



# School Education Plan 2023-2024 to 2025-2026

ÉCOLE MOUNTVIEW ELEMENTARY SCHOOL



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4331 34 Street  
Red Deer, Alberta, T4N 0N9  
Phone: 403-346-5765  
Website: <https://www.rdpsd.ab.ca/mountview>

School Administration:  
Principal: Kim Walker  
Vice Principal: Camille Bax

### School Profile:

École Mountview School has a rich educational history in Red Deer Public Schools. We are one of three elementary French Immersion schools in the district. École Mountview (Mountview) offers an educational program in both English and French Immersion to students from kindergarten to grade 5. This year, Red Deer Public School District has implemented a new Pre-Kindergarten program at Mountview School in the afternoons during the 2023-2024 School Year.

The English program attendance area is Bower, Downtown (City Centre), Grandview, Michelle Hill, Mountview, Parkvale, Waskasoo, and Woodlea subdivisions along with Western Park. Our French Immersion designated area includes the subdivisions mentioned for the English program as well as most subdivisions south of the river and west of 30th Avenue. There are some exceptions to this general list; for a full list of subdivisions served by École Mountview School for French Immersion please visit <https://www.rdpsd.ab.ca/page/321/attendance-boundaries>

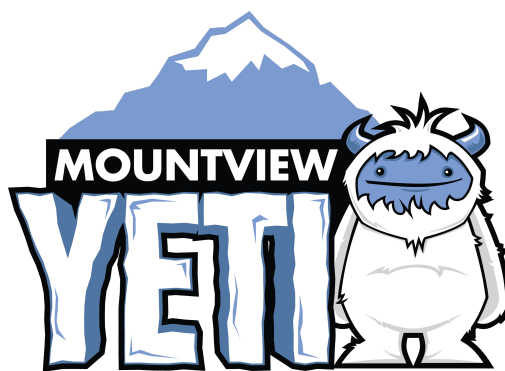
### Anticipated Student Enrolment:

- Kindergarten: 25 English, 31 French
- Grade 1: 30 English, 31 French
- Grade 2: 27 English, 33 French
- Grade 3: 45 English, 27 French
- Grade 4: 27 English, 27 French
- Grade 5: 37 English, 30 French
- Pre-Kindergarten Students: 15
- Total Students: 378 (according to Baragar report)
- Total F.T.E. Students: 310 (1-5)
- First Nations/Metis/Inuit Students: 40
- English as a Additional Language Students: 44

Total Anticipated Enrollment is: 366 Students

### Anticipated Staff Profile:

- 23 Teachers (20.3 FTE)
- 9 Classified Staff (8.8571 FTE)
- 2 Facility Services Staff (2 FTE)
- **34 Total Staff**



### **Vision, Mission, Beliefs:**

2023 - The current vision statement has been developed by the previous administration & staff at Mountview. This is an area to review in 2023-2024 and a faculty council will be implemented in the 2023-2024 school year to review the same.

**Vision Statement:** *We R Yeti*

**Mission Statement:** *Ecole Mountview School is committed to providing the best possible learning opportunities to students so that they may develop to their fullest potential in a supportive bilingual environment.*

**Values:** *École Mountview School adopts the core values of the Red Deer Public School District #104 as well as core values we have identified and organized through a PBIS framework (respect, responsibility, resilience).*

Mountview stakeholders, students, families, staff, and community members will be asked to facilitate life learning alongside these strong core values in our students, "...guiding students to have the tools and qualities to be successful in life and be a good person while doing it." (Red Deer Public School District Website). We want our students at Mountview to live, learn, and leave our school with the Mountview Mottos: I am respectful, I am resilient, and I am responsible. In 2023-2024 we will strive to intentionally infuse into our character education programming and student experience(s), the district values for learning and life which are:

*Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy.*

Our Vision and Mission will be solidified based on our core beliefs including,  
all children can learn,  
all children deserve opportunities,  
our students are filled with kindness, leadership skills, and greatness.

## School Narrative 2022-2023

This year has been filled with several observations as we ventured forward in 2022-2023 to re-open Mountview School to our students and families and return to many activities that had been either suspended or significantly modified through the COVID19/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.

We acknowledge 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 consistently. 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 much this year in terms of stamina for learning, lesson engagement, social-emotional well-being, social development/early friendship skills/interactions, and executive functioning. We have noted the increase required for with/for our consistency/efforts to assist and support our students as they engage socially, positively, safely and with cooperation and confidence to 'play' together, and problem-solve. We have noted the same support required at times, with each other/ with colleagues, and members of the public. The first full calendar year following the World Wide Pandemic Covid19 has 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. Co-regulation has been a dedicated focus throughout the duration of our calendar year and we must move forward to build upon a trauma-sensitive lens of approach in our daily work.

