regularly to share resources, targeted plans will be developed to meet the needs of students at risk and we will deliver tiered interventions. The school data tracking tool will provide the evidence of student growth in reading abilities (Fountis and Pinnell) and numeracy skills (MIPI). The use of Flyleaf resources as an intervention and guided reading will be expanded among classroom teams, and staff capacity for supporting numeracy skills will be enhanced with the addition of Jump Math resources. The Pre-K and Interactions programs will address this goal through multi-disciplinary approaches and collaboration amongst classroom teams and families. Growth will be measured by the student success reported in strength-based goals set in the Individual Program Plans.

Priority 1

By June 2021, Staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. Growth will be measured by the level of staff satisfaction reported in the District Survey and through the Accountability Pillar (professional development contributes significantly to professional growth) and through feedback received following school, individual and catchment professional development opportunities.

Priority 2

By June 2021, Mayfield School will grow and enhance our rich and diverse school culture by engaging parents as partners and providing supports for the whole child. Families will be provided with opportunities to feel welcome and engaged to support their child's success. Multiple approaches will be used to connect with parents and guardians including social media, backpack notes, classroom newsletters, the school website and SchoolZone. Parent satisfaction will be measured by the level of parent satisfaction reported on the Accountability Survey, through feedback data collected throughout the school year, through an increase in the percentage of parents accessing SchoolZone, and from input received via the Mayfield School Council. Attendance at events such as conferences and IPP meetings will also be tracked.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		1,948,021		1,948,021
Internal Revenue		0		0
REVENUE TOTAL		1,948,021		1,948,021
Classroom	8.164000	839,187	8.164000	839,187
Leadership	1.000000	144,523	1.000000	144,523
Teacher Supply	.000000	25,000	.000000	25,000
TOTAL TEACHER	9.164000	1,008,710	9.164000	1,008,710
(% of Budget)		51.78%		51.78%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	12,018	.000000	12,018
Support	12.800000	690,086	12.800000	690,086
Support (Supply/OT)	.000000	25,000	.000000	25,000
Custodial	2.000000	134,935	2.000000	134,935
Custodial (Supply/OT)	.000000	7,500	.000000	7,500
TOTAL NON-TEACHER	14.800000	869,539	14.800000	869,539
(% of Budget)		44.64%		44.64%
TOTAL STAFF	23.964000	1,878,249	23.964000	1,878,249
(% of Budget)		96.42%		96.42%
SUPPLIES, EQUIPMENT AND SERVICES		42,272		42,272
INTERNAL SERVICES		27,500		27,500
TOTAL SES		69,772		69,772
(% of Budget)		3.58%		3.58%
TOTAL AMOUNT BUDGETED		1,948,021		1,948,021
Carry Forward Included		0		0
Carry Forward to Future		0		0