



School Results Report

2022/2023

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: Kim Walker
Vice-Principal: Camille Bax

Student Profile:

- Kindergarten: 49
- Grade 1: 54
- Grade 2: 58
- Grade 3: 45
- Grade 4: 58
- Grade 5: 69
- Total Student Population: 333
- ESL Students: 46
- First Nations; Métis; Inuit Students: 34
- French Immersion Students: 184

Staff Profile:

- Teachers: 24
- Classified Staff: 13
- Facility Services Staff: 2
- Total Staff: 39

New Directions:

During the 2022-2023 School Year, the Alberta Government and Alberta Education introduced new curriculum and bridging documents. In addition, grades 1-3 were assessed with Alberta Education Assessments province-wide. Red Deer Public supported these assessments and personnel hired in advance to additional provincial announcements for intervention support at these grade levels.

- Red Deer Public's Learning Services coordinators outline assessment timelines in RDP district-wide, including F&P Reading Assessments, MIPI Math Assessments, HLATs (Writing Assessment), ELL Benchmarking, and the EYE-K Assessment for Kindergarten.
- Teachers and Staff attended dedicated curriculum sessions for grade levels, and support teams were supported in Professional Development goals and PD to enhance inclusive support in the classroom.
- Teachers in Grades ½ piloted the French Immersion curriculum at Mountview School.
- Teachers in Grades K-3 implemented a new curriculum.
- Teachers were offered the opportunity to learn BRIGHTSPACE (Learning Management System), and,
- Mountview Elementary was supported by the RDPSD with the arrival of 132 new Chromebooks and the school was able to purchase 57 new devices with Read-A-Thon monies.
- Our school hosts key point persons in the following roles: Literacy Leads (ENG and FRIM), Numeracy Lead, FNMI Key Point Person, SOGI Representatives, Teacher Voice, ATA/Council of School Representatives, and liaisons with School Trustee and Sr. Administration.
- Alongside a new School Administration Team, Mountview welcomed new staff to the school throughout the year, and hired an educational assistant for Alberta Education Interventions.
- Our School Council worked in collaboration with CARC to offer a developmental Mathematics session for families and welcomed a JO(e) Social Media session for parents regarding Digital Citizenship and Social Media knowledge. The school welcomed a similar session for students at the grade ½ level.

Opportunities and Challenges:

School Narrative 2022-2023

Our school year was filled with several observations as we ventured forward to re-open Mountview School to our students and families, returning to many activities that had been either suspended or significantly modified through the COVID 19/World Wide Health Pandemic experience. The mandates required by Alberta Education and Alberta Health Services included interrupted schooling, masking, cohorts, online learning, and a suspension of regular activities such as recess time with other classes, and collaborative/cooperative instructional groups within the classroom.

Observation

Our staff acknowledges that our students have missed key components of development (socially, emotionally, and academically) when schooling was interrupted for nearly two years and shifted to online learning multiple times. While some of our students had family members assist them with their learning, many of our students were isolated and, or, did not attend classes online with consistency for learning. Additionally, many of our students did not take part in organized clubs and or sports throughout this time; social interaction opportunities changed for all students.

In some cases, families were impacted by personal loss and or access to their livelihood; several of our students and their families across the district were displaced and moved to new communities. As a result, our school team has observed and noted significant differences in terms of stamina for:

- ***Learning, lesson engagement, social-emotional well-being, social development/early friendship skills/interactions, and executive functioning;***
- ***We noted the increase in support required with/for our effort(s) to assist and support our students as they engage socially, positively, and safely with one another;***
- ***Similarly, support has been needed to facilitate cooperative skills, collaborative skills, and in some cases the confidence to 'play' together, and problem-solve.***

*The first full calendar year following the World Wide Pandemic Covid19 led us to experience and acknowledge that our students, families, and notably, ourselves have been impacted deeply by the interruption in school and in learning. Staff did note that at times greater support, care, and understanding were required with one another as well as members of the public. **Co-regulation was a dedicated focus throughout the duration of our calendar year and we recognize that moving forward, we must do so with a trauma-sensitive lens of approach in our daily work.***

Opportunities:

*As school commenced in August 2022 the school's new administration team invited staff to build a school calendar with the notion of "**I Belong**". Opportunities for students (and families) were selected with the intention of providing a well-rounded program focus. Staff focused on and created a school calendar that focused on: Comprehensive School Health, Language/Cultural Opportunities, Literacy, Student Leadership opportunities, and re-inviting parent engagement.*

A common goal in/on the school calendar was to welcome families back into the school to be a part of their child's educational experience. The staff voice followed suit as shared with the school administration with the words, "Bring us back together, please lead with culture." In terms of leading Mountview, it was noted in 22-23, that many students, particularly our Grade one and two students had never yet, had the opportunity to attend an *in-person assembly*, and this is the same for family members. Several new parents had not yet had a chance to visit the school physically. ***As a result, our school culture focus granted the opportunity to schedule an assembly for each month, with student recognition, class leadership in hosting, class performances, and invites to families to attend.***

Notably, student performances were welcomed back at each assembly time and our parent groups have thanked the school administration for these opportunities to celebrate student learning together; notably, student leadership, service, and character education development have been beautiful additions to these assemblies with appreciative feedback from parents, and in some cases grandparents. The Values for Learning and Life have been a welcome addition to these assemblies, alongside our Mountview Mottos - the 3Rs - I am responsible, I am respectful and I am resilient.

