



School Education Plan 2025-2026 to 2027-2028

ÉCOLE MOUNTVIEW ELEMENTARY SCHOOL



ÉCOLE MOUNTVIEW ELEMENTARY SCHOOL

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

School Administration:
Principal: Kim Walker
Vice Principal: Brianne Lindsay

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 Elementary) offers an educational program in both English and French Immersion to students kindergarten to grade 5. An additional program added by Red Deer Public School District is a Pre-Kindergarten program at Mountview School.

The English program attendance area is Bower, Downtown (City Centre), Grandview, Michener Hill, Mountview, Parkvale, Waskasoo, and Woodlea subdivisions along with Westerner 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.rdpd.ab.ca/page/321/attendance-boundaries>

Anticipated Student Enrolment:

- Kindergarten: 27 English, 24 French
- Grade 1: 26 English, 23 French
- Grade 2: 27 English, 32 French
- Grade 3: 31 English, 26 French
- Grade 4: 36 English, 31 French
- Grade 5: 41 English, 24 French
- Pre-Kindergarten Students: 14
- Total Anticipated Enrollment is: 362 Students
- Total F.T.E. Students: 297 (1-5)
- First Nations/Metis/Inuit Students: 29
- English as an Additional Language Students: 42

Anticipated Staff Profile:

- 20.3 Teachers
- 9.54 Classified Staff
- 2 Facility Services Staff
- 31.84 Total Staff

Vision, Mission, Beliefs:

Vision Statement: We “R Yeti

Mission Statement: École Mountview School is committed to providing the best possible learning opportunities for 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 and model 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 Character Mottos/attributes: **I am respectful, I am resilient, and I am responsible.** In 2025-2026 we will strive to intentionally infuse these attributes into our character education programming, classroom communities, and student experience(s); we will highlight 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.**

Opportunities and Challenges:

École Mountview Elementary (Mountview) and its staff are honoured to be entrusted with our students’ journey in education. Our school is dedicated to making decisions in the best interests of students. We value and honour collaboration with our *‘parents as partners’* in the education of their child(ren). We believe that by collaborating, we can create success for students in and at school. We utilize student support structures at our school to build upon a child’s wellness, resilience, academic achievement, and social-emotional health. Over the last year, our staff have accomplished much in serving the students who attend our school

and in learning the new curriculum as provided by Alberta Education.

This past year, we continued our work supporting the District's implementation of a "Student Support Room" Model, which serves to assist students with their individualized growth in learning and extending their ability and personal capacity for co-regulation, regulation, sensory input, and social/emotional strategies. This model, supported by a Certified Teacher, and a specialized Educational Assistant continues to grow and evolve; supporting student learning needs as students arrive at Mountview. It is noted that much of our focus is first defined as co-regulation with a trusted adult, and for many young hearts at Mountview, this is where they begin in their school experience. Our Educational Assistant team has worked to incorporate the work of Dr. Bruce Perry, and Brad Chapin this year through dedicated professional development opportunities and regular meetings dedicated to student learning needs.

We acknowledge that many of our students have missed key components of development (socially, emotionally and academically) over the course of the past five years. We recognize the respective impact that this has on student stamina and readiness for accessing/engaging with the curriculum. We remain concerned about the overuse of screen time for student wellness, the ability to connect with others, lagging social skills, and respective, academic development.

We remain incredibly grateful to welcome the SSR Model as additional program support at our school to support students who require and benefit from the opportunity to learn and grow socially, and emotionally, and those who benefit from these additional supports to be able to access/engage in the curriculum and the learning activities in their homeroom classrooms with their peers. The space provided, honours diversity, choice, voice, sensory input programming and builds upon the success of each child according to need. It must be noted that in May 2025, 1270 visits (averaging 64 visits/day) were made to this space by our students at Mountview, which aligns with the student learning needs currently at our school. In addition, 100% of our classrooms received a 'calm kit' with sensory tools, and teachers in homerooms have been encouraged to re-establish a 'peaceful place' or 'calm corner' in the classroom for students who benefit from frequent breaks in the classroom during instruction and or activities. This will continue to be a focus for us in the upcoming school year.

A challenge in the 2024-2025 school year has been the complexity noted for diverse class compositions with a variety of learning profiles, diagnostics, and in many of our English classes, large class numbers. In addition, in September, the required Alberta Education Assessments in Grades 1-3 prevented many teachers from building successful routines and relationships without having the required dedicated time and focus for soft starts and a community-building focus. Classrooms were affected in terms of the ability to teach and practice daily routines with efficacy for both teaching/learning routines. Teachers put forward their suggestion to the District Superintendent to advocate for an extension on the submission timelines in the coming school year, noting mid-October would be a solution.

At the school level, with internal timetable adjustments and personnel, we protected literacy lead time for both French and English; providing ten additional blocks for Numeracy Interventions with two additional teachers. In January, we received funding to hire a 30-hour educational assistant who entered classrooms for small group support, while teachers who are now responsible for interventions, worked with their students.

Opportunities:

École Mountview Elementary School Staff will continue to impact student learning by improving the following:

- i. The Literacy and Numeracy of Students
- ii. The Resiliency of Students/Social-Emotional Learning
- iii. Excellence in Teaching Strategies (High Impact Teaching Strategies)

As a staff, we recognize:

- Sustainability and school improvement are built with continuous collaborative dialogue for understanding, a growth mindset, and expectations for achievement.
- We will continue to commit to clarity in our communications, collaboration/teamwork, and our collective efficacy to *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 interpersonal relationships with all stakeholders.
- We do recognize that we are each a responsive and daily model for learning literacy, numeracy, and social-emotional learning. We can model mistakes, metacognition, and resilience in our daily work, building upon our growth

and emphasizing mindset framework.

- We are entrusted as a school staff to provide an opportunity to model and teach inclusion, healthy choices, including physical activity, healthy relationship templates, a growth mindset, restorative practices, self-regulation, and co-regulation and connection for all children.
- We continue to commit to becoming 'trauma-sensitive' in our classroom practices and school-wide lens, building upon our personal knowledge, professional application, and consistency in using a trauma-sensitive perspective and lens.
- We recognize the core pillars of intervention for a safe and caring school are: *safety, connection, and coping ability*.
- We will strive to provide/ensure as a team, predictable, safe, and respectful classroom routines for all students at Mountview School.
- 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 recognize that TRUST is a key factor among all staff; we will utilize norms of collaboration in our work together.
- We will continue to 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."

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

"Reflection is at the heart of getting better", Robert Marzano - We commit as a group of educators to reflect, change and adapt to the learning needs of our students.

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

"Calm, Begets, Calm" RELATIONSHIPS come first. As adults we recognize our own self-regulation and respective self-care routines; we commit to a personal self-reflection lens to enhance our mental health and overall well-being 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, stamina, and engagement for learning in the 2025-2026 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 implement 'trauma-sensitive' classroom practices with a focus on deliberate practice and *teaching of self-regulation strategies*, mindfulness, resilience, and wellness. *We will strive to be 'trauma-informed' in our understanding this upcoming year. Staff will utilize the district's "Valuing Mental Health" lessons prior to Christmas break in grade-level health lessons, dedicating 30 minutes weekly for this work. WITS Bully Prevention Programming will continue, alongside conflict resolution learning will be infused in follow-up lessons by Classroom Teachers, as students experience dedicated lessons through MV Connections/Large Group Health Classes.*
2. The Learning Support Team Model at Mountview will work to enhance a trauma-responsive lens to view all students 'stretches and strengths' at Mountview Elementary. Student Learning Profiles will be viewed from a strengths-based perspective. Teachers will have dedicated time to review student backpacks with transition forms on PowerSchool before classes begin in August 2025; this will include an overview of assessments, report cards, diagnostics, and English as Additional Language assessments. This dedicated time will allow teachers to build important background knowledge for the students entering their classes in the fall term. Educational Assistants will be included with grade-level teams, learning support team meetings, and are expected to support inclusive learning growth in the classroom and across the school.
3. In terms of social-emotional learning, our school will work in collaboration with our learning assistant teacher, our student support room teacher, behaviour support team, and student services to impact the wellness, regulation, and safety of all students at Mountview. We look forward to continuing to implement the anti-bullying prevention/conflict resolution program called WITS, as directed by the district in 2024-2025. Staff will continue to receive SIVA (Supporting Individuals through Valued Attachments) training as the district offers this opportunity. Teachers will plan classroom community opportunities to intentionally build upon cooperative relationships, care & respect for one another, and inspire a sense of belonging. Kindness mission statements will be created and shared by 100% of our classrooms in the fall of 2025. Visual anchors will be readily available to assist in our positive, respectful, caring relationships focus.
4. Classes will be asked to begin the school year with community meetings (soft start opportunities, as able) with 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 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 of whom have experienced an ACE score. *We will strive to build connections using safe and caring relationships first and foremost*, supported by SIVA knowledge, planning, and problem-solving 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 and staff will receive ASCD's folder *Trauma Sensitive Classroom Practices* for reflection purposes. To build upon build understanding toward a 'trauma-informed' environment, staff will receive a copy of Dr. Pearlman's, "Maslow Before Bloom", which highlights basic human needs required to be able to access learning and understanding.
5. Staff will take part in the training opportunities to build upon our foundational understanding of "Reconciliation" and "Cultural Proficiency". We will continue to explore several facets of the new Teaching Quality Standard for FNMI learning, including Inclusion, effective relationships, and

