

# Charting the future...

2013-2014 marks the first year of MVSD's new strategic plan. As documented in this report, the Division is focusing on student engagement, learning environments, student transitions and literacy. The identified strategic directions will continue to guide the Division in supporting student learning over the next two years.

Division planning teams will continue to meet to monitor and evaluate the Division Plan. As a result of the 2013/2014 deliberations, the following focus areas were identified for the 2014/2015 school year:

## Literacy...

- Enhance the Grade 3 and Grade 8 Provincial Assessment divisional support documents
- Create a K-12 comprehension continuum
- Implement the use of PowerSchool outcome visualizer for reading outcomes
- Strengthen students' comprehension by building teachers' instructional capacity through professional development and MVSD Literacy Coach

## Learning Environment...

- Strengthen educators' understanding of cultural proficiency and infuse cultural perspectives in the learning environment
- Update facility emergency protocols, support schools in enacting safe and caring schools initiatives, and provide ongoing training for staff
- Continue to maintain and update facilities and grounds, conduct quarterly inspections for workplace health and safety, and create balanced learning environments

## Student Transitions...

- Focus on careers and transitions by fostering self-direction in students' transition planning, ensuring that all students have an advocate/significant adult in each school, and providing opportunities for career and post-secondary exposure
- Provide opportunities for receiving staff to collaborate with staff from feeder schools for the purpose of supporting student transitions



## Student Engagement...

- Research and pilot student learner profiles
- Strengthen teachers' understanding of Universal Design for Learning to support student engagement
- Promote student attendance
- Provide professional development for staff, with a focus on instruction and assessment

## MISSION STATEMENT

*"Mountain View School Division will foster an inspired, respectful and safe learning environment. Every student is valued and nurtured, enabling each one to realize his/her full potential."*



## MOUNTAIN VIEW SCHOOL DIVISION

# Community Report 2013 2014

## VISION STATEMENT

*Mountain View School Division is a centre of educational excellence that:*

- encourages intellectual, physical, emotional and social development of all students
- encourages an environment in which all are motivated to be active, involved and enthusiastic learners
- encourages the support and participation of all its communities

## VALUE STATEMENTS

*Mountain View School Division values:*

- our students and engaging learning for all through involvement, excellence in education, and innovation
- accountability to and from our students, parents, staff, and the community
- good citizenship that exemplifies respectfulness, responsibility, caring, and community involvement

Mountain View School Division recently completed a comprehensive consultation process with its many educational partners, which culminated in the establishment of four distinct strategic directions, which were formally adopted by the Board of Trustees just prior to the commencement of the 2013/2014 school year. These priority areas of Learning Environment, Literacy, Student Engagement, and Transitions will form the foundation for the 2013-2016 Divisional Plan and will guide all student learning decisions during this period.

It became evident over the course of the 2013/2014 school year that students, staff and parents were supportive of these priority area outcomes. Programs such as Reading Recovery were strengthened, as well as a divisional focus on reducing class sizes with a clear emphasis on improving literacy skills in all its forms.

Professional development for staff emphasized proven strategies to better engage

students in their learning. Authentic and purposeful assessment practices became a mainstay within our Professional Learning Communities (PLCs), as well as Universal Design for Learning (UDL), which is an educational framework based on research that guides the development of flexible learning environments that can accommodate individual learning differences. The emphasis

on formalizing strategies that lead to successful transitions of students, whether they be from one classroom to another, from school to school, post-secondary or a workplace, was strongly supported by staff in our schools, as well as parents.

This Community Report reflects the many accomplishments of students who are under the jurisdiction of Mountain View School Division. Educational change is both rapid and constant, and Mountain View School Division has aligned its priorities to ensure all graduates are well prepared to becoming successful and contributing global citizens.



## MVSD at a Glance...

### Student Population

1,140	Early Years (K-4) Students
869	Middle Years (5-8) Students
1,228	Senior Years (9-12) Students

### Language Programs

262	French Immersion Students
90	Ukrainian Bilingual Students

### School Communities—7

### Schools—16

5	K-6 Schools
4	K-8 Schools
2	K-12 Schools
1	7-8 School
4	9-12 Schools

### Staff (Full-Time Equivalent)

16.65	School Administrators
181.3	Classroom Teachers
11.23	Resource Teachers
10.15	Guidance Counsellors
0.75	Reading Recovery Teacher Leader
3.42	Reading Recovery Teachers
6.75	Student Support Teachers
2.9	Speech & Language Pathologists
3.2	Educational Psychologists
4	Youth Support Workers
128.5	Educational Assistants
14.32	Library Assistants
3	Food Services Assistants
1	French Language Monitor
18.9	Clerical Staff
10	Division Office Support Personnel
1	Workplace Safety & Health Officer
2	Homestay Managers
5	Computer Technicians
1	Manager of Human Resources
1	Mgr. of Communication & Public Liaison
0.5	Learning to Age 18 Facilitator
0.5	French Language Facilitator
0.5	Mentorship Facilitator
0.5	High School Apprenticeship Facilitator

