

## MVSD at a Glance...

### Staff (Full-Time Equivalent)

15.8	School Administrators
183.02	Classroom Teachers
11.23	Resource Teachers
10.2	Guidance Counsellors
0.75	Reading Recovery Teacher Leader
3	Reading Recovery Teachers
7.25	Student Support Teachers
1	UDL and Numeracy Coach
0.5	Literacy Coach
2.9	Speech & Language Pathologists
3	Educational Psychologists
5	Youth Support Workers
107.47	Educational Assistants
14.46	Library Assistants
4.17	Food Services Assistants
1	French Language Monitor
18.96	Clerical Staff
9.75	Division Office Support Personnel
1	Workplace Safety & Health Officer
0.25	International Education Support
2	Homestay Managers
4	Computer Technicians
1	Manager of Human Resources
1	Mgr. of Communication & Reporting
0.5	Learning to Age 18 Facilitator
0.5	French Language Facilitator
0.5	High School Apprenticeship Facilitator

### Administration

1	Superintendent/CEO
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
47.25	Bus Drivers
5	Mechanics
12.96	Maintenance Staff
30.75	Custodians

# Charting the future...

2014-2015 marked the second year of MVSD's strategic plan. As documented in this report, the Division is focusing on literacy, learning environment, student transitions and student engagement. The identified strategic directions will continue to guide the Division in supporting student learning over the 2015-2016 school year. The Board of Trustees, along with Senior Administration, will engage in an extensive consultation process with its stakeholders to set direction for 2016-2017 and beyond.

Division planning teams will continue to meet to monitor and evaluate the current Division Plan. As a result of the 2014-2015 deliberations, the following focus areas were identified for the 2015-2016 school year:

## Literacy...

- Continue to focus on the implementation of the six identified comprehension strategies
- Strengthen the comprehension strategy of questioning
- Pilot the new Provincial ELA Curriculum in four MVSD classrooms

## Learning Environment...

- Provide UDL training, implementation and support in each school
- Continue to maintain and update facilities and grounds, conduct quarterly inspections for workplace health and safety, and create balanced learning environments

## Student Transitions...

- Provide opportunities to students to prepare for high school and post-secondary and/or workplace transitions
- Enhance transition processes to reduce student anxiety with transitions

## Student Engagement...

- Investigate, develop and implement student learning profiles for all students
- Support staff in incorporating diverse instructional and assessment practices in the classroom



### Student Population

1,166	Early Years (K-4) Students
849	Middle Years (5-8) Students
1,191	Senior Years (9-12) Students

### Language Programs

271	French Immersion Students
84	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

### Divisional Transportation

1,382	eligible urban and rural bus students are transported on 46 Division buses
1,405,514 km	are travelled annually

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# Mountain View School Division

## Community Report

2014 - 2015



### 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

### 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.*



### 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

Each year is marked with promise and possibilities and filled with opportunities to grow, learn and inspire others to be the best that they can be. The 2014-2015 Community Report reflects on accomplishments and achievements, areas of growth, and plans for the future. It is the primary mechanism for reporting to stakeholders on progress towards the 2013-2016 Division Plan.

As a division, we work collaboratively with our seven communities with one common goal – success for all students. As the mission statement articulates – every student is valued and nurtured, enabling each one to realize his/her full potential. We are working together to ensure that every single student will leave our high schools fully prepared to be successful in post-secondary education or work. It is only through a concerted effort will we realize positive outcomes for our learners.

In 2013, the Board of Trustees engaged its stakeholders in a very comprehensive consultative process and as a result, developed four strategic directions – literacy, student transitions, learning environment and student engagement. 2014-2015 marks the

second year of our 3-year plan. We have made significant progress towards each strategic direction. The hiring of a Literacy Coach, who has been working closely with schools and teams of teachers, has supported students' reading comprehension. Tremendous gains in supporting student transitions have been realized. Positive and safe learning environments have been supported through staff training, through capital and divisional projects, and through collaborative learning classrooms. The Tell Them From Me survey provides valuable data, which is used to guide classroom practice to support students' intellectual engagement.

The annual Community Report provides our stakeholders and communities with detailed information on Mountain View School Division's successes, opportunities for growth, and future work to support student development. Together we make a difference. We make a difference in the lives of the children we serve. We have a huge responsibility; the future is in our hands and we have an opportunity to shape that future. It is our purpose to ensure all children learn at high levels.