Student Learning Opportunities:

In 2022-2023 Mountview Elementary School provided support for:

Alberta Fine Arts Presentation, FNMI Artists, School Wide - French Carnaval, Earth Rangers, student spirit/leadership days, and a variety of extracurricular opportunities with intramurals, the swimming program (grades 2-4), skating, skiing (Loppet), basketball (tournament), and handball.

In addition, the dedicated and focused School Council supported the school in Alien-In-Line (in-line-skating) programming for all students (K-5) in June 2023, as well as support for the Grade Five Camp Experience.

A well-received addition involved a group of students who attended the 'HumanKind' club where students worked in collaboration to create a sense of belonging and inclusion with several group-generated school-wide bulletin board messages for the entire school.

Our students experienced a multitude of student-driven spirit days - ie. Jersey Day, Green and Gold Day, etc with the Jr. Yetis' School Spirit Team. Opportunities such as Pokemon Trading Days, Basketball tryouts (and a tournament), the Dawe Run, the Ski Loppet, a Handball Tournament, and Hockey Card Trading Days inspired many of our students at a variety of grade levels.

Parent Engagement Opportunities:

In terms of parent engagement opportunities, Mountview hosted:

- A 'Meet the Teacher' event in August, Two Parent-Teacher conferences (October, and December) in a hybrid option format, and hosted Student-Led (in-person) conferences in March 2023. Teachers commented on the success of interviews in speaking with the majority of student's parents.
- The School Council hosted 10 meetings in a hybrid fashion (see attached report).
- Monthly volunteer opportunities with hot lunches, hot dogs, and a special pink pancake day were available as opportunities for parents to assist with. Popcorn Day for student birthdays was a fine addition and tradition that continued to be supported by parent volunteers.

- Parents, students, and siblings were invited to attend Mountview's first 'Winter Literature and Craft' evening in December (as an alternative to a Christmas Concert). This event was well received by students, families, and staff and attended by nearly 90 family members and this event will continue to be considered in future calendar/alternate years to a winter concert.

In addition, several events/items encouraged Family participation at the school level:

- Mountview hosted a **Family Literacy Day Assembly** highlighting and celebrating personal heritage this year; welcoming the Red Deer Ukrainian Dance Group for a performance. This opportunity allowed us the opportunity to focus on building upon our own 'cultural proficiency and awareness' this year. Students, staff, and families celebrated their own heritage during this day, sharing traditional wear, family artifacts and pictures, etc.
- A school-wide **Read-A-Thon** was held, to highlight the importance of reading and support for student activities, alongside school technology goals for student use. It was a huge success - raising nearly \$11,000 for updating technology devices this year at Mountview!
- Monthly Assemblies - Including Student Recognition and Performances.
- A spring performance date was held for all music classes to experience 'performance' and parents were invited to attend. It was a packed house!
- Netty Recommends - Book Recommendation/Student Recognition Awards and Poster Creation are acknowledged school-wide. Students can create a poster referencing a book that they would recommend, and earn a school 'brag tag' at an assembly. We acknowledge these recommendations as a school community.
- French Carnaval - We hosted a French Carnaval School-Wide in March 2023 - Leadership Students from Central Middle School arrived to assist with a variety of outdoor events for small, collaborative groups. Parent Volunteers were welcomed for the day, assisting with Maple Syrup and student groups. The company utilized for this event joined us from Edmonton and it was very well received.
- Families at Mountview were invited to take part in ABEd Surveys, local RDPSD Surveys and a school focus Census survey.
- Education Week events welcomed family members and the public into the school with Spring Singing/Recorder Performances by class, highlighted the impact of Numeracy Games (collaborative games), Literacy (Celebrating Book Character Day), HATS ON FOR MENTAL HEALTH, and Health and Wellness with a school-wide, with the Hula Run and Hula Dance.
- Staff recognition was dedicated to both our Educational Assistants and Teaching Staff this year, supported by the School Administration and incredible parent volunteers, with School Council Support. Long-term Recognition for staff members was recognized in November with school support and Trustee/Superintendent presentation visits.
- The School Council hosted an information kiosk during student-led conferences this year to increase interest about the council. The School Council worked collaboratively with CARC (Central Alberta Regional Consortium) to present a parent session for Numeracy which was very well received by the parents who attended the fall session.

