



Education With Heart-Avec Coeur

Annual Education Results Report
2018 – 2019
School Continuous Improvement Plan
2019 – 2022



VISION

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

CORE VALUES

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

Public Assurance

Planning and reporting in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people and reporting through transparent and timely mediums provides assurance of this promise to all stakeholders.

The Division Assurance Plan outlines priorities for student learning, teaching and leadership excellence and community engagement in the Division, guides budget development, and forms the basis for reporting on progress and achievement of provincial and local priorities. The Division follows Alberta Education's Assurance process and co-creates a Divisional Assurance plan with its educational partners that aligns with the Alberta Education Business Plan and required success measures. School plans are updated annually and serve as dynamic documents that meet the ever-changing needs of our school communities in a reflective and responsive manner.

In reporting Division results, the Assurance process provides accountability through the division website. This accountability is the obligation of the Division to be answerable for the performance and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the School Continuous Improvement Plan.

School Demographics

There are currently 446 students at École Mountain View School from K - 7; an increase of 54 students from last year.

There are 54 students in the Junior Kindergarten.

There are 257 students in the French Immersion program; and increase of 13 students from last year.

There are 185 students in the English program; an increase 38 students from last year.

	September 30, 2018	September 30, 2019
Kindergarten	57	84
Grade 1	69	66
Grade 2	40	69
Grade 2	42	39
Grade 4	42	48
Grade 5	43	42
Grade 6	56	40
Grade 7	42	55

Principal's Message

My name is Kurt Scobie and I am the principal of École Mountain View School. All three of my children attended the French Immersion program at ÉMVS and I am proud of the education that we offer. I believe in our staff, and have seen them go above and beyond to make learning fun and meaningful. I enjoy working with such a dedicated group of teachers and support staff.

As the principal, I have made it my mission to learn every student's name and to find a connection with each one of them at the school. I am also working toward developing relationships with all of the parents as well. I start my day on bus supervision and say good morning to students as they get off of the bus or as I walk through the playground on supervision. Students and staff realize that my office is open, and accessible, and it is great to see everyone feeling comfortable in coming to see me. It is imperative that we listen to the concerns and beliefs of our parents and students so that they connect with the education we deliver every day. As a French Immersion site we do our daily announcements in both French and English. While Mr. Corbeil is fully bilingual, I am not but I do my best each day to learn and use the French language. It has been quite an experience having students from all grades speak to me in French, and help to correct my grammar and pronunciation when I am in classrooms.

Our mission at École Mountain View School is to enable our entire school community to be learners who respond positively to the challenges of an ever changing world. We value the development of character through the promotion of honesty, integrity, citizenship, and social responsibility. At École Mountain View School, students, staff, and parents work together to foster a safe and caring 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.

The School Continuous Improvement Plan is developed throughout the year and includes staff, students, and parents. We share our data with staff and parents, and work together to develop goals that are supported by effective strategies. This is the work that is done during professional development days, staff meetings, school council meetings and professional learning community times. I also work with other principals and senior leadership during division leadership team meetings. We will be sharing and updating this document with senior leadership, trustees, staff and parents as we reach our milestones.

At École Mountain View School, we have a leadership team that shares the responsibilities for ensuring that *All Kids are our Kids* and the academic *Success for All*. Louis Corbeil is our Assistant Principal, and a long time French Immersion advocate. He works with all teachers, but is an important part of the French programming. He works alongside myself and teachers to ensure that quality teaching is taking place in our school. Nicole Hudson is our Learning Support Teacher. Mrs. Hudson works with all of our teachers to ensure that all Individualized Support Plans are meeting the needs of our students. Mrs. Hudson also provides intervention groups where students are working in smaller groups at their instructional level, regardless of grade. Our Family School Liaison Counsellor is Erica Funk. Ms. Funk connects with students and their families and helps to alleviate feelings of stress and anxiety that can be felt by students and parents alike.

It is my sincere hope that students and parents alike feel that they are highly connected to our school. Our family of educators and support staff are here to serve. Please come into the school and let us know how we are doing.

Accountability Pillar Report

Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.

Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). Parents with students in Grades 4, 7, and 10 complete paper surveys or an online survey option which are both mailed directly to them. All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey. Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. Safe and Caring
 - Students treat each other well at school, teachers care about students, students are safe at school, and students are safe on the way to and from the school.
2. Student Learning Opportunities
 - Opportunities that students have to learn another language, learn about art, learn about computers, drama, health, music, and PE, and opportunities that are available for students to learn a variety of subjects.
3. Student Learning Achievement
 - PATs Grades 6 & 9 and Diploma Exams Grade 12
4. Preparation for Lifelong Learning, World of Work, Citizenship
 - Students are taught attitudes and behaviours to be successful at work when they leave school, students follow the rules, help each other when they can, are involved in activities that help the community, and try their best, and students are taught the knowledge skills and attitudes that are necessary for lifelong learning.
5. Parental Involvement
 - Extent of parental involvement in decisions about their child's education and decisions at school.
6. Continuous Improvement
 - Quality of education in the past three years and the extent of students' pride of their school and willingness to recommend their school to others.

Diploma and Provincial Results

Grande Yellowhead Public School Division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

Division Screening Tools

GYPSP uses screening tools to assess how students are doing in reading comprehension and fluency (Reading Readiness Screening Tool), writing (Highest Level of Achievement assessment), and mathematics (Mathletics Alberta Assessment Screening Test) to inform instruction to ensure the success of all students.

ÉMVS Accountability Pillar Results

Measure Category	Measure	École 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	87.0	79.7	84.1	89.0	89.0	89.3	High	Maintained	Good
	Program of Studies	83.5	88.5	84.4	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	88.2	85.5	88.5	90.2	90.0	90.1	High	Maintained	Good
Student Learning Opportunities	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT - Acceptable	75.6	70.7	69.4	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT - Excellence	8.3	6.3	6.9	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma - Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma - Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	85.9	85.8	75.9	83.0	82.4	82.6	High	Improved	Good
	Citizenship	81.9	77.7	80.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.6	81.8	79.6	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	86.0	72.8	79.8	81.0	80.3	81.0	Very High	Improved	Excellent

Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

Ratings:

Achievement - This is a comparison of current results to a set of standards

- Very Low (red)
- Low (orange)
- Intermediate (yellow)
- High (green)
- Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- Declined Significantly (red)
- Declined (orange)
- Maintained (yellow)
- Improved (green)
- Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- Excellent (blue)
- Good (green)
- Acceptable (yellow)
- Issue (orange)
- Concern (red)

School Data Story

Student Success:

At École Mountain View School, we start off each day with positive student interactions. Mr. Scobie meets and greets all students outside and Mr. Corbeil and his breakfast team feed any and all students before school starts. Teachers are greeting students at the door as they arrive both at the school and in the classroom, and all supervisors are in bright vests on supervision. Our school is both multicultural as well as multilingual. These differences are celebrated and make us a stronger community. 11% of our grade 6s were Indigenous last year. As a staff we are using cooperative learning strategies in order to increase the engagement and understanding in each subject area for all our students.

Course	Measure				N	%
English Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	7	85.7
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0
French Language Arts 6 année	Acceptable Standard	*	*	*	4	*
	Standard of Excellence	*	*	*	4	*
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	7	71.4
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0
Science 6	Acceptable Standard	Very Low	Maintained	Concern	7	57.1
	Standard of Excellence	Very Low	Declined	Concern	7	0.0
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	7	57.1
	Standard of Excellence	Very Low	Maintained	Concern	7	0.0

Teaching and Leadership Excellence:

École Mountain View School is using generative dialogue and a sharpened focus on classroom instruction to move teachers towards excellence. Teachers are participating in Instructional Rounds where teachers are observed by one another. The goal is to see the school's instructional focus in the classroom visits. The school based leaders are working with classroom teachers to make sure that professional collaboration, classroom teaching, and assessment are all working towards ÉMVS' goal of creating high quality learning environments.

Community Engagement:

École Mountain View School engages with with our local school and greater community on a regular basis. Students are working with seniors, visiting the firehall, hospital, recycling centre, and local museum to engage with our greater community. We invite our parents to engage monthly in our Literacy Hour, Numeracy Hour, and school walks. Our School Council meets monthly. The School Council is actively working towards the creation of an outdoor classroom. Each week there is a parent memo that shares many facets of life at our school. We use Google Forms to collect data through these messages so that we can make changes to how our school operates. We have a community engagement session each year to showcase what we are doing and to ask how we can improve. We have found that the more we communicate, the stronger our community continues to

be.