excellence in teaching with continued learning and reflection.

In 2025-2026, Staff will be asked to consider:

- “What will I do to welcome students this year? “What will I do to welcome and model reconciliation in my classroom this year?” and, “What will this look like to/with my students?”
- “Do my students see themselves represented in my classroom and on the walls of my classroom?” Am I planning with a ‘sense of belonging’ when I create the space in my classroom, in my language, and do my students consider my classroom to be a safe space?
- How am I incorporating “Kindness” into my classroom and encouraging all stakeholders to practice and be kind? What does this look like, and feel like in my classroom? How do I recognize it, model this, and incorporate this into my classroom community? Are my students practicing these skills together? And if not, am I coaching a lagging skill?

6. **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, building upon professional capacity, collaborative skills, and improving our results in literacy (MTSS Model in 2025-2026).**

In 2025-2026, we will attend to interpreting our data in collaboration and making changes in student groupings in a grade-level collaborative manner during the embedded PLC time. Teachers at Mountview will receive a copy of ‘The Writing Revolution 2.0’ (with a FRIM equivalent to be suggested by Amy Nye, Learning Services Coordinator). Grade level teams will create and record collaborative goals, reviewing them with administration and literacy lead teachers on October 30, 2025, January 30, 2026, and at the end of May 2026. The ‘Writing Revolution 2.0’ will be launched in September 2025, accompanied with focused professional development. Additionally, teachers will implement the new Social Studies Curriculum for Grades K-3, with Grade 4/5 teachers having the option to trial it in 2025-2026.

7. **Grades K-3 will continue to implement Alberta Education Assessments (Lens, CC3), and the MMA Numeracy screen directed by RDPSD (grades 1-5). In Grades 4-5, our team will continue to refine early interventions within their WIN literacy and numeracy blocks and the Grade 5 Teachers will enter year two of using the reading comprehension assessment (RCAT) for grades 4-5 (RDPSD). Teachers in grades 1-5 will take part in the New RDPSD Writing Assessment, with dedicated collaboration time for marking Spring 2026 (with District coordinators). Mountview will transition to trial a MTSS model for Universal Tier One Instruction with a protected timetable in the morning with grades 1-5; this universal strategy will protect UFLI systematic phonics, and Morphology/Word Study at the Grade 5 level.**

Mountview has received District Funding at 0.6 FTE to attend to a school-level interventions model for planning Literacy and Numeracy Interventions. Teachers and staff will continue to ensure the urgency in literacy and numeracy planning with responsive teaching/collaboration. We will be moving our school presentations and the majority of assemblies/presentations for this purpose to the afternoon to implement the MTSS Model over the 2025-2026 School year. WIN TIME (What I need), will reference our timetable protected grade level minutes for all school periods with targeted literacy in UFLI Instruction in grades 1-3 and Morphology in our division two classrooms. Grade level groups will be encouraged to follow suit (as possible) for numeracy groups and we would like to trial a focused 30-minute Numeracy Games (hands on with manipulatives on Fridays across the school), as our students have indicated that they are unsure if they like learning Math in our Alberta Education Surveys.

8. **Our Educational Assistant Team Development will be connected to our SSR Model and focus on a ‘learning sprint’ model for building capacity for supporting students with complex needs, inclusion in**

the classroom, a 'trauma-sensitive lens', alongside re-entry and reset strategies. This work will be supported by the LAT, SSR, and Learning Support Team. The SSR Teacher will be a pivotal member of working with our team at Mountview School, bringing forward professional development materials for our Educational Assistant Team. The school team will attend future District Professional Development as implemented in August and throughout the year by Student Services 2025-2026. Our Educational Assistants team will attend two sessions in August for professional development purposes: "Learning, Cognition, and Neurodiversity" with Jared Froese, Froese Psychological Services; and "Supporting Student Behavior and Personal Self Care" with Heather Boone and Wanda Christensen, Froese Psychological Services. Our Educational Assistant team members will also create a Professional Growth Plan (PGP), and be additionally supported with the \$200.00 payment for selecting professional development connected to their PGPs.

9. 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. A school committee will examine the matrix in the upcoming year to build upon the key features of PBIS, impacting our inclusive school culture and student recognition. One area of consideration for 2025-2026 is recognition, and what more can we do to coach students in being kind to one another.
10. The staff and school stakeholders will complete District Guides for Professional Learning based on school, district, and professional goals that impact student learning. School Level Staff Learning Days will follow a tentative schedule (attached), recognizing that we will serve in a responsive capacity at the school level; we will continue our inquiry into the High Impact Teaching Strategies, view restorative circles/practices as the district goal is implemented. We have implemented the sharing circle/stick in our classrooms with a FNMI learning session that highlights restorative practice among classmates.

School Education Plan Development and Communication:

The ÉCOLE MOUNTVIEW ELEMENTARY SCHOOL Education Plan has been developed in consultation with school staff and stakeholders. This plan was reviewed on Wednesday, June 18th, 2025 at a School Council Meeting with 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://mountview.rdpsd.ab.ca/our-school/about-us/school-education-plan>

Alberta Education Assurance Measures Overall Summary (Spring 2025):



Required Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 4445 Mountview School

Assurance Domain	Measure	Mountview School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.6	83.3	83.2	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	76.8	79.0	77.9	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.1	89.7	88.0	87.7	87.6	86.2	High	Maintained	Good
	Welcoming, Caring, Respectful and Safe Learning Environments (WC-RSLE)	83.8	84.3	83.0	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
Learning Supports	Access to Supports and Services	66.7	75.8	71.0	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	68.4	87.0	75.2	80.0	79.5	79.1	Very Low	Maintained	Concern

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 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 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
 - 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.

***Our measures are reflective of 7 Parent Survey Results, 96 Student Survey Results, and 14 Teacher Survey Results.**

Alberta Education Assurance Measures Overall Summary (Fall 2024):



Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2025

School: 4445 Mountview School

Measure	Mountview School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.5	52.7	52.7	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.4	2.5	2.4	n/a	n/a	n/a
In-School Jurisdiction Needs	92.9	92.1	78.6	81.7	81.1	82.3	Very High	Improved	Excellent
Lifelong Learning	73.6	93.0	76.3	80.8	79.9	80.4	Intermediate	Maintained	Acceptable
Program of Studies	78.4	89.8	83.7	83.0	82.8	82.9	High	Maintained	Good
Program of Studies - At Risk Students	69.0	79.1	73.3	80.5	80.6	81.2	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
Safe and Caring	86.1	85.5	84.2	87.3	87.1	87.8	High	Maintained	Good
Satisfaction with Program Access	63.7	68.9	67.2	72.1	71.9	72.5	Very Low	Maintained	Concern
School Improvement	72.5	64.1	66.0	76.6	75.8	75.1	Intermediate	Improved	Good
Transition Rate (6 yrs)	n/a	n/a	n/a	89.9	60.1	60.0	n/a	n/a	n/a
Work Preparation	82.1	95.2	81.8	83.7	82.8	83.6	High	Maintained	Good

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Participation in the Diploma Examinations was impacted by the COVID-19 pandemic from 2019/20 to 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. 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 Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Alberta Education Assurance Measures Overall Summary (Fall 2024):



Required Alberta Education Assurance Measures - Overall Summary Fall 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	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	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
	Welcoming, Caring, Respectful and Safe Learning Environments (W-C-R-S-E)	84.3	75.2	82.4	84.0	84.7	85.4	n/a	Maintained	n/a
Learning Supports	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:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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-assigned marks.
3. 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).
4. 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).
5. 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.
6. Participation in the PATs and Diploma Exams was impacted by the fire in 2022/23. Caution should be used when interpreting trends over time for the province and these school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. Aggregated Diploma results are for the following subjects: English Language Arts (Grades 10-12), French Language Arts (Grades 10-12), Mathematics (Grades 10-12), Science (Grades 10-12), Social Studies (Grades 10-12), Social Studies 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.

