



School Results Report

2021/2022

École Mountview Elementary School



The Year in Review

Fast Facts:

École Mountview Elementary School
4331 34 Street Red Deer, AB T4N 0N9
403-346-5765
<https://www.rdpsd.ab.ca/mountview>

Principal: Ms. Diane Roberts
Vice-Principal: Ms. Lisa Peters

Incoming 2022-2023 Principal: Kim Walker
Incoming 2022- 23 Vice-Principal: Camille Bax

Student Profile:

- Kindergarten: 52
- Grade 1: 63
- Grade 2: 46
- Grade 3: 66
- Grade 4: 63
- Grade 5: 61
- Total Student Population: 351
- ESL Students: 33
- First Nations; Métis; Inuit Students: 20
- French Immersion Students: 184

Staff Profile:

- Teachers: 25
- Classified Staff: 10
- Facility Services Staff: 2
- Total Staff: 38

New Directions:

Mountview Elementary School entered the second year of the world wide pandemic, COVID19 during the 2021-2022 school year. Students, families, staff and stakeholders were respectively impacted by the direction and mandates set forward to schools by Alberta Health Services and Alberta Education. While the province entered an 'open for summer', and the 'return to normal' was hoped for - school life was soon impacted by Provincial mandates by mid September. Student and staff wellness, illness, and attendance were impacted at the school level. Schools were once again requested to organize and provide for class and recess cohort organization, hand hygiene routines, and implement mask distribution, alongside isolation practices for positive COVID19 results/quarantine.

In the spring of 2021, measures were once again relaxed, the Province encouraged vaccines across age groups and school based activities (ie. field trips and mini assemblies) were encouraged to re-open with district level guidelines toward the end of the school year. This included invites to a specific number of family members for events such as assemblies. Many schools did host mini assemblies during the last 3.5 months of the school year and welcomed families back to school through the School Council meetings. The first in-person School Council meeting at Mountview was held in June 2022. The impact of COVID19/World Wide Pandemic cannot be understated in terms of student learning interruptions, feeling a sense of community, attendance consistency, and the impact on daily routines and procedures at the school level. One note to consider as we move forward, is the impact on developmental friendships, experiences and readiness for typical peer interactions whereby young

children learn to problem solve, collaborate and socialize. It is noted that our students are affected in these areas, developmentally.

The new directions created through the 2020-2021 school year entailed the implementation of directed *Province Wide Assessment* and respective interventions created, packaged, defined and distributed by Alberta Education for students in Grade 1, 2, and 3. New staff were hired, trained, and intervention schedules were created; in some cases students were pulled out for interventions twice during a day for literacy and numeracy.

Opportunities and Challenges:

Submitted by Principal 21-22: Diane Roberts 2021 in Education Plan:

We are continuing to build and foster a positive school culture where We Are Yetis <https://sites.google.com/a/rdpsd.ab.ca/ecolemountview/> who are Respectful, Responsible and Resilient. Through our planning and organizational structures, our staff will continue to pursue opportunities for collaboration which impacts student learning and fosters collective responsibility.

As a culturally, economically, academically, socially/emotionally diverse school, we continue to work on strategies for meeting the needs of all of our students through the work of our learning team and collaborative teaming approach.

The Covid-19 Pandemic has added an additional challenge to our planning for the upcoming year. We are keeping in mind the impacts of the pandemic on the academic, social, emotional and mental health of students as we go forward.

Submitted by Incoming Principal 2022-2023: Kim Walker:

With a new administration team (principal and vice-principal) assigned to Mountview Elementary several collaborations went into the creation and analysis of this School Results Report based on data collection in 2021-2022.

- First, a school calendar session involving *all staff* was held in August 2022 during organizational days that viewed all of the events that Mountview has held in the past. This exercise built the context through a sense of community, asking “What inspires one to feel that they ‘belong’ at Mountview School? and, “How can we reopen our school for students, families, volunteers and stakeholders?” Then, following this session, a sub-committee viewed the common themes indicated by working groups and created the yearly calendar of events for Mountview Elementary in 2022-2023.
- A second collaborative session at staff learning day in September included small

staff groups who viewed the results report data trends to create a detailed picture of what occurred during the 2021-2022 school year. This collaboration assisted with building an analysis of the data trends and subsequent action plan as a school team for school improvement.

- Multiple conversations were scheduled with Literacy and Numeracy lead teachers, the Physical Literacy/Wellness lead teacher, the Community Liaison Worker, the FNMI Key Point lead teacher and the Learning Assistance Teacher.
- School Wide Attendance Factors defined by June 30th, 2021 were discussed with the Learning Assistance Teacher, Kindergarten Program Teacher, and secretarial staff for 2021-2022. The data used to build this consideration was generated by Tech Services with PowerSchool which defines all absences in all grade levels.
- As the new school principal I proactively met with 33 staff in June 2022, and followed up with a google form to learn more about the needs and instructional leadership wishes from Mountview Staff members.

