



School Results Report

2020/2021

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
<http://mountview.rdpsd.ab.ca/>

Principal: Diane Roberts
Vice-Principal(s): Lisa Peters

Student Profile:

- Kindergarten: 57
- Grade 1: 64
- Grade 2: 50
- Grade 3: 69
- Grade 4: 68
- Grade 5: 62
- Total Student Population: 370
- ESL Students: 30
- First Nations; Métis; Inuit Students: 24
- French Immersion Students: 192

Staff Profile:

- Teachers: 23
- Classified Staff: 10
- Facility Services Staff: 3
- Total Staff: 46

New Directions:

This year was a bit of a holding pattern for us as we navigated through the return to school from the extended lock-down period of the Spring of 2020 due to the Covid-19 Pandemic. We understood that our students, while they had been learning online, had been away from the physical school for almost 6 months. Our focus this year was to welcome our students back and spend extra time on relationship building and mental health. A 'soft start', which includes play, engaging activities and a focus on building relationships between peers and teachers, was a priority in all of our classes.

Opportunities and Challenges:

Running a school in the middle of a global pandemic has been a challenge for all involved. This year saw us move some classes, as well as the whole school, to online learning at various times. Our staff went above and beyond to rise to this challenge as well as adjusting many of the routines, procedures, events and teaching in general to meet Covid-19 protocols. It was a difficult year which took a toll on the mental health of our whole school community. We look forward to using what we have learned from this past year to adjust and find ways to continue to run an excellent school program while taking care of those who learn and grow within it.

A Year of Success:

Despite the added pressure and limitations experienced with the pandemic, we always endeavoured to address challenges in new and creative ways. Our classes participated in various virtual learning opportunities such as virtual field trips, virtual visits with an Aboriginal Elder to learn about storytelling, an artist-in-residence presentation by the Alberta Opera and a virtual presentation of the Lindsay Thurber High School dramatic presentation of the musical Annie. We created a video version of a Christmas concert and continued to hold a Halloween dress up day, albeit without the school-wide parade. We held a school-wide field day which ended with a traditional spray-down by the Red Deer Firefighters. We had hot lunches and several contests run by our very active School Council parent group. While unable to send our grade 5's to Grade 5 Camp this year, we organized a camp-like day for them at Kin Canyon along with a modified outdoor Grade 5 farewell and videos.

While it wasn't the same as past years, we did the best with what we could do under the circumstances and all of our Yetis had a great year at Mountview.

Alberta Education Assurance Measures: Overall Summary

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 4445 Mountview School



| Assurance Domain | Measure | Mountview School | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|---------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 81.0 | n/a | n/a | 85.6 | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | 78.5 | 76.7 | 79.9 | 83.2 | 83.3 | 83.0 | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 83.4 | 80.3 | 79.6 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 86.2 | 85.3 | 84.8 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | n/a | n/a | n/a | n/a | 73.7 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | n/a | n/a | 20.3 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | n/a | 83.6 | n/a | n/a | n/a |
| Teaching & Leading | Diploma: Excellence | n/a | n/a | n/a | n/a | n/a | 24.1 | n/a | n/a | n/a |
| | Education Quality | 89.3 | 91.5 | 89.8 | 89.6 | 90.3 | 90.2 | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 82.8 | n/a | n/a | 87.8 | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 79.0 | n/a | n/a | 82.6 | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 74.2 | 75.4 | 78.7 | 79.5 | 81.8 | 81.4 | n/a | n/a | n/a |

Alberta Education Assurance Measures: FNMI Summary

Where there are less than 6 families who self-identified as FNMI who completed the survey, no results are included.

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 |
|--------------------|---|------------|
| 18 | 15 | 83.33 |

- **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 |
|--------------------|---|------------|
| 38 | 23 | 60.53 |

- **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 |
|--------------------|---|------------|
| 60 | 38 | 63.33 |

- **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 |
|--------------------|---|------------|
| 58 | 50 | 86.21 |

- **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 |
|--------------------|---|------------|
| 45 | 44 | 97.88 |

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

| Performance Measure | Results (in percentages) | | | | |
|---|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Overall percentage of parents who feel their children are able to read and write what is expected in school. | 85.3 | 77.3 | 75.0 | N/A | 81.58 |
| Overall percentage of students who feel they are able to read and write what is expected of them in school. | 85.6 | 88.3 | 88.4 | N/A | N/A |
| Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction. | 92 | 100 | 92.6 | N/A | 80 |

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

| Performance Measure | Results (in percentages) | | | | |
|---|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Overall percentage of parents who feel their children are able to understand and work with numbers in school. | 90.8 | 85.2 | 85.3 | N/A | 85.53 |
| Overall percentage of students who feel they are able to understand and work with numbers in school. | 88.6 | 86.7 | 87.4 | N/A | N/A |
| Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction. | 92.0 | 100 | 96.3 | N/A | 86.67 |

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Many of our students struggle with basic literacy and numeracy skills for various reasons.

Analysis:

- The time away from in-person schooling has had an impact on literacy and numeracy proficiency. While online learning served to fill the gap temporarily, it is not the same as in-person instruction. It is obvious from our results that the younger the student, the more this has impacted their acquisition of these basic skills.