Instructional Focus

At École Mountain View School we are focusing on improving literacy across the curriculum, number sense, and number operations. Over the past year, our staff has been learning how to use cooperative learning strategies in all subject areas to improve student engagement and curricular understanding. These cooperative learning strategies have allowed students to make stronger connections to the key terms in all subject areas. This year, with the help of a numeracy specialist, our staff is learning how improved number sense leads to better number operations. Students need to be able to automatically recognize numbers in a grid, build equalities from expressions, know how much more or less numbers are, and to the parts that make up a number. When this is taking place, students are building number sense at any grade level.

SCHOOL IMPROVEMENT GOALS

STUDENT SUCCESS

SMARTER GOAL	STRATEGIES
<p>Creating Safe and Caring Schools</p> <ul style="list-style-type: none"> 85% of our grade 4 - 7 students agree or strongly agree that their teachers care about them and that other students treat them well on the Accountability Pillar Survey. 	<ul style="list-style-type: none"> Cooperative learning structures will be used to develop student self confidence and caring relationships. Hold focus group discussions with grade 4 - 7 students to find out what changes are needed at ÉMVS Continue student relationships through implementation of cross graded programs and activities like literacy/numeracy hour, school walks, career and technology foundations, and sports. Students are greeted and welcomed to school each and every day. Continue to recognize birthdays, tooth awards, and virtue winners.
<p>Evidence of Success</p> <ul style="list-style-type: none"> Students continue to be excited to come to the office to receive awards and a book for birthdays, tooth awards and virtues. When buses arrive, breakfast is served, or classes begin, students are welcomed every day. 	

<ul style="list-style-type: none"> The school serves between 80 and 150 students every day for breakfast. 	
<p>Academic Success</p> <ul style="list-style-type: none"> All students at École Mountain View School will improve their understanding of vocabulary in Social Studies, Science, Language Arts and Math by one grade level. All students at École Mountain View School will improve their number operations. 85% of students will score at or above grade level on their Mathletics year end screen. 	<ul style="list-style-type: none"> Cooperative Learning structures will be used in all subject areas. Word banks will be used in daily teaching and displayed in the classroom. Vocabulary will be a part of formative and summative assessments in all grade levels. All teachers will meet with Irene Heffel 4 times per year Geri Lorway will provide 3 days of Math professional development and two days of classroom visits. Teachers will use ongoing practice of math facts at each grade level. Teachers will utilize Mathletics Teachers will share strategies during professional learning community time and at staff meetings
<p>Evidence of Success</p> <ul style="list-style-type: none"> All teachers met with Irene Heffel in October Staff discussed school Accountability Pillar data on October 11, 2019 All staff have been participating in instructional rounds Geri Lorway led a Math professional development day on November 29, 2019 	
<p>Indigenous Education</p> <ul style="list-style-type: none"> All students will have opportunities to participate in activities that promote and share indigenous culture. 	<ul style="list-style-type: none"> The school will participate in Orange Shirt day activities The school will organize activities to celebrate National Indigenous Peoples Day Indigenous students will be given leadership opportunities to help share their culture. highlighting and appreciate aspects of indigenous culture through games and storytelling
<p>Evidence of Success</p> <ul style="list-style-type: none"> The Orange Shirt Day presentation including singing, story telling, and dancing by a variety of Hinton staff, students, and community members. 	