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 to provide a well-rounded program focus. Staff focused on and created a school calendar that focused on: Comprehensive School Health, Language/Cultural Opportunity, Literacy, Student Leadership opportunities, and parent engagement.

A common goal in/on the school calendar has been 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 school administration with the words, "Bring us back together, please lead with culture." In terms of leading Mountview, it was noted this year 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 their respective family members. Several new parents had not yet had a chance to visit inside the school physically. As a result, our school culture focus this year, granted the opportunity to schedule an assembly for each month, with student recognition, class leadership by hosting, class performances, and invites to families to attend. The *Values for Learning and Life* have been a

highlighted feature in our assemblies this past year. Notably, student performances have been welcomed back at each assembly time this year and our parent groups have thanked the school administration for these opportunities to celebrate student learning together; student leadership, service, and development have been beautiful additions to these assemblies with appreciative feedback from parents, and in some cases grandparents.

In terms of student learning opportunities, the school provided support for Alberta Fine Arts Presentations, FNMI Artists, School Wide - French Carnaval, Earth Rangers, student spirit/leadership days, and a variety of extracurricular opportunities with intramurals, the swimming program (grades 1-4), skating, skiing, basketball, and handball. In addition, the dedicated and focused School Council supported the school in Alien-In-Line (roller-skate) programming for all students in June 2023, as well as support for Grade Five Camp Experience. A well-received addition created this year, was a group of students who attended, 'HumanKind' where students worked in collaboration to create a sense of belonging and inclusion with several group-generated school-wide bulletin board messages this year.

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. School Council hosted 10 meetings this year in a hybrid fashion (see attached report). 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.

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 Read-A-Thon was held, for the intention to support school technology and student activities. It was a huge success - raising nearly \$11,000 for updating technology devices this year at Mountview.
- Netty Recommends - Book Recommendation Awards and Poster Creation are acknowledged school-wide. Students are able to 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 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.

- Education Week events welcomed family members 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 Staff this year, supported by School Administration and the incredible parent volunteers with School Council Support.
- School Council hosted an information kiosk during student-led conferences this year to increase interest about the council, and in addition, they hosted a Jo(E) Media session for families with their grant monies that was very well received this year by approximately 29 parent/partnerships in attendance.
- Grade Five Camp Volunteers were requested for a two-day camp this year, alongside volunteers for each class field trip.
- We welcomed a number of volunteers who worked to support the preparation of new literacy materials connected to the new curriculum this year. Literacy magnet boards that were created 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 this year.
- 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.

### Opportunities and Challenges:

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.



- 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 mind-set; 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 lense to enhance our mental health and overall well-being in order to bring the best that we can to our students each day.

### **New Directions:**

1. We recognize that our school will need to continue to focus on building resilience and stamina for learning in the 2023-2024 School year. The end in mind will be to empower our students to grow socially, emotionally, and academically. Mindfulness and Health and Wellness curriculum will be purposefully implemented into our classroom learning communities and learning circles. Mountview Staff will continue to explore and build upon 'trauma-sensitive' classroom practices with a focus on deliberate practice and teaching of self-regulation strategies, mindfulness, resilience, and wellness. Staff will utilize the district "Valuing Mental Health" lessons prior to Christmas in grade-level health lessons, dedicating 30 minutes weekly for this work.

2. The Learning Support Team at Mountview will work to enhance a trauma-responsive lense to all student 'stretches, and strengths' at Mountview Elementary. Student Learning Profiles will be viewed from a strengths-based perspective. In terms of social-emotional learning, our school will work in collaboration with our learning assistant teacher, our new student support room teacher, and student services to impact the wellness, regulation, and safety of all students at Mountview. Classes will be asked to begin the school year with a soft start and the purposeful infusion of 'Valuing Mental Health' lesson materials upon return to school; our purpose yearlong will be to help children identify their emotions and increase their personal capacity to acknowledge and handle the same. Our task is to learn how to be successful in supporting all of the students who are in our classrooms this year, many, who have experienced an ACE score. We will strive to build connections using safe and caring relationships, supported by SIVA knowledge and planning together. In collaboration, we will examine strategies to build upon excellence in teaching with the book, "Trauma-Sensitive Classroom Practices" by Kirstin Souers and Pete Hall as a school staff.
3. Staff will take part in the training opportunities to build upon our foundational understanding in "Reconciliation" and "Cultural Proficiency". We will continue to explore several facets of the new Teaching Quality Standard for FNMI learning, Inclusion, effective relationships, and excellence in teaching with continued learning and reflection. In 2023-2024 Staff will be asked to consider:
  - "What will you do to welcome students this year? "What will you do to welcome reconciliation into your classroom this year?" and, "What will this look like for your students?"
4. We will continue to build upon excellence in teaching by taking part in professional development sessions for teaching and learning. Staff will examine literacy and numeracy progressions during dedicated Professional Development time. An embedded PLC time at grade level will be implemented; a structure in adult learning and building professional capacity in 2023-2024.
5. Educational Assistant Team Development will be focused on a 'learning sprint' model for building capacity for supporting inclusion in the classroom, in a 'trauma-sensitive lens', re-entry and reset strategies supported by the LAT, SSR and LST team. The SSR Teacher will be a pivotal member of working with our team at Mountview School bringing forward professional development materials for the new inclusive model implemented in 2022-2023.
6. School staff will continue to implement and support the 'Positive Intervention Behavior Supports Model' at Mountview. Using the Instructional Matrix with a focus on common understanding, continuity in language and coaching based on the three Mountview Mottos: I am respectful, I am resilient, and I am responsible. Classes will ask students to identify what good learning looks like in their learning communities.
7. The staff and school stakeholders will complete District Guides for Professional Learning based on school, district and professional goals which impact student learning.
8. Staff will attend to the new *Curriculum* through dedicated attendance at sessions facilitated by learning services by June 20, 2024.



