



Enrolment		Staff FTE		Budget		
Normalized	138.000	Custodial	2.000000	Salaries	\$2,104,674	95.95%
Weighted	289.540	Exempt	0.000000	Supplies, Equip., Services	\$88,859	04.05%
Regular	150	Support	12.300000			
		Teacher	10.121000			
Year Opened	1958	Total		24.421000	Total	\$2,193,533 100.00%

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. 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 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.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

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.

Results Achieved:

In Elementary: Mayfield staff learned research-based literacy practices through involvement with the Division Equity Achievement Project and implemented these practices in their classrooms. Teachers are feeling supported and confident with literacy practices. On the Division Survey, 100% of teachers felt that they have the knowledge and skills to support students in literacy and numeracy learning. All students in Elementary, including Interactions classes, participated in weekly Buddy Reading with a consistent buddy/buddies; this continued to build our culture of literacy in Mayfield School. All kindergarten to grade 4 classrooms engaged in guided reading and grades 5 and 6 engaged in book clubs. All students in elementary had the opportunity to participate in the home reading program; approximately 40% of students participated. 35% of Mayfield students are reading at or above grade level. Although there are more students reading below grade level, a significant portion of our total student population has achieved one year of growth in reading. The Canadian Achievement Test 4 (CAT4) indicates a 29% improvement in mathematics computation in the 2022-2023 school year. 82% of grade 4-6 students felt that they were improving their reading and writing this year and 69% of grade 4-6 students felt that they were improving in math this year.

In Pre-Kindergarten and Interactions: Staff participated in monthly professional learning about the 12 Areas of Play and learning stories/documentation of learning as well as engaged in collaborative work on emergent literacy, numeracy and communication strategies. In Pre-Kindergarten, Specialist Staff provided in-class supports for our most challenged learners and worked closely with staff when implementing universal and targeted strategies in daily play-based learning. All students in Interactions had access to augmented and alternative communication through core vocabulary boards and visuals as well as communication software on iPads. These students participated in emergent literacy and numeracy. The Specialized Learning Supports team provided timely and emergent support for building student success in school. Interactions staff engaged with the Equity Achievement Project professional learning. On the Division Survey, all teachers and 87% or more support staff felt that they have the knowledge and skills to support students in literacy and numeracy learning.

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.

Results Achieved:

Mayfield staff and students enhanced our school environment in ways that recognized students and staff as unique and capable learners. All staff participated in Division

Anti-Racism professional learning. Through weekly student announcements and shared learning at assemblies, we recognized different cultures and accomplishments of notable people that are culturally diverse. Students participated in Orange Shirt Day, Metis Week, and an Indigenous games day. Feedback from staff indicates that we were able to address much of our goal through classroom learning with room to grow into school-wide events and experiences. All students participated in diversity, inclusion and anti-racism learning throughout the year. 85% of students on the Division Survey indicated that they were aware of the work the school is doing to support anti-racism and belonging in school.

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.

Results Achieved:

Staff and students at Mayfield School were engaged regularly in awareness and support of positive mental health. On the Division Survey, 82% of students felt that the school helps them develop skills that support their wellness. A partnership with e4c provided breakfast and snacks daily for students. A Wellness Coach through Specialized Learning Supports provided virtual lessons for students in elementary grades. Monthly assemblies, Buddy Reading, and school-wide buddy field trips were noted to support mental health by building community and belonging. Students expressed interest in leading clubs, which included math, Pokemon, kindness, and sports clubs. A staff member initiated a weekly silent book club which was well attended and provided students with time to engage in reading with no academic expectations. This also contributed to our school culture of literacy. Staff collaborated on school-wide events that supported mental health in colleagues and students, such as appreciation events, recognition of kindness and involvement in school activities, kindness buddies, as well as regularly scheduled meetings and time for conversations to support each other. A year schedule for Tuesday (Pre-Kindergarten) and Thursday (Interactions and Elementary) meetings provided an awareness of the pulse of the school and the opportunities for involvement by staff.

What were the biggest challenges encountered in 2022-2023?

- Increase in the complexity and number of students requiring specialized support.
- Staff absences not able to be filled through the substitute assignment system.
- Disruption of classroom routines and learning due to staff absences.
- Extensive student and staff illness.
- Limited resources to support programming.
- Higher number of children in each Pre-Kindergarten class.
- Recognizing and supporting the mental health and well-being of staff, students and families.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- Continue to work with teachers in understanding data from a variety of sources to determine areas of strength and growth for our students.
- Encourage parents' active participation in their child's education by organizing school events and providing resources to support reading at home.
- Increase student engagement with the home reading program.
- Focus on specific instructional practices in literacy and mathematics.
- Continue to support home-school communication through Seesaw.
- Regular messages to parents about keeping children home when sick.
- Scheduled time and resources for staff to engage with building awareness of and addressing staff well-being and mental health.
- Increase opportunities for multicultural awareness and education.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	Student Learning Engagement	85.8	77.3	77.3	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	87.4	83.4	80.9	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	37.5	50*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	8.3*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.5	90.7	92.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.4	84.2	84.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.9	69.9	69.9	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	82.0	71.7	80.7	79.1	78.8	80.3	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2024, Mayfield School students will demonstrate growth in the areas of literacy, mathematics and communication.

