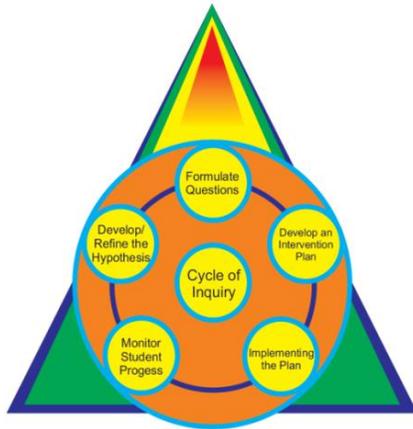


School Planning Document 2017 2018

Year of Plan	x			
	1	2	3	other

School Name: Mountain View Elementary School
Principal: Kathy Bergman
Date: January 2018



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 383 students, with a diverse socio-economic population in a rural-urban area. There are approximately 150 bus students. There are 45 self-identified Aboriginal students. We have a strongly connected PAC, and our parents are supportive of our school community.

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.

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 currently focussing on inquiry in Math & Science learning (including STEAM). We are also focussing on student assessments and communication of learning to students and parents.

We are developing frameworks embedding inquiry and learning on Aboriginal culture, history, language, and ways of understanding & knowing within learning in our classrooms, intertwined deeply in curricular areas and core competencies, and in school wide learning. We are building our understanding of the District goal of Reconciliation, with a focus on Aboriginal Inquiry. We are learning ways to increase our own understandings and finding ways to make this visible to all learners

What's our goal/inquiry question?

Goal – To communicate and assess student learning through authentic assessments and student self assessments to support learning.

Goal – To use horizontal and vertical grade collaborative inquiry around math (numeracy) and science learning (ex. STEAM, the use of technologies, math based games, etc).

Goal – To improve Aboriginal understandings and learning. 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's our inquiry question?

Will the use of student self assessments build student understanding of their learning process?

Will the collaborative inquiry for STEAM and/or STEM build a school wide understanding of numeracy, and science processes and big ideas for our learners? Will this increase the student engagement in key processes in learning, such as creative and critical thinking?

Will school wide learnings around Aboriginal perspectives, and ways of knowing increase the successes for each learner? Will this lead to a greater understanding of Aboriginal learning, reconciliation and culture in each of our learners and our staff?

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.