### **School Education Plan Development and Communication:**

The École Mountview Elementary School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The École Mountview Elementary School Education Plan is available at the school and is posted on our website at: <https://www.rdpsd.ab.ca/mountview>

## Alberta Education Assurance Measures - Overall Summary (Fall 2022):

### Required Alberta Education Assurance Measures - Overall Summary Fall 2022

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	<a href="#">Student Learning Engagement</a>	87.4	81.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	84.3	78.5	77.3	81.4	83.2	83.1	Very High	Improved	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	91.7	89.3	88.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.6	82.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	73.2	79.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	73.3	74.2	77.5	78.8	79.5	81.5	Low	Maintained	Issue

**\*Please note we await the new assurance information from Alberta Education in the next 4-6 weeks. We are instructed by the District Office to utilize this in the meantime.**

## Outcomes, Strategies, and Performance Measures:

Priority	<b>Throughline Priority</b> (This outcome stretches across all three priority areas.)
<b>Outcomes and Division Strategies</b>	<p><b><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></b></p> <ul style="list-style-type: none"> <li>● Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.</li> </ul> <p><b>Overview of Throughline Outcomes at Mountview:</b></p> <ul style="list-style-type: none"> <li>● Mountview stakeholders, students, and staff will share a commitment together to create inclusive, positive, and engaging learning experiences. (MV)</li> <li>● Diversity will be valued as an enriching aspect of our school's environment. (MV)</li> <li>● Our school will take responsibility for the success of <b><u>all</u></b> students in our school. (MV)</li> <li>● When decisions are made, the best interests of students will be focused upon. (MV)</li> <li>● Our staff will work together to establish priorities for enhancing inclusion and trauma-sensitive classroom practices. (MV)</li> <li>● Our common view of inclusion will be to increase participation/engagement in learning, foster a sense of belonging, facilitate social engagement, student leadership, and positive/safe opportunities for <b><u>all</u></b> of our students. (MV)</li> <li>● Timely &amp; thorough Communications (anecdotal, and information), for ongoing support(s)), regarding student safety/well-being, learning needs, and supports, will be made through the Learning Support Team structure/process at Mountview. (MV)</li> <li>● We are committed to expanding our cultural competency because we believe it is important. (MV)</li> <li>● We will model behaviours that demonstrate our respect for human rights. (MV)</li> <li>● We are committed to gender equality and the acceptance of different gender identities. (MV)</li> <li>● We will take action to modify and enhance our lessons through differentiation of presentation, process, product, environment, and activity, alongside language acquisition. (MV)</li> <li>● Our school will host a 0.4 FTE Learning Assistance Teacher, and a 1.0 FTE Student Support Room Teacher who with Student Services will enhance our learning and facilitation of inclusion, learning engagement, and differentiation at Mountview Elementary School. (MV)</li> </ul>

