



School Results Report

2023-2024 School Year

École Mountview Elementary School



- W** Walk away
- I** Ignore
- T** Talk it out
- S** Seek help

The Year in Review

Fast Facts:

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

Principal: Kim Walker
Vice-Principal: Camille Bax

Student Profile:

- Pre-Kindergarten: 15
- Kindergarten: 59
- Grade 1: 62
- Grade 2: 67
- Grade 3: 68
- Grade 4: 50
- Grade 5: 64
- Total Student Population: 384
- EAL Students: 57
- First Nations; Métis; Inuit Students: 47
- French Immersion Students: 150

Staff Profile:

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

New Directions:

The 2023-2024 School Year granted our school many great opportunities. We returned to opening the school for school-wide assemblies, welcomed a new Pre-K Program for 4-year-olds, and hired new staff to serve as Educational Assistants across the school, inclusively in grades K-5., and in the Pre-K Program. Notably, we welcomed the new *'Student Support Room Program Model'* supported by Red Deer Public School District with a full-time certified teacher. At mid-year, we received district support from Student Services, to hire a *Student Support Room (SSR)* Educational Assistant.

In terms of student learning opportunities, the school supported an Alberta Fine Arts Presentation, Special Guests, Knowledge Keepers, and Elders at assemblies. Mountview hosted a school-wide CARNAVAL highlighting French Culture, Language and a collaborative play experience for all students. Classrooms, school-wide, worked alongside Learning Services for First Nations Métis Inuit presentations and lessons which continued our collective journey toward Truth and Reconciliation. In addition, our classes were invited to host assemblies to highlight the Values for Learning and Life in RDPD: *Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy. and connect to our Mountview Mottos: I am Respectful, I am Responsible and I am Resilient.*

In terms of parent engagement opportunities, Mountview hosted a "Meet the Teacher" event in August, Two Parent-Teacher Conferences (in October and December, and Student-Led Conferences in March 2024). Our Community Liaison Worker, Ms. Vicki Scott organized and hosted a *SPARC Family Healthy Connections* Event alongside school staff, to encourage healthy connections opportunities and family engagement at the school. Mountview welcomed *Canadian Parents for French* who held their meetings at the school, inspiring curiosity about French Immersion Programs and supporting learning French for families.

Mountview School Council hosted 8 meetings in an 'in-person' format, welcoming several new parents to the meetings scheduled. In addition, the School Council hosted a *Family School Dance*, as well as tours of the courtyard at Parent Teacher Conference Day in the fall. School Council continued to support many student activities including *Grade 5 Camp, Swimming Subsidy and Busing, Classroom Consumables, and a school-wide Dance Instruction* opportunity called *DancePI3y* from Edmonton Alberta which focused on the new Alberta Curriculum in Health and Wellness.

Parents and Family Members were invited to a DancePI3y performance morning and this programming opportunity was made available to 100% of our students at Mountview in Grades Pre-K - 5.

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

- Collaboration with CARE (Care for Newcomers works with Newcomers in Central Alberta with resources, education, and support). CARE continues to collaborate with families and teachers/school staff providing support for language translation, referrals to community resources, transportation, and case conference support for our students and their families. We hosted multiple translators at our parent-teacher conferences throughout the year.
- Parents, students, and families were invited to a Christmas Concert year in December 2023 at Crossroads Church which offered both the space/technology support at a reasonable rate for the school.
- Our school welcomed a full-time Community Liaison Worker, who supported our families and students with community referrals for housing, mental health, medical appointments, food security, and transportation to appointments. Ms. Vicki Scott also organized our Big Brothers and Big Sisters Mentorship Model which provided weekly opportunities for mentorship connections at the school. Ms. Vicki attended respective learning support team meetings and medical appointments with several students during the year.
- Education Week events welcomed families into the school, and generated excitement for numeracy games, literacy (Celebrating Book Character Day), HATS ON FOR MENTAL HEALTH, and Health and Wellness Across the school in Comprehensive School Health Activities. A day during Education Week was dedicated to Staff Recognition, recognizing both our Educational Assistants and Teachers, supported by the School Council and School Administration. We also recognized our exemplary caretaking team during this week with notes of gratitude and appreciation.
- Grade Five Parent Volunteers created a targeted plan for fundraising to support the subsidy for Grade 5 Camp Costs; hosting two bottle drives, a cookie sale, and supporting grade five events.
- Teachers welcomed many volunteers back into the school during the school year; staff recognized the importance of our volunteers with a special assembly and Volunteer Tea in May. Many new parents worked collaboratively to update their record checks and became familiar with volunteering with field trips, in the classroom and with special projects.
- Teachers informed their parent groups with regularly scheduled classroom newsletters and curriculum information. Our teachers have started to host opportunities across the BRIGHTSPACE learning management system. Our Chromebook allocation continues to require focus and replacement so that students and teachers can utilize technology swiftly and easily in each classroom.

Opportunities and Challenges:

In light of the challenges facing our school, we continue to be concerned about 'student readiness' and accessibility to curriculum. Class sizes continued to grow and change throughout the course of the school year. Our school welcomed students with neurodiverse learning needs, and life experiences from across the world (ie. Ukraine). Teachers noted the increasing diversity in our classes with curiosity, and care and guided the support(s) available to students and families with dedicated collaboration and communication.

At Mountview, we were able to structure the timetable to provide a broad program of studies. Teachers infused areas such as Drama into their literacy blocks with opportunities to speak, present, and build presentation skill(s). We provided Daily Physical Education instruction, Music instruction, as well as a protected timetable for literacy instruction. We continued to host literacy lead teachers in both English and French for our targeted leadership and focus on literacy and numeracy skill development and intervention across the school.