- The School arranged a session opportunity with the grade 4 classes with Jo(e) Media from Lacombe who spoke to students about social media/digital citizenship. School Council additionally supported an evening Jo(E) Media session for families with their grant monies. It was very well received this year by approximately 29 parents/partnerships in attendance.
- Volunteers were welcomed for each class field trip this year, and Grade Five Camp Volunteers were requested for a two-day overnight camp.
- We welcomed several volunteers who worked to support the preparation of new literacy materials connected to the new curriculum this year. Literacy magnet boards were created to support 100% of the classes in grades 1-3. FRIM teachers were granted the school-level support funds to commence the creation of these supportive manipulatives as well.
- The new courtyard continues to be supported and refined by the school council as a highlight of the school's access to the environment, with an outdoor classroom and garden planters. Students in classes were supported by the School Council with a selection of seeds for spring planting/fall harvest opportunities.

NEW OPPORTUNITIES:

The staff at Mountview Elementary look forward to impacting student learning by improving the following through inclusive, differentiated opportunities in:

i. Literacy and Numeracy of Students

ii. The Resiliency of Students/Social Emotional Learning

iii. Excellence in Teaching Strategies

Staff:

- *We recognize that sustainability and school improvement is built with continuous, collaborative dialogue for understanding, a growth mindset, and expectations for achievement.*
- *We will commit to clarity in our communications, collaboration/teamwork, and our collective efficacy to lead, teach, learn, and lead with compassion and understanding for others.*
- *We recognize that human connection is the basis of our work and that we must foster strong intrapersonal relationships with all stakeholders.*
- *We recognize that we are, each, a responsive and daily model for learning literacy, numeracy, and social-emotional learning.*

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- *We are entrusted as school staff to provide an opportunity to model and teach inclusion, healthy choices, including physical activity; healthy relationship templates; a growth mindset; restorative practices; self-regulation, and co-regulation for all children.*
- *We will commit to becoming 'trauma-sensitive' in our classroom practices, and school-wide; building upon our personal knowledge, application, and consistency in using a trauma-sensitive lens.*
- *We recognize that the core pillars of intervention are: safety, connection, and coping ability.*
- *We will strive to provide predictable, safe, and respectful classroom routines for all students.*
- *We recognize that our personal resilience and well-being must be a focus both personally and professionally and that this allows us the energy and ability to build a trauma-sensitive environment that enhances the opportunities for students to learn and thrive in.*
- *We strive to be lifelong learners and utilize the Teaching Quality Standard as the basis of our teaching, learning, and professional growth.*

Our Guiding Statements include:

"A literate and numerate life is the right of every child."

"When we honour backgrounds heritage, and faith, we are inclusive, we are better together."

"All staff are leaders and it is through the work of the collective that we will improve teaching practice and student learning."

"Calm, Begets, Calm" RELATIONSHIPS come first.

As adults we recognize our own self-regulation and respective self-care routines; we commit to a personal self-reflection lens to enhance our mental health and overall well-being in order to bring the best that we can to our students each day.

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."

Alberta Education Assurance Measures: Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Spring 2023

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	79.1	87.4	87.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	70.4	84.3	80.5	80.3	81.4	82.3	Low	Declined	Issue
	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	n/a	n/a	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.6	91.7	91.6	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.2	89.6	89.6	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	64.0	73.2	73.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	65.2	73.3	74.3	79.1	78.8	80.3	Very Low	Maintained	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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. Caution should be used when interpreting high school completion rate results over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplementary Summary - Alberta Education Planning Report

School: 4445 Mountview School

Spring 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	66.1	77.8	83.3	82.2	83.7	84.3	Very Low	Declined	Concern
Lifelong Learning	66.5	69.3	60.1	80.4	81.0	76.8	Low	Maintained	Issue
Program of Studies	79.6	81.8	85.8	82.9	82.9	82.6	High	Maintained	Good
Program of Studies - At Risk Students	67.7	73.2	76.1	81.2	81.9	83.4	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	75.9	91.3	89.1	87.5	88.8	89.1	Very Low	Declined Significantly	Concern
Satisfaction with Program Access	67.5	65.1	67.4	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	63.4	70.5	73.0	75.2	74.2	77.9	Very Low	Declined	Concern
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	71.5	78.8	75.3	83.1	84.9	84.5	Low	Maintained	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

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	21	61.76

- 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
42	26	61.9

- 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
46	34	73.91

- 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
68	52	76.47

- 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
65	57	87.69

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	75.0	N/A	81.58	86.96	74.29
Overall percentage of students who feel they are able to read and write what is expected of them in school.	88.4	N/A	N/A	86.84	90.12
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.6	N/A	80	80.95	75.00

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	85.3	N/A	85.53	89.13	91.43
Overall percentage of students who feel they are able to understand and work with numbers in school.	87.4	N/A	N/A	84.21	87.65
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	96.3	N/A	86.67	80.95	75.00