### Our Mountview Measures:

- By August 31, 2023, teachers will have hosted a transition meeting with the previous year's teacher to determine starting points in understanding student strengths, resiliency and regulation practices/strategies to put into place, as well as scaffolded support as necessary. (MV)
- By December 1st, 2023 each classroom teacher will attend a class tracking meeting to attend the academic, behavioural, social and emotional well-being; this meeting will include the school learning team, LAT, CLW, and school administration. (MV)
- Every teacher is able/asked to request a learning support team meeting during the school year and the district coordinator from student services is invited to attend. (MV)
- When staff are seeking further strategies, information, or inquiries regarding academic, behavioural, social and emotional well-being, they are asked to request/call/support a meeting with the Learning Assistance Teacher to host a scheduled, Learning Support Team meeting. (MV)
- On a monthly basis/at staff learning days, homeroom teachers, alongside the Learning Assistance Teacher, SSR Teacher, CLW , the Learning Support Team, will share information to inform staff school-wide that supports complex student needs (well-being, safety (NVC/SIVA), social-emotional considerations, effective strategies for relationship building and resilience). (MV)
- On a weekly basis for 15 minutes, each classroom team (Educational Assistants and teacher) will host a dedicated, focused, and intentional conversation on classroom learning continuity measures for learning [including student well-being, social-emotional needs, and academic support(s)]. (MV)
- In collaboration with the school community liaison worker, Mountview School will implement a series (3) of parent support sessions for behavioural, social, and emotional well-being, ie. Building Resilience, Sparc, etc. (MV)
- Parents will receive a dedicated meeting invitation with the homeroom teacher to collaborate on building a behaviour support plan, an individual support plan; ISP plans will be updated per term (in December, March, and June), parents will be informed and updated, the LAT Teacher and the Administration Team will review. (MV)
- 100% of Mountview classrooms will implement a soft start in September 2023; attending to community building, team building and a sense of belonging, and commencing valuing mental health lessons. (MV)
- A full time Community Liaison Worker (1.0 FTE) will be dedicated at Mountview School to support students, families, and stakeholders through a network of support/referral in 2023-2024. (MV)

	<ul style="list-style-type: none"> <li>• 100% of Mountview classrooms will commit to teaching the Valuing Mental Health Lessons in the first 8-14 weeks of the school year during a dedicated 30-minute Health period weekly. (MV)</li> <li>• 100% of Mountview Classes will support student leadership roles within the classroom, and school-wide leadership opportunities in grades 4 and 5 with Kids for Kids YETIS leadership Roles (ie. Safety Patrols, Recycle Team, Milk sales, Assembly set up, etc).</li> <li>• 100% of students will have access to ‘grab and go’ style nutrition items at Mountview School, hosted and supported by the district and our nutrition coordinator. (MV)</li> <li>• Mountview will continue to work alongside local partners for food security with Mustard Seed and The Salvation Army Backpack program. (MV)</li> </ul>
<b>School-Based Performance Measures</b>	<ul style="list-style-type: none"> <li>• Overall percentage of our school’s students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP)</li> <li>• Overall percentage of our school’s students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP)</li> <li>• Overall percentage of our school’s students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)</li> </ul>

<p><b>Priority</b></p>	<p style="text-align: center;"><b>Literacy And Numeracy</b></p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p><b>Outcomes and Division Strategies</b></p>	<p><b><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></b></p> <p><b><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></b></p> <ul style="list-style-type: none"> <li>● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum.</li> <li>● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts &amp; Literature curriculum, as well as the new Mathematics curriculum.</li> </ul>
<p><b>Our School's Strategies</b></p>	<ul style="list-style-type: none"> <li>● <b>Through the identification, development, and implementation of high-leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums.</b></li> </ul> <p><b>Mountview Overview/Strategies for Language Arts:</b></p> <ul style="list-style-type: none"> <li>○ By October 5th, 2023 teachers in grades one to three will administer, grade, and upload results for the LENS, and CC3 Alberta Education Assessments. (MV)</li> <li>○ By September 30th, 2023 all students who are new to Mountview will be benchmarked by F&amp;P and or/GB+ (or new district reading assessment when/as provided). (MV)</li> <li>○ Level A Assessment Folders will be explored, and enhanced at Mountview School in both English and French Instruction/assessment. (MV)</li> <li>○ By October 25th, 2023 HLAT baseline writing samples will be collected and viewed by grade-level teams. (MV)</li> <li>○ By October 1st, 2023 classroom instruction blocks for literacy will be planned for and implemented, noting universal strategies, explicit teaching, and tiered supports. (MV)</li> <li>○ By October 1, 2023 literacy structures to support daily instruction in reading and writing will be implemented in classrooms. (MV)</li> <li>○ Teachers will attend district-implemented curriculum sessions as provided by Learning Services by June 20th, 2024.</li> <li>○ New curriculum will be implemented as directed by Alberta Education during the 2023-2024 school year. (MV)</li> </ul>