For preparation of this report for Ecole Mountview Elementary (Mountview Elementary School) the new school administration team reviewed the Alberta Education Assurance Report, the Baragar geographical report, current literacy data results, and hosted several reflective conversations with staff. Collaborative group activities were employed to collect the common themes in the data with the voices of staff members at Ecole Mountview Elementary.

A Year of Success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

At Mountview Elementary, the staff are to be commended for their dedication, perseverance and ability to adapt to COVID19 health protocols and successive changes over the course of the last two years. There has been no *‘manual’* for the duration of this experience, and now, we must consider the repercussions for personal growth, overall development, mental health, curriculum experiences and reopening the school in a post pandemic view. We remain hopeful to witness post-pandemic mental health continue to improve with consistent school routines, a safe and caring environment, and opportunities and experiences; ***we will lead and learn with connection, wellness, and achievement in mind.***

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Division Performance Measures

- **Percentage of Grade 1 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
34	16	47.06

- **Percentage of Grade 2 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
15	7	46.67

- **Percentage of Grade 3 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
66	51	77.27

- **Percentage of Grade 4 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
63	49	77.78

- **Percentage of Grade 5 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
60	51	85.00

- **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are able to read and write what is expected in school.	77.3	75.0	N/A	81.58	86.96
Overall percentage of students who feel they are able to read and write what is expected of them in school.	88.3	88.4	N/A	N/A	86.84
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	92.6	N/A	80	80.95

● **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	85.2	85.3	N/A	85.53	89.13
Overall percentage of students who feel they are able to understand and work with numbers in school.	86.7	87.4	N/A	N/A	84.21
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	100	96.3	N/A	86.67	80.95

Anecdotal Results, Analysis and Action

Anecdotal Results: (what happened last year? in literacy and numeracy?)

According to Collaborative Staff Groups in October 2022:

- For Mountview, in 2017-2018 school boundary changes impacted the student population in both English and French programs.
- The students within the new school boundary were present together for one year prior to the COVID19 Pandemic which had respective effects on learning experiences and skill development in both numeracy and literacy.
- Kindergarten students at Mountview in 21-22, arrived with very little social and group experience due to COVID19; in some cases this was their first experience ever with other peers and at a 'school' environment.
- For Grades One and Two - students were respectively affected by 'online' learning, and may not have received consistent universal or targeted instruction in guided reading groups in person.
- School wide, teachers indicated that there was not a 'structured literacy or numeracy program' in place; as a result each teacher was 'doing their own thing' in their classrooms.
- The interventions provided at the grade 1, 2, 3 level from Alberta Education in 2021-2022 did not allow for further support in grade 4 and 5 for students who needed this support/as a result of COVID19 interruption/online learning.
- The parents reported satisfaction with how Mountview proceeded through the year of disrupted learning, whereas teachers felt they did not do enough.
- Teachers were concerned about the interventions put forward by Alberta Education as they only supported 'yellow zone' students; however, when the school did target the 'red zone' students, teachers observed great strides, however, very few students were impacted due to time/ratio involved.
- Teachers indicated a lack of literacy professional development in 2021-2022.
- Peer reading dissipated over COVID19 due to cohort rules/an absence of 2 years at Mountview.
- A large number of split classes have made it challenging in French instruction.
- There were little literacy interventions and or resources provided for in French.
- Teachers did not implement the Calkins writing resource.
- Teachers used a variety of resources from Sounds to Spelling, to Jolly Phonics, to Barbara Mericonda to Jump Math; consistency across grades is a local context concern by teaching staff.
- District Wide: All Teachers in K-5 attended four *Curriculum* sessions hosted by Learning Services as an introduction to the new curriculum and new learning management system, called Brightspace.

Analysis:

- Intervention groups that were identified and commenced last year in small groups did demonstrate growth in ability and confidence. We were able to clearly define who qualified for groups at Mountview.
- The Parent Council provided monies for French (leveled) books to send home.
- When able, students returned to routines and structures in the classroom; the school utilized Secret Stories, Science of Reading, and Math Manipulatives in a variety of classes.
- The scores for grade ½ reflected strength in using the Sounds of Spelling literacy program in the grade ¾ class.
- We have a literacy champion on staff that served on the district literacy intervention team, bringing forth the Science of Reading to our own staff is a benefit.
- We have work to do in building our local capacity and consistency as a school; professional development and a literacy/numeracy focus is needed.

