

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	113.000	Custodial	2.000000	Salaries	\$1,899,738	97%
Weighted	252.237	Exempt	0.000000	Supplies, Equip., Services	\$66,809	03%
Regular	122	Support	11.300000			
		Teacher	<u>9.514000</u>			
Year Opened	1958	<b>Total</b>	<b>22.814000</b>	<b>Total</b>	<b>\$1,966,547</b>	<b>100%</b>

### 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 learner 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 Division cornerstone values of equity, collaboration, integrity and accountability.

### Community Profile

Mayfield School is connected to the famous pilot Wop May, whose airfield was located near our school. The Mayfield School Elementary program provides kindergarten to grade six programming for students from the Mayfield and High Park Communities. The Mayfield Pre-Kindergarten program primarily draws children from the West area of the city. The Mayfield Interactions Program provides programming for students with a diagnosis of Autism and supports students living in the West end of Edmonton. Parents from all programs are represented on the active and vital school council and are involved in school activities. Mayfield has nurtured many partnerships and collaborative relationships that enhance the school 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 (grades 1-6), 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 behavioural skill development. Children in all programs participate in comprehensive teaching and learning opportunities provided by a classroom teacher and educational assistants. The Specialized Learning Supports team works in partnership with 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 who are part of our Mayfield staff team.

### 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 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

#### Priority #1

In the Ross Sheppard Catchment, our 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. By June 2022, students at Mayfield School will demonstrate measurable growth and success in the area of reading and mathematics as evidenced by indicators such as HLAT's, Fountas and Pinnell reading data, CAT-4 data, EYE results, teacher professional judgement (conversations, observations, products) and/or Assurance Survey data.

**In Elementary**, this will be achieved by a continued focus on reading incorporating guided reading instruction, engaging families with a K-6 home reading program, providing education opportunities for parents to support literacy at home, using researched based literacy practices, and implementing effective literacy interventions and supports. Reading growth will be measured by the percentage of students reading at or above grade level in June 2022 using benchmarks set by Fountas and Pinnell and the Provincial Achievement Test Language Arts (Grade 6 Part B Reading).

Our focus on mathematics will include implementing a diagnostic and evidence based approach to instruction, collaborating to explore best practices, and differentiating instruction. Mathematics will be measured by CAT-4 and teacher professional judgement.

**In Pre-Kindergarten and Interactions**, this will be achieved by implementing daily practices with early and emergent literacy, using core vocabulary boards and visuals, supporting augmentative and alternative communication, providing education opportunities for parents to support literacy at home, implementing early numeracy experiences, and differentiating instruction. This will be measured by tracking growth through Individualized Program Plans, ongoing data collection of targeted individualized strategies, documentation of children's learning and progress, and case-conferencing about student needs.

#### Results Achieved:

**In elementary**, we started to build a culture of literacy with our students. We focused on reading by starting a home reading program in October and students participated in daily reading at home. As part of the Division's Equity Achievement Project, we were able to support staff professional learning through literacy and mathematics lead teachers. We increased our access to and use of high quality teaching resources, such as Writer's Workshop, Heggerty, First Steps in Math and Jump Math. We were able to provide reading interventions for some of our students. As staff explored best practices in literacy and implemented instruction, our students were involved with more frequent, high-quality literacy instruction.

Grade 6 students wrote the Provincial Achievement Test in Language Arts with 89% meeting the acceptable standard in reading and 22% meeting the standard of excellence. Overall, 30% of grade 1-6 students are reading at or above grade level based on teacher professional judgement and Fountas and Pinnell benchmarks. CAT-4 assessments indicate minimal improvement in mathematics and computation achievement between fall and spring results.

**In Pre-Kindergarten and Interactions**, most students are diagnosed with severe language delays. Communication (literacy) strategies implemented in classrooms included emergent literacy where students are exploring and using language structures to build routine functional communication supported by visuals, core boards and technology. In Pre-Kindergarten, staff engaged in professional learning in play practices that support early literacy and communication. For example, young children engage in precursor activities such as mark making during arts play. In Interactions, students engage in daily writing to create meaningful messages and are learning how to use technology to effectively communicate their needs and personal messages. In Individualized Program Plans, teachers share goals, strategies and progress on communication approaches in the classroom so that parents are able to implement the same or similar strategies at home.

