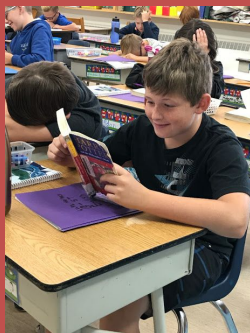
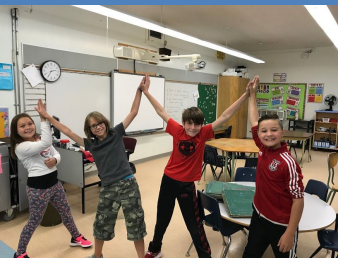




School Results Report

2016/2017



The Year in Review

Fast Facts:

Ecole Mountview School
4331 34 Street
Red Deer, Alberta T4N 0N9
403-346-5765
403-346-5022
<http://mountview.rdpd.ab.ca>

Principal: Diane Roberts
Vice-Principal(s): Edie Heavin, Amanda Wilson

Student Profile:

- Kindergarten: 75
- Grade 1: 60
- Grade 2: 70
- Grade 3: 71
- Grade 4: 67
- Grade 5: 63

- Total Student Population: 406
- ESL Students: 22
- First Nations; Métis; Inuit Students: 24
- French Immersion Students: 215

Staff Profile:

- 24 Teachers = 20.99 FTE
- 11 Classified Staff = 8.82 FTE
- 2.5 Facility Services Staff = 2.5 FTE
- 37.5 Total Staff = 32.31 FTE

New Directions:

This past year, Mountview's character education programming saw a shift in focus from the 7 Habits model we had previously been using to a Positive Behaviour Intervention Supports (PBIS) model. Our "Mountview Mottos" were determined by a staff committee, and are "Be Respectful, Be Responsible, Be Resilient".

Academically, we focused strongly on literacy and numeracy. Teachers were provided with protected time to work on regrouping students within the school to better meet their learning needs, as well as professional collaboration time on a bi-weekly basis to help with planning and preparation. Our staff professional development focused on these topics as well to help better prepare teachers for this type of learning environment.

Opportunities and Challenges:

This past year was a year of preparing for change as we prepared for the boundary changes. A significant number of our students were designated to attend Don Campbell, while we were expecting a significant number of students to come to Mountview from other schools, such as Grandview and Barrie Wilson.

A Year of Success:

We continued to increase our avenues of communication with parents and the community by making use of School Connects to send whole school or group specific emails (including the weekly Mountview Messenger) and/or automated phone calls.

At Mountview we continued our tradition of providing excellent Physical Education and Music programs with both Phys. Ed. and Music specialist teachers and many extra-curricular offerings by staff such as choir, handball, basketball, cross-country running and cross-country skiing.

We are proud of our Accountability Pillar results which show mostly show ratings of Excellent, and indicate room for growth and improvement in the areas of work preparation and parental involvement.

Alberta Education Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	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
Safe and Caring Schools	Excellent	Safe and Caring	88.5	92.7	90.7	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	86.9	89.7	89.2	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	92.8	94.2	93.0	90.1	90.1	89.6	Very High	Maintained	Excellent
		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
		PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
		Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	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
		Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	75.0	89.1	88.3	82.7	82.6	81.9	Intermediate	Declined	Issue
		Citizenship	86.7	90.7	89.9	83.7	83.9	83.6	Very High	Maintained	Excellent
		Parental Involvement	81.4	87.2	89.1	81.2	80.9	80.7	High	Declined	Acceptable
Parental Involvement	Acceptable	School Improvement	87.0	80.6	83.0	81.4	81.2	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent										

Goals, Outcomes, and Measures

District Goal

Literacy

Literacy is acquiring, creating, connecting, and communicating meaning in a wide variety of contexts.

Outcomes

- Each learner is a proficient reader and writer across the curriculum.
- Each Learner is numerate.
- Each learner will discover, develop and apply competencies across the curriculum.

District Performance Measures

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
274	233	85.0

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

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are able to read and write what is expected in school.	88.4	85.3
Overall percentage of students who feel they are able to read and write what is expected of them in school.	94.4	85.6
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	93.9	92

Comment on Results: Analysis and Action

For the 2017/18 school year, we are continuing our school-wide focus on literacy. Some strategies we will be employing include:

- Standard benchmarking using Fountas and Pinnell (English) and GB+ (French)
- Protected timetable for literacy time to provide for guided reading groups and individualized reading instruction
- Collaborative time for teachers to plan for reading instruction
- Monthly PD on literacy strategies
- School-wide reading level tracking in Dossier
- A bulletin board in the staff room to share literacy strategies
- We are participating in the One Book Many Schools project to promote family literacy

For the 2017/18 school year we will increase our focus on numeracy by:

- Having all teachers in Grades 2-5 use the MIPI benchmarking tool from Edmonton Public to inform instruction
- Holding a family Math night of fun games and activities which are Math based
- Having staff attend numeracy focused professional development opportunities
- Making use of online numeracy tools and websites to enhance Math instruction in the classroom
- Using our existing Pod structure to incorporate numeracy lessons and activities

District Goal

Equity

Equity ensures that fair and inclusive education is available to students so that their diverse learning needs, personal situations and/or social circumstances are not obstacles to achieving their educational potential.

