



ANNUAL RESULTS REPORT – 2016 – 2017
SCHOOL CONTINUOUS IMPROVEMENT PLAN – 2017 – 2020
Success for All x All Kids Are Our Kids = One Year's Growth

Grande Yellowhead Public School Division priorities:

- Improving Student Learning
- Building Leadership Capacity
- Improving Internal and External Communications

To ensure a commitment to these priorities, GYPSD's three-year education plan is student-centered focused on two main areas:

- SUCCESS FOR ALL (Student Achievement) and
- ALL KIDS ARE OUR KIDS (Inclusive Learning environments ensuring all students are supported)

We will provide **quality learning environments** to ensure:

1. Literacy and numeracy success through the Programs of Study.
2. Student success through innovative, effective and appropriate uses of educational technologies
3. Our students are calm, alert and ready to learn
4. First Nations, Metis and Inuit (Indigenous) student success

With a focus on literacy and numeracy foundational practices, we will promote effective teaching practices within quality learning environments so all students are successful.

École Mountain View School

School Demographics

École Mountain View School is a Dual Track K - 7 School - English and French Immersion, serving the entire town of Hinton as well as the surrounding areas.

- Our enrolment for the 2017-18 school year is 404 students
- There are 162 students in our English Program
- We have 242 students in our French Immersion Program
- The teaching staff consists of 26 teachers, including Music and Physical Education specialists
- We also have 7 teaching assistants and a Family School Liaison Worker to provide additional supports for our students

Principal's Message

The École Mountain View School faculty continues to focus on improving student learning and achievement for all of our students. In order to achieve this goal, our School Continuous Improvement Plan is developed and then reviewed regularly to ensure that improvement goals are being addressed and met. Data from The Alberta Education Accountability Pillar School Report Card is used to measure our growth and achievement. From these reviews, we identify strategies to continue along with new strategies in order to improve teaching and learning, to provide a Safe and Caring learning environment, enhance our already broad range of programs, to improve parental involvement and increase opportunities to build leadership capacity of staff and students. Implementation of this reflective model ensures that we recognize and celebrate successes while continuing to focus on growth areas, ultimately providing students with an excellent opportunity to achieve success.

SUCCESS FOR ALL: Our school staff continues to provide a strong focus on Literacy and Numeracy skills. We have worked collaboratively to implement Daily 5 structures into all Language Arts instruction in our school. All students will be familiar with Read to Self, Read to another, Listen to Reading, Word Work and Work on Writing strategies. Students will also be familiar with the term "Good Fit Book," being able to choose books that they are challenged by, interested in and able to read independently. In Mathematics, our staff works with students to focus on the process of numeracy skills, rather than only the end result. Our students can answer "How did you get that?" when asked by peers and teachers. Using discourse and multiple ways to find solutions to mathematical problems will provide our students with strong mathematical skills and knowledge that they will be able to apply to new situations. Our classrooms are becoming more and more suited to the physical spaces needed to successfully implement cooperative learning structures. Teachers in our primary classes are implementing Kagan Cooperative Learning Strategies to enhance student learning and achievement. As technology continues to evolve, we too have evolved with how it is used to support

learning. Our school is working towards bringing technology to our students, rather than taking students to technology. We are utilizing mobile devices in all of our classrooms to support learning. Students use iPads, iPods, and laptops to research materials, respond to formative assessment questions, create collaborative documents and projects, as well as to practice math skills.

ALL KIDS ARE OUR KIDS: Review of the responses from the 2016-17 Our School Survey data has led to the implementation of several new initiatives for the 2017-18 school year. Our staff is working collaboratively to develop a strong sense of community amongst all of our students. All of the School Walk and Literacy Hour activities have been planned to incorporate consistent buddy groups with older students providing leadership and role models for the younger grades. This also provides a sense of familiarity and safety when interacting with students on the playground and school fields. We have also implemented cross graded / cross program Career and Technology Foundation classes to further enhance the relationships between students in these grades and within our two educational programs. By creating Intramural Houses that students will be part of from grade four through grade seven, it is our intent to further develop a sense of community and belonging for all of our students.

We recognize that parental involvement is integral to student engagement and success. We continue to refine the many opportunities that parents have to be directly involved in their child's education at École Mountain View School. Parental feedback from the Thought Exchange survey and Accountability Pillar Surveys is reviewed to improve existing opportunities for involvement. This same feedback provides our school with suggestions for new opportunities for parents to have meaningful involvement in the school and their child's education. Communication of the variety of strategies for parental involvement continues to be a focal point for our school to improve in this area. It is also important to recognize and acknowledge the parental involvement that already exists within our school. Parental support for our Music and Physical Education programs provides our school support to maintain teacher specialists in those area to ensure high quality instruction for all of our students in these areas.