#### Priority #2

In the Ross Sheppard catchment, 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. Mayfield School professional learning opportunities will focus on collaboration within school and catchment teams, developing a language-rich literacy identity, and creating environments that support student regulation and well-being. This will be measured by staff participation and satisfaction in collaborative work and individual professional development opportunities as measured by the Accountability Pillar, EPSB Survey data and teacher reflections.

**Results Achieved:**

In 2021-22, Mayfield staff teams engaged in professional learning in their program teams. Staff who responded to the Division survey indicated that they were able to build and maintain meaningful relationships with colleagues (85%) and with students (97%).

**Elementary staff** worked closely with monthly professional learning through the Equity Achievement Project focused on literacy and mathematics. They culled resources, ensured we maintained and purchased high quality teaching materials, and collaborated on planning and implementing high quality literacy strategies. Staff came together over literacy programming and strategies, collaborated on building a literacy culture, and shared information and practices across classrooms. All staff expressed satisfaction with their opportunities for collaboration within the elementary team. In the Division Survey, elementary students indicated that their teachers know how they learn best (83%) and they get the help they need for their learning (90%).

**Interactions staff** worked in collaboration with classroom teams and the Specialized Learning Supports team to determine successful programming for Interactions students. Staff were able to pursue individualized professional learning and collaborate on their learning in areas such as emergent literacy, non-violent crisis intervention, social thinking, and Zones of Regulation.

**Pre-Kindergarten staff** learned collaboratively through Google Meets as well as in person with classroom teams about play-based learning to support all children with age-appropriate experiences rich with embedded communication strategies. Speech Language Pathologists (SLPs) and Occupational and Physical Therapists worked with all classroom teams to support universal, targeted and individualized strategies for all children. SLPs supported parents with virtual workshops with Hanen strategies to support communication and regulation at home.

**Priority #3**

In the Ross Sheppard catchment, schools will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing support for the whole child. Mayfield School will achieve this by intentional communication to parents highlighting upcoming important information (ie. reporting, goal setting) and virtual events to engage families through SchoolZone, school and teacher newsletters, and reminders on our school sign. Measures may include parental involvement in virtual school events, parents completing the school survey, parent engagement with school council, family engagement with Roots and Wings, and data from the Assurance Survey that meets or exceeds our 3 year average for Parental Involvement.

**Results Achieved:**

Mayfield School engaged with parents extensively both virtually and in-person in the 2021-22 school year. Many staff used Seesaw to connect with parents using photos, videos, and quick messages to ensure regular communication. A weekly video, "Friday Five and a Funny" was posted to SchoolZone to share three things happening at Mayfield, one question answered, one introduction of a staff member, and a student telling a joke. Students, families and staff were engaged with the videos weekly and comments from stakeholders were positive and thankful for the view into the school. Virtual events were planned for parents to engage with such as the Remembrance Day assembly; music classes singing on video; performances by a magician, a guest speaker targeting growth mindset and a performance of "Hansel and Gretel"; SLPs providing speech strategies for children at home; student-parent-teacher conferences (Kindergarten-Grade 6) and Individualized Program Plan meetings (all programs); Family Engagement Days (Pre-Kindergarten); and, School Council meetings. A Roots and Wings worker from The Family Centre connected with families and provided support in multiple ways. Overall, parents were involved in multiple ways with virtual events across the school community. When in-person events were held at school near the end of the year, >80% of families were attending. Our indicated measure of data on the Assurance Survey meeting or exceeding the 3-year average for parental involvement increased from 72% to 81%; however, in the 2021-22 school year, zero parents completed the assurance survey. The increase is due to staff perceptions of parental involvement.