Outcomes

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92	89.8	89.8	92.7	88.5

- **Overall satisfaction with the quality of basic education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.9	91	93.7	94.2	92.8

District Performance Measures

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

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	97.7	86.2
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	98.6	97.1
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	84.9	96.0

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	97.7	89.0
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	93.0	91.4
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	97.0	100

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	93.0	87.2
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	93.7	94.3
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	96.0

Comment on Results: Analysis and Action

- Move forward with school-wide implementation of a Positive Behaviour Intervention and Supports model (PBIS) including the Mountview Mottos: Be Respectful, Be Responsible, Be Resilient
- Continue with bi-weekly large group health/character education lessons with the principal, focused on school-wide behaviour expectations from the PBIS model
- All grade 4's and 5's are provided with leadership opportunities within the school (e.g. School Patrols, Milk sellers, Spirit Leaders)
- Implement a breakfast program
- To support student learning, well-being and connections we have the following strategies in place:

School-based Equity committee

Literacy, Technology and FNMI support lead teachers
 Makerspace to promote critical thinking
 Students are supported through the RCSD collaborative model
 Small-group support provided by Community Liaison Worker
 Student Support Team
 Boys To Men – program for boys, led by male staff
 In-school Mentorship from Boys and Girls Club
 A variety of extra-curricular activities

District Goal

High School Completion and Transitions

School is about creating life chances for students. The journey to high school completion and successful transitions after school begins the day students enter school and continues until the day they earn their diplomas or certificates.

Outcomes

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measures

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.2	88.6	90.4	90.7	86.7

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

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	86.1	83.9	91.9	89.1	75

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	92.3	84.9	92.9	89.7	86.9

District Performance Measures

- Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	6
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children will be prepared for the next grade level.	86.1	86.2
Overall percentage of students who feel they will be prepared for the next grade level.	90.2	95.0
Overall percentage of teachers who feel the students will be prepared for the next grade level.	78.8	84.0

Performance Measure	Results (in percentages)	
	2015-2016	2016-2017
Overall percentage of parents who feel their children will complete high school.	100	97.3
Overall percentage of students who feel they will complete high school.	97.2	95.7
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	93.9	96.0

- Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
406	0	0	0	0

Comment on Results: Analysis and Action

The supports we have in place for transitions between grades and from elementary to middle school are:

- Completion of transition information sheets on each student
- Entry of reading benchmarking data into Dossier in Power School
- Meetings with following year's teacher
- Grade 5 visits to middle school including extra visits for grade 5 French Immersion students
- Meet the Teacher barbecue prior to school starting
- Individual transition plans for students with high anxiety or other special needs
- Implementation and use of the MIPI in the fall as a baseline for math and numeracy instruction

District Goal

Throughline Outcomes

(Outcomes that bridge Literacy, Equity, and High School Completion & Transitions)

Alberta Education Performance Measure

- **Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.9	91	93.7	94.2	92.8

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.6	80	88.2	80.6	87

Comment on Results: Analysis and Action

Our new student population and many new staff members will affect our school. We will address these changes by:

- Hosting our Meet the Teacher event prior to the first day of classes for students
- Ensure that new parents and families are aware of our various methods of communication
- Focus on building/renewing our school culture through PBIS, a new mascot (student vote), and a variety of other events and activities throughout the year
- Implementing a breakfast program to meet the increasing student needs and ensure every student is ready to learn

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- Continue with a teacher-leadership role: FNMI Lead Teacher
- Continue with the use of an acknowledgement of land script at all assemblies
- Invite an elder to assist FNMI students in the placement of a wreath in honour of fallen FNMI soldiers at our Remembrance Day assembly
- Provide FNMI learning experiences, activities, and presenters to all students
- Continue the participation of FNMI students in the cultural sessions put on by FNMI Student Services
- Invite representative(s) from FNMI student services teach some classes about various FNMI topics linked to the curriculum
- Blanket Activity for our staff and upper elementary classes
- Participate in Orange shirt day
- Increase our focus on infusing more FNMI culture into classroom lessons and events (e.g. adding a Cree verse of Silent Night at our Christmas concert)
- Continue having a smudge pot and supplies available at our front counter
- Purchasing more FNMI story books for our library and FNMI guided reading resources
- Have our school's treaty flag hung in an appropriate location
- Investigate having an aboriginal graffiti artist do paintings on our hallways walls
- Investigate painting an FNMI mural on the wall by the gym (to replace the 7 Habits mural)
- Continued staff PD on FNMI perspectives.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Ecole Mountview School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of

Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 7, 2017** meeting of the School Council
- The School Results Report is posted on the school website at:
<http://mountview.rdpsd.ab.ca/view.php?action=documents&id=347&header=Annual%20Results%20Report>



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