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Mountview implemented Alberta Education LeNS, and CC3 assessments for grades 1-3 during the 2022-2023 School Year, to identify students at risk.
- 100% of classes 1-3 (and two 4s) were provided with the materials and manuals for the UFLI Phonics instruction program.
- Grade 3 and 4 FRIM teachers utilized a small group instruction addition during a focused reading instruction period during this school year.
- RDPSD frontloaded intervention support monies with intervention personnel in grades 1-3 for this school year/prior to the Alberta Education Announcement.
- Alberta Education added additional intervention monies for Literacy and Numeracy Intervention programming for grades 1-3; additional educational assistant time was purchased, as well as teacher time at Mountview School for January 2023.
- Assessments were completed in Grades 1-3 in the fall, pre-December (grade one) and the Spring of 2023.
- All students were assessed using the district guidelines for assessment, including F&P, ELL Benchmarking, the EYE-Assessment in Kindergarten.
- Teachers were provided release time for F & P Benchmarks in correlation to class size; all teachers were supported at Mountview to ensure the assessment completion.
- Mountview hosted literacy leads in both English and French during the 2022-2023 School Year.
- Teachers attended district training for SCIENCE OF READING, COLLABORATION with FRIM SCHOOLS, and dedicated NEW CURRICULUM sessions through Learning Services.
- Several teachers volunteered to create dedicated activities and units connected to the curriculum in both literacy, and numeracy, and FRENCH ELAL was piloted in grade one at Mountview.
- Teachers spent dedicated time with the Learning Services Coordinator for Numeracy reviewing MIPI Math Assessment Data and viewing the strands of Math that needed focus in their respective classes and with specific students.
- A literacy lead teacher (in ENG and FRIM) as well as a Numeracy Lead teacher were supported at Mountview.

Analysis:

- Our dedicated reading/literacy scores per grade level have improved as compared to the previous year results.
- Our dedicated reading/literacy scores have increased substantially at grade one and two levels.
- Long-term application/results for UFLI and Florida Reading Research is our focus area; we suspect that with the consistency of the UFLI program being taught in Grades 1-4 student skill sets and learning to encode and decode, and reading with Fluency will improve significantly.
- Phonological Programming/Phonemic Awareness is supported in Kindergarten and Grade One with Heggerty.
- Overall, following the first year of consistent instruction post-covid, we are pleased with the reading scores at Mountview with increased averages in grade 1 and 2.
- There appears to be a similar bubble of concern at the grade ¾ level this year and an increase with overall grade 4 and 5 scores as recorded.
- The school utilized the resources available for Level B Assessments (5- paid for by School Budget) and Level C Assessments (5 - District).
- Students indicated in the Results report they were unsure if teachers were available to assist them with their school work.
- Parents and Students feel unsure of the expectations of reading and writing at Mountview School.

- District Wide: All teachers in K-5 attended Curriculum Sessions hosted by Learning Services to 'unpack' the new curriculum in grade level and language teams.
- The year previous (21-22) teachers indicated a lack in PD opportunities for Literacy.
- PD focus on the SCIENCE OF READING during 2022-2023 - impacted 100% of our teaching staff.
- French Teachers were able to attend the first PD opportunity (in 7 years) with two other French Immersion Schools, and dedicate time to learning about new curriculum (ie. ELA Pilot, and Science Curriculum Grade One).
- FRIM teachers (Literacy Leads were granted a \$2000.00 budget to ensure literacy manipulatives were in place for 100% of the classes at Mountview), they also started to research decodables.
- 100% of classes were granted F&P release time over the course of the year on a per-pupil basis.
- IN 2022-2023 Teachers indicated: *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'.* Consistency across reading structures and writing programming continue to be a concern at Mountview; we look forward to the implementation of PLC to dedicate to literacy-focused improvement.
- Teachers noted French intervention is lacking (September 2023) and the lack of a FRIM EA (as of June 2023 affects them).
- Teachers have indicated at 100% they have access to needed resources in their classrooms.
- 83.3% of Teachers indicate they have the skills and or are confident to support diverse learning needs.

Action:

Grade Level Teams/teacher teams spent dedicated time reviewing results this year with intentional Education Assurance Plan Results Conversations at Staff Learning Days (Sept, Oct). Overall reflection of teachers who feel students are provided with appropriate programming and levels of instruction - has visibly decreased. The following are reflections from the teaching staff:

Grade K, 1, 2: Span of skills within the classroom - we need to build upon consistency throughout the school. No consistent programming materials for FRIM provided by the district until now (2023).

Grade 3, 4: Covid - Parents unable to support learning while online; affecting language acquisition, consistency, stamina and learning. Difficult to differentiate with severe behavior concerns in the classroom - class complexity is a challenge and class regulation can be a challenge in itself. This has impacted access to the curriculum for all learners.

Grade 4, 5: Parents concerned about split classes and their child's progress. Split classes can be difficult with multiple courses and bridging new curriculum. Noted, however, are students who arrive with lower than-expected executive functioning skills, stamina to work independently, expectation to have 1 on 1 support because that is what they became used to while at home and some students are unable to move forward without approval from adults. We are teaching and re-teaching procedures more often than before.