	<ul style="list-style-type: none"> <li>○ Grade 4 and 5 Teachers, alongside French Immersion Teachers will attend directed staff learning opportunities in the new curriculum as supported by the district by June 20th, 2024.</li> <li>○ Teachers in Grades 1-3 (and FRIM Grades 3-4 - ELA) will utilize and dedicate literacy block time to implement UFLI Scope and Sequence for dedicated phonics programming. (MV)</li> <li>○ Teachers in Kindergarten will utilize Haggerty phonological awareness program daily for early literacy readiness learning in phonological awareness. (MV)</li> <li>○ In 2023-2024, Mountview School Staff and Literacy Lead teachers will continue to search for solutions/timetable options in Literacy/Numeracy Interventions. (MV) At the time of writing this plan, teachers are encouraged to organize re-grouping and plan for implement explicit instruction alongside literacy centre materials from the Florida Reading Research Center (ENG) for targeted purpose and practice in early reading development. (MV)</li> <li>○ Teachers in Grades 1-5 (ENG) will explore common writing units using the Calkins' resource purchased district-wide; Narrative, Procedural, and Opinion and/or utilize the scope and sequence as provided by the district by June 20th, 2024.</li> <li>○ Teachers in Grades 1-5 (FRIM) will explore the common resources as purchased by Amy Nye for French Immersion programming at Mountview School. (MV)</li> <li>○ Mountview will strive to support a literacy focus with a protected timetable and scheduled interventions (as possible, AB Education funding is not available at this time of writing this plan/ re: intervention support). (MV)</li> <li>○ Mountview will welcome a Literacy Lead (teacher) in both French and English during the 2023-2024 School Year. (MV)</li> <li>○ Mountview will welcome a Brightspace Lead Teacher to guide teacher learning and utilization in/on the Brightspace Learner Management system and respective curriculum resources. (MV)</li> <li>○ By February 30th, 2024 Mountview Staff will attend a collaborative languages Professional Pd and collaboration session with other FRIM Schools, Escuela Grand, and Fairview Elementary to enhance our knowledge and awareness in second additional language acquisition. (MV)</li> <li>○ By November 30th, 2023 each division at Mountview will create a weekly oral language goal with intentional planning and implementation in their classroom (English and FRIM) (MV).</li> </ul>
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	<ul style="list-style-type: none"> <li>○ By November 30th, FRIM teachers will collaboratively implement strategies to engage students in authentic and meaningful language situations where they hear, and speak using the targeted language, vocabulary and structures in various contexts (related to themes or communication needs). (MV)</li> <li>○ By June 5th, 2024 FRIM teachers will have explored a variety of resources provided/selected including and not limited to: French Monitrice, Sharing Circles, Read Alouds, Vocabulary walls, songs/multimedia videos, computer programs - ie Zorbits, Lalilo, etc. (MV)</li> </ul> <p><b>Mountview Overview/Strategies for Numeracy:</b></p> <ul style="list-style-type: none"> <li>○ We will welcome a Numeracy Lead Teacher during the 2023-2024 School year, who will represent and facilitate new learning in Mathematics. (MV)</li> <li>○ K-5 Teachers at Mountview will infuse indigenous content into math lessons at all grade levels; teachers will be asked to include these lessons in their yearly plan submission on November, 15th 2023. (MV)</li> <li>○ 100% of K-5 Teachers will be invited to plan for, implement and utilize a Canadian Money kit; purposely plan for student introduction to money; teachers are asked to submit this plan with their yearly plans by November 15, 2023. (MV)</li> <li>○ 100% Students (grades 1-5) at Mountview will learn and recognize Canadian coin and note identification, and monetary value by May 30, 2024.</li> <li>○ 100% of Mountview classrooms will have access to a numeracy kit in their classrooms, kits will be created for a sign-out function/Financial Literacy Kit during the 2023-2024 school year. (MV)</li> <li>○ 100% of Mountview Classrooms will have access to FNMI Mathematic games to use in their classrooms (as updated resource in 2022-2023 school year). (MV)</li> <li>○ A literacy/ numeracy event will be hosted for all Mountview Families/Students by May 2024. (MV)</li> <li>○ The literacy/numeracy committee/lead teachers will help build upon parent understanding throughout the course of the school year by May 2024; monthly numeracy additions to the newsletter will highlight: Financial Literacy, Math at Home, and early readiness activities for literacy strengths that families can practise with their children at home. (MV)</li> </ul>
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<p><b>School-Based Performance Measures</b></p>	<ul style="list-style-type: none"> <li>• The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE)</li> <li>• The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE)</li> <li>• The average number of months gained at grade level after the administration of the final assessments for at-risk Grade 1 to 3 students. (AE)</li> <li>• Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP)</li> <li>• Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP)</li> <li>• Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)</li> </ul>
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<p><b>Priority</b></p>	<p style="text-align: center;"><b>Equity</b></p> <p>...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p><b>Outcomes and Division Strategies</b></p>	<p><b><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></b></p> <p><b><i>All learners are able to access the supports and services they need to achieve success.</i></b></p> <ul style="list-style-type: none"> <li>● Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context. (RDP)</li> <li>● Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools. (RDP)</li> <li>● Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year. (RDP)</li> </ul> <p><b>Mountview Strategies/Measures Equity:</b></p> <ul style="list-style-type: none"> <li>● 100% of classes will host a staggered start and classroom soft starts to build upon classroom community and a sense of belonging in August 2023. (MV)</li> <li>● By September 15th, 2023 the Learning Support Team Meeting (LST) model will be implemented at Mountview for weekly meetings. (MV)</li> <li>● All teachers/staff will be invited to request an LST Meeting to benefit their class for inclusion, differentiation, and diversity in learning needs. (MV)</li> <li>● By November 25, 2023 each teacher will have placed their class on a dedicated Pyramid of Supports template to review with the Learning Assistance Teacher. (MV)</li> <li>● By September 15th, 2023 100% of all classrooms will have collected student inventories from parents identifying strengths, stretches and goals for the school year. (MV)</li> <li>● 100% of all teachers who welcome a newcomer to their classroom will be provided with ample notice and the in-take report from central office (MV).</li> <li>● 100% of all teachers who welcome a newcomer to their classroom will be supported with Central Alberta Newcomers Support and a settlement worker (with access for language translation) at Mountview Elementary. (MV)</li> </ul>