During the 2023-2024 school year, our teachers wanted to begin interventions as soon as possible, and we began by using our timetable capacity; we were able to provide time to two teachers who lead literacy support(s) for grades 1-3 (in both, English and French). Our Literacy Lead teachers began the year with intervention groups for Grade 2 and 3 students in a 4-6 week responsive model. One grade three group remained the same for the duration of the year in English, reflective of assessment data. In late fall, we were informed that we would receive funds for further intervention at the grade one level. We hired additional staff from January to June which granted support for intervention groups in Literacy and Numeracy. A notable challenge in this regard continues to be planning (in advance) and hiring staff when/if the support is provided by Alberta Education.

One specific area that we experienced challenges in during the 2023-2024 school year was the availability of subs for Educational Assistants and at times, teachers. In any given year, we have substitute needs, yet, last year there were several dates whereby EA subs were not available and dedicated planning by the Student Support Room Teacher and School Vice-Principal was required. When internal coverage was not available, we relied heavily on the SSR EA, SSR space, SSR Teacher and in several circumstances school administration covered the support of students. We continue to express our gratitude toward our substitutes in RDPSD as they are imperative to learning and teaching in our district.

At the school level, we supported several students with individual learning needs through individual support plans, behaviour support plans, medical plans, and case conferences. We celebrated and honoured parent involvement in making collaborative decisions about their child's

learning. We encouraged 100% of our parent group to attend parent-teacher conferences (in person and on the phone), and presented consistent weekly messaging for school events and upcoming calendar dates. Parents were invited in regularly to take part in goal setting, progress updates, and learning support team meetings. At times, our resources at the school level were utilized to support one to two students with specific safety plans and programming to extend their opportunities to become ready for 'school'. Student success included opportunities to learn and grow in the school setting with dedicated sensory input goals, and communication programming for receptive and expressive language skills.

As a collective staff, we continued to grow in many regards by implementing our Trauma-Sensitive Classroom Practices learning. Our staff focused on the strategies included in Kirstin Souers' book, *Trauma Sensitive Classroom Practices*. We spent a dedicated professional development session viewing *ACE Scores and their impact on student health and wellness*. In light of the SSR Model, teachers and staff were introduced to the model's purpose and vision, infusing this into our paradigm of practice at Mountview. Notably, SSR data indicated 747 visits in May 2024, and respectively, we dedicated funds to build upon 'calm kits' for classrooms which included tools for students to learn and use in the classroom (as many of these materials had been removed during Covid). Our goal is to build and enhance 'peaceful' places for 100% of students in the classroom and support the students who may not necessarily need a 're-set' in the SSR room, rather they may just need a tool, an alternate seat, or a quiet spot to self-regulate and then return to their assigned task.

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."

Our school continues to strive for excellence in meeting our students' academic, educational and social emotional development needs. We host a collaborative team model with the Learning Support Team Model at Mountview, whereby any staff member can bring forward a student, (or students) to host a collaborative dialogue together and view the student's strengths, stretches, and progress socially, emotionally, and academically. This team meets weekly throughout the year and these meetings can often include parents, a learning services coordinator, teachers, educational assistants, our Family School Liaison Counsellor, and school administration. Collaboration at our school and at the district level continues to be key in school-level improvement and in meeting the learning needs of our students from where they are in their learning journey.

Through the 2023-2024 School Year our teachers had the opportunity to collaborate with district Learning Coordinators in Literacy, Numeracy, Science, and Brightspace while unpacking and implementing the new Alberta Education Curriculum. Staff Learning Days were dedicated to learning New Curriculum and Brightspace Learning through the year. We are incredibly grateful for the extensive resources provided to our teachers and learning opportunities provided by the district as we strive to implement the New Alberta Education Curriculum in our classrooms.

Alberta Education Assurance Measures: Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Spring 2024

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	83.3	79.1	83.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.0	70.4	77.4	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.7	82.6	87.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	75.2	82.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.8	64.0	68.6	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	87.0	65.2	69.3	79.5	79.1	78.9	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.

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.

Alberta Education Performance Measures

Alberta Education approved screening assessments used at each grade level:

- Grade 1: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 2: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments
- Grade 3: Letter Name-Sound (LeNS) Screening Assessment / Castles and Coltheart 3 (CC3) Screening Assessment / Numeracy Screening Assessments

Total number of students assessed at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **55**
- Grade 2: **63**
- Grade 3: **66**

Total number of students identified as being at risk at the beginning of the 2023-2024 school year, at each grade level:

- Grade 1: **15 (Literacy) 16 (Numeracy)**
- Grade 2: **17 (Literacy) 27 (Numeracy)**
- Grade 3: **26 (Literacy) 14 (Numeracy)**

Total number of students identified as being at risk at the end of the 2023-2024 school year, at each grade level:

- Grade 1: **12 (Literacy) 12 (Numeracy)**
- Grade 2: **12 (Literacy) 24 (Numeracy)**
- Grade 3: **23 (Literacy) 11 (Numeracy)**

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
26	20	76.92

• 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
35	15	42.86

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

Number of Students	Students reading within one year of Grade Level	Percentage
66	47	71.21

• 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
47	36	76.60

● **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	51	78.46

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to read and write what is expected in school.	N/A	81.58	86.96	74.29	80.00
Overall percentage of students who feel they are able to read and write what is expected of them in school.	N/A	N/A	86.84	90.12	84.11
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	80	80.95	75.00	88.89

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	N/A	85.53	89.13	91.43	93.33
Overall percentage of students who feel they are able to understand and work with numbers in school.	N/A	N/A	84.21	87.65	85.98
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	N/A	86.67	80.95	75.00	88.89