***Our measures are reflective of 17 Parent Survey Results, 94 Student Survey Results, and 21 Teacher Survey Results.**

Synopsis in the Spring 2025 Report Indicates: Related Goals:

10 Achievable Goals for Improvement Based on Mountview School Report

- Enhance Student Learning Engagement**
 - Aim to increase the student learning engagement score from 79.6% to 85% by implementing interactive teaching methods that promote active participation.
- Boost Citizenship Awareness**
 - Work on improving the citizenship score from 76.8% to 80% by introducing community service projects that involve students in local initiatives.
- Improve Access to Supports and Services**
 - Increase the access to supports and services from a very low rating of 66.7% to at least 75% by ensuring timely assistance for students needing academic or emotional support.
- Increase Parental Involvement**
 - Target a rise in parental involvement from 68.4% to 75% by organizing regular workshops and meetings to encourage parent participation in school activities.
- Strengthen Education Quality**
 - Strive to maintain or improve the education quality rating, currently at 88.1%, by providing ongoing professional development for teachers focused on innovative teaching strategies.
- Enhance Safe and Caring Environment**
 - Aim to increase the safe and caring environments rating from 86.1% to 90% through programs that foster respect and inclusivity among students.
- Boost High School Completion Rates**
 - Focus on increasing the 4-year high school completion rate from 81.4% to 85% by implementing targeted interventions for at-risk students.
- Improve Satisfaction with Program Access**
 - Increase satisfaction with program access from 63.7% to 70% by assessing and addressing barriers to accessing educational resources and programs.
- Increase Transition Rates to Post-Secondary Education**
 - Set a goal to improve the post-secondary transition rate from 59.9% to 65% by providing enhanced career counseling and guidance for students.
- Foster Lifelong Learning Skills**
 - Work towards increasing the lifelong learning satisfaction rate from 73.6% to 80% by integrating skills development workshops into the curriculum, emphasizing critical thinking and adaptability.

These goals are designed to be actionable within a school year, focusing on measurable outcomes to enhance the overall educational experience at Mountview School.

Strategies and Performance Measures:

Student Growth and Achievement	
<i>Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests, and aspirations.</i>	
Outcomes	<ul style="list-style-type: none"> Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need, and set new learning goals. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. Students are active, healthy and well. Students apply knowledge, understanding, and skills in real-life contexts and situations. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	<ul style="list-style-type: none"> Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2025-2026 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026, expand this initiative to include our Alternative Programs, specifically during Summer School. Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community
Division Performance Measures	<ul style="list-style-type: none"> The percentage of teachers, parents, and students who agree that students are engaged in their learning at school. Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship. Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year. Percentage of staff, parents, and students who agree that innovative teaching strategies are practiced in our schools. (local measure-new) Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure-new) The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure-new)
School Strategies	<ul style="list-style-type: none"> Implement, complete, and analyze data based on the mandatory Alberta Education Literacy and Numeracy Assessments in grades K-3 (CC3, Lens, and Numeracy). Implement and revisit RCAT Reading Comprehension Assessment in Grades %. Teachers attend training in the Dreamscape Online Learning Program (for grades 4 and 5). Teachers attend training in the new Nessie Online Reading Program (English, Grades 1-3). Our Learning Assistance Teacher will be dedicated to assisting students and homeroom teachers in terms of differentiation, access to curriculum, achievement and referrals (as necessary).

- The Learning Assistance Teacher will incorporate Read Naturally Live (Grades 4-5, September - March), working collaboratively with homeroom teachers to ensure a response to intervention model for students with specific learning profiles.
- The Learning Assistance Teacher will focus on student learning referrals, Learning Support Team Function, Success in School plannings, ISP Development, and assisting staff (educational assistants) with differentiated instructional strategies for individual support programs.
- Teachers will continue to explore collaborative learning, clear expectations and goals, feedback, and reflection with students in their homerooms.
- Our assurance data indicates that we need to consider improving student engagement; this can be (and not limited to enhancing our planning and teaching for): *interactive learning activities, group work, technology platforms, student choice, real-world connections, collaborative learning, flexible seating arrangements, clear learning objectives, frequent feedback, incorporating student interests, encouraging self-directed learning, implementing regular formative assessments, movement, gamification, social emotional learning/brain science.*
- Teachers will continue to explore building classroom communities with the lens of 'belonging', recognizing student voice and choice in classroom rules, predictable routines, classroom norms, and safe and caring positive classroom environments. Soft Starts and re-visiting classroom routines, rules, and rituals will be considered (as able following each scheduled school break on the year's calendar).
- The Mountview School Calendar will continue to be created with the lens of 'belonging'; the school will enhance (and grow) our cultural proficiency/honoring diversity by recognizing inclusive opportunities across the school calendar. (ie. Ramadan, Diwali, Christmas, Easter, Pride Month Activities)
- Staff will attend two dedicated, Professional Development Opportunities with FNMI Learning Coordinators/Services: "Medicine Garden", and a Breakout EDUC - "Historical Trauma in a Contemporary World."
- Our school hosts an FNMI Key Point Person, Mrs. Cindy Macdonald who provides monthly opportunities for learning, sharing local opportunities and online resources as available.
- Our school will continue to recognize Residential School History, Orange Shirt Day, and Indigenous Peoples' Day in June.
- Our school has booked the Indigenous People's Giant Floor Map (K-12), in October 2025, for school wide learning opportunities.
- WITS programming will continue, and LEADs (Grade 4 and 5 continuation) will be designed for division two students as available at the district level.
- Teachers/Homerooms will be asked to kindly host the follow-up lessons within the classroom as a connection and solidification of the concepts taught during WITS/MV Connections time.
- Students will have the opportunity to serve in their classrooms in a leadership capacity; ie. paper passer, light manager, line leader, etc.
- Kids for Kids School Wide Leadership Model will continue to be implemented for Grades 4-5(ie AMA School Safety Patrols, Hallway Helpers, Office, Assembly Set Up Crew, Hallway Helpers, Tech Team, Milk Sales, Jr. Yetis School Spirit Team, etc)
- 100% of Mountview Classes will infuse the Valuing Mental Health Lessons and Digital Citizenship Lessons into a 30 minute weekly health period. (MV)
- Classrooms will be asked to sign up for a collaborative session with FNMI Learning Services, and select a community service project in the 2025-2026 School Year.
- Teachers will be kindly asked to create consistency in monthly newsletters/LMS messaging to highlight the New Curriculum, collaborative learning, literacy/numeracy progressions, and happenings in their classrooms.
- The School Communications (Social Media, Weekly Messenger, and Newsletter) will continue to highlight the opportunities available for student learning and recognition at Mountview School.
- Teachers will continue to explore High Impact Teaching Strategies during the 2025-2026 School year, based on the District School Education Plan goals and the strategic planning manual. (RDP)
- Classrooms will be encouraged to invite guest speakers with the intention to make real-life connections to the opportunities in the workforce and career readiness.