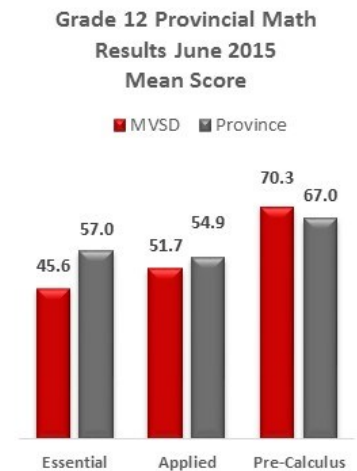
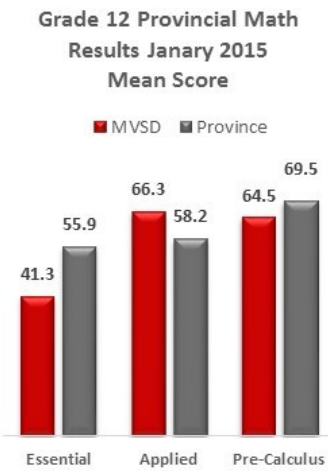
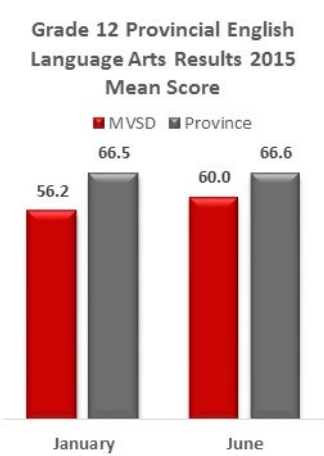
### BOARD OF TRUSTEES

Cameron Abrey	Michelle Kaminski	Leifa Misko
Cathy Cyr	Floyd Martens	Tannis Murray
Jim Dingwall	Scott McCallum	Della Perih

### SENIOR ADMINISTRATION

Mr. J.F. Sullivan, Chief Executive Officer (Jul.-Dec./14)
Ms. D. Davidson, Superintendent/CEO (Jan./15-present), Assistant Superintendent Programs and Planning (Jul.-Dec./14)
Mr. B. Michaleski, Secretary-Treasurer





# Literacy

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

# Student Engagement

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

# Learning Environment

providing positive, safe and supportive learning environments

# 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

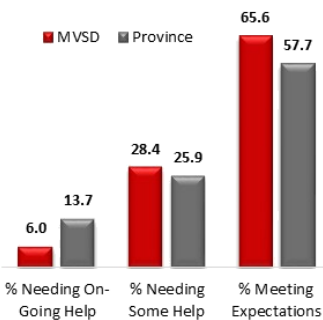
- ◆ The division identified six comprehension strategies—making connections, determining importance, visualizing, inferring, synthesizing and questioning—to develop students' literacy skills at all grade levels and across the content areas.
- ◆ The Division Literacy Coach provided professional development sessions on comprehension strategies and supported in-class reading instruction and assessments.
- ◆ The Divisional K-12 Literacy Committee piloted a reading assessment with the assistance of the Division Literacy Coach.
- ◆ A wide variety of school-based assessment tools were used multiple times throughout the year to assess literacy skills.
- ◆ Reading Recovery support for Grade 1 students continued in nine of MVSD's schools.
- ◆ Over 2,000 books focusing on Aboriginal perspectives were purchased for school libraries.
- ◆ The Grade 3 Provincial Reading Assessment results illustrated that student achievement increased in all three competency areas: reflection, oral reading skills and strategies, and reading comprehension.
- ◆ The Canadian Achievement Test (CAT-4) results illustrated that Grade 5 students' highest area of achievement was in literary text and the lowest area of achievement was in media text.
- ◆ The Grade 8 Provincial Reading Assessment results illustrated a slight decrease from last year's results, while the Provincial Writing Assessment illustrated a slight increase in results.