### Administration

1	Chief Executive Officer
1	Secretary-Treasurer
1	Assistant Superintendent Programs and Planning
1	Coordinator of Curriculum and Assessment
1	Coordinator of Educational Services
1	Coordinator of ICT
1	Coordinator of Library Services
1	Coordinator of Finance
1	Coordinator of Operations
1	Coordinator of International Student Program

### Transportation & Maintenance

1	Assistant Transportation Supervisor
1	Assistant Maintenance Supervisor
1	Facilities Manager
48	Bus Drivers
6.25	Mechanics
9.75	Maintenance Staff
34.88	Custodians

### Divisional Transportation

1,297	eligible urban and rural bus students are transported on 46 Division buses
1,366,730 km	are travelled annually





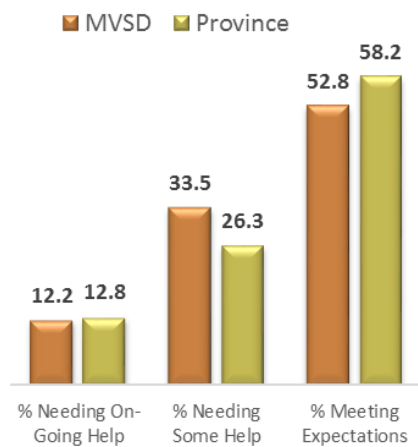
# Literacy

*enhancing the ability to read text in a variety of forms and to respond critically and creatively*

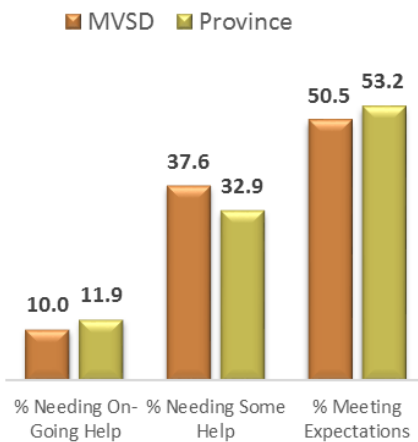
- ◆ Strategies, such as buddy reading, home reading programs, and incorporating technology (Kobo eReaders, online books), were implemented to encourage students to read a variety of texts for pleasure
- ◆ High school courses to support literacy across the curriculum were implemented, such as Reading is Thinking, Cinema as a Witness to Modern History, and Global Issues
- ◆ Teacher awareness of different text types of adolescent readers increased through professional development with Penny Kittle
- ◆ RAZ kids online reading program purchased to support students in Grades K-5 reading comprehension
- ◆ Response to Intervention framework utilized in schools to support students' reading comprehension
- ◆ Professional Learning Communities (PLCs) planning time used to develop common formative assessments in the area of literacy
- ◆ Staff participated in professional development initiatives to support students' achievement in literacy, such as Sandra Herbst, Effective Classroom Assessment Practices, and Dr. Katz, Effective Literacy Instruction for Diverse Learners.
- ◆ Increased teacher awareness and competence in the use of literacy resources that support cultural awareness through professional development and the purchase of resources
- ◆ Reading Recovery site report illustrated that 71% of students who completed a full series of lessons were discontinued. Furthermore, 86% of Grade 2 students and 80% of Grade 3 students who were discontinued or recommended were performing in the average or above average band in the classroom.
- ◆ Provincial Grade 8 Reading Comprehension and Expository Writing Assessment results indicated that 86% of mid-grade eight students were either approaching or meeting expectations
- ◆ Provincial Grade 8 Expository Writing Assessment results indicated that 87% of grade eight students were either approaching or meeting mid-grade eight expectations



## Provincial Grade 3 Reading Assessment Results Fall 2013



## Provincial Grade 3 Numeracy Assessment Results Fall 2013



# Student Engagement

*strengthening students' intellectual engagement by focusing on the drivers of student engagement*

- ◆ Schools continued to expand on the variety of extra-curricular activities available to students, such as fiddling, guitar program, robotics, Real Game, art programs, philanthropy clubs and photography clubs
- ◆ Division staff began implementing Universal Design for Learning, which stresses the importance of designing learning environments to meet the needs of all students
- ◆ Division staff participated in a 2-day session with Dr. Katz on The Three-Block Model of Universal Design for Learning
- ◆ School administration and many school staff members participated in book studies on Dr. Katz's book, Teaching to Diversity: The Three-Block Model of Universal Design for Learning
- ◆ Teachers implemented instructional practices that supported students' intellectual engagement, such as differentiating instruction, differentiating assessment, and multiple intelligences
- ◆ Instructional staff members have attended sessions on effective assessment practices, differentiated instruction, and backwards design lesson planning
- ◆ Student voice was promoted at all levels – students were encouraged to set goals, co-construct criteria, and to participate in school assemblies, student councils, and Leader in Me programs
- ◆ Students were recognized for their participation, sportsmanship, responsibility, respectfulness, and good citizenship
- ◆ Learning to Age 18 Facilitator worked with disengaged youth and tries to reconnect them with school
- ◆ The 2014 Grade 7 Provincial Student Engagement Assessment results illustrated an increase in the percentage of students who demonstrated an interest in their learning and accepted responsibility for assignments. The percentage of students that participated in lessons remained relatively the same. The percentage of students who engaged in self-assessment and were aware of the learning goals had decreased.