- By October 30th, 2023 teachers will have created in collaboration ISPs/BSPs with parents as partners in collaboration; this may be several meetings over time as necessary. (MV)
- A 0.4 Learning Assistance Teacher model will be implemented at Mountview School during the 2023-2024 school year (MV).
- A 1.0 FTE Student Support Room Teacher will be implemented at Mountview School during the 2023-2024 School year (MV).
- 100% of students who have complex, special educational needs will be supported with ISP, BSP, and or *Siva* Safety plans at Mountview School. (MV)
- 100% of students and families with special educational needs will be supported with collaborative working partnerships at Mountview School (MV).
- 100% of students accessing the student support room will be supported by a network of support with direct, and targeted instruction for social-emotional learning, social skills, trauma-sensitive practice(s) and building upon his/her strengths and readiness for learning in the inclusive setting. (MV)
- 100% of classes will host a staggered start and classroom soft starts to build upon classroom community and a sense of belonging in August 2023. (MV)
- 100% of staff will support and collaborate on the 'reset and re-entry' focus in the SSR. (MV)
- 100% of students will have access to alternate environments (ie. sensory room, SSR, and or a peaceful place in the classroom) for co-regulation and reset at Mountview Elementary School. (MV)
- 100% of our classrooms will move toward a trauma-sensitive focus as 'stress detectives' in the 2023-2024 school year. (MV)
- By May 2024, our school will have accessed professional development activities focused on 'Trauma-Sensitive' approaches as supported by the SSR, LAT, Student Services and School Administration. (MV)
- All Homeroom teachers will be asked to write/create the ISP/BSP formats for their students who are accessing the SSR space; the SSR teacher shall track the frequency and individual task strategies used in this space. Parent partnerships will be collaborative in understanding the purpose and design in the SSR space, they will be asked to visit the space with the homeroom teacher and SSR teacher (MV)
- 100% of students accessing the student support room will be supported by a network of support with direct, and targeted instruction for social-emotional learning, social skills and building upon his/her strengths and readiness for learning in the inclusive setting. (MV)

- All ISP/BSPs must be submitted to the LAT, and School Administration for review by October 5th, December 10th, and June 1st for review. (MV) Uploaded versions are required each year.
- By December 1st, 2023 (or as available) school staff will have viewed the 'student census' data to reflect on the cultural proficiency areas required to consider when planning for honouring the diversity in/at our school (as collected by district census survey Spring 2023). (MV)
- By January 30th, 2024 the school faculty council will have suggested a targeted Professional Development session to enhance our cultural literacy at Mountview Elementary. (MV)
- 100% of classrooms will honour cultural diversity in their learning communities; student voice and engagement in sharing their personal heritage with classmates may be considered. (MV)
- By May 2024, the school-based Faculty Council and school administration team will review the intervention process provided by RDPSD for bullying, including restorative practices. (MV)
- By May 2024, the school-based Faculty Council will consider the focus of a collaboratively built cultural day at Mountview for the 2024-2025 school year. I.e. As suggested by school staff - celebrate other countries that speak French, celebrate a culture each month, create a contribution board for athletes or scientists across the world; if the staff wish to build a cultural fair or multicultural event - the proposal will be built in 2023-2024 in order to plan for this opportunity further. (MV)
- 100% of students (as required and referred through LST) will be supported by our Community Liaison Worker who can determine community support for families at Mountview Elementary. (MV)
- Our Community Liaison Worker will be supporting a Girl Group at the grade three level as a proactive action research focus before grade four. (MV)
- New technology devices will be organized at the school level for accessibility by October 5, 2023. (199 chromebook devices have been purchased for the fall of 2023).
- Mountview staff will continue to refine and implementation of the structure for PBIS for student recognition, coaching opportunities and restorative practices. (MV)
- Educational assistants team will be supported in their professional growth plans and facilitated professional development at the school level. (MV)
- 100% of school staff will be invited to attend to school context through a 'trauma-sensitive' lens and supportive strategies for student safety, belonging and inclusion. (MV)