It is important for our school to share and celebrate our achievements. Utilizing local media in addition to our school resources, webpage, newsletters, SchoolMessenger and Awards Ceremonies we hope to let the entire community know how well our students are achieving their goals and developing into lifelong learners and socially responsible citizens.

Robin I. Hengel
Principal
École Mountain View School

École Mountain View School Mission, Vision and Values

Mission: Through a collaborative approach we enable all of our school community to be learners who respond positively to the challenges of an ever changing world.

Vision: At École Mountain View School, students, staff, and parents are working together to foster a welcoming, caring, respectful and safe learning environment. Within our school, all children are provided with opportunities to be successful. As part of the community, École Mountain View School students become responsible, productive citizens.

We Value:

- A student centered environment that embraces innovation.
- Achievement in fields of learning, where everybody strives for personal excellence.
- The development of character through the promotion of Honesty, Integrity, Citizenship, and Social Responsibility
- Students, Parents, and Staff as our community of learners
- Respect for self, others and the environment
- Open communication within our extended school community
- The recognition and celebration of successes within our school community
- Diversity in: instruction, students, staff and families
- Optimism and resilience

Learning Principles:

1. Learning is purposeful and contextual.

Therefore, students will be guided to see the purpose in what they are asked to learn. Learning will be framed by relevant questions, meaningful challenges and authentic applications.

2. Experts organize their knowledge around transferable core concepts (“big ideas”) that guide their thinking about the domain and help integrate new knowledge.

Therefore, content instruction is framed in terms of enduring understandings and transferable processes, not as discrete facts and skills.

3. Different types of thinking (such as classification and categorization, inferential reasoning, analysis, synthesis, and metacognition) guide and enhance learning.

Therefore, learning events engage students in innovative and complex thinking and deepen their learning. Keep in mind different types of multi-level thinking during the planning process (reference Bloom's Taxonomy)

4. Learners reveal and demonstrate their understanding when they can apply, transfer, or adapt their learning to new and novel situations and problems.

Therefore, teachers plan, teach and assess for transfer and provide students with multiple opportunities to apply their learning in meaningful and varied contexts. Teachers will use school developed common assessments that identify transfer of knowledge and skills.

5. New learning is built on prior knowledge. Learners use their experiences and background knowledge to actively construct meaning about themselves and the world around them.

Therefore, students must:

- *Have opportunities to share/show what they already know.*
- *Be helped to actively connect new information and ideas to what they already know.*
- *Have opportunities to share what they have learned.*

6. Learning is social.

Therefore, teachers will provide a balance of opportunities for interactive and mixed grade level learning in a supportive environment and will engage community resources to enhance learning.

7. Attitudes and values influence learning.

Therefore, without judgment, teachers will guide students as they form their attitudes and values.

8. Learning is nonlinear; it develops and deepens over time.

Therefore students will review basic outcomes in order to develop deeper understanding.

9. Feedback enhances learning and performance.

Therefore, ongoing assessments will provide learners with regular, timely and user friendly feedback. Learners will be provided with the opportunity to use feedback to practice, retry, rethink and revise.

10. Learning is enhanced by effectively accommodating a learner's preferred learning style, prior knowledge, and interests.
Therefore, teachers will pre-assess for readiness, interest and learning style using common assessments throughout the school to provide continuity that leads to differentiated instruction.

ALL KIDS ARE OUR KIDS:

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2017
 School: 2013 Ecole Mountain View School



Measure Category	Measure	Ecole Mountain View 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
Safe and Caring Schools	Safe and Caring	85.8	86.8	85.1	89.5	89.5	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	82.7	84.2	83.1	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	88.3	91.6	90.6	90.1	90.1	89.6	High	Maintained	Good
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.8	84.6	73.0	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	7.2	7.2	8.4	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	80.0	81.7	76.2	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	82.1	82.9	79.7	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	77.1	79.8	78.2	81.2	80.9	80.7	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	79.5	87.1	83.3	81.4	81.2	80.2	High	Declined	Acceptable

Thought Exchange Trend Data

At the school level, staff members determine the trends identified through the Thought Exchange platform.

Summary of Trends:

1) School Success:

- Outdoor Pursuits are identified as strengths; Nordic Skiing, swimming, School Walks, Daily Physical Activity
- Virtues program with recognition of students at awards ceremonies focused on the virtues.