Teachers at Mountview indicate in Literacy and Numeracy: Student Stamina and Engagement can fluctuate. Several teachers noted, they feel the *Quality of teaching* has changed - with the number of students with special educational learning needs and required supports. Across the school, more students are identified with specific learning disabilities. Inclusion (for safe and caring spaces) impacts the supports available for academic needs. Also noted was the required need for differentiation support; and the new LAT model should assist in this regard.

A lack of a FRIM Ea is noted (first three weeks of Sept), and FRIM Teachers want district support in French Immersion.

Hopeful to see the Student Support Room model assist those students who need practice to self-regulate, reset and for the safety/well being of all students at the school. Inclusion and support for differentiation for social, emotional and academic learning needs is noted.

Our Respective **Action Plan** will be:

- Building a consistent, predictable and evidence-based timetable for literacy and numeracy at Mountview School.
- We will bring consistency to the program across grade levels with the guidance of our literacy leads and learning coordinators. The timetable will be protected for literacy, and grade-level collaboration encouraged across classrooms with specific and dedicated resources to use.
- We will build upon our Level A Assessment data collection, increase writing opportunities for our students and take time to reflect on our results in reading and numeracy assessment.

- Teachers have indicated questions in support of EAL learners new to the classroom this year; PD opportunities will be explored for this purpose.
- Our Learning Assistance Teacher will be supporting our classes with differentiation in instruction, assistive technology and teachers - focusing on instructional strategies to meet student learning needs.
- FRIM teachers would like support in differentiation strategies with Amy Nye, Learning Coordinator at learning services; they report that it has been sometime that they have received the same PD in this area. There are two sessions booked for French Immersion this school year - October and January.
- Teaching Staff await news on a new district-wide Benchmark system connected to the Science of Reading as directed by Learning services.

Action to Date Fall 2023:

- The School Administration created a timetable to host both ENGLISH and FRIM intervention blocks for grades 1-3; this system of support will be dedicated to a response to intervention model using local data to ensure that students in the 1-5% at risk have intervention support.
- The School recognizes lead teachers in ENGLISH Literacy, FRIM Literacy, Numeracy and Kindergarten.
- Teachers across the school are encouraged and asked to build consistent, predictable, evidence-based reading and writing instruction blocks in their classrooms. (ie. 30 minutes daily % days).
- The timetable has been protected for grades 4 and 5 in literacy blocks, grade 3 and 4, and Grades 1 and 2 continue to explore opportunities for flexible timetables and re-grouping opportunities.
- 100% of Teachers at Mountview will take part in Collaboration to identify the top 5 High Yield Literacy Strategies to commit to during the 2023-2024 school year.
- 100% of teachers in 1-5 will attend dedicated PLC time, led by literacy lead to identify 5 high-leverage literacy strategies to commit to in the 2023-2024 school year. This will be focused time for literacy/numeracy instruction improvement to impact student success, skill, readiness, and achievement.
- A dedicated Numeracy Session is booked for teachers to build upon their differentiation in Numeracy with Shari Jensen at Learning Services. (November 2023) - 100% of teachers will attend dedicated PLC time, with learning services coordinators to explore numeracy assessment and MATHia, Math Zorbits opportunities.
- Teachers are encouraged to identify (and utilize) HIGH leverage reading instruction structures and strategies this fall in groups (October 2023).
- Grades 1-4 ENGLISH are encouraged and expected to utilize the UFLI Phonics Program for instruction and small group intervention. New staff are supported with attendance at District PD with Sherri Jensen, Literacy Coordinator to learn this program. This program is utilized district wide (year two).
- Grades 1-4 FRIM are encouraged to utilize UFLI Phonics/equivalent provided by Amy Nye, Learning Services Coordinator for FRIM.
- 100% of FRIM teachers will be attending Professional Development for Literacy Development with Amy Nye, of Learning Services in October 2023, January 2024.
- Teachers have asked how to create motivation for writing projects and this will become a winter focus at PLC collaboration.
- 100% of classes in Grades 1-5 will collect a writing baseline sample with common prompts as created by Literacy Leads in both English and French (November). The school will take part in HLAT writing assessment in the spring, 2024 (as required by the District).
- Mountview School has dedicated literacy intervention blocks for both FRENCH and ENGLISH learning.
- Mountview will continue to host a numeracy lead.
- The school attempted to hire an EA with French Language Experience in June 2023 - and the person turned down the position. We will continue to seek diversity in our hire process at Mountview School.
- Mountview will explore the collaborative response model this year as a structure to assist with 'yellow' students who might be struggling to achieve.
- Mountview welcomed our Monitrice this year to support French Language Acquisition at Mountview for 5 full months, then this time will be shared with another FRIM school in the district.
- The school will take part in EAL Benchmarks in April, May 2024 as required for English as an Additional Language 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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	83.8	86.9	84.6	91.3	75.2

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	78.1	75.5	70.5	70.5	63.4

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	86.2	N/A	86.84	91.30	94.29
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	96.1	N/A	N/A	91.23	96.30
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	92.6	N/A	86.67	90.48	83.33

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	87.1	N/A	90.79	95.65	97.14
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	85.4	N/A	N/A	88.60	85.19
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	96.3	N/A	86.67	95.24	91.67

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	80.2	N/A	85.53	95.65	91.43
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	87.4	N/A	N/A	82.46	85.19
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	N/A	80	95.24	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

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 has significantly shifted/decreased at Mountview School in the first full year Post Covid. Teachers report that over time and with boundary changes for Mountview the school has welcomed students with greater neurodiverse learning needs, as well as students with diverse backgrounds and experiences.

