

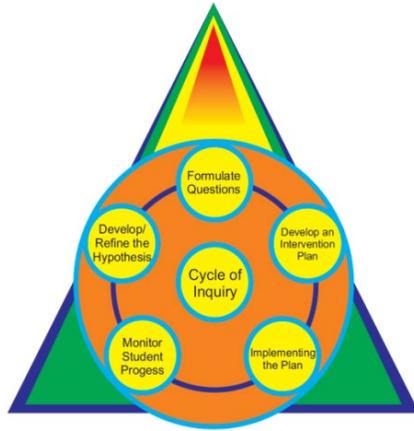
School Planning Document 2021 22

Year of Plan	X	X	X	
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School Name: Mountain View Elementary School

Principal: Kathy Bergman

Date: 2021 - 2022



Response to Intervention (RTI) is a framework that focuses on collaborative problem solving to improve student learning and to close achievement gaps for diverse 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 410 students, with a diverse socio-economic population in a rural-urban area. There are approximately 155 bus students. There are 51 self-identified Indigenous (First Nations, Metis, Inuit) students. We have a strongly connected PAC, and our parents are a supportive part of our school community. We are in the central part of our community, and we strive to create a safe, caring, and engaging learning environment.

We continue to embed a full school focus on PBIS (Positive Behaviour Interventions and Supports), with staff focussing 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 empowering students to be big buddies, recess guardians and leaders in our school community.

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 Indigenous culture, history, and language, within the classroom, and school wide. We have Hul'q'umi'num language learning on an ongoing basis with our students and staff learning together.

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 increase learning opportunities and student leadership in sustainable practices, recycling and reducing waste. To connect to place-based learning and increase outdoor learning.

Goal – To continue to embed Indigenous understanding into student and staff learning. To collaborate with our staff and District staff to learn and embed Reconciliation, with a culturally relevant, sensitive, and significant lens. To increase a sense of belonging for all students.

What learning action will we take?

Differentiating lessons to meet various classroom/student needs

Using a variety of reading and writing strategies in the classroom, with more intensive supports

Using intensive literacy support through research-based means, such as, the Press Reading Intervention, Heggerty Phonological & Phonemic Awareness Curriculum, and the Wilson Reading System.

Embed Indigenous ways of knowing, place-based learning, and Hul'q'umi'num language throughout our school

Integrate whole school practices on recycling, reducing, and forming a more sustainable community

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 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, and school-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 Reconciliation and Indigenous ways of knowing with the Syeyutsus framework.