**What were the biggest challenges encountered in 2021/22?**

- Increase in the complexity and number of students requiring specialized supports.
- Students' learning loss due to the pandemic.
- Limited face-to-face engagement with parents and the broader school community.
- Staff absences not able to be filled through the substitute assignment system.
- Staff collaboration was limited to Google Meets even though we were in the same building.
- Very limited opportunities to connect with colleagues from other programs in our school.
- Limited resources to support programming.

**What are the implications from 2021/22 that will impact your current year plan?**

- Increased class sizes in Pre-Kindergarten may cause increased staff burnout or shrinking abilities to support children's potential.
- Complicated situations to teach a new curriculum as well as assess learning gaps in student achievement may result in increased learning gaps or teacher fatigue.
- Complexity of student needs as students continue to advance with reduced support will impact staff ability to feel confident in their ability to meet student learning needs.
- Division Survey indicates that 44% of students and 22% of staff are unsure of mental health supports that are provided by the Division.
- Increased opportunities for collaboration and professional learning across Mayfield School's three programs are necessary.
- Significant reduction in resources for the 2022-2023 school year impacts ability to meet learner needs, decrease in specialized staff to support programming, and the reduction of staff for one Pre-Kindergarten classroom results in an increase to all other 11 Pre-Kindergarten class enrolments.

## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2022

School: 7209 Mayfield School

Assurance Domain	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
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	77.3	82.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	83.4	76.3	74.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	54.2	n/a	56.8	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	6.3	n/a	0.0	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	90.7	83.9	87.3	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	84.2	82.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	69.9	78.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	71.7	80.0	72.4	78.8	79.5	81.5	Low	Maintained	Issue

#### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 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).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

By June 2023, all students in the Ross Sheppard catchment will demonstrate measurable growth in the areas of literacy and numeracy. Mayfield School staff will explore, deepen and increase capacity with literacy, communication and mathematics practices implemented in classrooms.

**In Elementary**, this will be achieved by a focus on literacy incorporating guided reading instruction, a K-6 home reading program, providing education opportunities for parents to support literacy at home, using researched based literacy practices, and implementing effective literacy instruction through Writer's Workshop. Reading growth will be measured by the percentage of students reading at or above grade level in June 2022 using benchmarks set by Fountas and Pinnell, the Grade 6 Provincial Achievement Tests, Highest Level of Achievement Tests, CAT4 and the Provincial Literacy and Numeracy Assessments.

Our focus on mathematics will include implementing a diagnostic and evidence based approach to instruction, collaborating to explore best practices, and differentiating instruction. Mathematics achievement will be measured by CAT4 and teacher professional judgement.

**In Pre-Kindergarten and Interactions**, this will be achieved by implementing daily practices with early and emergent literacy, using core vocabulary boards and visuals, supporting augmentative and alternative communication, providing education opportunities for parents to support literacy at home, implementing early numeracy experiences, and differentiating instruction. Specialists from Pre-Kindergarten and Specialized Learning Supports will collaborate with classroom teams to enhance their ability to implement universal and targeted strategies. This will be supported by tracking growth through Individualized Program Plans, ongoing data collection of targeted individualized strategies, documentation of children's learning and progress, and case-conferencing about student needs.

Division Priority 1

By June 2023, the Ross Sheppard catchment will advance action towards anti-racism and reconciliation. At Mayfield School, we will enhance our welcoming environment in ways that acknowledge the cultural diversity within our school community. We will increase our knowledge of different cultures and people by having a focus on food, art, clothing, traditions and celebrations. We will deepen our awareness and recognition of Indigenous cultures. We will invite community members to contribute to experiences and events that contribute to our learning. We will create visual environments that recognize cultural diversity, incorporate cultural highlights into our announcements and assemblies, and provide opportunities for staff to engage with professional learning regarding anti-racism and reconciliation. Involvement with events beyond Mayfield School such as the Westglen Powwow, Orange Shirt Day Division ceremony, and other opportunities available to students will be pursued. We will measure this through participation and perceptions through a student and staff survey.