<b>School-Based Performance Measures</b>	<ul style="list-style-type: none"> <li>● Overall agreement that our students are safe at school and learning the importance of caring. (AE)</li> <li>● Overall agreement that our students model the characteristics of active citizenship. (AE)</li> <li>● Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)</li> </ul>
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<b>Priority</b>	<p style="text-align: center;"><b>Student Success And Completion</b></p> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
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<b>Outcomes And Division Strategies</b>	<p><b><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></b></p> <p><b><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></b></p> <ul style="list-style-type: none"> <li>● All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.</li> </ul>
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<b>Outcomes And Division Strategies</b>	<ul style="list-style-type: none"> <li>● Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people. (RDP)</li> <li>● Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes. (RDP)</li> <li>● 100% of homerooms by June 15, 2024 will access RDPSD Learning Services for a collaborative session for First Nations, Metis, Inuit Learning at Mountview Elementary School. (MV)</li> <li>● 100% of staff will engage in professional development opportunities (2) for FNMI resources and elder protocol at Mountview School. (MV)</li> <li>● By March 2024, 100% of staff will have an opportunity to view the present resources and the FNMI key point person will assist in the creation of needed curricular resources and or series of books for purchase. (MV)</li> <li>● 100% of grades 1-5 will infuse FNMI literature into guided reading structures and across art curriculum. (MV)</li> </ul>
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- 100% of staff will receive access to the “Stepping Stones” Collection for additional PD access for FNMI traditional knowledge learning. (MV)
- By June 2024, Mountview FNMI Key Contact and committee members will have created and implemented a traditional medicine garden alongside Hayley Christen, FNMI Learning Services Coordinator. (MV)
- Mountview will host a 0.5FTE Pre-Kindergarten teacher and program in the afternoons. (MV) This classroom will be supported for learning with two additional Educational Assistants.
- 100% of students will receive physical literacy instruction on a daily basis. (MV)
- Mountview will employ a 0.80 FTE Physical Literacy/Comprehensive School Health/Wellness Influencer for the 2023-2024 school year. (MV)
- A Music Specialist will be supported with class timetables and switches (as possible) in the 2023-2024 school year.
- In 2023-2024, Mountview School will continue to search for solutions/timetable options in Literacy/Numeracy Interventions, as of the time of writing this report, teachers are encouraged to implement explicit instruction alongside literacy centres for this purpose. (MV)
- 100% of students at Mountview can access a ‘grab and go’ nutrition item throughout any given school day; specific students will be guided to access Mustard Seed lunches and the Salvation Army backpack program as a focus on food security/access to daily nutrition at Mountview School. (MV)
- School Wide - Students will be recognized for positive behaviours (including service for others) at Mountview. Students may be nominated (by any staff member) for the 3R Award (Respectful, Responsible and Resilient), Book Recommendations, Kindness Brag Tags, and Netty Recommends Book Awards in 2023-2024. (MV)
- By June 15th, 2024 grades 1-5 will host monthly MV Connections time for embedded Professional Learning Community (PLC) in grade groupings focusing on identifying instructional strategies in writing, reading, and assessment. (MV)
- By June 15th, 2024 teachers will identify assessments that will be placed into grade level A assessment folders. (MV)
- By November 5th, 2023 all classes at Mountview will select high-leverage reading, writing, speaking, and listening instructional strategies to utilize in their classroom 4 - 30 minute periods each week for small group reading instruction (MV) For instance, literacy centres and targeted group instruction in 4-5. Teachers may re-group (as possible) for targeted, explicit instruction.