Action:

- The school will implement the UFLI structured phonics program in grades K-3; staff in grades 4 and 5 will have access to the program for targeted instruction as well.
- Two teachers in grades ½ are piloting the new FLAL curriculum this year; we will create a wishlist for materials and suggestions for resources this year with their experience and insight. French Immersion will be supported with funds to purchase the necessary decodables and sound board materials (as English received from the district for the new curriculum).
- Amy Nye, District Coordinator in Languages will be contacted to work with school staff for ELL learning needs, as well as FRIM support.
- Kindergarten will be supported with the Haggerty Phonological Awareness program (both FRIM & ENGLISH will be supported with the manual).
- Mountview will implement a dedicated professional development focus on the Science of Reading, and Math Scope and Sequence with the new curriculum in grades K-3.
- Mountview will explore the structure and implementation of daily guided reading groups across grades 1-5.
- Mountview will explore and advocate for French Assessment and Intervention for early literacy, as well as a phonological program in French.
- Two French teachers have been allocated 5 intervention periods for grades 1-3 at Mountview School with local coverage on the timetable. This time is dedicated to FRIM intervention groups for grades 1-3 in literacy.
- Mountview will plan and utilize a Language French Monitor from Quebec provided for by the District; this individual will work in classrooms and with assigned small groups to build upon language acquisition, practice, and support.
- According to staff: "Everyone needs to be doing a structured literacy program."
- Staff would like to explore the use of Lucy Calkins writing directions (modified in local context); daily and effective writing instruction across grade levels needs to be re-visited and implemented.
- Staff will utilize HLAT writing prompts this year to collect baseline writing samples for review by November 1st, 2022; Mountview students will take part in the mandatory HLAT in the spring of 2023 as directed by the school district.
- Staff would like to view continuous assessment that drives instruction and shows growth and or who is on target; Staff may consider the exploration in creating a level A assessment binder/file per grade level for consistency in interventions.
- The school budget monies will be provided in 22-23 to support sub release time for Fountas and Pinnell Benchmarking on a per pupil average in both English and French; a spring timetable will support classrooms with 26+ students for year end assessments. This budget line will be re-visited for possible succession on a year to year basis.
- Staff recognize the importance of viewing attention span, stamina and building upon growth mindset (rather than fixed) to intentionally build reading, writing, speaking, and listening opportunities for our students; it is believed that student attention spans have been affected with covid interruptions and that it needs to be built upon.
- School Staff and School Administration will honor the professional development guidelines supported/provided by the District Learning services in Literacy, Numeracy and Brightspace (learning management system).
- Our School will host a literacy lead position this year; Mrs. Christine Squire will represent Mountview School in all coordinated literacy meetings and PD organization during the 2022-2023 school year.
- Our School will host a numeracy lead position this year; Mrs. Janelle Metcalfe will represent Mountview School in all coordinated numeracy and Math Zorbit implementations, alongside PD organization.
- School Administration met with the grade 4 and 5 level teachers in French and English to determine their wishes for professional development in both Numeracy and Literacy in September and October; this team is going to focus on building their resources for Financial Literacy, Anchor Charts, and Math Manipulatives.
- Sheri Jansen the Mathematics Learning Coordinator is booked for two professional development sessions with the grade 4 and 5 teachers.
- Financial guest speaker with Jr. Achievement will present to Grade % teachers in the fall; teachers will be invited to work collaboratively with Jr. Achievement opportunities in their classrooms for Financial Literacy programming.
- Literacy and Numeracy resources provided by Learning Services have been created and delivered to grades K-3 teachers; including materials from: BoxCars and One-Eyed Jacks Mathematic games; UFLI Phonetic magnetic boards with accompanying letters and vowels for all UFLI lessons.
- Teachers in grades K-3 have received their manuals (Aug), and have attended three dedicated professional development sessions, and collaborative team times for literacy as of November 1st, 2022.
- Grades K-5 have attended an introductory session for UFLI and the SCIENCE OF READING in August and September 2022.
- All teachers will attend a *Dyslexia* presentation to add to our professional toolbox by December 9th, 2022.
- Grades K-5 have attended the mandatory session(s) for BRIGHTSPACE learning management systems.

- **Mountview School will revisit/renew dedicated time for PLC (Professional Learning Community) and teachers will be provided embedded collaborative time to view and assess writing samples; the next steps in writing instruction, and focus will be outlined in collaboration.**
- **Mountview School staff and students will continue to highlight the importance of reading through the reopening of the learning commons/book exchange process, reading buddy connections, school wide author visits, fine art dramatic presentations (Alberta Musical Arts Team - October), and school wide reading recognition through 'Netty Recommends' Book recommendations and school assembly recognition and additions with 'Reading Rocks' brag tags.**
- **School wide, at home reading programs will be considered/evaluated.**
- **A school wide literacy survey collected by the literacy lead and school administration will be viewed to collect an overall picture of evidence based programming at Mountview Elementary School.**
- **A detailed literacy (reading, writing, listening and speaking) and numeracy plan will be considered for future planning purposes by the Literacy/Numeracy PD team.**
- **Mountview School will consider the creation of a dedicated Reading Data wall to view reading results across grade levels.**
- **Mountview School will research, plan for and coordinate the purchase of early reading decodables for 100% accessibility for all readers in both English and French.**