- Our school welcomed new students to Mountview with special educational needs and required trauma sensitive understanding; we created this as a local context goal in our working Education Plan together in June 2023 as a result. We recognize that everyone at Mountview is at a varied point in their trauma-sensitive classroom understanding and approach.
- We welcomed a full-time Community Liaison Worker in 2022-2023 to Mountview.
- We re-opened the school to community and group events; Mountview had not yet hosted or returned to assemblies prior due to the pandemic.
- We attended the required NEW Curriculum Sessions as provided to teachers.
- We piloted the FILAL in Grade One/Two.
- We trained 5 staff members in SIVA (Supporting Individuals through Valued Attachments) over the course of the school year.
- We hosted weekly Learning Support Team Meetings - inviting ALL staff to request a meeting to speak to the social, emotional, academic concerns for students in classrooms.
- Teachers created ISP Plans, BSP Plans.
- Parents worked in collaboration with teachers on ISPs, BSPs, referrals, etc.
- We hosted a 0.80 FTE LAT teacher highly trained in French, English and Student Regulation/Trauma Sensitivity.
- 100% of Staff received the book "Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom" by Kirstin Souers and Pete Hall, ASCD - as a summer read in June 2023.
- The school implemented a school-wide School Safety Preparedness Program (Hour Zero) with fidelity and practices that were differentiated.
- Teachers were encouraged to build relationships with soft starts and continued to respond to students with co-regulation strategies, regulation strategies, etc.

- Educational Assistants attended/were included in monthly staff meetings - at which all staff were introduced to 'student' supports/safety plans school-wide - which required 100% staff awareness.
- Educational Assistants began PD opportunities with the CLW (Blazepods), School Principal, and the LAT (Inclusion strategies); Educational Assistants were invited to join LST (Learning Support Team) meetings as well. The focus article shared with these staff was entitled: *"The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to Be Supported."* Written by Jule Causton-Theoharris.
- Students were able to take part in leadership opportunities in their homeroom; Grades 4-5 had additional "Kids for Kids School Wide Leadership opportunities".
- Students were included in performances, hosting assemblies, and special events such as Carnaval, Skating and Skiing Program, Grade 5 Basketball, and guests (FNMI Drummer, Fine Arts Presentation, etc).
- Staff supported PBIS programming with opportunities for student recognition such as YETI PAWS/Pizza with the Principal; and new items, Yeti Reading Brag Tags, and the 3R Award.
- Our school commenced a HUMAN Kind Club that welcomed a variety of students who created inclusive bulletin boards school wide, and highlighted, KINDNESS.
- Our school hosted a 1.0 FTE physical literacy specialist, and a 0.4 FTE music specialist for fine arts opportunities and learning. We believe this assists in providing a broad program of studies at Mountview with opportunities to enhance multiple intelligences.
- We highlighted connections to Mountview through weekly "blue/school t-shirt days", and special events such as Winter Literature and Family Craft Night with families.
- All parents, and family members were invited to monthly assemblies, and our spring Music Performances.
- All parents and guardians received a monthly newsletter, and weekly Mountview Messenger with the school calendar posted.

Analysis:

- Celebrations for the majority of this data. Analysis is required on future opportunities to support teachers:
- Our overall percentage of teachers who feel they have the skills to meet the learning needs of students has decreased.
- We can better consider the student perspective in terms of feeling like they belong and are cared for - there is similarly a decrease at Mountview among grade 4 and 5 students. This data has been shared among the teaching staff.
- Teachers' thoughts to consider: *"New curriculum to learn while learning about students, Brightspace concerns, etc. They indicate this year was "...a lot all at once, post-covid, diverse learners and families; EAL influx; it is a different world to navigate; it seems that parents are less involved (ie. reading with their child at home)."*

Action:

- Teachers wish to increase parent engagement throughout the course of the school year - ie. in person conferences. This was sent forward and proposed to the Superintendent (September 2023).
- Teachers would love to welcome more volunteers into the classroom to read with students.
- Teachers would like to explore instructional strategies for differentiation.
- Teachers would like consistency and goals in purposeful oral language lessons across the school.
- Student strengths and stretches will be considered in scaffolded strategies to support social, emotional, and academic learning.
- District improvements will be reflected in the local survey data as well as the Census data.
- Census Data will be shared with Mountview Staff (October Staff Learning Day).
- PD opportunities will be created in light of local context for both a school-based lens, teacher focus, and EA capacities to support students with behavior/ISP, and regulation plans. We will continue to build upon a trauma-sensitive classroom lens to support all students in their social, emotional health, and wellness.
- The SSR model and support data will be shared school-wide to build understanding and scaffold supports for students.
- Parent council executive has been consulted on parent engagement ideas for building a reader volunteer list at Mountview, and inviting parents into the school for a variety of opportunities.