Anecdotal Results, Analysis and Action

Anecdotal Results:

- We were able to protect the timetable across the school with literacy. This allowed for literacy lead support, as well as common literacy blocks for grade-level partners in grades 3-5.
- With the timetable, we were able to host 0.1 FTE Blocks for Literacy Lead Support in both French Immersion and English Programs.
- In Grades 4, and 3 (FRIM) and English ¾ - these teachers created common groupings for literacy instruction.
- In Grade 3 English, Grade 4 English, and French, UFLI systematic phonics was implemented.
- In Grades 1-3 English - UFLI was implemented in daily literacy blocks.
- In Grades 2 and 3 English, the Literacy Lead teacher began targeted literacy support (s) in September. She followed a Grade Three group for the year.
- In Grades 1-3 FRIM, the literacy lead teacher began targeted literacy support in September. Beginning with Grade 3, then 2 classes in a systematic RTI model (4-6 week intervals).
- In December, we were granted Alberta Education allocation for interventions, and we extended the FTE of a staff member for this purpose. Respectively, we extended our Literacy Lead teacher's time (English) to host interventions, and our hired teacher hosted the Grade One mandated, Numeracy Intervention Time (January to June).
- FRIM Literacy groups included 3, 2, and 1 groups. (January-June Grade 1 and 2).
- We added monthly literacy tips by our Literacy Lead to school newsletters for parent perusal.
- FRIM Literacy groups included 3, 2, and 1 groups. (January-June Grade 1 and 2).
- Our SSR Model was accessible for 100% of the school population, at times (on any given day) it was closed for specific student safety supports, as well as first thing in the morning for an individual program plan.
- Kindergarten teachers utilized the phonological awareness programming resource, Haggerty and our English Program introduced letter sounds following the UFLI systematic phonics order.

Analysis:

- Our Lead teachers must have incredible flexibility and ability to view our data analysis critically and timely. We host continuous meetings as a team to look at the data and respectively, assign students to intervention groups.
- It would be helpful to separate the incoming data for English and French on this template; this would assist the school in equitably allocating resources. This has been discussed with our Sr Admin Liaison, at the spring retreat and fall admin meeting.
- Several of our students who are identified as needing intervention in both Numeracy/Literacy assistance experience chronic attendance concerns.
- This is our third year of implementing UFLI, systematic phonics in grades 1-3. We are witnessing change and progression across grade levels.
- Kindergarten continues to utilize Haggerty Phonological Awareness Program Materials. They used the EYE Kindergarten assessment to identify student stretches, and next steps for learning and support.
- Attendance continues to be a concern in grades K, 1, and 2.
- We now welcome several EAL Learners (Newcomers) into our classes who have interrupted learning, and, or trauma experiences/responses.
- Class composition and readiness to access curriculum continue to be a reflection for our team.
- We are cognizant that our timetable capacity with current staff available affects our ability to implement interventions, as well as respective class sizes.
- We note that our 'at-risk' Grade Two Group in literacy had a grade one experience with high class numbers between 25-27 during the 2022-2023 school year.
- Grade 4 and 5, and 5 FRIM commenced targeted supports and common timetable periods to host UFLI lessons, Words their Way and, and Writing Activities. They focused on building their "Level A Assessment" Folders to examine student learning strengths and needs together. They utilized small groups dedicated to specific skill growth (Phonics, Spelling and Writing).
- The district supported our school with an additional 0.4 FTE teacher at the grade ½ level for focused and targeted Literacy Instruction. This allowed for smaller group sizes across two homeroom classrooms.
- According to our results, we do need to continue to look at our Numeracy instruction and data analysis upon arrival from Alberta Education.

Action:

- Teachers were invited to view their student backpacks with intentional time at startup; this time was mandatory across the district. Teachers were given 3 hours to view student backpacks in August 2024. This was very welcomed by the teaching team who examined student learning needs, and supports prior to the school year beginning.
- Educational Assistants (Inclusive 1-5) attended professional development and student support sessions in August 2024; several new team members (7) arrived for the 2024-2025 School Year. Educational Assistants who are supporting students in early reading readiness and UFLI programming are introduced to program materials, etc.
- New Educational Assistants spent dedicated time prior to classes beginning examining the learning profiles of the students who they would be assigned to support. This collaboration was created by the SSR Teacher, Mrs. Stephanie Lajuenesse.
- Teachers are invited to host and refine their Level A assessments in September (specifically in Grades 4 and 5). We started the conversation during our PLC groups last year and will continue to grow our intentional data collection (assessment) and analysis (which respectfully impacts how we present and teach in our classrooms). Our LAT Teacher will intentionally begin in supporting grades 3-5 this year via differentiation and collaboration with homeroom teachers.
- Teachers will host Alberta Education Assessments as required by Alberta Education by September 27, 2024 (Grades 1-3). These results are normed and results returned, for intervention considerations in late fall (received October 29th, 2024)
- Teachers have the opportunity to analyze data for both Literacy and Numeracy with Learning Services Coordinators. October 21st - Numeracy with Shari Jensen Learning Coordinator and October 29th, with Sherri Jansen, Literacy Coordinator.
- The English grade 1-3 Team in English asked for specific support from Learning Services to learn and view in-class numeracy strategies with their respective classrooms. (Met with Shari Jensen on October 21st, 2024).
- Teachers in Grades ½ administered the new Reading Comprehension Assessment Tool (RCAT) under the direction of Sherri Jansen, Literacy Coordinator at Learning Services. The RCAT is designed to be quick and efficient providing detailed insights into students' reading comprehension across various text types. Teachers in Grades ½ were

provided time to organize their data analysis and collaborate on the next steps in support for their students (October 29th, and November 12th, 2024).

