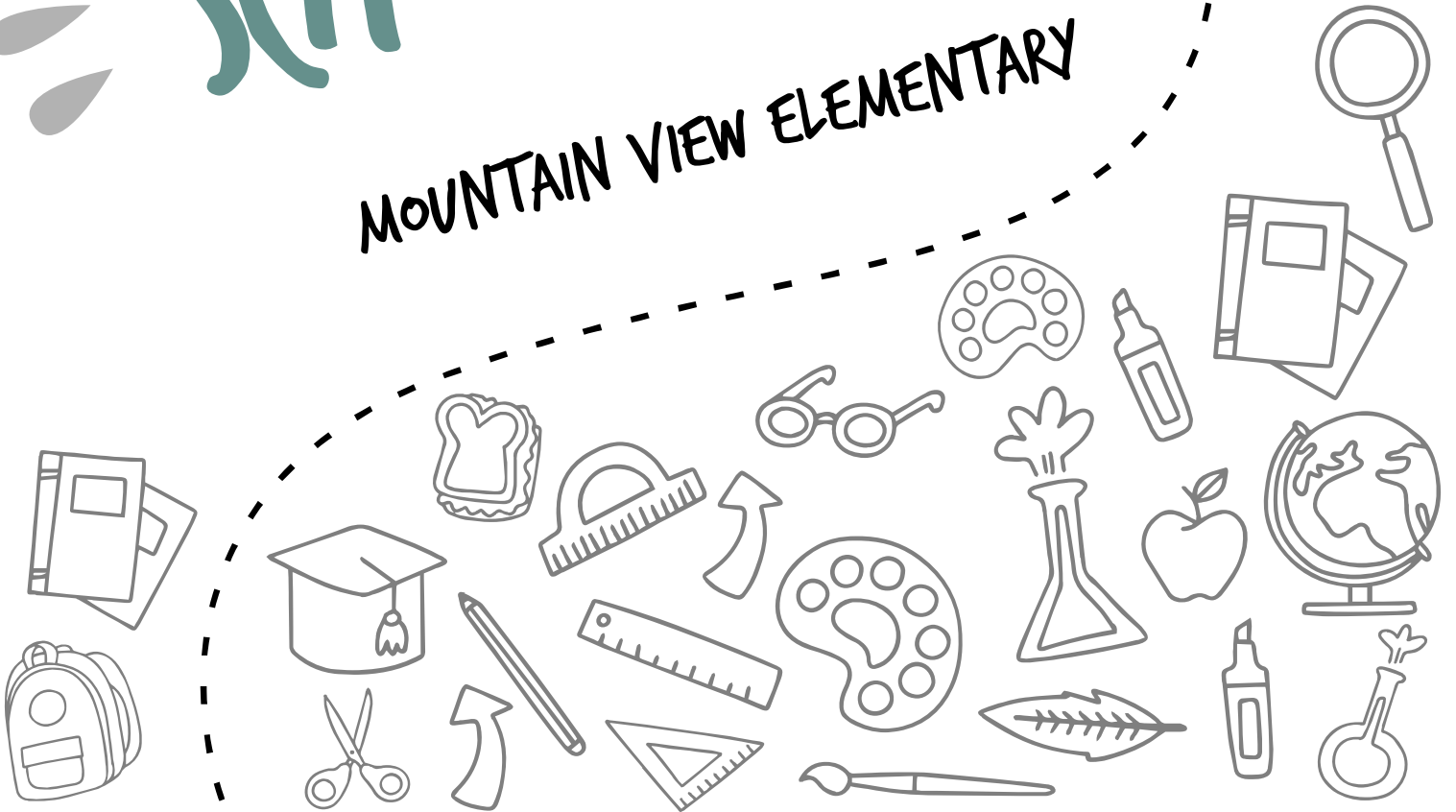


2019-20



SCHOOL PLAN

MOUNTAIN VIEW ELEMENTARY



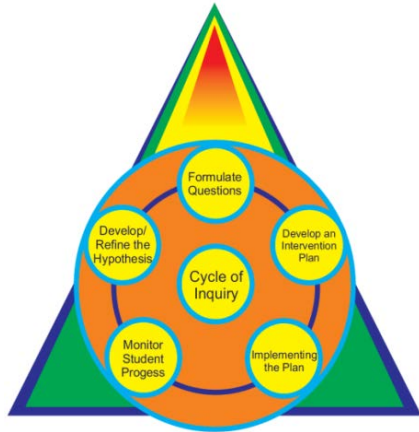
School Planning Document 2019 20

| | | | | |
|--------------|---|---|---|-------|
| Year of Plan | X | X | X | |
| | 1 | 2 | 3 | other |

School Name: Mountain View Elementary School

Principal: Kathy Bergman

Date: December 2019



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve all students learning and to close achievement gaps for struggling learners. Utilizing the cycle of inquiry, the RTI method combines extensive effective schools research that identifies teacher collaboration, sharing of effective instructional practices, and problem solving critical factors for improving student learning.

School Community Context

Mountain View Elementary School is a K – 7 school enrolling 407 students, with a diverse socio-economic population in a rural-urban area. There are approximately 150 bus students. There are 53 self –identified Aboriginal students. We have a strongly connected PAC, and our parents are supportive of our school community. We have a proud history of being a central part of our community and we strive to create a safe, caring and engaging learning environment.

Over the past years, we have continued to embed a full school focus on PBIS (Positive Behaviour Interventions and Supports), with staff involved in continuing to focus on supporting an engaged learning community with common school wide expectations and student involvement in being educative, preventative and restorative in our supports and interventions.

We are committed to a collaborative staff model to continue to assess, develop and integrate positive learning processes for each student. Our focus has been on building literacy (reading, writing, numeracy) across the grade levels, building learning around Math & Science, and focussing on inquiry in STEAM, using collaborative time to find common ways to assess students and communicate learning.

We are developing stronger frameworks to embed inquiry and learning of Aboriginal culture, history, language, and ways of understanding & knowing within the classroom, curricular areas, core competencies, and school-wide. We are making this learning visible.

What's our goal/inquiry question?

Goal – To improve decoding skills and reading comprehension for our Kindergarten to Grade 4 students and to improve reading power skills for our Grade 5 – 7 students.

Goal – To build a growth mindset in our Kindergarten to Grade 7 students to foster resiliency and empathy.

Goal – To continue to embed Aboriginal understanding in and learning into our teaching, including all staff and students learning Hul'q'umi'num language. To collaborate with our staff and District staff to build our own understanding of Aboriginal reconciliation, learning, culture and perspectives to increase each student's learning in Aboriginal ways of knowing, and increase a sense of belonging for all students.

What learning action will we take?

Differentiating lessons to meet various classroom/student needs

Using Reading Power, Writing Power, and Powerful Understanding

Learn more about Press Reading, Haggerty Reading, and Wilson Reading

Use resources to build understanding of brain based learning, growth mindset, and resilience

Embed Aboriginal ways of knowing, place based learning, and Hul'q'umi'num throughout our learning

Use of PLC time, Pro D days, School in-service, bulletin boards, newsletters to make our learning shared and visible

How do we want to get there? What steps should we take? How will we know that we have had an impact?

We will build in monthly collaborative inquiry, and focussed Professional Development, to build horizontal and vertical connections for our staff to learn together.

We will use the NLPS assessments, teacher based assessments, and surveys to determine our impact on our learners.

We will continue to learn alongside and from District staff to embed our own understanding of Aboriginal reconciliation and ways of knowing.