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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.9	76.7	78.5	84.3	70.4

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

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	75.0	71.8	74.9	78.8	71.5

- **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)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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.	86.0	89.7	83.6	81.8	79.6

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).	10
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• **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	86.2	N/A	85.53	95.65	85.71
Overall percentage of students who feel they will be prepared for the next grade level.	89.3	N/A	N/A	90.35	92.59
Overall percentage of teachers who feel the students will be prepared for the next grade level.	88.9	N/A	73.33	85.71	66.67

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	97.4	N/A	93.42	100.00	94.29
Overall percentage of students who feel they will complete high school.	92.2	N/A	N/A	98.25	96.30
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	92.6	N/A	73.33	100.0	83.33

• **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	2021-2022	2022-2023
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	82.86
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	62.96
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	91.67

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Teachers noted motivation and lesson engagement of areas of concern.
- Teachers noted the required differentiation and soft start requirements during 22-23.
- Teachers noted, some students were not able to yet 'access' the curriculum or attend to full classes in 22-23.
- Several students have yet to access curriculum expectations at grade level.
- Homeroom Teachers build ISP/BSP plans with parents for individualized programming as required; the LAT teacher assists with further referrals, pediatrician and or psychiatry, Occupational Therapy or Speech Services.
- School phone calls and dedicated LST for Student Attendance Model.
- Teacher Thoughts - *"Students are behind due to covid... - each year we have to start a bit lower (reintroducing basic skill sets and routines) because students appear to/ are missing key learning outside school; for instance... with fine motor skills alone - our students do not arrive able to cut or colour, etc.*
We are now re-visiting at each grade level: ie. needing to teach children how to listen to stories, etc.
At first glance, the curriculum challenges appear too complex for our students at their age/ability/development, gaps between old and new curriculum need to be bridged over the next few years.
There appears to be - an increase in the general anxiety of students."

Analysis and Action:

- Our results represent an accurate perspective in the first year of full instruction, post-covid.
- Students are not yet demonstrating readiness to access the pace and depth of the curriculum at grade level. There is a new vision (ABEd) for reading and writing instruction including new programming and curriculum to unpack, understand, and prepare for in classrooms.

- Students appear to be at varied levels of readiness for the next grade level/likely due to their experience through covid. This includes the ability to regulate, engage in lessons and feel safe in social environments and interactions with one another. There is anxiety present across a variety of students at the school.

Action:

- School Administration experienced difficulties in PowerSchool with Attendance Letters and accuracy of reporting; this needs to be secured 2023-2024. It has been reported to technology services. *The Attendance Referral Procedure to the Learning Support Team will be followed by all staff members experiencing attendance concerns.*
- Our school social media, newsletter and messenger will continue to be sent with details to enhance overall school opportunities, curriculum information and program of studies information for the programs offered at elementary school/at Mountview.
- Teachers are asked to create a monthly newsletter with links to new curriculum and the classroom community; to be shared with school administration as well. This will assist in the transition to a new curriculum.
- Teachers will be supported with school administration walkthroughs and structures in place to further differentiation in their classrooms with the new Learning Assistance Teacher role at Mountview.
- We will continue to enhance the PBIS school-wide focus; recognizing and utilizing the instructional matrix as a teaching tool; Vice-Principal will create instructional matrix tools for each homeroom and office area.
- Kindness theme to permeate classroom communities and culture school-wide; weekly mindset, student recognition, and feedback loop will be consistently utilized.
- Character Education Learning Opportunities will continue to be aligned at school level context for FRIM, District Values for Learning and Life, and the Mountview Mottos and Comprehensive School Health.
- Our Community Liaison Worker is creating an opportunity for Big Brothers and Big Sisters with HHHS volunteers this year, alongside a girl friendship group at the grade three level.
- Our school will host a SPARC: Simple Connections and Stronger Families Event in January 2024; families will be invited to come together to learn about the 40 Developmental Assets and the importance of connection.
- We are scheduled to host/take part in: A Kindness Themed Assembly with mission statements created by each class; Alberta Fine Arts Presentation, Active Halloween Assembly (Wellness Influencer), Carnaval, Winter Concert, Family Literacy Day Across Canada, French Performance Field Trip(Spring - District).
- Results Report Strategy (Active Citizenship) Goal: 100% of our class communities will build a class 'kindness' statement by October 30th, 2023 (MV)
- Strategy: 100% of Students in Homeroom Classrooms will host leadership roles. In Grades 4 and 5, Students will have the opportunity to serve on KIDS for KIDS Leadership Teams at Mountview; Opportunities include:
- Strategy: 100% of Classrooms at Mountview will select a 'service' project to host in the 2023-2024 School Year.
- Teachers have suggested that literacy/numeracy games be shared with families. For instance, staff could create a number of opportunities such as/perhaps game night for parents, school resource evening (ie. beginner, middle and advanced level of the same game). Teachers reflected on options to consider in 2024: ie. Card game night, something like one book, one school - audio book and hard copy and or, publishing parties to highlight writing and reading. To be determined in January/February for the calendar year.