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.3	83.8	86.9	84.6	91.3

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	73.5	78.1	75.5	70.5	70.5

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	93.0	86.2	N/A	86.84	91.30
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	93.3	96.1	N/A	N/A	91.23
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	84.0	92.6	N/A	86.67	90.48

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	96.1	87.1	N/A	90.79	95.65
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	85.8	85.4	N/A	N/A	88.60
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	92.0	96.3	N/A	86.67	95.24

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	92.2	80.2	N/A	85.53	95.65
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	84.2	87.4	N/A	N/A	82.46
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	100	N/A	80	95.24

Anecdotal Results, Analysis and Action

Anecdotal Results: (what happened last year? a quick synopsis for Mountview)

- The district encouraged 'soft starts' and staff were given permission to use this time to build and grow relationships.
- It was noted that students and staff were both affected in personal 'mental health'; a second year of COVID19 World Wide Health Pandemic affected many people personally, professionally, and developmentally.
- Teachers reported that "Students were not ok", through 2021-2022 and were observed to *'not be retaining mental health', stamina and social emotional health deeply affected.* Observations included the effects of isolation: with successive illness, with no family gatherings, no birthday parties, or social gatherings, etc. In some cases, families experienced loss of a family member, friend, or job.
- Overall anxiety was higher with COVID19 illness and with everchanging provincial mandates implemented throughout the year.
- Increase in transition rates/families leaving the city as well as increase in domestic violence was noted by school staff.
- Attendance was affected at a greater rate, and multiple times throughout the year for many students.
- Equity was an issue with access to technology, wifi and a dedicated space/and support to attend online learning lessons.
- It is noted, *"Many students lost valuable learning time at Mountview"*.
- Cohorts impacted opportunities as a school community to 'be together' and see one another; isolation has been present for nearly two years.
- The school hosted a half time community liaison worker (CLW).

Analysis:

Staff reported that school wide, that they were trying hard to deal with social/emotional wellness and welfare of students. Many reported having to 'co-regulate' with students unable to self-regulate.

- Mountview implemented a 'breakfast' program to help support student learning and intentionally planned to make this universal in 2021-2022; hosted by three staff members who coordinate the program.
- Staff were encouraged to take care of oneself and become better prepared to support the mental health of children.
- Key Observation: *"Staff at our school do 'light up' for our students at Mountview and this is a strength!"* Relationships come first.

- As mandates changed throughout last year, staff gladly re-welcomed high fives and hugs for students.
- Staff worked to simplify the 3 R's at Mountview (respect, responsible, and resilient): Using Yeti Paw tickets for recognizing positive behavior and hosting *Pizza with the Principal* days.
- Staff feel that attendance was impacted with younger siblings at home/in the home; it may have been easier at times through last year to keep all family members home.
- COVID19 mandates and restrictions for daily routines and opportunities at the school level did inhibit the opportunities for school culture and opportunities for students; staff felt that the cohorts restricted how they could impact/inspire a sense of belonging across the school.
- At the end of the year - May and June 2022- field trip opportunities and school wide events such as field day, Grade 5 Camp and the Fire Truck spray day brought students together in a fun and meaningful way.
- School Wide assemblies at Mountview were not yet re-introduced to students and families school wide by June 2022.
- Overall percentage of stakeholders indicating that their schools or schools in their jurisdiction have improved or stayed the same over three years is likely a true reflection of the result of the impacts of COVID19 World Wide Pandemic - whereby schooling was interrupted and affected students, families, staff and learning; *100% of staff feel this is an accurate measure of two years of affect.*

Action:

- Staff would like to consider further *Trauma* Professional Development Opportunities; School Administration will build upon opportunities for all staff in this regard through monthly staff learning days, PD opportunities and planning the next steps for trauma-sensitive classroom practices.
- Continue to re-open and plan for intentional opportunities for inspiring a 'sense of belonging' at Mountview School; begin to ask, across the school, where do our students and stakeholders see themselves in our school? Can they see themselves in our school?
- Teachers will implement and re-establish school leadership jobs in each and every classroom in grades 1-5; school wide leadership opportunities will be re-established and refined for Grade 4 and 5 students.
- Highlight the 3 R's in the Mountview Mottos for Positive Behavior Intervention Supports Program (PBIS): Respect, Responsibility, and Resilience, in addition to highlighting RDPSP Values for Learning and Life at *assemblies, in announcements, in communications.*
- Teachers will dedicate time and intention to weekly lessons using the 'Valuing Mental Health Lessons' in grades K-5 to assist with consistency across the school; intentional support for building upon Mental Health, resilience and classroom community (comprehensive school health).
- Staff will purposely build connections with families through frequent communication, positive phone calls, face to face meetings and parent teacher conferences in 2022-2023. *We need 're-connection' in a post covid world at Mountview Elementary.**
- Teachers are kindly asked to prepare and share a monthly newsletter to highlight new curriculum and the happenings in classrooms each month. Communication is key for clarity, highlights in the classroom and new curriculum.
- School Wide considerations for special hot lunches (provided by School Council); suggestion from staff is to strive to ensure this is equitable for ALL students to take part.
- Mountview will welcome a full time - Community Liaison Worker (CLW), with Vicki Scott arriving to staff.
- Ms. Vicki will host a yearly introductory lesson for each classroom so that students are aware of her role and availability at the school by October 5th, 2022.
- Ms. Vicki will be working proactively this year with a developmental social skills program with *Grade Three* girls.
- 100% of Students at Mountview Elementary School, will have the opportunity to take part in Makerspace opportunities, the Learning Commons/Book Exchange, School Wide Presentations, and Assemblies, as well as Field Trips and Leadership Opportunities in their homerooms.
- The Jr. Yetis' Student Spirit Team will collaborate together to create 'school wide' spirit day activities and plan for fun events that inspire a sense of belonging at Mountview Elementary School. They will be responsible to promote each day and build these activities as inclusive for *all*.
- The P.E. Team will be called the HART (Healthy, Active, Relationships) Team - who will become 'health influencers' at Mountview hosting activity breaks during assemblies and fun activities through the year (ie. Terry Fox Run, The Turkey Trot, etc).
- Staff, students and stakeholders will support the school calendar of events in 2022-2023.
- Each class will have access and opportunity to a dedicated field trip this year connected to the curriculum and learning outcomes.
- School wide opportunities and special guest speakers will continue to enhance literacy, numeracy and health outcomes at Mountview School.
- The Grade 5 Camp experience is reserved for May 2023.

- Families and guardian members will be invited to school council meetings, assemblies and special events such as Winter Literature and Snowman Craft Night at Mountview School.
- School Council will be supported in all opportunities this year - such as the Christmas Market activity, silent auction, monthly meetings to collaboratively create meeting agendas.
- The 3R Award and Nomination process will be introduced to Mountview and highlighted at each school wide assembly this year; nominations can be put forward by all staff members to recognize a student leading in the 3R's Respect, Responsibility and Resilience; student receives a certificate, an indigo/chapters gift card to purchase a new book, and a presentation at the assembly by the principal.
- School Wide Brag tags are introduced as a new item to support school connection; Yeti Brag Tag Design highlights the 3Rs, Reading Rocks Tags, Kindness Tags, etc will be infused this year.
- The Yeti Faculty Council will examine how PBIS is structured, highlighted and infused at Mountview and will examine the infusion of the district, VALUES for LEARNING AND LIFE.
- School Wide Assemblies will be enhanced by student/classroom leadership, hosting and performances.
- The Values of Learning and Life can be highlighted at assemblies and connected to award recognition at Mountview School.
- Mountview will host a physical literacy specialist for 0.80 FTE, with Mr. Logan Vanderham. Mr. Vanderham will be serving Mountview School as our 'wellness influencer', attending district wide wellness meetings on our behalf.
- Mountview will create a dedicated wellness plan with Mr. Vanderham, the student HART team and school administration.
- 100% of all students in grades K-5 will receive daily physical literacy/education classes connected to the new Health and Wellness Curriculum.
- All students will receive a Brightspace access account; students, staff, and families will begin to learn to use Brightspace this year as a learning management system.
- Mountview will host a Brightspace Lead, with Mrs. Britney Peters who will attend training, and support staff members in the learning process of using this new management system. For the 2022-2023 she will be supported with a release period during the week for assisting teachers.
- Mountview will host a Music Instruction specialist for 0.50 FTE, with Mr. Shane Holder.
- All students in grades 1-5 will receive weekly Music and Fine Arts Instruction at Mountview Elementary.
- School Administration will serve to support excellence in daily instruction through daily visits to classrooms, and building relationships with students, families, staff and stakeholders at Mountview School; classroom visits will be dedicated to the Teaching Quality Standard from Alberta Education.
- School Administration will support student learning with safety considerations on the playground, with peers, in the gymnasium and on bus transportation.
- Restorative practices will be utilized between peers with administration/staff facilitation in the 2022-2023 school year.
- Staff and students will be supported in recognizing and highlighting PBIS at Mountview School. The Instructional Matrix will be used as a focused tool in discipline focus as well as during classroom lessons.
- Student voice and choice will be considered in school wide events, and in classroom learning opportunities.
- School staff will take part in Professional Growth Plan guidelines and reflective conversations using district templates for Teachers, Educational Assistants and School Administration.
- School staff will continue to develop a 'Trauma Sensitive Approach' for post covid recovery and in classroom practice in order to better understand individual circumstance(s), sensory input needs, student wellness, social opportunities, class participation and family wellness.
- Teachers will be supported with planning, Professional Development and collaborative learning time as connected to the school professional development plan, as submitted to the district for 2022-2023.
- School Administration will support the request for equitable assessment practices across English and French classrooms in 2022-2023. Fountas and Pinnell Benchmark assessments will be supported in a per-pupil average for time allotment; this will be subject to change according to school's budget allocation with the waving moving budget average on a year to year basis. A spring school wide timetable will be supported to complete assessment time allocations for classes with 26+ students.
- Teachers will be supported should they wish to volunteer their time, professional expertise to build/plan for new curriculum activities in the district and or pilot upcoming curriculum with Alberta Education (ie. Science, French LA, etc).
- Weekly Learning Support Team Meetings will be hosted by the Learning Assistance Teacher, Student Services Learning Coordinator, CLW and School Administration. All staff may request a learning team meeting; dedicated agendas and action plans will be maintained.
- Mountview will continue to revise the pyramid of support meetings for teachers to organize student learning needs in their classrooms; this will be a collaborative opportunity with the school level teams.