- Teachers will have bi-monthly PLC embedded time to view results and plan for instruction as grade-level teams.
- Our Numeracy Lead Teacher will be available for instructional differentiation conversations this year; she is granted two release blocks to 'co-teach' strategies or introduce supporting strategies in numeracy.
- Our LAT Teacher will be available for conversations regarding differentiation for students academically and or with sensory input programming. She will have dedicated time to view assistive technology for students who require the same.
- Our Vice-Principal is appointed 0.1 FTE timetable blocks (supporting our LAT 0.4 FTE allocation) to assist with Read Naturally, a supplementary technology license to assist with at-risk readers in the grade ½ level. She will coordinate the licenses in collaboration with learning services during the 2024-2025 school year.
- Our Vice Principal will support Numeracy Lead teachers with data analysis and development of groups as required. Teachers will be asked to consider how they will support students who are identified with specific 1-2 numeracy learning 'strand' needs. Our interventions team will focus on the students identified as 'at-risk'.
- We have secured 0.2 FTE time for two teachers to attend grade 2 and 3 numeracy support in 2024-2025.
- Our Literacy Lead Teachers in English/French will receive release time to present and organize intervention groups as required for supporting school-wide interventions and action (as results arrive, November 2024).
- Teachers will administer a new district numeracy assessment (MMA) in May 2025 that will assist teachers in identifying the need to re-teach curricular strands and review them before the end of the school year in June 2025. (Optional in May 2024, and replacing the MIPI Math Assessment in 2025).
- Teachers, alongside the LAT teacher, will work in collaboration to ensure that we are creating goals aligned with the literacy and numeracy needs that our students demonstrate through the grade 5 year. We will seek to confirm Individual Support Plan requirements for grade five students entering Grade 6/PAT requirements.
- Grade K Teachers will attend a new assessment training session in October 2024, moving to replace the EYE Assessment for all Kindergarten Students.
- Oral Language Goals: Our FRIM literacy lead will visit classrooms before January 15th, 2024 to provide a demonstration of oral language goals for grade level and or observe a current practice in place. (MV)
- Our English Literacy Lead will support UFLI implementation and visit classrooms, and co-teaching as able to ensure that our practices are effective and at Grade Level before December 15th, 2024. (MV)
- New resources have been received for FRIM (Systematic Phonics and Alphabet) that our teachers (K-4) will strive to implement with fidelity this school year across grade levels. (MV)
- New resources have arrived for teachers in 3-5 to consider (in replacement of F & P), 3-5 Minute Reading Assessments. In addition, the English Grade ½ Group has received the BUG Club resources, which are Science of Reading-based, word morphology units that they will begin to explore this year during collaboration.
- Implement Bug Club Morphology Units and the Word Study (Intermediate Phonics and Word Study - IPWS) for intermediate groups 3-5 (ie. next step after UFLI). Grade ½ English Teachers will be granted PLC time to collaborate, view and respectively implement these new resources (October, January, March, as able). (MV)
- Mountview teachers are welcome to explore a new resource, "The Writing Revolution" with a district book study opportunity and two copies of the resource located at the school.
- We will continue to explore writing development, assessment and instruction through baseline assessments and collaboration opportunities in PLC embedded time with our data analysis focus.
- 100% of classrooms are asked to collect a writing baseline sample by October 2024; the English Literacy Lead, Christine Squire is the key contact for information in this regard.
- HLATs writing assessments will be completed by May 30th, 2025 as directed by RDPSPD; Grades 1-8.

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	86.9	84.6	91.3	75.2	85.5

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	75.5	70.5	70.5	63.4	64.1

Division Performance Measures

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	N/A	86.84	91.30	94.29	83.33
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	N/A	N/A	91.23	96.30	88.79
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	N/A	86.67	90.48	83.33	77.78

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	N/A	90.79	95.65	97.14	86.67
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	N/A	N/A	88.60	85.19	75.70
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	N/A	86.67	95.24	91.67	77.78

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	N/A	85.53	95.65	91.43	80.00
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	N/A	N/A	82.46	85.19	73.83
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	N/A	80	95.24	100	100

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Students completed the survey questions in grades 4 and 5 at Mountview.
- Students had the opportunity to host in-class leadership opportunities, and Grades 4 and 5 School Wide Leadership in Kids for Kids Leadership Opportunities.
- 100% of classes were encouraged to begin the school year in September focused on relationships and a soft start.
- Several classes were supported by the district BST Team, who encouraged soft start activities, and preferred opportunities among students with co-morbidities.
- 100% of all classrooms were encouraged to host Valuing Mental Health Lessons before December 2024, and to revisit as necessary through the school year.
- Division Two Classes are encouraged to host and review digital citizenship lessons between September November, 2023.
- We hosted a Big Brother Big Sister Mentorship Group over the school year.
- We noted students struggling in Grade 5 specifically during class instruction, with relationships, and on the playground. Notable time was spent listening to their concerns, and working with respective teachers to build understanding in student voice, private logic, perspectives, and cultural proficiency.
- In light of peer conflict at recess, individual supports were offered with students, family meetings, case conferences and restorative circles were utilized by the School Administration.
- 747 visits occurred in the Month of May in the SSR space, indicating a need for the space.
- It was noted that absence/illness across support staff doubled in comparison to the previous year.
- Several teachers felt the SSR was not effective since students could not complete their academics there; comparing our model and student needs to other school locations, data was shared with 100% of staff for visits to the SSR. This is a continued shift forward with a new SSR model, building understanding in its intention and purpose.
- All staff have the opportunity to make a request for a Learning Support Team Meeting during the school year; whereby staff, teachers, school administration, parents, the school counsellor (previously CLW, now FSLC) and our student services coordinator are invited to the dialogue to support the learning needs, analysis, and plan to support our students across the school. These meeting opportunities occur weekly at Mountview.
- Several student case conferences took place during this school year with Children’s Services and YMCA Housing representation at the table with a family.