	<ul style="list-style-type: none"> Field Trips and learning opportunities will be encouraged year-round for students at Mountview Elementary School. School Council continues to commit to supporting curricular based learning through support to offset the costs associated with Field Trip entrance fees and busing. Teachers may wish to explore collaborative opportunities with other French Immersion Schools in RDPSPD.
<p>School Performance Measures</p>	<ul style="list-style-type: none"> Mountview teachers and staff will continue to implement dedicated growth, urgency and vision in our practice toward the Science of Reading during literacy instruction at each grade level. (MV). Mountview will welcome a Literacy Lead (teacher) in both French and English during the 2026-2026 School Year. (MV) By June 20th, 2026, we will implement three Professional Development Sessions with Literacy Lead teacher, Christine Squire, M.Ed. - CERI Certified Structured Literacy Teacher (C-SLCT). (MV) English Literacy Lead, Christine Squire, will assist in the organization of our school-wide data and reflections in analysis in the upcoming 2025-2026 School Year. Mountview will strive to support a literacy focus with a protected timetable through the exploration of the MTSS model and scheduled interventions. (MV) Mountview has been allotted 0.6 FTE for Literacy and Numeracy Interventions scheduled for the 2025-2026 School Year. (RDP) Mountview will strive to align the intervention model with both instruction in FRIM and ENG (as available with the timetable and personnel). (MV) 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) Mountview is moving forward to view Assessment Capable Learners using the district PD <i>Skill, Will and Thrill; Three Facets to the Learning Process</i> (September- December, 2025). Staff will continue to explore Level A assessment folders at grade level to build upon a comprehensive scope of student achievement and growth. (MV) Teachers are encouraged to view the AAC Website for grade-specific materials in Assessment Focus as connected to the New Alberta Curriculum. (MV) Staff will explore the implementation of a 'genius hour' or passion project for students at the grade % level who need the opportunity to extend their voice and choice within the curriculum outcomes and skill practice in literacy. (MV) <p>Mountview Overview/Strategies for Language Arts:</p> <ul style="list-style-type: none"> By September 29th, 2025, teachers in grades one to three will administer, grade, and upload results for the LENS, and CC3 Alberta Education Assessments. (MV) In literacy and numeracy, the Literacy Lead Teacher will coordinate data entry to ensure that school-level data is available and shared internally in one shared file; teachers will be asked to add individual data to the template as suggested by Learning Services. (MV, RDP) By August 28th, 2025 new teachers to Mountview will meet with Literacy Lead Teachers to view Literacy Materials and implementation guidelines. (MV) By August 28th, 2025 teachers will receive timetable copy (pending re-do), which is inclusive of protected grade level, daily literacy blocks (30 minutes) for student literacy learning- referred to as WIN (What I Need) time in our MTSS Model. (MV) By October 1st, 2025 classroom instruction blocks for literacy will be planned for and implemented, noting universal strategies, explicit teaching, and tiered supports. (MV) By October 10th, 2025 literacy structures to support daily instruction in reading and writing will be implemented in classrooms. (MV) <ul style="list-style-type: none"> Teachers in Grades 1-3 (and FRIM Grades 3-4 - ELA) will utilize and dedicate literacy block time to implement the UFLI Scope and Sequence for dedicated phonics programming. (MV) Teachers in Grades 4-5 will utilize and dedicate literacy block time to implement Word Study and Morphology Units for dedicated, explicit, and targeted instruction. (MV)

	<ul style="list-style-type: none"> ○ Teachers in Kindergarten will utilize the Haggerty phonological awareness program daily for early literacy readiness learning in phonological awareness. (MV) ● Teachers in Kindergarten will take part in Alberta Education Assessments as per the 2025-2026 Schedule. (MV) ● By October 20th, 2025, students at Mountview will be benchmarked with UFLI Comprehension Assessments *1-3; 3 Minute Reading Assessments (4-5) to inform instruction alongside GB+ (until a new tool is provided for French Immersion). (MV) ● By June 27th, 2025, Grade 4 Teachers will determine a timeline for 4 RCAT Administrations for assessment of comprehension skills, in order to adjust timely instruction with regrouping. (MV) ● By October 30th, 2025, the literacy lead teachers will request a baseline writing sample. (MV) ● By October 30th, 2025, teachers/staff will attend a collaborative Professional Development day focused on Reading and Writing Instruction with two French Immersion schools, Oriole Park and Barrie Wilson. (MV, RDP) ● By October 30th, 2025, Teachers and Staff will attend a Professional Development Session with Dyslexia Canada to focus on high-impact instructional strategies in literacy instruction for all students. (MV, OP, BW) ● The new Social Studies curriculum (Grades K-3) will be implemented as directed by Alberta Education during the 2025-2026 school year. (MV) ● Teachers in Grades 4 and 5 will be granted the option of implementing the new Social Studies Curriculum in June/August 2025. (RDP) ● Teachers/staff will attend directed staff learning opportunities in the new curriculum as supported by the district by June 20th, 2026. (RDP, MV) ● Grade 4 and 5 Teachers, alongside French Immersion Teachers, will attend directed staff learning opportunities in the new curriculum as supported/available by the district by June 20th, 2026. ● In 2025-2026, Mountview School Staff and Literacy Lead teachers will continue to search for solutions, improvements/timetable options in Literacy/Numeracy Interventions (by June 2026). (MV) ● By June 20th, 2026 Mountview Literacy team will consider creating a dedicated/targeted literacy focus plan during the 2026-2027 school year, this will include a school based survey for teachers to complete. (MV) ● Teachers in Grades 1-5 (ENG) will explore a common writing instructional text called “The Writing Revolution, 2.0” by Judith Hachman and Nathalie Wexler. Each school in the division has received a copy of the book and teachers at Mountview will receive a personal copy of the text for their planning purposes. Our staff will attend the respective Professional Development as available/provided by the Learning Services coordinator by June 20th, 2026. (MV) The basis of this book will be explored in dedicated hours, school-level learning day times with the overview/launch supported by Learning Services Coordinator, Sherri Jansen, and follow up sessions as required with school literacy lead, Christine Squire. (MV) ● Teachers in Grades 1-5 (FRIM) will explore high-yield instructional strategies with learning services coordination/Amy Nye for building consistency and language acquisition in our French Immersion programming at Mountview School. (MV) ● By May 30th, 2026 Mountview Staff will attend a collaboration session with other FRIM Schools to enhance our reflections in writing instruction, reflections in marking, and planning for future instruction. (MV, OP, BW) ● By November 30th, 2025 each division at Mountview will create a weekly oral language goal with planning and intentional implementation in their classroom (English and FRIM) (MV). ● By December 5th, 2025 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) ● By June 6th, 2026 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)
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- Mountview will welcome a French *Monitrice* from Quebec, for the 2025-2026 school year who will work in instruction and language acquisition in our French Immersion classes alongside students and teachers until May 31, 2026. (as available)

Mountview Overview/Strategies for Numeracy:

- We will welcome a Numeracy Lead Teacher during the 2025-2026 School year, who will represent and facilitate new learning in Mathematics. (MV)
- K-5 Teachers at Mountview will infuse Indigenous content into math lessons at all grade levels; teachers will be reminded to include these lessons in their yearly plan submission on November, 20th 2025. (MV)
- 100% of K-5 Teachers will be invited to plan for, implement, and utilize a Canadian Money kit; and purposely plan for student introduction to money; teachers are asked to submit this plan with their yearly plans by November 15, 2025. (MV)
- 100% of Students (grades 1-5) at Mountview will learn and recognize Canadian coin and note identification, and monetary value by May 30, 2026. (MV)
- 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 2025-2026 school year. (MV)
- 100% of Mountview Classrooms will have access to FNMI Mathematic games to use in their classrooms (an updated resource in the 2024-2025 school year). (MV)
- 100% of Mountview Classrooms (1-5) will implement the New Math Assessment - MMA (replacement for MIPI) provided by Learning Services by June 20, 2026, as provided by RDP. (MV)
- 100% of Mountview Classrooms will have access to math manipulative boxes with number concept games, dice games, in addition teachers will have access to updated learning games in a shared folder as created and maintained by Numeracy Lead Teacher, Mrs. Janelle Metcalfe. (MV)
- 100% of Mountview Classrooms will have the opportunity for cross grade math concept games on a weekly timetable commitment to collaborate, and build student experience with hands-on math games. (MV)
- Teachers at Mountview will have an opportunity to view data points within the new District Math Assessment at key dates suggested by Learning Services by May 30th, 2026. (MV)
Teachers will have time in reflection with the learning coordinator to plan for June Review as indicated on the assessment as an area or areas to review/solidify before the transition to the next grade. (MV)
- Our Numeracy Lead Teacher will assist our intervention teacher (as needed) with level data entry, to ensure that school level data is available in one shared file at the school level, (MV)
- Teachers will explore the opportunity for Math Word Walls within their classroom space with common symbols and vocabulary must-have; benefitting our EAL population and creating interactive reference boards for our students. (MV)
- As able, Teachers will examine data points for Math as presented (and available by district) by a new program called District Intelligence by June 20th, 2026. (MV)
- Teachers at Mountview will have access to MathUp programming and licenses during the 2025-2026 School Year. (MV)