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 2022-2023 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 welcomed collaboration for each classroom with FNMI Learning Services; booking special guest teachers and hosts.
- Grade 5 Hosted the Blanket Exercise at Mountview with Hayley Christian and Terry Lakey.
- A member of staff attended the district Network Circle (4 times a year)
- Video appearances by staff member's family members were shared.
- The school hosted an FNMI Key Point Person, Mrs. Cindy Macdonald during the 2022-2023 school year.
- We welcomed a guest drum player and knowledge keeper, Mrs. Charlene Chagnon.
- We re-visited Mathematics Kits for FNMI that were designated to Mountview and made sure the kits were complete, replacing materials.
- 100% of classes were asked to sign up for a session for their classroom/grade level with learning services.

Analysis: While school wide projects were encouraged and implemented by several classes, it is time to review the school-wide FNMI learning rubric with our learning coordinator, Hayley Christen for reflection and planning purposes for 2023-2024 improvement.

Rubric Results:

Professional Learning/Teaching Quality Standard (TQS) - Approaching: Most teachers recognize that Indigenous cultures are distinct and pass that knowledge to their students. Majority of 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. Teachers plan with the intention to present 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: Beginning/Unsatisfactory - Limited Funds are available when teachers request them for a specific activity. The school will view the WMA on a yearly basis and create a wish list proposal that will be presented to the School Council regarding the enhancement of the learning commons to include FNMI artifacts, a reading corner with a carpet and posters which honour the space and create a sense of belonging.

Curriculum Connections/Teaching Quality Standard (TQS) - Beginning to Approaching: Most teachers weave FNMI culture, histories, or perspectives into one or two areas of the curriculum that do not have specific or direct mention of FNMI or culture.

Action:

For the upcoming year 23-24:

- School administration created a 30-minute weekly release block for FNMI Key Point Person in the timetable; Achieved, August 2023.
- School-wide Orange Shirt Day & Residential School Lessons by September 30, 2023.
- School-wide ORANGE SHIRT DAY ASSEMBLY hosted by 2M and 3/4S welcomes Elder, Mrs. Winnie, her daughter,

Mrs. Ann-Marie Hall as special guests. The assembly also welcomed Mr. Dean Johnson, Knowledge Keeper, Drummer, and Singer. Mrs. Ann-Marie Hall spoke to her family and Mother's experience at Residential School. Our students learned about the value in honouring Orange Shirt Day and the history of Residential Schools across Canada.

- 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 November 30th, 2023.
- Share the Stepping Stones literature with all staff 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 2023, 2024, and 2025.
- Two sessions are booked for staff this school year to include: Sharing Circle, Smudge, and Traditional Plants and Medicine Garden.
- Consider the purchase of Flags; Metis, Treaty 6/7; School Administration to designate a point in the library to host.
- 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 the current inventory to start adding to cultural materials in both French and English.
- Ask the learning commons secretary and FNMI Committee to redesign areas for FNMI learning in the learning commons through (poster placement, carpet, artifacts, etc). Include students on this committee work.
- Host a resource walk for all staff; re-introduce guided reading selections for usage.
- Continue to share digital information on MVNews and to teachers as it arrives/Cindy Macdonald, FNMI Key Point Person.
- Recognize and Celebrate the history and contributions of the Metis during Metis Week (November 13th-17th); Cindy Macdonald created a focused teacher resource to share lesson materials and options for our school and the district based on Rupertsland.org.
- 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, 2024.(MV)
- By June 30th, 2024, all staff will attend dedicated sessions for FNMI Learning and Foundational Knowledge.
- Begin the inquiry process for a spring Dance Troupe Opportunity (ie. Education Week/or 2024/5); costs associated will need to be determined.
- School Administration will work to align school budget monies to support additions for FNMI learning (as able) opportunities/learning common updates; a proposal wish list will be presented to the School Council.
- Continue to reflect on and plan for school-level, school-wide cultural opportunities at Mountview School; consider the connection to knowledge keepers and elders.
- Self-identified Students will be asked if they would like to participate in assembly opportunities, such as the Remembrance Day honour guard.
- 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)
- Teachers will have received a TQS reflection sheet this year to view and reflect on their progress in FNMI learning and the learning journey to reconciliation.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of Mountview Elementary. 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 29th, 2023 meeting of the School Council
- The School Results Report is posted on the school website at: <https://www.rdpd.ab.ca/mountview>



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