Action:

- In the 2021-2022 school year, we will participate in district-wide literacy and numeracy recovery initiatives.
- We will continue to allocate teaching FTEs to a literacy (English and French Immersion) and a numeracy lead teacher position which give these teachers time in their week to implement small group interventions and to assist teachers with assessment.
- Many of our teachers in the early grades are learning about and implementing strategies from the Science of Reading program which includes targeted phonics instruction. We are providing funds to support the acquisition of resources and materials for this program.
- We will use assessment data from government mandated assessments as well as Fountas & Pinnell, GB+ and the MIPI to guide instruction and differentiation for all students.

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) | | | | |
|---|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| 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. | 88.5 | 90.3 | 83.8 | 86.9 | 84.6 |

- **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) | | | | |
|--|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| 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. | 87 | 73.5 | 78.1 | 75.5 | 70.5 |

Division Performance Measures

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

| Performance Measure | Results (in percentages) | | | | |
|---|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate. | 86.2 | 93.0 | 86.2 | N/A | 86.84 |
| Overall percentage of students who feel they are learning in ways that are meaningful and appropriate. | 97.1 | 93.3 | 96.1 | N/A | N/A |
| Overall percentage of teachers who feel they have the skills to support the learning needs of students. | 96.0 | 84.0 | 92.6 | N/A | 86.67 |

| Performance Measure | Results (in percentages) | | | | |
|---|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school. | 89.0 | 96.1 | 87.1 | N/A | 90.79 |
| Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school. | 91.4 | 85.8 | 85.4 | N/A | N/A |
| Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school. | 100 | 92.0 | 96.3 | N/A | 86.67 |

| Performance Measure | Results (in percentages) | | | | |
|--|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Overall percentage of parents who feel their children are connected and feel a sense of belonging at school. | 87.2 | 92.2 | 80.2 | N/A | 85.53 |
| Overall percentage of students who feel they are connected and feel a sense of belonging at school. | 94.3 | 84.2 | 87.4 | N/A | N/A |
| Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with. | 96.0 | 100 | 100 | N/A | 80 |

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Our students feel connected and have a sense of belonging in our school.

Analysis:

- Our changing clientele over the past few years sees us dealing more and more with factors which influence student home support such as poverty and family strife. The pandemic has only served to highlight these influences even more.

Action:

- Our Community Liaison Worker has been a key member of our Learning Support Team in addressing attendance, reducing barriers and helping parents with the skills they need to help their children be successful.
- We continue to teach our school and district values of respect, responsibility, resilience, health, curiosity and collaboration. We are a culture of Yetis who care about each other and our staff truly believe that it takes a village to raise a child.

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) | | | | |
|---|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 86.7 | 85.1 | 77.9 | 76.7 | 78.5 |

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

| Performance Measure | Results (in percentages) | | | | |
|--|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| 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. | 75 | 78.3 | 75.0 | 71.8 | 74.9 |

- **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) | | | | |
|--|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| 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. | 86.9 | 88.3 | 86.0 | 89.7 | 83.6 |

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). | 4 |
|---|---|

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

| Performance Measure | Results (in percentages) | | | | |
|--|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Overall percentage of parents who feel their children will be prepared for the next grade level. | 86.2 | 89.1 | 86.2 | N/A | 85.53 |
| Overall percentage of students who feel they will be prepared for the next grade level. | 95.0 | 87.5 | 89.3 | N/A | N/A |
| Overall percentage of teachers who feel the students will be prepared for the next grade level. | 84.0 | 92.0 | 88.9 | N/A | 73.33 |

| Performance Measure | Results (in percentages) | | | | |
|---|--------------------------|-----------|-----------|-----------|-----------|
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Overall percentage of parents who feel their children will complete high school. | 97.3 | 96.1 | 97.4 | N/A | 93.42 |
| Overall percentage of students who feel they will complete high school. | 95.7 | 95.0 | 92.2 | N/A | N/A |
| Overall percentage of teachers who feel that students are supported in the goal of finishing high school. | 96.0 | 100 | 92.6 | N/A | 73.33 |

● **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 |
| Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school. | 84.21 |
| Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school. | N/A |
| Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school. | 80 |

Anecdotal Results, Analysis and Action

Anecdotal Results:

- The characteristics of active citizenship are taught but maybe not widely understood as such by our greater school community.

Analysis:

- We teach our 3-R's (Respect, Responsibility and Resilience) and the students know them well but perhaps the parents could be made more aware of the work we do with this.

Action:

- Use the language of our values more often in school-home communications.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- Our school strives to be life-long learners about our Aboriginal peoples. Last year, we engaged in several projects related to increasing our understanding of reconciliation and residential schools.
- This past year we honoured Orange Shirt Day by wearing Orange Shirts and having students create paper orange shirts to hang up all around the school. Teachers also focused on FNMI specific lessons about residential schools.
- We also honoured the (initial) 215 children buried in a mass grave at Kamloops, BC by having students participate in an art project which was displayed on all of our exterior windows.
- We continued to allocate teacher FTE's to an FNMI lead teacher position. This teacher presents information and professional learning to our staff on each staff learning day and helps teachers make connections to FNMI resources.
- Our FNMI lead teacher set up virtual visits for our classes with Elder Maggie who taught our students about storytelling.
- In the near future, with our courtyard improvements, we plan to plant traditional aboriginal medicine plants to use for various learning and cultural activities.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Ecole Mountview Elementary School**.

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 2021** meeting of the School Council
- The School Results Report is posted on the school website at: <http://mountview.rdpsd.ab.ca/>



Red Deer Public Schools
4747-53 street
Red Deer, Alberta T4N 2E6
Phone: 403-343-1405
Fax: 403-347-8190
E-mail: info@rdpsd.ab.ca
Website: www.rdpsd.ab.ca