Division Priority 2

By June 2023, the Ross Sheppard catchment will support students and staff in building skills, strategies and relationships that contribute to positive mental health. At Mayfield School, staff will achieve this by coming together to build relationships and collaborate on school-wide activities such as student clubs, assemblies, buddy reading and buddy events, and field trips. Staff will intentionally support each other's mental health by providing regular check-ins, creating a quiet, rejuvenating space for staff, and actively participating in appreciation and recognition for each other. An increase in awareness of mental health needs and available supports will be part of student and staff engagement. Measures may include student and staff participation in events, an increase in staff-led or student-led clubs, and time provided for staff to collaborate.

Division Priority 3

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		1,885,904		1,966,547
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,885,904</b>		<b>1,966,547</b>
Classroom	8.514000	875,511	8.514000	875,511
Leadership	1.000000	139,141	1.000000	140,312
Teacher Supply	.000000	22,000	.000000	29,160
<b>TOTAL TEACHER</b>	<b>9.514000</b>	<b>1,036,652</b>	<b>9.514000</b>	<b>1,044,983</b>
<b>(% of Budget)</b>		<b>54.97%</b>		<b>53.14%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	15,586	.000000	15,586
Support	10.400000	592,958	11.300000	644,270
Support (Supply/OT)	.000000	32,000	.000000	40,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	5,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>12.400000</b>	<b>790,443</b>	<b>13.300000</b>	<b>854,755</b>
<b>(% of Budget)</b>		<b>41.91%</b>		<b>43.46%</b>
<b>TOTAL STAFF</b>	<b>21.914000</b>	<b>1,827,095</b>	<b>22.814000</b>	<b>1,899,738</b>
<b>(% of Budget)</b>		<b>96.88%</b>		<b>96.6%</b>
SUPPLIES, EQUIPMENT AND SERVICES		18,809		20,459
INTERNAL SERVICES		40,000		46,350
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>58,809</b>		<b>66,809</b>
<b>(% of Budget)</b>		<b>3.12%</b>		<b>3.4%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,885,904</b>		<b>1,966,547</b>
Carry Forward Included		0		-61,067
Carry Forward to Future		0		0



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	118.000	Custodial	0.000000	Salaries	\$1,757,282	95%
Weighted	0.000	Exempt	2.400000	Supplies, Equip., Services	\$83,758	05%
Regular	118	Support	12.400000			
		Teacher	<u>6.500000</u>			
Year Opened		<b>Total</b>	<b>21.300000</b>	<b>Total</b>	<b>\$1,841,040</b>	<b>100%</b>

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**Programs and Organization**

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**School Community Relationships**

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.



**Budget Summary Report**

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		1,841,010		1,841,040
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,841,010</b>		<b>1,841,040</b>
Classroom	5.500000	565,576	5.500000	565,576
Leadership	1.000000	120,987	1.000000	121,572
Teacher Supply	.000000	25,000	.000000	45,000
<b>TOTAL TEACHER</b>	<b>6.500000</b>	<b>711,563</b>	<b>6.500000</b>	<b>732,148</b>
<b>(% of Budget)</b>		<b>38.65%</b>		<b>39.77%</b>
Exempt	2.400000	246,188	2.400000	246,188
Exempt (Hourly/OT)	.000000	4,000	.000000	4,000
Support	13.600000	783,364	12.400000	714,946
Support (Supply/OT)	.000000	49,500	.000000	60,000
<b>TOTAL NON-TEACHER</b>	<b>16.000000</b>	<b>1,083,052</b>	<b>14.800000</b>	<b>1,025,134</b>
<b>(% of Budget)</b>		<b>58.83%</b>		<b>55.68%</b>
<b>TOTAL STAFF</b>	<b>22.500000</b>	<b>1,794,615</b>	<b>21.300000</b>	<b>1,757,282</b>
<b>(% of Budget)</b>		<b>97.48%</b>		<b>95.45%</b>
SUPPLIES, EQUIPMENT AND SERVICES		26,962		65,094
INTERNAL SERVICES		19,434		18,664
<b>TOTAL SES</b>		<b>46,396</b>		<b>83,758</b>
<b>(% of Budget)</b>		<b>2.52%</b>		<b>4.55%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,841,011</b>		<b>1,841,040</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0