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

<p>Outcomes</p>	<ul style="list-style-type: none"> • Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. • Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. • All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. • University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
<p>Division Strategies</p>	<ul style="list-style-type: none"> • Identify, develop, and implement high-leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. • Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high-quality instruction for student growth and achievement.
<p>Division Performance Measures</p>	<ul style="list-style-type: none"> • Percentage of teachers, parents and students satisfied with the overall quality of basic education. • The percentage of staff, parents and students who agree that staff have opportunities for meaningful collaboration. (local measure) • Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)

<p>School Strategies</p>	<ul style="list-style-type: none"> • Mountview will continue to implement the embedded PLC focus (October to May - 8 sessions) as aligned with the assignable time calendar. (MV) • Teachers and staff will have access to staff learning day plan for the 2025-2026 noting that plans may be altered at the school level and are subject to change based on contextual needs. (MV) • As aligned with our submitted interventions plan, we will implement a MTSS Model (Multi-Tier System of Supports Model for reading improvement) in our timetable. • The embedded PLC focus will align with the required data analysis and teacher collaboration for instructional strategies/regrouping needs. • We will focus on improving ' Writing Instruction' and improving engagement in writing at Mountview Elementary School; grade groups will create grade-level goals in collaboration periods. (MV) • The Writing Revolution 2.0 Resource will be provided to our teachers for the dedicated intention to improve our school-wide writing development and consistency in instruction. Mrs. Sherri Jansen, Learning Services Coordinator in Literacy will be connected to our learning/resource focus at the school level (September, January, and March). • Learning Coordinator in Languages, Mrs. Amy Nye is to provide the additional resource for writing on the French Side (she is currently exploring two options, May 2025). • Mountview will continue to examine MathUp technology and district resources such as Morphology for use in both Numeracy and Literacy instruction, as required in/on staff learning days. New teachers will be encouraged to attend organizational learning days/supported with learning coordinators. • Numeracy Data Points with the MMA (District Math Assessment) and Alberta Education Assessments will be considered frequently across the school year for purposes of re-teaching and or review in June. • Mountview will retain an educational assistants team of 7(1-5 Inclusive), and 2 student support team members in Pre-K, as well as our SSR Educational Assistant. • School Level Student Supports will be created, implemented and adapted by the school learning team and SSR Teacher, in consultation with the School Administration Team. • Staff, we will take part in Professional Development as provided during start-up (District) alongside regular sessions through staff learning dates. • School administration will share the school level, 'Teacher Supervision and Evaluation Plan, alongside professional code of conduct expectations' during August 2025 organizational days with Teaching Staff. • School Administration will share school wide supervision schedules, routines, and expectations; frequent updates will take place during the 2025-2026 school year. • Educational Assistants may be asked to attend a collaborative meeting time for required student supports, for safety outside and or on school grounds in a Learning Support Team meeting structure. • The 1.0 FTE Physical Literacy Specialist will host a proactive playground rules and expectations unit in September, January, and following spring break, as a safety unit for all students; staff are invited to attend to understand expectations and safety guidelines for equipment usage at recess. • Teachers will utilize consistent and regular communications with family members to enhance understanding in the supportive classroom environment and in collaboration, on student Individual Support Plans, Behavior Support Plans and or referrals required. • Teachers are asked to prepare a monthly newsletter informing families of curriculum and opportunities for learning in the classroom. • School staff are prepared to view our classroom communities and their organization to enhance a sense of belonging, safety, and organization for learning/adapting to student learning needs. (MV) • School Staff will be involved in the reflection of data including the Alberta Education Assurance Report, the local RDPSD Survey Results and in the creation of the school improvement plan by June 20th, 2026.
<p>School Performance Measures</p>	<ul style="list-style-type: none"> • <i>MV Connections Time</i> will serve as our professional community learning time during the 2025-2026 school year. This has been designed to be implemented 8 times between October 2025, and May 2026 by grade division groups. This embedded time will focus on high-quality instruction reflection in evidence-based strategies and instruction/re-grouping in literacy. (MV)

	<ul style="list-style-type: none"> ● Mountview School will host a Learning Assistance Teacher (0.4FTE) who will be working in collaboration with homeroom teachers to assist in the differentiation to meet student learning needs (sensory, academic, adaptive, etc). (MV) ● We will approach student growth and achievement in terms of accessibility to the curriculum and adapt programming to meet student learning needs (strengths and stretches). (MV) ● We will view 'high leverage strategies' in language acquisition and in supporting English as an additional language learning/learners. (MV) ● We will continue to view John Hattie's research and adapt our teaching practice to include high-yield strategies in <i>student engagement, lesson planning, feedback loops and differentiation</i>. (MV) ● We will strive to vary our lesson deliveries and balance our digital materials to build upon the capacity to use, create, and purposefully utilize for learning. (MV) ● 100% of classrooms will dedicate time to teaching 'Digital Citizenship and Safety' at Mountview Elementary School (by December 20th, 2025). (MV) ● Staff will continue to explore the use of BrightSpace usage to enhance parent involvement and invest interest in their child's progress and education at Mountview Elementary School. (MV) ● Mountview will collaborate with Learning Services to support refining, learning and implementing Brightspace, as well continue to explore Magic School AI usage in the elementary classroom. (MV) ● Our school will host and honour diversity (and collaboration process) across our school in: <ul style="list-style-type: none"> ❖ School-wide assemblies, guest presentations, presenters, Elders and Knowledge Keepers, Health Curriculum Opportunities, Restorative Circles, Sharing Circles, and discipline practices. ❖ We will continue to work on active citizenship choices through modelling and practicing social skills, implementing social-emotional learning activities, service projects, guest speakers, student leadership, and special events school-wide. (MV) ❖ We will identify the learning needs in our classes with Pyramid of Support meetings; working collaboratively to identify 'lagging skills' to support students directly with behaviour, co-regulation, academic achievement and growth. ❖ School Administration and the Learning Support Team will continue to explore the Collaborative Response Model at Mountview Elementary during the 2025-2026 School Year. (MV) ● Through the identification, development, and implementation of high-leverage instructional and assessment practices, all K-5 teachers will enhance their implementation of the Mathematics and Language Arts curricula and high-yield teaching practices. (MV) ● Teachers in Pre-K and Kindergarten will access professional development/community practices via the District Director for Early Learning, Kim Kirkwood. (RDP, MV) ● In August 2025, Teachers will be introduced to the school-wide, school administration plan for <i>Growth, Supervision, and Evaluation Policy</i>, alongside the standard of professional conduct and professional practice. (MV) ● 100% of classrooms/teachers will invite school administration to view a lesson/project during the 2025-2026 School year, in addition to regular supervision visits. (MV) ● In September/October 2025, school administration and the SSR Teacher, will schedule classroom visits and align student supports accordingly to ensure that students with complex educational and social emotional needs are supported in homeroom classrooms and or in modified programming opportunities. (MV) ● 100% of staff (Teachers and Classified Staff) will take part in professional growth plan development at Mountview School. (MV) ● 100% of Classified Staff will have access to the district professional development day (as available in the district calendar), and a dedicated Professional Development Focus in August 2025. (RDP, MV) ● 100% of Teachers will take part in multifaceted professional development opportunities provided by Red Deer Public School District. Options will be included on August 26th, 2025 for Teachers to select. (MV, RDP)
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- New Teachers/Educational Assistants will have the opportunity to be partnered with a mentor at the school level, or as they enter the school in their new role. (MV)
- 100% of our FRIM Teachers will have the opportunity to attend targeted FRIM Professional Development with Amy Nye at Learning Services. (RDP, MV)
- 100% of our FRIM Teachers will have the opportunity to attend a collaboration opportunity with teachers from other Elementary French Immersion Programs. (MV)
- École Mountview will establish a literacy/numeracy committee that will plan for a parent opportunity in-house learning opportunity by May 30th, 2026. (MV)
- École Mountview will continue to highlight positive learning opportunities across the school with monthly newsletters, social media, and school tours. (MV)
- École Mountview will continue to work collaboratively with the School Council and its stakeholders to plan parent engagement opportunities and coordinate invites into the school for student learning opportunities and volunteer opportunities. (MV)
- École Mountview Staff will plan and host a school-wide OPEN HOUSE opportunity to highlight the learning and programming opportunities at the school by May 2026. A sub committee will select the most suitable date. (MV)
- The École Mountview Kindergarten team will plan for a singular open house/tour for Kindergarten Program information the first week of January 2026 open to all parents interested in learning about Kindergarten programming at Mountview. (MV)
- 100% of classes at Mountview will have access to 'Classroom Calm Kits' with sensory input items and tools for movement.
- 100% of Classes will be encouraged to implement with purpose the kit in the fall of 2025; based on our SSR data we will work to enhance the re-introduction of 'peaceful' places in classrooms for quick, and effective brain/body breaks. DPA (daily physical activity breaks) will be encouraged in all homeroom classrooms at Mountview. (MV)
- 100% of Staff will attend a professional development session on "Trauma and Sensory Processing" prepared by an Occupational Therapist, with *To the Stars Wellness Center* by December 20th, 2025). (MV)
- 100% of all classes will be introduced to the school-level class evacuation process (re: Smarties) with a dedicated fall schedule, as implemented by the SSR Teacher and the SSR Educational Assistant. (MV)
- 100% of students in grades 3,4,5 will participate in a "Link Crew" opportunities (2-3) dedicated to building relationships, connection, and collaboration skills by October 30th, 2025. (MV) This program opportunity builds upon connections between students and collaboration skill(s).
- Mountview will explore (and enhance) our learning common space with cultural proficiency in mind, and in 2025-2026 a sub-committee will begin planning to align and update the space to meet provincial/district expectations. (MV)