- Monthly check-ins with family members/their student(s) were held as necessary to monitor both academic progress and social-emotional connections in the classroom.
- Teachers were expected to implement New Curriculum Standards during the school year; many teachers note/ feel that new curriculum standards vary across actual student development needed; students have required a 'bridging' year moving forward.
- Teachers created and implemented Professional Growth Plans aligned with the Teaching Quality Standard, choosing their professional learning goals to impact student learning in the classroom.
- The school hosted a Brightspace and Tech teacher to assist in the implementation of Brightspace use; Teachers worked in a collaborative session with district tech Coordinator to view student portfolios - development and usage.
- Tech Licenses and supportive Chromebook applications were utilized in literacy, numeracy, - Je Lis Je Lis, Math Zorbits, Raz Kids, and ELL Licenses were provided to classrooms in grades 1-5.
- Mountview continues to replace and purchase updated Chromebooks to ensure accessibility to technology in classrooms (Grades 1-5).
- Speech Services have been streamlined for schools; we are encouraging families to attend 49th Street Community Health Centre for this service.
- The Learning Assistance Teacher supported referral processes for OT, Speech, and Specialized Assessments supported by RDPSD.
- The Learning Assistance Teacher assisted classroom teachers with differentiation opportunities and all but one teacher at Mountview, took advantage of this opportunity in collaboration.
- The Learning Assistance Teacher supported several grade ¾ students with specific licenses for the supplementary, Read Naturally Program supporting literacy growth at Mountview Elementary School.

Analysis:

- We need to continue the conversation with students and teachers at the grade ¾ level; asking, how do we know if these students feel connected and a sense of belonging? Further, Are we considering their 'private logic'?
- We will ask and seek regular feedback with questions such as: Do 100% of our classes host student leadership opportunities and build upon their collaborative classroom communities? Do 100% of our classes include opportunities for student voice, choice, and passion projects?
- The PBIS Committee has viewed the data in this report (and from last year) and continues to refine the PBIS Model, with a focus on *Student Recognition and Belonging* this year.
- We viewed our Cultural Data Survey results data from last year; this granted us an idea about where students' backgrounds and heritages are.
- A Trauma-Sensitive Lens continues to be a necessary learning stream for all staff; building further understanding and collective support and efficacy about the science of the brain, healing from trauma, behavior as communication, and expectations at Mountview. Relationships remain our key focus across grade levels.
- Similarly, we need to continue to view the supports required for our EAL students and build upon our recognition of Newcomer mental health, and scaffolded language acquisition supports.
- We do need to continue to check in with our team members who serve students with multiple learning needs; we recognize that our overall mental health and physical capacity assists us with the energy we require to teach and serve our students well. We can identify *Mental Health First Aid* needs with our Family School Liaison Worker (previously the CLW).
- We will continue to enhance our team training opportunities in the Neurosequential Brain Model, as well as SIVA Trainings.
- We hosted two students who required intensive support for physicality, safety and school readiness. ie. One student required both a teacher and an educational assistant full time for safety considerations.
- We posted several Educational Assistant Positions at the end of the school year; hiring at Christmas for Jordan's Principle and in the spring for Grades 1-5 Inclusive and 2 Pre-K Team Members.
- We held transition meetings in June while collaborating on building class lists with student learning profiles in mind.
- Students with specific social emotional learning or diagnosis were encouraged to visit their new classroom, meet their teacher (as possible), and our CLW supported students moving to specific middle schools.
- Our Grade 5 Students attended an orientation day at their incoming middle schools between May-June 2024.
- Parents were invited to Grade 6 Orientation evenings at their child's respective middle school (Spring 2024).
- We do need to consider the opportunity to utilize tracking meetings (2x) yearly with all teachers. We have noted that we still have teachers who have not requested an LST team meeting; collaboration is imperative as we build upon our understanding in both student strengths and stretches and make respective changes to universal and or targeted teaching/instructional strategies.

Action:

- We will strive to continue the conversations with, “How do my students see themselves represented in my classroom? And, at the school?”
- We need to continue to build upon the sense of “I BELONG” at our school through the calendar of events and designated opportunities to connect together.
- Our School -Wide Theme this year is noted as: “Be a Yeti, Be KIND every time!” which aligns with the district goal of promoting kindness. This theme will be interwoven in student recognition, daily announcements, and with the student kindness crew. (MV)
- Our PBIS Committee is working to revamp our student recognition at Mountview; the goal is to recognize 100% of our students during this school year. Our New Awards, “Netty Awards” will begin by October 24, 2024. (MV)
- The Vice-Principal will have hosted Student Leadership Meetings and Organization by September 30th, 2024; granting students in grades 4 and 5 students an opportunity to select and employ a school-wide leadership opportunity (ie. Kindness Crew, Kindergarten Buddies, Hallway Helpers, AMA School Safety Patrols, Tech Club, etc).
- Teachers and staff will be encouraged to ‘coach and connect’ with a student leadership team this year (ie. Milk Sales, Kindergarten Buddies, Green Team, Hart Team, etc).
- 100% of our students will have an opportunity to perform, and host an assembly with their classroom, a co-class or leadership team.
- 100% of student parents will be invited to the assembly that their child’s class hosts.
- 100% of students have access to their teacher to support their academic success and progress.
- 100% of teachers have access to the Learning Support Team Model at Mountview School.
- 100% of our students have access to the learning commons and assistance to find literature that they may be curious about finding.
- 100% of our students will have an opportunity to select a ‘service project’ this year with classmates at Mountview. The school will strive to highlight these projects at assemblies, in the newsletter, and social media.
- 100% of our students will have an opportunity to celebrate their family heritage at Mountview during Family Heritage Day before June, 5th, 2024. (MV)
- 100% of our students will have the opportunity to take part in CARNAVAL 2025 (TBC) at Mountview Elementary, before February 27th, 2025. (MV)
- 100% of students access Daily Physical Activity opportunities at Mountview; Mountview will host a 0.9 FTE a Physical Literacy Specialist this school year. (MV)
- 100% of students will access Music opportunities at Mountview; Mountview hosts a 0.5FTE Music Specialist; and 3 teachers teach their own music this school year. (MV)
- Mountview will select and book several presentations for our school-wide presentation aligned with Curriculum Outcomes for Art, Fine Arts, FNMI, and building upon personal resilience. The Alberta Fine Arts is booked in advance, as well as NED, a presentation with a speaker who strives to build awareness of personal resilience and kindness. (MV) Opportunities will be selected and aligned with District Values for Learning and Life.
- Mountview will host community stakeholders for learning opportunities that create and build upon safe spaces and awareness. (ie. Safe People presentations).
- Parents will have the opportunities to learn about upcoming student curriculum areas (ie. Human Maturation), presentations with ZOOM meetings and or in-person opportunities at the school.
- Mountview will launch and implement district-purchased WITS (Anti-Bullying Program) during November Large Group Health opportunities; teachers will learn about the program at November 7th, 2024 Staff Meeting. The Vice Principal and Physical Literacy Specialist will lead this district initiative this year. (MV)
- BBBS Mentorship Opportunities will continue through this year on Monday and Tuesdays; student groups will be adjusted over the course of the two semesters.
- Our FSLC (formally the CLW), will host a grade three girls’ friendship group through this year, building upon friendship skills prior to grade 4 and 5. (MV)
- Our FSLC will work collaboratively to build a parent session with SPARC, to highlight the developmental assets and connections with families this year.
- We will host collaborative conversations with the Division Two team looking at specific data related to this area of growth, viewing student voice.
- Mountview Teachers have scheduled and embedded monthly *Professional Learning Collaborative* (PLC) opportunities to increase collaboration, impact student programming, and enhance collective efficacy (8 sessions are scheduled with the assignable time calendar). (MV and RDP)
- Staff Meetings will include a ‘collaborative response’ model time whereby teachers will utilize a scenario base to brainstorm ideas across the school (ie. a student blurts out across teaching time- what can we do?). (MV)

- Staff Meetings formats will be enhanced with school-wide leadership roles/information shared as it arrives; Adaptive School collaboration strategies will be shared across school meetings. (MV)
- School administration will seek information required for building upon preparation for the next grade level from teachers; this may influence and impact the next steps forward for future Professional Development opportunities. (MV)
- Mountview staff will have the opportunity to identify evidence-based universal strategies in both literacy and numeracy during dedicated PLC and Staff Learning Days/District Curriculum Days (as available). (MV)
- Mountview will implement a 'learning sprints' model to assist in pursuing/exploring the District Education Plan Goal and initiative working to identify *High-Leverage Teaching Strategies and Learner Dispositions* at Mountview Elementary (Dr. John Hattie's and Marzano's Research). (RDPSD and MV)
- Mountview Teachers will attend district New Curriculum opportunities as presented by Learning Services on dedicated Staff Learning Days on the yearly calendar. (RDP)
- Mountview Teachers will have access for collaboration with the LAT teacher for differentiation and ISP development and co-teaching opportunities as planned. (MV)
- Mountview Teachers/Staff will attend a collaboration day with focus on HIGH LEVERAGE Teaching Strategies with Barrie Wilson and Ecole Oriole Park on December 13th, 2024.

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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.7	78.5	84.3	70.4	79.0

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

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	71.8	74.9	78.8	71.5	95.2

- **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)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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.	89.7	83.6	81.8	79.6	89.8

Division Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	5
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● **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will be prepared for the next grade level.	N/A	85.53	95.65	85.71	87.67
Overall percentage of students who feel they will be prepared for the next grade level.	N/A	N/A	90.35	92.59	87.85
Overall percentage of teachers who feel the students will be prepared for the next grade level.	N/A	73.33	85.71	66.67	55.56

● **Survey result scores for perceived high school graduation by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Overall percentage of parents who feel their children will complete high school.	N/A	93.42	100.00	94.29	93.33
Overall percentage of students who feel they will complete high school.	N/A	N/A	98.25	96.30	93.46
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	N/A	73.33	100.0	83.33	88.89

● **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	2023-2024
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	73.33
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	76.64
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	88.89

Anecdotal Results, Analysis and Action

Anecdotal Results:

- This has been the first year of a new curriculum and the second full year for universal UFLI programming across the district(1-3).
- It was the second year for Alberta Education Assessment timelines and interventions (which are granted in January to June).
- This year at the school level we identified literacy leads in both FRIM and ENG who commenced the year supporting students at risk in grades 2 and 3.
- We wonder about the possible difference in FRIM and ENG perspectives in respect to: Overall percentage of teachers who feel that students will be prepared for the next grade level - 55.56%. There is an equity lens that must be noted in class size, composition, and student readiness for access to the curriculum.
- Teachers are concerned about the classroom compositions and the complexity of student needs across grade levels.
- Mountview carried split classrooms in grades ½ ENG and FRIM, ¾ ENG and FRIM, ¼ ENG and FRIM.
- We wonder about the relationships built across grades, students and teachers in division two. For instance, at Grade Five Camp it was noted that students in FRIM and ENGLISH did not recognize one another's names.
- 100% of our students received opportunities in a broad program of studies.
- We welcomed a new Pre-K program for 4 year olds this year in the afternoons.
- 100% of students in grades 1-5 could attend extracurricular opportunities at noon hours, such as intramurals, Pokemon club etc.
- Our school recorded 737 visits to the SSR Student Support Room in May 2024; data log records for the first year of the SSR Model included: *Brain Breaks = 2,477; Scheduled Breaks= 665; Resets= 375; Explosive=160; Unspecified= 45.*
- We hosted monthly assemblies that highlighted the Values for Learning and Life, alongside the Mountview Mottos: I am respectful, I am responsible, and I am resilient.
- We hosted weekly messenger communications, alongside a school monthly newsletter.
- Teachers were encouraged to share a monthly newsletter, informing parents of classroom curriculum, special events and happenings.