- ◆ Schools continued to offer a wide variety of extra-curricular activities to students, including athletics and team sports, fiddling, guitar programs, robotics, art programs, philanthropy clubs and photography.
- ◆ Division staff completed year one of a two-year implementation of the divisional Universal Design for Learning (UDL) initiative with the support of a UDL Coach Facilitator. UDL emphasizes the importance of building inclusive learning environments to highly engage students and promote prosocial and positive behaviour.
- ◆ Staff participated in a study on homework practices in schools, and guidelines were developed to ensure schoolwork assigned outside of the scheduled school day genuinely supports curricular outcomes in a meaningful way.
- ◆ Grades 7-12 students reported through Tell Them From Me (TTFM) higher levels of engagement in the areas of interest and motivation, and also a higher rate of participation in school sports than the Canadian norm.
- ◆ The 2015 Grade 7 Provincial Student Engagement Assessment results illustrated an increase from 2014 in the percentage of students who demonstrated an awareness of learning goals. The percentage of students that regularly participated in lessons and accepted responsibility for assignments remained relatively the same. The percentage of students who engaged in self-assessment and demonstrated an interest in learning had decreased.

- ◆ A variety of activities were implemented at all grade levels that promoted and celebrated student diversity, including the creation of new clubs based on student interest, such as WE Day initiatives, Youth Philanthropy, Seven Teachings, and Artists in the School.
- ◆ Staff participated in training in creating inclusive learning environments.
- ◆ Administration and resource teachers participated in training on the role of the resource teacher in supporting inclusive learning environments.
- ◆ MVSD embarked on a number of capital projects (supported by provincial funding), such as Roblin Elementary School and Whitmore School grooming rooms; DRCSS Phase III – gym floor replacement; Grandview School gymnasium roof replacement, crawlspace and wall replacement; Goose Lake High gymnasium roof replacement and gymnasium floor; and Gilbert Plains Collegiate Institute roof replacement and new gymnasium floor.
- ◆ In the MVSD Climate Survey, over 80% of staff agreed or strongly agreed that the overall climate at their workplace is respectful and inclusive, and that they felt respected, included and safe at their workplace.
- ◆ In the MVSD Climate Survey, over 80% of parents agreed or strongly agreed that the overall climate at their child's school is respectful and inclusive, and that they felt respected, included and safe at their child's school.

- ◆ High schools implemented career guidance programs, RTI Implementation, Life Work Career Studies, High School Apprenticeship options, and Career Technology Studies.
- ◆ High schools hosted post-secondary/career presentations and students were able to tour post-secondary campuses.
- ◆ Career activities occurred at the K-6 level through social-based curriculum and field trips.
- ◆ All schools held transition meetings involving administration, guidance and resource personnel and scheduled frequent activities between key transition grades.
- ◆ Grade 12 students reported through Tell Them From Me (TTFM) a decreased level of anxiety from the previous year.
- ◆ The MVSD Graduation Survey illustrated that 77% of students had a clear sense of what they wanted to pursue after graduation.
- ◆ The MVSD Transition Survey indicated that 82% of Grade 7 students, 74% of Grade 9 students and 78% of Grade 12 students felt they made a connection with a teacher or adult in their school.
- ◆ The MVSD Transition Survey illustrated that 87% of elementary students and 81% of secondary students felt prepared for their move to a next school or grade.
- ◆ Parents, students and staff all reported through the MVSD Transition Survey that an adequate amount of information is provided for transition to a new school.

Provincial Grade 3 Reading Assessment Results Fall 2014



2014 TELL THEM FROM ME SURVEY RESULTS	Grades 4-6	Grades 7-12
Participate in sports	74%	58%
Participate in clubs	45%	31%
Report a positive sense of belonging	80%	61%
Report positive relationships	79%	71%
Value school outcomes	95%	69%
Report positive homework behaviour	64%	50%
Are interested and motivated	88%	38%



2014 TELL THEM FROM ME SURVEY RESULTS	Grades 4-6	Grades 7-12
Feel safe at school	72%	62%
Feel safe going to school	76%	72%
Feel safe going home from school	77%	72%
Have been verbally bullied	36%	22%
Have been socially bullied (excluded)	36%	25%
Have been physically bullied	22%	12%
Have been cyber-bullied	9%	12%
Report incidents of bullying to an adult at school	51%	18%
Report incidents to parents	68%	30%
Tell a friend	58%	45%



Provincial Grade 3 Numeracy Assessment Results Fall 2014