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> • Learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Education partners fulfil their respective roles with a shared understanding of an inclusive education system. • Students and their families work in collaboration with education partners to support learning. • The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. • Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. • Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> • Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. • Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Division Performance Measures	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. • The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. • Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) • Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
School Strategies	<ul style="list-style-type: none"> • Continue to implement and extend the WITS program to Grade % (Leads); Teachers in homerooms continue to address the follow-up lessons and utilize the WITS vocabulary with students. (MV) • Increase visibility of WITS with dedicated signage, additions to a bulletin board, gymnasium signage, and classroom anchor charts. (MV) • Host a WITS evening introduction with School Council Meeting/parent invites. (MV) Speak to developmental peer conflict versus bullying, and the focus on collaboration at the school level. (MV RDPSPD) • Continue to infuse the Mountview Instructional Matrix into daily calendar, mini health lessons, and review; continue to support school-wide Positive Behavior Supports Model. Develop a PBIS Committee with our Health Influencer, and Vice Principal at the school level. • Develop a faculty council with a Div 1 Teacher, Div 2 Teacher, and EA as representation for policy review, engagement strategies for families and PBIS focus and refinement. (MV) • Continue to host the SSR Student Support Room Model at Mountview; a certified teacher, and specialized EA will continue to host. Monitor and work collaboratively with teachers on behavior support team planning and student support room visits, initiate required referrals to the Behavior Support Team, and implement Education Assistant Training, Development, and Professional Learning Opportunities.

	<ul style="list-style-type: none"> ● Implement and consider Educational Professional Development to include: Regulate, Relate and Reason - PD in District Drive; 321-Insight-Shifting Mindsets - A Guide to Paraeducators to think Differently about Challenging Behaviors; and Brad Chapin review with activity book and resource inquiry time. In addition, the Circle of Courage is available for professional toolkits. *subject to change with SRR Training/New Teacher at Mountview. ● We will strive to examine the current literature supporting 'Restorative Circles', alongside the infusion of the sharing circle through dedicated professional development as developed by the District. Contact, Learning Coordinator, Kim Darling for her calendar availability. ● Mountview will continue the school-level structure of the Learning Support Team Model; all staff are invited to request a meeting for the students they have concerns for. ● Parents will be included in the process of ISP/BSP Development and refinement; case conferences may be directed for students with exceptional learning needs and or circumstances that impact their well-being, safety, and or ability to access learning activities (MV) ● Our school will host 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) ● Mountview will continue to host a 0.4FTE LAT (Learning Assistance Teacher Position); dedicated to student referrals, ISP focus, and accommodations/modifications/differentiation support in classrooms. ● Mountview will continue to host a 1.0 FTE Family School Liaison Counsellor. (MV) ● The following strategies will be considered at Mountview Elementary School: <ul style="list-style-type: none"> ○ When decisions are made, the best interests of students will be focused upon. (MV) ○ Diversity will be valued as an enriching aspect of our school's environment. (MV) ○ Our school will take responsibility for the success of all students in our school. (MV) ○ Our school will implement the district-suggested Anti-Bullying Program (WITS) in 2025-2026. This dedicated time will be delivered per grade level during MV Connections Time and follow up lessons are scheduled in homeroom classrooms. ○ Timely & thorough Communication (anecdotal, and information), for ongoing support(s)), regarding student safety/well-being, learning needs, and supports, will be made first, through the Homeroom Teacher, then the school Learning Support Team structure/process at Mountview. (MV) ● The LST team will follow district attendance protocol as noted in district policy. (MV) ● We are committed to expanding upon our cultural competency/proficiency because we believe it is important. (MV) ● We will model behaviours that demonstrate our respect for human rights. (MV) ● We are committed to gender equality and the acceptance of different gender identities. (MV) ● We will take action to modify and enhance our lessons through differentiation of presentation, process, product, environment, and activity, alongside language acquisition. (MV) ● School Administration will implement/coordinate a restorative circle between students who experience recess disagreements and or interactions that are not aligned with the district student code of conduct and the Education Act. ● School Wide Discipline will be considered on an individual case by case basis (progressively), supported by the district policy alongside <i>Subsection (3) in the Education Act - Student Discipline</i>. The student code of conduct will be shared with parents and guardians in the Student Handbook in September 2025.
School Performance Measures	<ul style="list-style-type: none"> ● By August 29, 2025, 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)