Analysis:

- Students at Grade 4 and 5 Levels are indicating a necessary reflection for active citizenship, and the infusion of the Values of Learning and Life, RDPSD.
- Students at Grade 4 and 5 are indicating a varied response in which they feel like they belong.
- Staff/teachers wonder if students and their families are feeling the impact financially of outside sports, dance, and opportunities; are people starting to/required to decrease the opportunities for their children in light of costs?
- Attendance continues to be our focus in the early grades, as well as with specific students in division two; when we look at the reasons for attendance concerns, it includes wraparound support(s) from multiple stakeholders.
- We have provided transportation for students to and from school in a subsidized manner.
- Our CLW was away for medical reasons in May, Principal covered contacts from families for emergency housing lists which impacted student attendance.
- It is noted that teacher perspective is varied for the SSR model; several staff members speak to other programs which serve academic needs/or host academic educational assistants.
- We need to consider the class and school newsletter content connected to our character education, classroom curriculum and values for learning and life.
- Teachers are implementing new curricular outcomes for the first time, they foresee several skill gaps across our students ability and note, overall lesson engagement is a concern. Many students are using excessive 'screen time' which is respectively impacting their ability to focus and engage on assigned tasks.

Action:

- 100% of the teachers at Ecole Mountview spent a ½ day during start-up days to view Student Cumulative Files to learn more about their students prior to the school year beginning. *Teachers had dedicated time to review EAL Benchmarks, ISP Plans, BSP Plans, previous report cards, log entries, etc., on their student files.*
- The school will strive to implement 'Tracking Meetings' to build upon class composition information and student learning needs; present will be FSLC, LAT, SSR, and School Administration by February 1, 2025. (MV)
- Mountview staff will host an Open House for the community, highlighting the opportunities at our school, by April 30th, 2024. (RDP)
- Mountview Kindergarten Staff will host a "Learn about Kindergarten" session in early January 2025, for purposes of highlighting the learning and opportunities that take place in Kindergarten at Mountview. (MV)
- Mountview French Immersion Teachers are invited to collaborate with Amy Nye to create information/pamphlets regarding program opportunities in French Immersion in November 2024. (MV and RDPS)
- Mountview will host a three and four year old Pre-Kindergarten program in the mornings this school year; educational assistants will be trained to host the speech service programming within the program parameters. (MV)
- The school-wide PBIS committee will examine student leadership, recognition, and belonging this year and examine how this is connected to the district theme of KINDNESS, alongside the district VALUES FOR LEARNING AND LIFE. They will seek to suggest dedicated projects and strategies to highlight the values more often and in a visual manner.
- The school-wide PBIS Committee will create, implement and organize 'Netty Awards' for the purpose of recognizing 100% of our students in a school year.
- 100% of all staff are encouraged to utilize the instructional PBIS matrix in classroom community meetings and instruction; as well as supporting PBIS through 'Yeti Paws', 3R Award Nominations, Netty Recommends Reading Recommendations, Pizza with the Principal and weekly PBIS recognition awards.
- 100% of our classes at Mountview have access to daily physical education classes; a physical education (0.90 FTE) specialist is hosted at Mountview.
- Pre-K and Kindergarten programs (as available) will be supported with educational assistant support to develop predictable and supportive program routines. (MV)
- Pre-K and Kindergarten staff will have the opportunity to collaborate with the Learning Service Director for Early Learning, Ms. Kim Kirkwood during the 2024-2025 School Year. (MV)
- 100% of our classes at Mountview have access to daily leadership opportunities in their classrooms, as the homeroom teacher implements. (MV)
- 100% of our classes are asked to teach 30-minute infused health lessons weekly, alongside updates in the Valuing Mental Health Lesson Bank and follow up with WITS, a district-focused 'Anti-Bullying' Program. (MV)
- 100% of students in grades 3-5 will have an opportunity to take part in 3 -'Mountview Links' Opportunities- a new connections program implemented by our Health Influencer and Physical Literacy Specialist by June 5th, 2025.
- 100% of classes are asked to sign up for a 'Service Project' this year to build upon character education and a sense of belonging and purpose at Mountview. (MV) These projects will be identified and highlighted at the school level during this 2024-2025 school year. RE: Teachers indicated at our May Staff Learning Day activity with the Education Plan that students can be

supported to be a part of service projects at Mountview School in the 2024-2025 School Year. *This has been implemented for this upcoming school year.*