- Parents will be included in the collaboration of and creation of ISP/BSP student plans; these will be reviewed at each reporting period.
- Parents and or guardians will be invited to Learning Support Team Meetings as needed to review student needs for academic, behavioral , social and emotional well-being.
- School Wide Student Case Conferences will be scheduled for students with complex learning needs on as needed bases with parents, guardians or foster placement, school level personnel, Student Services Coordinator, and the Associate Superintendent of Student Services.
- Occupational Therapy, Speech Pathology services (as available) will be supported at the District level at Mountview Elementary School.
- The school learning team will consider the prioritization of level B and level C assessments, following the review of a teacher's Level A Assessment folder. Student assessment will be considered with district guidelines in mind, in addition to individual information received for complex learning and behavioral needs.
- Mountview will utilize the referral process for the district Behavior Support Team (teacher, social worker and psychiatric nurse) on an individual basis as required.
- Student Attendance considerations will follow district policy and school wide structures with LST meetings. First the teacher will call, remind and express concern with attendance, then the resulting performance is taken to LST, the CLW and school administration will contact families; in the result of no improvement the school will move to the policy and letter notification for attendance concern. Grade One will be closely followed by administration with detail and timely response during the year 2022-2023.
- Mountview School will continue to support character education programming at the school level and in the community with the structure of Positive Behavior Supports and PBIS at school.
- Mountview school is supported with 7 Educational Assistants for the 2022-2023 school year; a monthly student supports audit will be hosted by school administration and the learning assistance teacher to view *fluidity of supports* across classrooms.
- Mountview School will develop an improved/continued focus on trauma-sensitive school practices school wide.
- All educational assistants will be included in professional development opportunities at Mountview School.
- Mountview School will continue consistency in school wide communications with the Mountview Messenger, Monthly Newsletter, and monthly, School Council Meetings.
- A teacher feature will be added to monthly School Council meetings to share the happenings in each classroom/grade level at Mountview Elementary School.
- Netty the Yetty - Visits and organized appearances will be school wide for special events and dedicated Pizza with the Principal Certificate days.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.1	77.9	76.7	78.5	84.3

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	78.3	75.0	71.8	74.9	78.8

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	88.3	86.0	89.7	83.6	81.8

Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	23
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children will be prepared for the next grade level.	89.1	86.2	N/A	85.53	95.65

Overall percentage of students who feel they will be prepared for the next grade level.	87.5	89.3	N/A	N/A	90.35
Overall percentage of teachers who feel the students will be prepared for the next grade level.	92.0	88.9	N/A	73.33	85.71

Performance Measure	Results (in percentages)				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall percentage of parents who feel their children will complete high school.	96.1	97.4	N/A	93.42	100.00
Overall percentage of students who feel they will complete high school.	95.0	92.2	N/A	N/A	98.25
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	100	92.6	N/A	73.33	100.0

● **Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)	
	2020-2021	2021-2022
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	84.21	97.83
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	N/A	78.95
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	80	95.24

Anecdotal Results, Analysis and Action

Anecdotal Results: (what happened last year? a quick synopsis for Mountview)