2) Areas for Improvement

- Communication of school activities, especially afterschool sports programs
- Support for dealing with challenging students

3) Student Success:

- Daily 5 implementation has allowed for better focus on individual strengths and growth areas in language instruction.
- Student led conferences allow for students to show parents what they have achieved and are capable of accomplishing.

Our School Trend Data

At the school level, staff members determine the trends identified through the Our School survey.

Our School Report Abbreviations

SEO – Social-Emotional Outcomes	AO – Academic Outcomes	DSO-Drivers of Student Outcomes	DF-Demographic Factors
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Summary of Trends

1) Successes

Elementary

- Student participation in school sports and clubs (SEO)
- Students are interested and motivated to learn (SEO)

Secondary

- Sense of belonging, Positive Relationships, positive behaviours (SEO)
- Extracurricular sports and activities

2) Concerns

Elementary

- High anxiety levels for boys (SEO)
- Sense of belonging is below average for both boys and girls (SEO)

Secondary

- Extra-curricular club participation (SEO)
- Access to drama or music,

Comment on Results:

Although we communicate school information in many ways, newsletters, web page, calendar magnets, agenda notes etc. Parents are still not receiving all of the information at home. Timely communications utilizing existing forms will continue, however specific programs need improvement. Using School Messenger for school wide and class specific information will aide in sharing information. Sense of belonging and high levels of anxiety are concerns. Strategies have been identified and implemented to help resolve these two areas.

Clubs and extracurricular activities are also areas that require being addressed. We have continued the school's Club Zone to continue to provide access to these.

Career and Technology Foundations courses for grades 5 - 7 will allow for improved access for all students in Music and Drama. The number of students in grade seven choosing Music or Drama as one of the top two choices for complementary courses did not justify allocating teacher time in these areas, as Art, Technology and Outdoor Education were priorities from student choices in recent years.

ALL KIDS ARE OUR KIDS:

Based on the data sets above, develop 1-2 SMART goals for your school. For this section use ???

School Goal 1: We will develop a sense of community amongst our students		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> ● Create buddy groups for all classes for school walks and Literacy hour ● Create intramural houses that are cross grade and cross program for grades 4 - 7 ● Implement Cross graded CTF classes for students in grades 5 - 7, run on trimester ● Utilize community resources for Mental Health sessions focused on positive relationships with identified classes 		<p>Measures</p> <ul style="list-style-type: none"> ● Reduced levels of anxiety on Our School survey ● Students with a positive sense of belonging as indicated by Our School Survey ● Students with positive relationships on as indicated on Our School Survey ● Accountability Pillar Surveys will show increased satisfaction with Safe and Caring Measures.
<p>Evidence of Success October:</p> <ul style="list-style-type: none"> - all classes have been assigned a buddy class for Literacy Hour and School Walks, classes have been engaged in combined activities - Intramural Houses are created and programs have begun - CTF classes have been selected and implemented 	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

School Goal 2: Students in grades 4 - 6 will indicate lower levels of anxiety		
<p>Strategies (based on analysis of data and no more than three)</p> <ul style="list-style-type: none"> - encourage students to participate in school clubs, intramurals and sports teams to develop and enhance relationships - Promote mindfulness strategies in class and school through B.E.S.T. program and Alberta Health Services presentations - Enhance cross grade relationships through implementation of cross graded programs and activities as in Goal 1. 		<p>Measures</p> <ul style="list-style-type: none"> ● Broad Range of Program and Continuous Improvement results will show positive growth ● Reduced identification of students with moderate or high levels of anxiety on the elementary and secondary Our School surveys ● Safe and Caring measures from Accountability Pillar Surveys will show improvement
<p>Evidence of Success October:</p> <ul style="list-style-type: none"> - Students participation in school based activities. - Teachers accessing B.E.S.T. resources from the Success Coach / implementing programs in class i.e. Zones of Regulation, Rock Brain etc. - Implementation of Club Zone 	<p>Evidence of Success January:</p>	<p>Evidence of Success May:</p>

SUCCESS FOR ALL:

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	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	80.0	81.7	76.2	82.7	82.6	81.9	High	Maintained	Good
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AIMSweb Data

% Percentage of GYPSD students meeting grade level benchmark in Reading based on AIMSweb (At or above the 40 percentile).

At the school level, staff will determine which school-wide strategies have a positive impact on reading, how teachers are differentiating instruction for students in the 25-40 percentile, what targeted interventions are in place for students in the 10-25 percentile, what individualized interventions are in place for students below the 10 percentile. (**Not all schools submitted data numbers **are** not a true representation.)