TEACHING AND LEADERSHIP EXCELLENCE

SMARTER GOAL	STRATEGIES
<p>Leadership Quality Standard</p> <ul style="list-style-type: none"> School administration will apply the Leadership Quality Standards every day. 	<ul style="list-style-type: none"> Mr. Scobie and Mr. Corbeil attend LQS inservice days The LQS will be focused on at DLT Use the LQS to create Professional Growth Plans Instructional Rounds
<p>Evidence of Success</p> <ul style="list-style-type: none"> Mr. Scobie and Mr. Corbeil have received LQS certification Professional Growth Plans have been created from the new LQS École Mountain View School is using generative dialogue and instructional rounds to create a sharpened focus on classroom instruction to move teachers towards collaboration and excellence. 	
<p>Teaching Quality Standard</p> <ul style="list-style-type: none"> All staff will consider and reference the new TQS when planning and teaching lessons. 	<ul style="list-style-type: none"> The new TQS is shared with staff The new TQS is used to shape staff PGPs The new TQS is used for evaluations Sections of the TQS are highlighted in the Monday Memo
<p>Evidence of Success</p> <ul style="list-style-type: none"> All staff have used the new TQS to create their professional growth plans. The new TQS has been referenced in evaluation documents for beginning teachers. 	

COMMUNITY ENGAGEMENT

SMARTER GOAL	STRATEGIES
<p>Engaging Students</p> <ul style="list-style-type: none"> All students will have the opportunity to be a leader in their class, school or community. 	<ul style="list-style-type: none"> Grade 4 - 7 focus group Grade 5 - 7 Career and Technology Foundations Cooperative Learning Strategies in all grades Christmas caroling at Lion's Manor Linkages at Lion's Manor Learning Fair Imagine Conference

	<ul style="list-style-type: none"> ● Award Ceremony Hosts ● Cross graded partnerships
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Students have engaged in Cooperative Learning Strategies in all grades ● Grade 7 students have been at Lion’s Manor once a month for Linkages ● Grade 4 students have played crib with seniors ● There have been many cross graded leadership opportunities so far this year. 	
<p>Engaging Staff</p> <ul style="list-style-type: none"> ● All staff will have the opportunity to be a leader in their class, school or community. 	<ul style="list-style-type: none"> ● Participating in staff meetings ● Developing PD Days ● Sharing Cooperative Learning Strategies during professional learning communities, staff meetings and professional development days ● Sharing learning from conferences ● Participating in Instructional Rounds
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Staff have shared and collaborated during three PD Days. ● Many cooperative learning lessons have been observed and shared. ● All staff except one have participated in instructional rounds as an observer or the observed. 	
<p>Engaging Parents/Community</p> <ul style="list-style-type: none"> ● Parents will have opportunities to participate in their child’s education. 	<ul style="list-style-type: none"> ● ÉMVS has monthly School Council meetings ● ÉMVS parents work to create an outdoor classroom ● ÉMVS will maintain a Facebook presence ● ÉMVS will send out a weekly parent memo ● Parents will be invited to Literacy/Numeracy Hour each month
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● 393 Facebook members ● A parent memo has been sent out every week since the beginning of the year ● The School Council has monthly meetings and an active Outdoor Classroom subcommittee ● Literacy/Numeracy hour has been well attended each month 	

Professional Growth

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration· improves practice to enhance student learning.

We believe professional learning is the responsibility of the individual, school and division.

Data guides the decisions in both the division and the school. Your data analysis assist you in setting SMARTE goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identify should stem from the data analysis that was completed

Instructional Leadership Team

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year. When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

Goal	Professional Learning Needs
Increases student engagement Improve literacy across the curriculum Improve numeracy through number sense and number operations	Cooperative Learning Strategies What is number, number sense, and how does this lead to Math operations at each grade level

Division Professional Learning Days

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

Date	Focus	Audience	Activities Planned
October 11, 2019	Data Analysis Cooperative Learning Strategies for Math	Teachers	1/2 day of looking at 6 LA, 6 FLA, Mathletics, and 6 Math data 1/2 day looking at cooperative learning

			strategies that target Math.
November 29, 2019	Mathematics for the entire staff with Geri Lorway	Teachers and EAs	What is number, number sense, and how does this lead to improved Math operations at each grade level.
March 6, 2020	Cooperative Learning Strategies with LoriElle Bashforth	Teachers and EAs	Cooperative learning strategies that target mathematics and promote literacy across the curriculum
April 13, 2020	Mathematics for the entire staff with Geri Lorway	Teachers and EAs	What is number, number sense, and how does this lead to improved Math operations at each grade level.
May 15, 2020	Mathematics for the entire staff with Geri Lorway	Teachers and EAs	What is number, number sense, and how does this lead to improved Math operations at each grade level.