	<ul style="list-style-type: none"> <li>● By October 5th, the literacy lead teacher will support building understanding for teaching universal targeted instruction using Ufli in a dedicated half hour session, followed by switches (by grouped students) in French Immersion ELAL. (MV)</li> <li>● French Immersion teachers will seek evidence based practices to consider and apply targeted ELA instruction in grades 3-5 in light of their concerns on instructional minutes. (MV)</li> <li>● By September 30th, 2023 all teachers will review reading level scores on an <i>electronic data wall</i> prepared with the literacy lead; school administration will be present at scheduled review times. (MV)</li> <li>● By September 30th, 2023 all teachers will be supported by district-level learning services to have administered and uploaded results for CC3 and LeNs assessments. (ABEd) (MV)</li> <li>● By December 5th, 2023 Kindergarten Programming will have used and reviewed the EYE assessment to identify and target student learning needs. (MV)</li> <li>● By September 5th, Pre-Kindergarten will have hosted a parent orientation for the inaugural year of the program. (MV)</li> <li>● By June 7th, 2024 Pre-Kindergarten/Kindergarten will host a parent orientation for the incoming program parents at Mountview. (MV)</li> <li>● By December 2023, Mountview Staff/FNMI Key Point Person will focus on a resource walk with existing FNMI resources to build an inventory and wish list by June 5th, 2024.</li> <li>● By December 10th, 2023 Mountview Staff will focus on a resource walk with existing FNMI resources to build an awareness of materials at the school level for usage at their grade level. (MV)</li> <li>● By June 20th, 2024 the comprehensive school health team will have infused FNMI Math games and physical literacy games into the wellness curriculum sessions at Mountview School. (MV)</li> <li>● By June 5th, 2024 comprehensive school health/wellness influencer lead teacher will highlight the contributions to the sport by FNMI athletes/athletes across the world; creating a vision of cultural awareness in physical literacy. (MV)</li> <li>● By June 5th, 2024 Mountview will have hosted a PD session on excellence in oral language production/instruction. (MV)</li> <li>● By June 25th, 2024 all classes (grade level partners) will have hosted an assembly that connects, reflects, and highlights the six core values for learning and life. (MV)</li> </ul>
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	<ul style="list-style-type: none"> <li>● By June 25th, 2024 school administration will have visited the grade five classes to receive feedback on school assemblies for improvement and efficiency. (MV)</li> <li>● By September 30th, 2023 the school will dedicate a specific designated display for the values of Learning and Life Posters at Mountview; posters and graphics are provided from District Office. (MV)</li> <li>● 100% of students at Mountview will have an opportunity for in-class leadership roles by September 30th, 2023. (MV)</li> <li>● Mountview will continue to build upon mentorship activities with students from Central Middle School and the High School through the year (ie. Field Day Leadership students, mentor program, etc) - as able with timetable. (MV)</li> <li>● 100% of students at Mountview will have the opportunity to take part in a service project for connections to the community, highlighting respect, collaboration, and responsibility with the District Values for learning and life. (MV)</li> <li>● Mountview will continue to implement learning licences and Brightspace on technology for literacy and numeracy. The school is asked to focus on device replacement 'over time' and utilize a scheduled timetable for class accessibility to chromebooks across the grade levels. (MV)</li> </ul>
<b>School-Based Performance Measures</b>	<ul style="list-style-type: none"> <li>● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE)</li> <li>● Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school (Target: 90%). (RDP)</li> <li>● Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) (Target: 100%). (RDP)</li> </ul>

## 2022-2023 School Council Summary:

The School Results Report/Education Plan presents a summary of the progress and accomplishments of **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 Assurance 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 meeting of the School Council
- The School Education Plan was reviewed at May, and June School Council Meetings, 2023
- The School Results Report is posted on the school website at: [www.rdpsd.ab.ca/mountview](http://www.rdpsd.ab.ca/mountview)

### **School Council Involvement and Activities:**

#### **The School Education Plan Report 2023/24 & School Results Report 202/23**

Elections were held during the September 2022 meeting.

The executives for the year are as follows:

Co-Chairpersons: Emilee Smith & Stephanie Giesbrecht

Treasurer: Eric de Jong

Vice-Chairperson: Matt Brideau

Secretary: Eric de Jong

Throughout the 2022-2023 School Year, Mountview School Council held 10 monthly meetings and supported the following:

- Regular Attendance at City-Wide Meetings; shared information at monthly meetings
- The School Council welcomes Mrs. Cathy Peacocke, RDPSD Trustee to meetings
- Input on District Policies, school results report/education plan, surveys from Alberta School Council Association
- An executive member attended the ASCA Annual Conference in April 2023, on behalf of Mountview Elementary School
- Assisted with annual Christmas Market for student shopping for gifts for family members
- Supports are provided for homeroom consumables for students this year, \$175.00 per homeroom
- Created and maintained the School Council Information Board and School Council Materials
- Created, presented staff appreciation items for all staff at the school on May 4th, 2023
- Hosted a community bottle drive with a local business partner, COSMOS; Jan15th, 2023
- Hosting monthly hot dog sales and hot lunch organization with Healthy Hunger
- Hosted monthly, birthday popcorn and gifted these to all students through the year
- Focused on an equity lens for hot dog lunch, and a free school wide pancake experience for all students
- Supported school wide field trip opportunities including swimming bus costs, camp and a variety of activities put forward by teachers (ie. Kindergarten year end t-shirts)
- Organized and implemented the opportunity for fundraising with a Casino opportunity; staffed with parent volunteers

To increase attendance and interest in and at School Council Meetings, members of the School Council hosted an information table at the spring, Student Led Conferences day. School Council members readily volunteer at a variety of events through the year including, Carnaval, Field Day, and Hot Dog days. Parents are given a personal invitation to attend. Reminders are used in the school newsletter, Twitter account and Facebook page. This year, a hybrid format has been used during in-person meetings. This year, a 'Teacher Feature' has been added to the School Council Agenda and Teachers are invited to share highlights in their classrooms with parents. We will continue to make this a priority during the school year. Teachers are asked to share with the principal names of any parents from current or previous classes that they think might be willing to attend School Council Meetings and the school administration team will reach out with personal invites.