## 2013 TELL THEM FROM ME SURVEY RESULTS

	Grades 4-6	Grades 7-12
Participate in sports	61%	59%
Participate in clubs	45%	34%
Report a positive sense of belonging	81%	63%
Report positive relationships	76%	69%
Values school outcomes	93%	73%
Report positive homework behaviour	67%	52%
Are interested and motivated	71%	37%

# Learning Environment

*providing positive, safe and supportive learning environments*

- ◆ Staff completed the on-line Respect in Schools program
- ◆ Division implemented visitor sign-in protocol and identification badges
- ◆ School administrators, guidance counsellors, classroom teachers and educational assistants participated in diversity training including Universal Design for Learning, Respecting Diversity and Cultural Proficiency
- ◆ Schools held multi-cultural events and anti-bullying activities
- ◆ Staff regularly reviewed and practiced emergency and critical response procedures
- ◆ Staff and students practiced fire, lock down and bus evacuation drills
- ◆ Public address systems updated in all schools with the installation of Voice Over Internet Protocol
- ◆ Learning spaces were updated across the division, such as: DRCSS - balanced learning classroom pilot, GLH/GVS - library enhancements, GVS/DRCSS - sound buffering, Barker - outdoor classroom, GPCI - new gym floor
- ◆ Classroom teachers focused on infusing lesson plans with culturally relevant resources

2013 TELL THEM FROM ME SURVEY RESULTS	Grades 4-6	Grades 7-12
Feel safe at school	89%	87%
Feel safe going to school	89%	89%
Feel safe going home from school	88%	89%
Have been verbally bullied	33%	26%
Have been socially bullied (excluded)	33%	26%
Have been physically bullied	18%	15%
Have been cyber-bullied	8%	16%
Report incidents of bullying to an adult at school	36%	11%
Report incidents to parents	55%	24%
Tell a friend	34%	29%

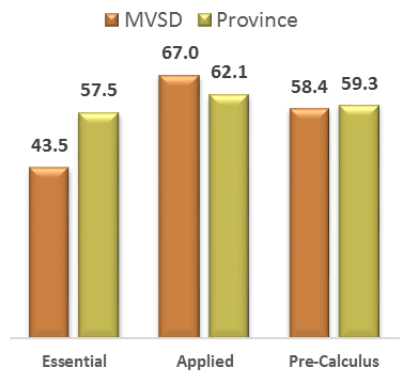


# Student Transitions

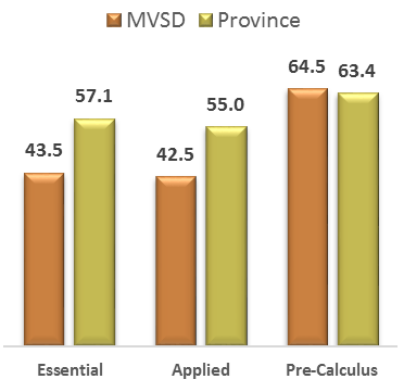
*focusing on successful transitions that occur between middle years and senior years, as well as preparing students for successful transition to post-secondary education, apprenticeship, or the workplace*

- ◆ High schools focused on supporting students' transitions to career and post-secondary by supporting student attendance at career symposiums, university tours and college visits
- ◆ High schools hosted post-secondary/career presentations
- ◆ Nineteen students participated in the High School Apprenticeship Program and six students participated in the Career Technology Studies program
- ◆ DRCSS continued to offer Advanced Placement courses in the areas of psychology and sciences
- ◆ Schools provided school visits/tours, in-depth orientation sessions for students, parent information evenings, staff meetings between receiving and sending schools, and student activities to support student transitioning from Grade 8 to Grade 9
- ◆ High schools hosted welcoming events for students and families transitioning into MVSD from other divisions and First Nation communities
- ◆ High schools offered transitional courses in the areas of mathematics and language arts to reinforce essential skills
- ◆ Schools within the Dauphin community supported student transitions from Grade 6 to Grade 7 by hosting parent evenings, school visits, teacher meetings, presentations at sending schools, and student activities
- ◆ Elementary schools hosted pre-kindergarten sessions for pre-kindergarten students and their parents
- ◆ Four elementary schools held enhanced kindergarten registration sessions
- ◆ Fall 2013 Tell Them from Me Survey results illustrated that 79% of students planned to finish high school, 22% planned to pursue a trade or apprenticeship, and 59% planned to attend college or university
- ◆ MVSD 2014 graduation survey results indicate that 59% had a clear sense of what they wished to pursue upon graduation, and 70% felt that school prepared them for life after graduation
- ◆ MVSD 2014 graduation rate was 73% when tracking each individual student who entered MVSD four years earlier

## Grade 12 Provincial Math Results January 2014 Mean Score



## Grade 12 Provincial Math Results June 2014 Mean Score



## Grade 12 Provincial English Language Arts Results 2014 Mean Score