- 100% of our students will access a collaborative learning session with FNMI Learning Services Staff by June 5, 2025. (MV)
- Mountview will continue to host and highlight the district Values for Learning and Life at Monthly Assemblies. (MV)
- A sub-committee will be created this year to start a plan to create a plan to develop the School Learning Commons (January 2025); it will include representation by parents, students, and stakeholders. (MV)
- Mountview staff will host an Open House for the community by April 30th, 2024. (MV)
- Mountview Kindergarten Staff will host a “Learn about Kindergarten” session in early January 2025, for purposes of highlighting the learning that takes place in Kindergarten at Mountview. (MV)
- Mountview French Immersion Teachers are invited to collaborate with Amy Nye to create information regarding program opportunities in French Immersion in November 2024. (MV and RDPS)
- Mountview will host a three and four year old Pre-Kindergarten program in the mornings this school year; educational assistants will be trained to host the speech service programming within the program parameters. (MV)
- Mountview will continue to host class list creation meetings, and transition opportunities between classrooms and middle schools and or special programs by June 20, 2025. (MV)
- Our FSLC will continue to assist in student transitions and family support at the middle school level through June 20, 2025. (MV)

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 collaboration with our FNMI Key Point Person and Teacher, Mrs. Cindy MacDonald. Over the 2023-2024 School Year our school focused on:
 - School Wide Projects for Orange Shirt Day - classes were invited to host lessons for Truth and Reconciliation during the last week of September.
 - We hosted an Orange Shirt Day Assembly and welcomed Mrs. Winne and her daughter, Mrs. Ann-Marie Hall to share knowledge from the heart with family experience at residential schools. In addition, knowledge keeper, Mr. Dean Johnson shared a special drum dedication to his daughter and a message and song to inspire all of us to find love in our world.
 - For Staff learning, our FNMI Key Point Person brought forward information to share and posted digital resources and information electronically.
 - Each homeroom classroom was asked to host a collaborative lesson/project with FNMI Learning Services booking special guest teachers and hosts.
 - Grade 5 classrooms hosted the BLANKET Exercise at Mountview with Terry Lakey.
 - Two Members of our staff, and one administrator attended the Network Circle Information evenings (4x year).
 - Mountview School hosted an FNMI Key Point Person, Mrs. Cindy Macdonald, and she was granted a release block for focused contributions to our learning/information to share.
 - We welcomed guest drum player and knowledge keeper, Mrs. Charlene Chagnon who presented to the school with a special presentation and performance in the gymnasium.
 - We re-visited and completed Mathematics Kits for FNMI, the kits are now up to date and complete.
 - 100% of classes were asked to sign up for a session for their grade level with learning services.
 - 100% of staff attended a December 2023 Professional Development Session for the Sharing Circle and the creation of a sharing stick. Hosted by Terry Lakey and Hayley Christen.
 - Our FNMI committee members shared a school-wide project for Indigenous Peoples' Day in June 2024. 100% of our classes took part in sharing literature and a follow-up Art project.
 - Several classes took part in a mini-lesson based on the book, 'Be a Good Ancestor' by Leona and Gabrielle Prince; this book will be included in the upcoming year for WITS programming in 2024-2025.
 - Two teachers attended one day each of the two-day professional development opportunities at Red Deer Polytech, on Indigenous Peoples' Day, bringing back several reflections for learning and planning.

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, Hay Christen for reflection and planning in 2024-2025

Rubric Results:

Professional Learning/Teaching Quality Standard (TQS) - Approaching/Beginning: Most teachers recognize that Indigenous cultures are distinct and pass that knowledge to their students. The 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 of presenting Indigenous worldviews. ***In light of the booked staff learning days, and new curriculum demands, we were only able to host ONE staff PD session in 2023-2024. Our goal is to strive for at least two sessions for 100% of our staff. We have booked "Medicine Garden Learning" during this school year, in preparation/advance of using our garden space for a Medicine Garden.***

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. ***We will strive to add to our meaningful relationships. Mrs. MacDonald is in contact with several community groups for this purpose. We are planning to***

organize a parent evening and add a sub-committee to our learning commons work during this school year. We have booked a Metis Session for School in November 2024.

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.**

District/Community Support: Approaching. We received a \$5000.00 cheque from a local business partner, Cash Casino for purposes of enhancing our learning commons area. This places us in an approaching area. We are creating a sub-committee for this purpose with parent, student, and staff input. Our goal is to create a sense of belonging alongside cultural proficiency where students see themselves represented on the walls and in the literature in our learning commons. The vice principal will be building upon a committee opportunity in January 2025 for this purpose.

Student Support: Approaching - Some supports are developed and in place. Supports are often implemented to meet the needs of Indigenous Students. **We have student applications filed for Jordan's Principle for both educational assistant support, assistive technology, and additional assessments on an individual basis. We received Jordan's Principle funding for a full time assistant in August 2024 for purposes of supporting a student in grade 3.**

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 24-25

- School administration created a 30-minute weekly release block for FNMI Key Point Person in the timetable; Achieved, in August 2024.
- School-wide Orange Shirt Day & Residential School Lessons by September 27th, 2024.
- School-wide ORANGE SHIRT DAY ASSEMBLY hosted by 2M and 4/5K. We welcomed Elders, Frank and Rosena Winnie, Residential School Survivors and Elders, alongside their daughter, Mrs. Ann Marie Hall to the assembly via video as a special addition.
- Red Deer Public Honoured National Truth and Reconciliation Day on Monday, September 30th, 2024 closing all schools.
- We are striving to book a Métis Jigging Dance performance during Metis Week (Mrs. MacDonald).
- We intend to visit other school locations for ideas on a collaboration project for our learning commons; considering Eastview, Fairview, and Glendale as options to visit and see.
- Family engagement is a consideration this year, and our sub-committee will be looking for ways to enhance this opportunity with our learning commons work. ie. Games Evening, Art, and Potluck ideas that can be shared.

Sharing Our Results Ecole Mountview Elementary School

As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 20th, 2024** meeting of the School Council
- The School Results Report is posted on the school website at:
<https://www.rdpsd.ab.ca/mountview/page/951/about-us>



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