	<ul style="list-style-type: none"> ● By August 29, 2025, teachers will have a dedicated period (3 hours) to view student assessments, diagnostics, EAL assessments, and files in the Student Backpack in order to prepare for the incoming students in their classrooms. (MV and RDPSPD) ● By February 1st, 2025 each classroom teacher will attend a class tracking meeting to assess and attend to the academic, behavioural, social, and emotional well-being needs of their respective students; this meeting will include the school learning team, LAT (Learning Assistance Teacher), FSLC (Family School Liaison Counsellor), SSR (Student Support Room Teacher) and school administration. (MV) ● By June 2026, the Mountview LST team will host our yearly, student support audit to ensure that Learning Services is aware of the complex, special educational needs in learning at Mountview Elementary. (MV) ● By February 1st, 2026, Mountview's Learning Assistance Teacher/Learning Support Team will facilitate referrals for district-supported Level C Psychological Educational Assessments and Level B Assessments for students who qualify/with district support(s). (MV, RDP) ● 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) Every teacher/staff member 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) ● School-wide protocols for the safety of students in classrooms will be reviewed (ie. class evacuations), as well as HOUR ZERO protocols for 100% of students at Mountview School (MV). ● On a monthly basis/at staff learning days, homeroom teachers, alongside the Learning Assistance Teacher, SSR Teacher, Family School Liaison Counsellor, and 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, medical concerns, effective strategies for relationship building and resilience). (MV) ● On a weekly basis for 15 minutes, each classroom team (Educational Assistants and teacher) is asked to 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) ● A full-time <u>Family School Liaison Counsellor (FSLC)</u> (1.0 FTE) will be dedicated at Mountview School to support students, families, and stakeholders through a network of support/referral in 2025-2026. (MV) ● In collaboration with the <i>Family School Liaison Counsellor</i> - Mountview School will implement a series (2-3) of parent support sessions for behavioural, social, and emotional well-being, (ie. Building upon Resilience, Parenting Skill, Sparc, and The 40 Developmental Assets, etc). Session topics to be determined with School Council input, alongside needs in data indicated with FSLC contact. (MV) ● Parents will receive a dedicated meeting invitation with the homeroom teacher to collaborate on building a behaviour support plan, and an individual support plan; ISP plans will be updated per term (in <u>December, March, and June</u>), and parents will be informed and updated. The LAT Teacher and the Administration Team will review all ISP and BSPs, as well as Letter of Supports built in collaboration at the school level. (MV)
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	<ul style="list-style-type: none"> ● 100% of Mountview classrooms will implement a soft start/community meeting focus in September/October 2025; attending to community building, team building and a sense of belonging, and commencing valuing mental health lessons. (MV) ● 100% of classrooms will implement a monthly newsletter (and share it with school administration) that informs parents of the New curriculum areas covered/Program of studies, as well as special events happening in the classroom (ie. guest speakers, service projects, special events, hands on learning, health focus). (MV) ● Classroom Newsletters will be shared with school administration and the school will highlight the learning opportunities taking place in our classrooms and at Mountview. (MV) ● 100% of our classrooms will select a service project with the intention of teaching what 'service' looks like and feels like as a global citizen; building upon collaborative skill(s), alongside the district value of responsibility. (MV) ● 100% of our classrooms access the school-wide nutrition program, and all stakeholders will consider the district Nutrition Policy in light of creating a safe, caring, and inclusive space at our school. (MV) We will review the standing Nutrition policy with stakeholders in the fall by October 30th, 2025. (MV) ● Mountview Staff will continue to advocate through district structures and surveys to consider the learning needs of our students as well as the well being and safety of our stakeholders at the school. (MV)
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2025-26 Staff Learning Day Plan

Mountview

General Information

Generally, staff learning days should be planned and organized using the following time guides.

Features - 6 hrs of assigned time

- Standard Hours: 8:30 AM - 3:00 PM
- 2.5 Hrs of time to work on Division Wide Ed Plan Strategies
- 2.5 Hrs of time to work on School Ed Plan Strategies and meetings
- 30 min Lunch

One hour of self-directed wellness time is attached to the lunch break. When there are two Staff Learning Days in a month, the wellness portion only applies to one of the two days.

**it is recognized that sometimes emergent issues may arise in schools that may necessitate deviation from this guideline.*

August 25-29, 2025 Organizational Days

August 25

- Opening Staff Meetings (reminder that all school staff will start on this day in 2025/26)

August 26

- Optional PD Sessions for division initiatives (8:30-9:45, 10:00-11:15, 1:00-2:00, 2:15-3:15)
 - Social Studies
 - K-3 (new curriculum)
 - Indigenous People's Giant Floor Map (K-12)
 - Blanket Exercise
 - ELAL
 - Nessie Online Reading Program - English Only (1-3)
 - Dreamscape Online Reading Program (4-5)
 - RCAT 4-12 (Refresher/new staff orientation)
 - Read Naturally Live (4 to 8)
 - Mathematics
 - MathUP K-3 (Refresher/New Staff Orientation)
 - MathUP 4-6 (Refresher/New Staff Orientation)
 - Mathia: Zorbits K-3 (Refresher/New Staff Orientation)
 - Mathia: MathStoria 4-6 (Refresher/New Staff Orientation)
 - French Immersion
 - New grade assignment? Review resources and planning documents. (Grades 1-5)
 - La grammaire en 3D: Refresher and new teacher Orientation. (Grades 1-5)
 - English As an Additional Language
 - EAL Benchmarks/Strategies/Support (Refresher/New Staff Orientation)
 - School Tech Lead Meeting (*1:00-3:00 pm)

2025-26 Staff Learning Day Plan

Mountview

August 27

- Kevin Cameron training for FSLCs
- **EA PD (Mountview) AM** - *Learning, Cognition and Neurodiversity, Jared Froese, Froese Psychological Services*

August 28

- Kevin Cameron Training for FSLCs
- **EA Mandatory PD AM** - *Supporting Student Behavior and Personal Self Care, Heather Boone, Wanda Christensen, Froese Psychological Services.*

August 29

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REMINDER - School administration shall assign a 2.5-hour period (**3 hours scheduled at Mountview**) for teaching staff dedicated to the review of essential student data and digital platform preparation. This allocated time is designated for examining incoming students' EAL Benchmarks and ISPs, familiarization with the digital backpack, and the setup of BrightSpace resources. Scheduling of this period will be determined at the school level to align with operational needs. A guidance document outlining recommended procedures for this review will be provided to all teachers. Notification of the final date and time for this mandatory activity should be communicated to all staff.

REMINDER - To facilitate effective preparation for the upcoming school year, 1.0 FTE teachers will receive a minimum of 12 hours designated for self-directed activities. Principals will ensure this time remains free from assigned tasks or scheduled meetings, allowing teachers autonomy in their preparation. This time will be provided in the most substantial blocks possible, coordinated thoughtfully with the school's overall start-up schedule.

Schools choosing to use Friday afternoon for supply drop-off cannot include that time in the 12 hours of teacher time.

Student Support Room Teacher Training Days

Will take place on the following days from 8:30 - 11 am:

- August 26th, 2025
- October 10th, 2025
- January 16th, 2026
- March 20th, 2026

2025-26 Staff Learning Day Plan

Mountview

Date	Division Priorities	School Goals
Start up	August 25 Staff Welcome 8:30 am Staff Meeting - All Staff 11:00-am - Hour Zero - Emergency Protocol Review - ALL STAFF	Teacher Meeting - 1:20 PM Timetables PM* Subject to Change Subject Areas Submission to Secretary today.* CL Distribution: Prepare Welcome Email/Call to Family (to be scheduled/sent Tuesday by 2 pm) *Subject to change, dependent on Powerschool or Class Changes. Educational Assistants - Meeting with SSR/Supervision Review with VP. 1:20 pm
	August 26 Optional Division PD - Choices <u>PD Options Start Up</u> *New Staff Mandatory K to 12 - Learning Services Student Services - Student Support Room Training - 8:30 - 11 am Technology Services - Tech Lead Meeting - 1:00-3:00 pm Teacher Prep Time (8:30-12:00)	Teacher Prep Time 12:30 - 3:00 pm (Suggested Classroom Surround) <ul style="list-style-type: none"> Email Welcome/Phone Calls to Family by 2:00 pm EA Meeting Continued (as needed) - In SSR @ 1:00 pm - Student Review
	August 27 FSLC training with Kevin Cameron EA Pd Session (Mountview EA Team) Learning, Cognition, and Neurodiversity with Jared Froese Teacher Prep Time (8:30- 11:30 am - 3 hours) Digital Backpacks, Review Student Files, EAL Benchmarks, ISPs, BSPS, and Documentation.* Building Learning Profiles: Knowledge/Background.	Teacher Prep Time - (Suggested take time for transition questions/conversations with previous teachers). 1:30 pm - EA - Student Learning Profiles - SSR
	August 28 FSLC training with Kevin Cameron EA PD Heather Boone, Wanda Christensen, Working with Behavior, and Self Care; 8:30 am - 11:30 AM Teacher Prep Time - All Day	Teacher Prep Time - All Day Assigned School-Wide Preparations EA Teams; <i>Many Hands Make Lighter Work</i>
	August 29 Teacher Prep Time 8:30 - 11:00 am SSR, EAs, Teachers, VP - Meetings (as required)	Meet the Teacher - 11 am - 1 pm (Supply Drop Off) Teacher Prep Time/Collaboration/EAs - 1- 3 pm
September 19 K-8 Only	Staff Learning Day 8:30-11:10 am District Education Plan Goals: <u>H.I.T.S. - Enhancing Learners' SKILL</u> (We will complete as suggested one of the skill links noted as a group*) School Education Plan Goals: Writing Revolution 2.0 Launch - with Sherri Jansen, Learning Coordinator, 8:45-11:10 am Wellness 11:15 - 12:15 & Lunch 30 minutes	Staff Meeting Agenda 12:55 - 2:15 pm Writing Revolution 2.0 Launch - Collaboration Groups Clerical Preparations - EA Teams, 12:55-2:00 pm Educational Assistant Meeting 2:15 pm with SSR Teacher/VP: PGP's, Learning Opportunities.
October 9	Staff Meeting Agenda 8:30 - 9:45 am / K - 8 PT Conferences 11 am - 7:30 pm	
October 10	Collaborative Languages Professional Development; BW, OP, and MV Student Services - Student Support Room Training - 8:30 - 11 am <u>H.I.T.S. - Enhancing Learners' SKILL</u>	High Impact Strategies with Grade Levels - -Continued Collaborative Planning based on Morning Sessions. -Data Analysis (Pending ABE'd results). *Subject to change Educational Assistant Meeting 2:15 pm with SSR Teacher/VP (Subject to change*)

