

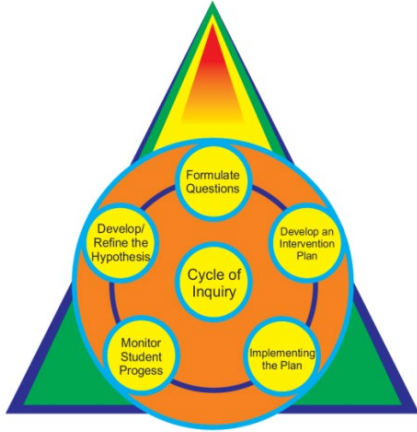
School Planning Document 2020 21

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

Principal: Kathy Bergman

Date: December 2020



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 400 students, with a diverse socio-economic population in a rural-urban area. There are approximately 150 bus students. There are 47 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, and language, within the classroom, and school wide.

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 Aboriginal understanding into student and staff learning. To collaborate with our staff and District staff to build Aboriginal reconciliation, culture and perspectives. To 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

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

Integrate whole school practices on recycling, reducing and forming a 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 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.