- Staff and Teachers relayed that last year was thought to have been a 'recovery year' from COVID19, and simply stated, '*IT was NOT*'; many feel that within the first weeks of school, provincial mandates were implemented last year which affected all students and their families. For instance, masking became mandatory, as well as, seating plans in rows; daily classroom routines and procedures, and school level practices such as recess, or book exchanges were impacted.
- Staff felt that the effects of wearing masks were many and affected everyone. For instance, some students had never witnessed their teacher's smile, or watched another classmate's facial expressions. The effects of mask wearing and isolation in the classroom are felt today - both, socially and emotionally. Teachers continue to report an effect on the typical, developmental peer relationships and experiences as this report is prepared.
- Students were affected by restricted/modified curriculum opportunities in subjects such as Physical Literacy groups, Music performances (unable to sing and group) etc.
- Overall the 2021-2022 school year included interruptions (as did the previous year), and it is hoped with a return to regular routines, classroom cooperative structures and procedures - students will once again develop a feeling of being prepared and ready for learning.
- Online learning while many attended, some students did not, nor, or they did not have the executive functioning to remain engaged during lessons and or intervention groups provided.
- Access to support with studies and assigned tasks online at home affected student confidence.
- School wide opportunities were suspended on the school calendar and during the year. To build a school community was a challenge and minimal throughout the year. Online opportunities were prominent at the district level - for instance, the Remembrance Day Assembly was a district wide video shown in individual classes.

Analysis:

- According to Mountview Staff, 2022-2023 is thought to be a better beginning to actual 'recovery' from the interrupted learning during the world wide COVID19 pandemic, the majority felt last year was not a recovery year.
- Staff continue to note, and reflect on the short term, and longer term effects through interrupted schooling, isolation practices and understanding of long term stress on students and their families.
- Staff state that they care deeply about and for our Mountview students who have experienced the last two years of a pandemic; they haven't been able to turn off the effects felt by the pandemic in their homes, communities, or schools.

- The removal of masks will create a world of difference in the well being of our students at Mountview Elementary School.
- Consistency with attendance in person will make a difference in student success and high school completion in RDPSD.
- The opportunity to hold on to the YETI - Philosophy and the 3R's is important to help build upon resilience.
- Students need opportunities to feel a sense of belonging to the school.
- Students need to experience collaboration/cooperative structures and character education opportunities in addition to leadership opportunities.
- The staff at Mountview are a competent, passionate group of educators who are ready to take forward the challenges in 'recovery' from the pandemic.
- We host a number of parents at Mountview who are also teachers - who can examine and reflect on both sides of the recovery of learning during this time.
- We host a low staff turnover this year, we are able and willing to collaborate as a group.

Action: (Where could we grow - what can we do?)

- Our school is now able to revisit, and restructure activities and opportunities for our students and school family.
- With our new school calendar, we have added school wide assemblies alongside opportunities which will highlight the Values for Learning and Life.
- Student MCs and performances will be re-introduced into our assemblies and activities; student leadership will be facilitated and coached by homeroom classrooms, teachers and staff. *Leadership rests in each corner of our school.**
- We can continue to celebrate and plan for collaboration with our connecting schools; planting seeds of success for our students with both middle school and high school connections.
- Plan for student leadership opportunities with both Central and Lindsay Thurber schools; students from each school are invited to lead events with our physical literacy specialist and the HART team (ie. field day, and Carnival).
- Invite LTCHS Graduates to attend a 'grad walk' and celebrate these students with our elementary classes.
- Continue to access and build upon guest speaker opportunities in the classroom and at assemblies; consider a connection with RedDeer Polytechnic for game play and or special events to attend.
- Promote the "Yeti for Life" Motto as we build our community and culture post-covid.
- Welcome new students to Mountview with assembly recognition, and continue to highlight the opportunities across the school and at grade level as a school.
- Continue to re-open the school to our learning community. In October, Parent Council hosted a Financial Literacy Session for families with CARC (Alberta Education Grant Monies), and it was fantastically received!
- Build consistency among classrooms for programming with evidenced based literacy and numeracy materials.
- Build consistency for classroom instruction with minimal interruptions for learning and consider meaningful activities that enhance student learning, stamina and growth mindset.
- Consider the application of learning about the plasticity of the brain, to inspire a growth mindset.
- Consider sharing the practices effective for mindfulness, growth mindset, ICAN statements and setting goals.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

Anecdotal Results were built in collaborative dialogue with FNMI Key Point Person and Teacher, Mrs. Cindy MacDonald.

Over the 2021-2022 School Year our school focused on:

- School Wide Project for Orange Shirt Day, classes were invited to host lessons for Truth and Reconciliation during the week.
- For staff learning, our FNMI key point person brought information forward to share at meetings; followed by digital information.
- We hosted a BreakoutEdu (LockBox) activity with Metis focus and Terry Lakey facilitated this.
- Grades 1-5 attended the June Pow Wow; classes attended the event at Servus Area June 21st, 2022.
- Two members of staff attended the Cultural Camp at RedDeer Polytechnic.
- Learning Services Coordinators were available for teachers to access activities and collaborative materials.
- Online storytelling opportunities were available for multiple grades through covid; classes signed up to take part.
- Video appearances by staff member's family members were shared.
- The school hosted an FNMI Key Point Person, Mrs. Cindy Macdonald during the 2021-2022 school year.