Achievement of this goal will be supported by:

- Providing high quality instruction to increase student confidence and engagement with reading, mathematics and communication.
- Elementary staff will participate in the Division Equity Achievement Project with focus areas of interactive read alouds and mathematical problem strings.
- Staff collaboration in the areas of literacy/reading, mathematics, and data analysis to design and implement timely, targeted, and tracked intervention plans for struggling students using the pyramid of intervention. This includes collaboration with the Specialized Learning Supports team and Pre-Kindergarten Therapists.
- Implementing the 12 Areas of Play in classrooms as a developmentally appropriate modality to help children grow their communication and pre-literacy abilities.
- Staff professional learning about communication and augmented and alternative communication strategies.
- Relationship building and active engagement with learners with communication challenges to support the development of functional language.
- Intentional engagement of families in supporting reading, mathematics and communication.
- Engagement of students, families and staff with our initiatives that we outlined in the Indigo Love of Reading Foundation Grant, including literacy nights, field trips to purchase books for our library, monthly at-home activities with families, and staff input and purchasing of curriculum related literature.

What data will you use to track continuous improvement?

Fountas and Pinnell Benchmark Assessment System (at, above, or below grade level), provincial screening assessments, Early Years Evaluation - Teacher Assessment (EYE-TA), teacher observations (e.g. Guided Reading), Canadian Achievement Test (CAT4), teacher self-reflection, teacher awarded marks, achievement of Individualized Program Plan (IPP) goals, Division Feedback Survey.

Division Priority 3

By June 2024, Mayfield staff will we will support students and colleagues in building skills, strategies and relationships that contribute to well-being and positive mental health.

Achievement of this goal will be supported by:

- Creating opportunities for connection and positive experiences at school for both students and staff.
- Creating a culture of wellness that encourages students and staff to feel empowered to ask for support when needed.
- Developing common vocabulary around well-being, mental health and resilience.
- Implementing the R2 Resiliency Program in Elementary, including collaborative analysis of the resiliency survey data and implementing strategies to address the resiliency and engagement needs of our students.
- Continuing and expanding school-wide events for staff and students that contribute to the development of a community of learners.
- Collectively designing and implementing practices that foster inclusion and diversity, as well as attend to the mental health of our students and staff.
- Staff will participate in professional learning opportunities to gain greater insight and understanding of self-regulation, mindfulness, and resiliency to support students.
- Building on school relationships through cross-grade opportunities and reading group activities.

What data will you use to track continuous improvement?

Resiliency Survey (grades 4-6), Division Feedback Survey, school generated surveys and check-ins, Alberta Education Assurance Measure survey, staff and student qualitative feedback.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,136,937		2,193,533
Internal Revenue		0		0
REVENUE TOTAL		2,136,937		2,193,533
Classroom	9.164000	986,717	9.121000	982,086
Leadership	1.000000	145,898	1.000000	146,294
Teacher Supply	.000000	24,577	.000000	32,065
TOTAL TEACHER	10.164000	1,157,192	10.121000	1,160,445
(% of Budget)		54.15%		52.9%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	15,044	.000000	15,064
Support	11.800000	703,138	12.300000	732,932
Support (Supply/OT)	.000000	40,000	.000000	35,000
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	13.800000	919,415	14.300000	944,229
(% of Budget)		43.02%		43.05%
TOTAL STAFF	23.964000	2,076,607	24.421000	2,104,674
(% of Budget)		97.18%		95.95%
SUPPLIES, EQUIPMENT AND SERVICES		19,680		18,009
INTERNAL SERVICES		40,650		70,750
OTHER INTEREST AND CHARGES		0		100
TOTAL SES		60,330		88,859
(% of Budget)		2.82%		4.05%
TOTAL AMOUNT BUDGETED		2,136,937		2,193,533
Carry Forward Included		0		0
Carry Forward to Future		0		0



Enrolment		Staff FTE		Budget		
Normalized	120.000	Custodial	0.000000	Salaries	\$1,893,368	95.84%
Weighted	0.000	Exempt	3.000000	Supplies, Equip., Services	\$82,099	04.16%
Regular	120	Support	12.900000			
		Teacher	6.596000			
Year Opened		Total 22.496000			Total \$1,975,467	100.00%

School Philosophy

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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.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,975,467		1,975,467
Internal Revenue		0		0
REVENUE TOTAL		1,975,467		1,975,467
Classroom	5.500000	592,204	5.596000	602,540
Leadership	1.000000	126,786	1.000000	126,984
Teacher Supply	.000000	45,000	.000000	30,000
TOTAL TEACHER	6.500000	763,990	6.596000	759,524
(% of Budget)		38.67%		38.45%
Exempt	3.200000	336,365	3.000000	315,343
Exempt (Hourly/OT)	.000000	4,000	.000000	4,000
Support	11.900000	717,834	12.900000	777,422
Support (Supply/OT)	.000000	60,000	.000000	37,080
TOTAL NON-TEACHER	15.100000	1,118,199	15.900000	1,133,845
(% of Budget)		56.6%		57.4%
TOTAL STAFF	21.600000	1,882,189	22.496000	1,893,369
(% of Budget)		95.28%		95.84%
SUPPLIES, EQUIPMENT AND SERVICES		74,049		70,649
INTERNAL SERVICES		19,230		11,450
TOTAL SES		93,279		82,099
(% of Budget)		4.72%		4.16%
TOTAL AMOUNT BUDGETED		1,975,468		1,975,468
Carry Forward Included		0		0
Carry Forward to Future		0		0