2025-26 K-12 Template
Rev. 2025.04.29

2025-26 Staff Learning Day Plan

Mountview

November 7	Staff Meeting @ 8:30 am District Education Plan Goals: H.I.T.S. - <i>Enhancing Learners' SKILL</i> Education Plan Goals: Reserved for School Level Needs, in November.*	Hour Zero Training
December 11 K-8 Only	Staff Meeting Agenda 8:30 - 9:45 am / K - 8 PT Conferences 11 am - 7:30 pm	
December 12	District Education Plan Goals - Set in/at Staff Meeting Agenda time this month: H.I.T.S. - <i>Enhancing Learners' WILL</i>	School Level Education Plan Goals: AM: Trauma and Sensory Processing Session, Occupational Therapy Session, To The Stars. Wellness 11:45-12:45, Lunch 12:45-1:15 pm PM: FNMI Learning Services Session; EducBreakOut - 'Trauma in the Contemporary World' (Times to be confirmed with facilitators)
January 16 K-8 Only	New Curriculum K to 3 Social K to 6 - Math & ELAL Update Student Services - Student Support Room Training - 8:30 - 11 am 11-12 Wellness, 12-12:30 pm Lunch H.I.T.S. - <i>Enhancing Learners' WILL</i>	Staff Learning/Meeting Day: Staff Meeting 12:30 - 1:20 pm (HITS & Information Items) School Level Education Plan Goals: Writing Revolution 2.0 Chapters 5 to 8: Writing at Length- Sherri Jansen 1:30 pm - 2:45 pm Educational Assistant PD/Meeting Pending, with Teacher, Shauna Carrick, and Vice Principal, Brianne Lindsay. <i>Restorative PD Opportunity: Kim Darling Learning Services- schedule alterable at date of submission. * Subject to Change.</i>
January 30 High School Only	Semester Start-Up	
March 19 K-8 Only	Staff Meeting Agenda 8:30 - 9:45 am PreK-5 Student Led Conferences 11 am - 7:30 pm	
March 20	Student Services - Student Support Room Training - 8:30 - 11 am H.I.T.S. - <i>Enhancing Learners' THRILL</i> H.I.T.S. - <i>Enhancing Learners' THRILL</i>	School Level Education Plan Goals: FNMI Learning Services Session TBD Time - Medicine Garden. Writing Revolution 2.0 Chapters 9 to 13: Multiple Paragraph Writing & Assessment Sherri Jansen 1:30 pm - 2:45 pm
May 15	Collaborative Marking of writing assessments (Gr. 1-8) - PM at Central Office with Learning Coordinators, Sherri Janzen, and Amy Nye.	Staff Meeting Agenda - Reserved, School Level Education Plan/School Context Requirements. *Subject to Change. Collaborative Marking of writing assessments (Gr. 1-8) - Summative Writing Assessment.
June 12 (K to 8)	District Education Plan Goals: H.I.T.S. - <i>Enhancing Learners' THRILL</i>	Staff Meeting Agenda - Reserved, School Level Education Plan/Results and /School Context Requirements. *Subject to Change.

School Council & School Generated Funds:

2024-2025 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 the June 18th, School Council Meeting, 2025
- The School Results Report is posted on the school website at: www.rdpsd.ab.ca/mountview

School Council Involvement and Activities:

The School Education Plan Report 2024/25

Elections were held during the September 2024 meeting.

The executives for the year are as follows:

Chairperson: Emilee Smith

Treasurer: Stephanie Giesbrecht

Vice-Chairperson: Lorelei Brideau

Secretary: Jen Grauman

Throughout the 2024-2025 School Year, Mountview School Council held 7 monthly meetings and supported the following:

- Attendance at City-Wide Meetings; shared information at monthly meetings.
- The School Council welcomes Mrs. Nicole Buchanan, 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 2025, on behalf of Mountview Elementary School.
- Assisted and ran the annual Christmas Market for students shopping for gifts for family members.
- Supports were 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 and presented *staff appreciation* items for all staff at the school on April 17th, 2025
- Hosted three community bottle drives with a local business partner from Cosmos/Delbourne on October 10th, 2024, December 12th, 2024, and March 13th, 2025
- Hosted monthly hot dog sales and hot lunch organization with Healthy Hunger.
- Facilitated student-led coffee, hot chocolate, school socks, and buttons sales at December and March Parent Teacher Conferences.
- Hosted monthly birthday popcorn and gifted these to all students throughout the year
- Focused on an equity lens for a *free field day snack*, providing an opportunity for all students to take part.
- Hosted a Family Dance, encouraging connection and participation at a school-wide event.
- 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 and Pre-K celebration).
- Hosted a Sub-Committee of Parent Volunteers to raise monies to subsidize Grade Five Camp.
- To increase attendance and interest in and at School Council Meetings, members of the School

Council hosted an information table at the conference days. School Council members readily volunteer at a variety of events throughout the year including, Carnaval, Field Day, and Hot Lunch/Hot Dog Days. Reminders are used in the school newsletter, Instagram, X (formally Twitter) account, and Facebook page. This year, an in-person format has been used during meetings. This year, a 'Teacher Feature' continues on 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 the 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.

2024-2025 School Generated Funds:

PRODUCED ON: 05-Jun-25	RED DEER PUBLIC SCHOOLS			PAGE 1
03:16 PM	INSCHOOL REV/EXP SUMMARY			REP#: 1
028	FOR THE PERIOD ENDING : 509 MAY 31, 2025			
MOUNTVIEW SCHOOL				
	ANNUAL BUDGET	-----TRANSACTIONS----- THIS MONTH YEAR-TO-DATE		BUDGET BALANCE
FINANCE	0	0.00	1,827.48-	1,827.48
LEARNING RESOURCES	0	0.00	2,656.84-	2,656.84
PARENT COUNCILS	0	0.00	9.83-	9.83
ENHANCED OPPORTUNITY PROJECT	0	0.00	5,000.00-	5,000.00
STUDENT ACTIVITIES	0	0.00	3,925.59-	3,925.59
READING PROGRAM	0	17.00-	45.61-	45.61
SPELLATHON	0	0.00	5,762.70-	5,762.70
BREAKFAST PROGRAM	0	0.00	1,752.82-	1,752.82
OUTDOOR EDUCATION/CAMP	0	1,680.00-	6,192.49-	6,192.49
RECYCLING / WASTE WATCHERS	0	123.05-	314.66-	314.66-
STAFF FUND	0	0.00	142.32-	142.32
SWIMMING	0	3,988.00-	9,320.43-	9,320.43
MILK PROGRAM	0	373.81	918.17-	918.17
SCHOOL NUTRITION PROJECT	0	619.72	16,460.48-	16,460.48
BENEVOLENT FUND	0	118.00-	3,133.68-	3,133.68
STAFF SOCIAL FUND	0	400.00-	1,860.30-	1,860.30
GENERAL ACCOUNT	0	1,074.89-	840.95-	840.95
STEP UP	0	0.00	235.09	235.09-
TOTAL -- MOUNTVIEW SCHOOL	0	6,407.41-	59,299.94-	0.00
GRAND TOTAL	0	6,407.41-	59,299.94-	0.00