Analysis: While school wide projects were encouraged and implemented by some classes, it is time to review the school wide FNMI learning rubric with our learning coordinator, Hayley Christen for reflection and planning purposes for 2022-2023 improvement. This is reflected in the first year, post covid as well for in person learning opportunities and building a sense of community at Mountview Elementary School .

Rubric Results:

Professional Learning/Teaching Quality Standard (TQS) - Approaching: Most teachers recognize that Indigenous cultures are distinct and pass that knowledge to their students. All teachers validate other worldviews and values other than their own. All teachers know cultures, values, languages, and distinctions can occur within a defined group. Professional development for staff on Indigenous education occurs 2-3 times each year. All teachers expose their students to Indigenous worldviews.

Relationship Building/Teaching Quality Standard (TQS) - Approaching: There are some meaningful relationships with parents, Elders, or other Indigenous community members. There are connections with community members who make appearances on a limited basis. Those relationships have an impact on students' understanding of Indigenous culture and history. First Nations, Metis and Inuit Learning Services are used to help establish connections and determine protocol.

Financial Support: Unsatisfactory - Funds from the school budget have not been used for Indigenous programming in the school or in classrooms. Teachers need to find outside sources for funding when needed (currently at Mountview, October 2022).

Curriculum Connections/Teaching Quality Standard (TQS) - Beginning: Teachers know the outcomes in the programs of study that directly relate to First Nations, Metis or Inuit then the teacher does not infuse any connections.

Action:

- New school administration has found a 30 minute weekly release block for FNMI Key Point Person in timetable; Achieved, August 2022.
- Host school wide ORANGE SHIRT DAY and Residential School Lessons by September 30, 2022; host sign up list with Knowledge Keeper for this week of learning; Educational Assistant, Ann-Marie Hall who will speak to her family experience and bring in valuable traditional items for student learning.
- View Rubric, Build achievable goals for PD learning, and student opportunities with our Learning Services District Coordinator, Hayley Christen to view the school wide assessment rubric for Mountview's Progress by October 28, 2022.
- Consider the Stepping Stones literature for staff pd opportunities, as well as learning pebbles.
- Modify and implement the school wide professional development calendar (as able) to host inclusive FNMI sessions for all Mountview Staff in 2022, 2023, 2024.
- Re-Visit Mathematics Kits for FNMI that were designated to Mountview; FNMI Key Point Person to locate.
- Consider the purchase of Flags; Metis, Treaty 6/7; School Administration to designate a point in the library to host.

- In grades K-3 re-visit where the focus has been created in ELA and Mathematics; Hayley has added the resources on lessons that link this for teachers to find and utilize.
- Ask the learning commons secretary to consider an identification sticker on all FNMI selections in the Mountview Library (ie. symbol). Host a resource audit on current inventory to start adding to cultural materials in both French and English.
- Ask learning commons secretary and FNMI Committee to redesign areas for FNMI learning in the learning commons through (poster placement, carpet, artifacts, etc).
- Host a resource walk for all staff; re-introduce guided reading selections for usage.
- Book a Grade 5 Blanket Exercise Booking for 2022-2023; January 31st, 2023.
- Continue to share digital information on MVNews and to teachers as it arrives/Cindy Macdonald, FNMI Key Point Person.
- Continue to highlight class learning as it is shared at staff meetings - ie. Grade Four - Counting in Cree.
- Create a signup list for staff to access each year for sessions with FNMI Learning Services; 100% of all students at Mountview will participate in a curriculum session via First Nations, Metis, and Inuit Department with Learning Services by June 30, 2023.(MV)
- By June 30th, 2023, all staff will attend dedicated sessions for FNMI Learning; consider the booking (as able with new curriculum PD dates) for professional development opportunities including: Oral Storytelling and Math Bins; the Sharing Circle and sharing stick creation for staff; and Elder Protocol.
- Begin the inquiry process for a spring Dance Troupe Opportunity (ie. Education Week/or 2023/24); administration to inquire on costs associated.
- School Administration to align school budget monies to support yearly additions for FNMI learning opportunities.
- Continue to reflect on and plan for school level, school wide cultural opportunities at Mountview School; consider the re-connection to knowledge keepers and elders.
- 100% of staff will consistently provide culturally appropriate and meaningful opportunities and enable partners in education to participate in learning in a way that benefits individual students and the larger group. (MV)
- 100% of all students will participate in Family Literacy Day Across Canada on January 27th, 2023 - the Theme is Celebrate your Heritage. Students/Staff will be invited to wear their traditional dress and create a personal cultural crest.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Ecole Mountview** As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 2nd, 2022** meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpsd.ab.ca/mountview>



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