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1										
2	48%									
3	41%									
4	46%									
5	53%									
6	50%									
7	51%									
8	61%									
9	68%									

École Mountain view School AIMSweb Data

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1										
2			67 %							
3			76%							
4			75%							
5			76%							
6			76%							
7			75%							
8										
9										

HLATs Data

% of students in each grade level who are writing at or above “adequate” level as defined by HLATs.

At the school level, staff will determine which school-wide strategies have a positive impact on writing, disaggregate results in each of the different areas (audience appeal, content and planning, vocabulary usage, organization, style and voice, sentence structure and grammar, mechanics) to determine gaps and identify students who will require interventions. (**Not all schools submitted data numbers are not a true representation.)

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1										
2	19%									
3	26%									
4	33%									
5	35%									
6	20%									
7	18%									
8	49%									
9	69%									

École Mountain View School HLAT Data

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1										
2			28%							
3			47%							
4			55%							
5			62%							
6			40%							
7			86%							
8										
9										

Mathletics Data

% of students in each grade level who are demonstrating mathematical skills at or above 50%

At the school level, staff will determine which school-wide strategies have a positive impact on math learning, disaggregate results in each of the identified strands (eg. number, pattern, measurement, statistics and probability, geometry) to determine gaps and identify students who will require interventions. (**Not all schools submitted data numbers **are** not a true representation.)

***Grade 2 FRIM did not take the Fall screen.

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1										
2	4%									
3	57%									
4	57%									
5	62%									
6	51%									
7	57%									
8	43%									
9	31%									

École Mountain View School Mathletics Data

GRADE/ YEAR	F-2016	S-2017	F-2017	S-2018	F-2018	S-2019	F-2019	S-2020	F-2020	S-2021
1										
2		86%	0							
3		90%	53%							
4		80%	68%							
5		57%	60%							
6		75%	51%							
7		69%	70%							
8										
9										

Comment on Results:

AIMSweb

Students achieved reasonably well on the AIMSweb assessment this fall. To meet the needs of students who were not as successful, we will continue to provide small group supports by teaching partners. The continued focus of Daily 5 strategies and one on one conferencing will help teachers to further diagnose the needs and strengths of individual students in their care.

HLAT

The student results for HLAT writing is not satisfactory. While this is a new assessment tool, we must focus on the overall writing skills for our students. The use of WRite TRaits and / or 6 + One Traits of WRiting will provide consistent instruction, assessment and messaging for our students and teachers in this area.

Mathletics

There are significant drops when comparing the Mathletics data from spring to fall within the same cohort groups. When looking deeper into the Mathletics data, Number Operations was a consistent area for growth in all grades.
[comparison to PAT data & cut scores](#)

SUCCESS FOR ALL:

Based on the data sets above, develop 1-2 SMART goals for your school. For this section use ???

School Goal 1: All students will achieve one year’s growth in achievement as indicated by Aimsweb assessments completed in September 2017 and May 2018.

<p><i>Strategies (based on analysis of data and no more than three)</i></p> <ol style="list-style-type: none"> <i>1) continue to focus on Daily 5 structures for Language Arts Instruction</i> <i>2) Teachers will provide specific reading comprehension strategies for “Ideas and Details”</i> <i>3) Professional Learning Teams (PLT) will continue to focus time on Daily 5 implementation and Literacy strategies.</i> 	<p><i>Measures</i></p> <ul style="list-style-type: none"> ● Classroom Observations will show evidence of continued implementation of Daily 5 Structures ● Class based reading assessments for November and March as determined by assessments for Progress Report ● PLT notes will show evidence of focused planning and instructional strategies for Literacy skill acquisition
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Evidence of Success October:

Evidence of Success January:

Evidence of Success May:

School Goal 2: All students will achieve one year’s growth in achievement as indicated by Mathletics assessments completed in September 2017 and May 2018.		
Strategies (based on analysis of data and no more than three) 1) Complete a book study of “Reimagining the Mathematics Classroom” 2) Implement Daily 3 structures into math classrooms and instruction 3) Teachers at each grade level will develop and implement common assessments for Number Sense & Operations		Measures <ul style="list-style-type: none"> ● Summary notes from the book study sessions ● Classroom observation notes will show teachers implementing strategies from Daily 3 into their Math classes ● PLT notes and classroom observations will show evidence of common planning and assessment
Evidence of Success October:	Evidence of Success January:	Evidence of Success May: