



**MARYVIEW SCHOOL**

**2017 - 2018**

**SCHOOL IMPROVEMENT PLAN**

## Principles of Practice

**We honour our children.**

**We provide a safe and secure environment.**

**We live and proudly proclaim our Catholic Christian faith.**

**We provide quality education in a Catholic environment.**

**We pray as an educational community.**

**We practice servant-leadership.**

**We focus on our mission through clarity of purpose.**

**We value our staff.**

## Vision

All students are provided inclusive interdisciplinary literacy and numeracy programming that supports the development of twenty-first century skills.

## Mission:

We believe in providing a safe and caring Christ-filled inclusive environment where we support and develop the whole child to their fullest potential.

## School Profile:

Maryview Elementary School presently serves 278 students from pre-kindergarten to grade five. The school is 59 years old and is the oldest active Red Deer Catholic school. It is located in southeast Red Deer, 1 block west of St. Mary's Parish. We are known for having a strong supportive faith-filled community.

Faith and community are at the center of everything we do at Maryview. We integrate our faith into our classes and celebrate together throughout the year. Our relationship with St. Mary's Parish allows us the opportunity to attend masses, participate in faith based activities, and deepen our understanding of our Church's environment and symbolism. Each class is given the opportunity to lead a celebration and participate through song and responses. We participate with St. Mary's Parish in preparing our grade two students to receive the sacraments of Reconciliation and First Eucharist as well as reinforcing those sacraments in the older grades. As well, each student participates in several social justice initiatives throughout the year. This participation strengthens their understanding of the importance of supporting members of our community who are struggling.

Maryview is committed to excellence in all academics through inclusive programming for all students. We strive to provide a diverse and engaging educational environment to develop student skills that are relevant now and in the future. All grade 1 -5 students have been provided their own school-purchased device to enhance and differentiate their learning. The students have the opportunity to be actively engaged in authentic learning activities that help develop the necessary attributes to become successful citizens.

Maryview is committed to providing a safe and caring Christ-filled environment for our students. Regular safety practices, guest speakers, and programs are an essential part of school life. There are also a variety of extracurricular activities to help create our sense of community including Health Champions, chess, running, choir, basketball, handball, library, supervision, and Shining Star assemblies.

## Trends & Issues at a Glance

Our student population has steadily risen to 279 with an enrolment increase of slightly over 7% this year. We hope that we will continue to see our enrollment increase.

Part of this upward swing is due to an increase in the English as a Second Language (ESL) student population. We now have 81 ESL students which is 29% of the total school population, many of whom have limited experience with the English language. This increase in population brings certain advantages but some challenges as well. Incorporating diverse cultural components into academic programming and planning creative ways to celebrate our diversity has benefitted the entire school community.

With a growing population, maintaining a 1:1 technology to student ratio puts significant strain on the school budget and stretches the limits of our support services and individualized intervention programming. That being said, the variety of resources available with which we can respond to the needs of our students continues to expand and the collaborative culture of the school and district allow us to maintain and develop effective strategies.

The diverse backgrounds of our students are a blessing to be certain but we are also experiencing an increase in social-emotional needs of children. For instance, 40% of our students currently have parents in split relationship or single parent circumstances. Our counselling services are streamlined to serve these students thoroughly and the coordinated effort of our counselling team allows for school based and outside services to support our vulnerable students and families.

As is evident, our overall increase in population brings certain challenges but the benefits our students, staff and families enjoy due to our cultural awareness initiatives, as well as our dedication to accessing relevant resources and effective supports, are a blessing to our entire school community.

## Accountability Report Card

Measure Category	Measure	Maryview School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.3%	96.1%	96.1%	89.5%	89.5%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	94.6%	95%	93.7%	81.9%	81.9%	81.5%	Very High	Maintained	Excellent
	Education Quality	93.9%	98.6%	96.3%	90.1%	90.1%	89.6%	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3%	3.2%	3.3%	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9%	76.5%	76.1%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4%	73.6%	73.2%	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5%	19.4%	18.8%	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83%	82.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2%	21.2%	21.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9%	54.6%	53.1%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3%	60.8%	60.8%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9%	59.4%	59.3%	n/a	n/a	n/a
	Work Preparation	88.1%	95.8%	92.7%	82.7%	82.6%	81.9%	Very High	Maintained	Excellent
	Citizenship	94.8%	98%	96.5%	83.7%	83.9%	83.6%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.2%	98.7%	92.8%	81.2%	80.9%	80.7%	Very High	Declined	Good
Continuous Improvement	School Improvement	90.4%	99.1%	93.3%	81.4%	81.2%	80.2%	Very High	Maintained	Excellent

**Division Goal: Nourished by grace and a personal relationship with Jesus Christ , we joyfully embrace, live, and teach the Gospel spirit.**

What this goal means for our jurisdiction:

*Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise.  
(Psalm 66:2)*

**Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.**

<b>Performance Measures:</b>	<b>Current Results</b>	<b>Average</b>
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	100%	100% (2 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	96%	97% (2 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	100%	100% (2 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	98%	99% (2 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	95%	98% (2 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	99.3%	100% (2 Yr)

### **AERR Comments**

Growth in our faith was focused on the Task of Celebrating. We had eleven faith based celebrations over the course of the year, four of which were at St. Mary's Parish. All of these were led by students or included student participation. We also had a significant number of students experience the Sacrament of First Eucharist and we actively support the sacramental component of Celebration with our families.

<b>Strategies:</b>	<b>Evidence:</b>	<b>Next Steps:</b>
<ul style="list-style-type: none"> <li>Our school community will gain a deeper understanding of missionary spirit through our school wide focus on the Task of Solidarity.</li> </ul>	<ul style="list-style-type: none"> <li>The faith coaches have created a social justice plan for the school which consists of every class conducting at least one social justice project and a school wide project during the Lenten season.</li> <li>All classes contributed items to our Thanksgiving food drive which was donated</li> </ul>	<ul style="list-style-type: none"> <li>Our annual Giving Tree is being restructured to provide more needy families items to assist them with Christmas and will take place during the first two weeks of Advent. The counselling team will compile the gifts and deliver them to families</li> </ul>

	<p>to the St. Vincent de Paul Society on October 5, 2017.</p> <ul style="list-style-type: none"> <li>• Faith Coaches continued our ongoing book study with staff with a focus on Solidarity on September 22, 2017.</li> </ul>	<p>during the final week of school before our Christmas break.</p> <ul style="list-style-type: none"> <li>• Staff will participate in a fundraiser during the 2nd and 3rd weeks in Advent to contribute to the charity selected in conjunction with our Casual Friday collection.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to utilize the 6 Tasks of Catechesis to grow in our faith as individuals and a community.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrating - We celebrated Mary's Birthday on September 8, 2017 with Father Tom in attendance offering the final blessing as we gathered as a school community in or Mary Garden. Our opening mass at St. Mary's Parish was on September 13, 2017 led by a Grade 2 class. We had a school wide Thanksgiving celebration on October 5, 2017 led by a grade 2 class.</li> <li>• Moral Formation - Professional Growth Plan meetings with staff occurred on October 20 &amp; 23, 2017 and included a focus on their contribution to the parish community as well as school community.</li> <li>• Believing - Two new teachers are enrolled in the district Faith Formation program.</li> <li>• Prayer - Staff have met the first morning of every week to pray together as an educational community. These prayers are led by staff members on a rotational basis. Students have led morning prayer during daily announcements. All classes say grace prior to lunch each day as well as a prayer or blessing to end every day. All school wide community gatherings and events have started with prayer. Praise and Worship assemblies have been conducted on September 7 &amp; 21, October 5 &amp; 19, and November 2, 2017. Staff participated in Lectio Divina during professional development on September 22, 2017.</li> <li>• Community - Cheyanna Borrowman attended our school on October 12, 2017 to promote the St. Mary's Parish Youth program Kids for Jesus (K4J). Cynthia Leyson spoke to our students on October 13, 2017 about volunteering their time as an Altar Server at St. Mary's Parish. Grade 2's toured St. Mary's Parish on October 19, 2017 as part of their annual Reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrating - Each class will lead one mass or celebration throughout the year. Our Advent evening is scheduled for December 12, 2017 which involves every class performing one faith based song. All grade 1-5 classes will attend a daily mass at St. Mary's Parish either during Advent or Lent.</li> <li>• Moral Formation - Professional Growth Plan reviews with staff will incorporate discussion about evidence of growth from their involvement in church and faith based activities and their next steps for continued formation. We will continue our staff book study with The Six Tasks of Catechesis -- Key Principles and Practices for Forming Faith by Mary Glavich.</li> <li>• Believing - New teachers will attend scheduled Faith Formation sessions throughout the course of the year. Father Len will be scheduled twice on dates to be determined to present to staff during professional development.</li> <li>• Prayer - All classes between grades 1-5 will have students lead morning prayer for at least one month during the school year. These students will also participate in Praise and Worship two times per month for the duration of the school year. Daily prayer will be said in a different language over the course of one month during the school year. We will continue the tradition of having the entire school saying the Rosary together in the hallway during one</li> </ul>

	<p>sessions. Nine staff members attended mass at St. Mary's Parish together on November 5, 2017 as part of Catholic Education Sunday weekend.</p>	<p>week of Advent and one week of Lent. The school wide Living Rosary will occur in May 2018. Staff will participate in Lectio Divina prayer two more times during the school year.</p> <ul style="list-style-type: none"> <li>• Community - Anybody in our school community receiving First Eucharist will be recognized at our Shining Stars assembly in May 2018. School Council will host Shrove Tuesday pancake breakfast for the entire school on February 13, 2018 and a Friendship Meal at Sacred Heart Parish on May 27, 2018.</li> </ul>
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**Division Outcome D2: All of our school communities are authentically Catholic.**

<b>Performance Measures:</b>	<b>Current Results</b>	<b>Average</b>
D.2.1 I believe that I am a child of God and seek Him in my life.	97%	98% (2 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	99.3%	99% (2 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	89.7%	92% (2 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	98%	98% (2 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	95%	98% (2 Yr)

**AERR Comments**

Ensuring we are an authentically Catholic school was a focal area and school wide awareness increased over the course of the year. Through ongoing professional development and planning for increased curricular permeation, staff expanded their understanding of what faith permeation in the classroom could look like. This has led to further solidification of the third mark of an authentically Catholic school: The Catholic faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of "the truth."

<b>Strategies:</b>	<b>Evidence:</b>	<b>Next Steps:</b>
<ul style="list-style-type: none"> <li>• Assist staff to meaningfully permeate elements of the Catholic faith into our curriculum so that</li> </ul>	<ul style="list-style-type: none"> <li>• Administration has explained that lesson plans and long range plans are to indicate instances of faith</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to focus on permeation in classes as part of walkthroughs and feedback for teachers throughout the</li> </ul>

contemporary culture is critically evaluated in light of "The Truth."	permeation and walkthroughs maintain permeation as a focal area. <ul style="list-style-type: none"> <li>Professional Growth Plan meetings with teachers on October 20 and 23, 2017 addressed expectations for permeation and discussions involved various methods of permeating lessons and evidence of permeation.</li> </ul>	2017/18 school year. <ul style="list-style-type: none"> <li>Faith Coaches will facilitate at least two professional development sessions throughout the year (dates to be determined) which will focus on permeation and developing faith based activities.</li> </ul>
<ul style="list-style-type: none"> <li>Focus on the 5 Marks of an Authentic Catholic School to guide our programs and activities for students, staff, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Students were acknowledged for sharing their unique gifts with the school community at our Shining Stars Assembly on September 29, 2017 (Mark 5.)</li> <li>Grade 4 students attended the Bible celebration on October 4, 2017 (Mark 2.)</li> <li>Nine staff members attended mass together at St. Mary's Parish for Catholic Education Sunday on November 4, 2017 (Mark 4.)</li> </ul>	<ul style="list-style-type: none"> <li>Student recognition will be the focal point of our monthly Shining Stars assemblies throughout the school year. Parents and members of the school community will be invited to attend in order to participate in the celebration and honour the contributions of the students (Mark 1 &amp; 5.)</li> <li>All grade 1-5 classes will conduct a session on Stations of the Cross at St. Mary's Parish during the Lenten season (Mark 2.)</li> </ul>

### Outcome 1: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
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	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
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	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.7%	97%	94.6%	98%	94.8%	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.6%	92.9%	89.3%	95.8%	88.1%	Very High	Maintained	Excellent




**AERR Comments**

Utilizing assessment practices such as Fountas and Pinnell allowed us to determine appropriate instructional methods and resources designed to meet the needs of each student. Tiered student support was based on knowing our students well and continuous assessment of their changing needs.

<b>Strategies:</b>	<b>Evidence:</b>	<b>Next Steps:</b>
<ul style="list-style-type: none"> <li>Implement individualized academic programs focusing on literacy and numeracy based on relevant student data.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers received the book, "Mathematical Mindset " by Jo Boaler on August 28, 2017.</li> <li>Grade 1-3 teachers began implementation of Levelled Literacy Intervention (LLI) program in mid October, 2017</li> <li>A Division Math lead teacher facilitated Numeracy Professional Development session on August 29, October 23, and November 20, 2017 to facilitate implementation of the MIPI (Mathematical Intervention/Programming Instrument) Pilot program. Grade 2-5 students completed Mathematical Intervention/Programming Instrument (MIPI).</li> <li>Teachers submitted their Mathematical Intervention/Programming Instrument Data to the two school based Math lead teachers prior to September 30, 2017. Data has been analyzed and discussed during teacher collaboration time.</li> <li>Grade 4-5 teachers received Levelled Literacy Intervention professional development by a trained staff member on November 24, 2017 at our full day school wide Professional Development day.</li> <li>A Math Zone was included at our Family Information evening on November 27, 2017 that was led by a Division Math lead teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 4-5 teachers will begin implementation of the Levelled Literacy Intervention program in January 2018</li> <li>Grade 1-2 teachers will incorporate elements of Lucy Calkins writing program in their classes throughout the 2017/18 school year. Weekly collaboration meetings will be utilized to reflect on the effectiveness of the program and direct future literacy planning.</li> <li>Grade 3-5 teachers will incorporate elements of Barbara Mariconda writing program in their classes throughout the 2017/18 school year. Weekly collaboration meetings will be utilized to reflect on the effectiveness of the program and direct future literacy planning.</li> <li>A division Math lead teacher is scheduled to lead Numeracy Professional Development on January 29, March 5, May 7, and June 11, 2018.</li> <li>Weekly grade team collaboration will focus on implementing the Leaps and Bounds program as a tool to address individual student needs based on MIPI data as well as implementing teaching practices focused on during professional development sessions.</li> <li>Prior to May, take an inventory of the math manipulatives in our school and determine overall need as well as maximizing access to</li> </ul>

		<p>manipulatives for all teachers.</p> <ul style="list-style-type: none"> <li>• LIFT schedules will be adjusted over the course of the year in response to data from Mathematical Intervention/Programming Instrument data. Grade team collaboration will incorporate this as part of their ongoing planning.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop Maryview School's Learning Commons based on current research, student needs and teacher input.</li> </ul>	<ul style="list-style-type: none"> <li>• The Learning Commons proposal was finalized and accepted as of August 24, 2017.</li> <li>• The Learning Commons Implementation team met on November 1, 2017 to determine next steps for supporting teacher programming for the year.</li> <li>• The Learning Commons Implementation team lead professional development on November 24, 2017. This session focused on various activities and resources that teachers could utilize in future programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Classes will utilize the Learning Commons for regular programming over the duration of the school year. Staff feedback will be solicited at the approximate midpoint of the school year to determine needs and supports moving forward.</li> <li>• Members of the Learning Commons Implementation team will observe programming at a school with a fully developed Learning Commons prior to Christmas break 2017.</li> <li>• Grade team collaboration with the Technology Coach and librarian is included in the Thursday collaboration schedule to assist with program planning. Each grade team is scheduled to meet with them at least one time per month for the remainder of the school year.</li> </ul>

**Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.**

No Data Available

**AERR Comments**

Seven Sacred Teachings programming benefitted all Maryview students and was the basis for our student recognition at monthly 'Shining Star' assemblies. Collaboration with our district First Nations, Métis and Inuit Support Team allowed for more cultural based activities and bolstered curricular relevance for learners.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>• Collaborate with the First Nations, Metis and Inuit</li> </ul>	<ul style="list-style-type: none"> <li>• Administration met with two members of the First Nations, Métis and Inuit Support</li> </ul>	<ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit Support Team are scheduled to teach all classes</li> </ul>

<p>Division team to facilitate cultural awareness and education among all Maryview school stakeholders.</p>	<p>Team on September 29, 2017 to discuss student and teacher needs in our school, program content and potential areas for growth.</p> <ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit Support Team attended school wide assembly and presented at Orange Shirt Day on September 29, 2017 at Maryview to commemorate those affected by residential schools.</li> <li>• The First Nations, Métis and Inuit Support Team led student centred session on Seven Sacred Teaching of Truth on October 23, 2017 and Courage on November 16, 2017.</li> <li>• Shining Star assemblies are based on the Seven Sacred Teachings and elements of LIFT. So far, Shining Stars assemblies occurred on September 29, October 31 and November 30, 2017.</li> </ul>	<p>about the following specific sacred teachings; Humility on January 23, Love on February 7, Respect on March 13, 2018, Wisdom on April 26, 2018, Honesty on May 22, 2018.</p> <ul style="list-style-type: none"> <li>• All Shining Stars Assemblies will incorporate Seven Sacred Teachings and elements of LIFT, at the discretion of the teacher and the observation of student successes. School wide assemblies scheduled for December 22, 2017, January 31, February 28, March 29, April 27, May 31, and June 27, 2018.</li> <li>• First Nations, Métis and Inuit Support Team are scheduled to lead the Blanket Ceremony with our staff on the full day Professional Development day on February 2, 2018.</li> <li>• Schedule First Nations, Métis and Inuit Support Team to present at two school wide assemblies over the course of the year.</li> <li>• The Assistant Principal will schedule a meeting with the First Nations, Métis and Inuit Support Team to determine how we can assist and facilitate teachers in connecting curriculum to the First Nations, Metis and Inuit cultures.</li> </ul>
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**Outcome 3: Alberta’s education system is inclusive**

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.1%	95.5%	96.6%	96.1%	95.3%	Very High	Maintained	Excellent

**AERR Comments**

Maryview maintained a strong reputation for caring for one in another and our Positive Mental Health program has been paramount in this distinction. Students participated in many wellness activities including the student supervision team, Safe and Caring Week, and assisting with school assemblies. Student leadership is a vital aspect of our excellence in providing a safe and caring inclusive educational environment.

<b>Strategies:</b>	<b>Evidence:</b>	<b>Next Steps:</b>
<ul style="list-style-type: none"> <li>• Implement a variety of school wide health and wellness initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• The school counsellor created and submitted a school wide counselling plan prior to September 30, 2017</li> <li>• Health Champions led the movement break at the Shining Stars Assemblies on September 29 and October 31, 2017.</li> <li>• All classes participated in a class session led by the counsellor prior to October 31, 2017.</li> <li>• The Health Champions team developed a school wide Positive Mental Health Project which was submitted on October 18, 2017.</li> <li>• Division Health and Wellness Coordinator painted student games on the tarmac on our playground on September 28, 2017.</li> <li>• Two staff members attended Mental Health First Aid workshops on November 23 &amp; 24, 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Health Champions will lead movement breaks and give out the Spirit Award at each of the remaining monthly Shining Stars Assembly for the 2017-2018 school year.</li> <li>• The counselling program for 2017/18 will include Lunch with a Bunch, individualized counselling scheduled as frequently as deemed necessary (weekly, bi-weekly, or monthly) and monthly classroom visits with a focus on Zones of Regulation.</li> <li>• Unique Week will occur late January which will have a careers component. Several community guests will speak to our students about various aspects of personal health and wellness as well as how to keep one another safe.</li> <li>• Two staff members will attend Mental Health First Aid workshops on March 19 &amp; 20, 2018.</li> <li>• A parent session about Zones of Regulation will be offered for parents to attend in November 2017 led by our counselling team.</li> <li>• Bi-weekly assemblies will incorporate activities that promote Growth Mindset for the students to participate in.</li> <li>• All Educational Assistants and the Physical Education lead teacher will have First Aid Certification completed by the end of the 2017/18 school year.</li> <li>• Health Champions will implement a year long Positive Mental Health Project that has three main components involving students and families: the Peer Leaders for Active Youth (P.L.A.Y.) Program, Food and Your Mood, and a Move Your Mood family challenge.</li> </ul>
<ul style="list-style-type: none"> <li>• Diversify our learning environments to meet student needs</li> </ul>	<ul style="list-style-type: none"> <li>• The Inclusion Lead Teacher led a professional development session on August 29, 2017 regarding alternative seating and/or tools that teachers can access to meet students needs</li> <li>• Every classroom was provided a toolkit</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Assistants will participate in professional development for Sensory Room utilization prior to Christmas break.</li> <li>• School based funds and CIF allocation will be utilized to purchase inclusive</li> </ul>

	<p>of sensory regulation tools during the first week of school.</p>	<p>furniture prior to Christmas break.</p> <ul style="list-style-type: none"> <li>• One Division 1 and one Division 2 classroom in our school will be selected before Christmas break to incorporate alternative flexible seating into their classroom as a pilot for transitioning more classrooms in the future.</li> <li>• A minimum of two more professional development sessions about flexible/alternative seating and inclusive tools will occur prior to Easter break.</li> </ul>
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## Outcome 4: Alberta has excellent teachers, and school and school authority leaders

### No Data Available

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	92.5%	93%	93.2%	95%	94.6%	Very High	Maintained	Excellent

### AERR Comments

Diverse programming infused with relevant technology provided Maryview students various experiential learning opportunities. Staff members delved further in utilizing authentic learning to engage students in meaningful learning activities.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>Establish a mentorship program that contributes to the development of new teachers to acquire skills and knowledge that enable them to effectively manage their various responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning teachers have been identified and assigned a mentor teacher.</li> <li>Beginning teachers and Assistant Principal attended New Teacher Orientation on Friday, August 25, 2017 to build a relationship and strong foundation for the mentorship program.</li> <li>Mentorship meetings with Assistant Principal and Mentees have been held weekly: September 5, September 12, September 19, September 26, October 3, October 10, October 17, October 24, 2017. Discussion is based on predetermined and relevant school or district related topics.</li> <li>Administration has facilitated collaboration among Mentees and Mentors during Grade team collaboration.</li> <li>The Assistant Principal attended the Mentorship training meeting on October 16, 2017</li> <li>The Assistant Principal attended the Division Mentorship meeting on October 16 and November 29, 2017</li> </ul>	<ul style="list-style-type: none"> <li>Mentees will meet with Assistant Principal weekly for Mentorship meetings.</li> <li>The Assistant Principal will meet with Mentor teachers to develop agendas and topics for future collaboration.</li> <li>Mentor teachers will attend two weekly Mentorship meetings before the end of December 2017.</li> <li>The Assistant Principal will attend Division Mentorship meetings on January 26, March 16 and May 29, 2018 to collaborate with other school administrators in developing agendas and generating topics for further discussion.</li> </ul>

<ul style="list-style-type: none"> <li>• Enhance teaching practices based on school priorities by providing ample access to resources and relevant professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• The Technology Coach facilitated a professional development session on October 16, 2017 to follow up from the district professional development day.</li> <li>• A rotating collaboration schedule has been developed in which lead teachers facilitate sessions based on school priorities which include Report Cards, Technology/Learning Commons, Enhancing Programming for Excelling Students (Passionate Leaders Program) and Inclusion. As of October 12, 2017 each grade team had completed 1 cycle in the weekly collaborative rotation.</li> <li>• Professional development sessions for utilizing Dossier occurred on September 18, 22, and November 6, 2017.</li> <li>• All classrooms have been provided enough devices so that each child in grade 1-5 has their own device to access in class.</li> </ul>	<ul style="list-style-type: none"> <li>• The Technology Coach will facilitate a minimum of three professional development sessions for staff over the course of the year.</li> <li>• Gather feedback from staff at approximately the midpoint of the school year to determine the effectiveness of the rotational collaboration structure. Adjustments to the collaborative model will be made based on the feedback.</li> <li>• The Inclusive Lead Teacher will facilitate approximately four professional development sessions regarding utilizing Dossier over the course of the year.</li> <li>• Students in grades 3-5 will be selected to participate in the Passionate Leaders program by November 30, 2017.</li> <li>• Passionate Leaders community activities will be scheduled prior to December 22, 2017.</li> <li>• Teachers that have not previously attended a Project Based Learning Workshop will attend the PBL 101 workshop hosted by the district in March 2018.</li> </ul>

## Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82%	87.6%	93.3%	99.1%	90.4%	Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.3%	90.9%	88.9%	98.7%	84.2%	Very High	Declined	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.8%	95.2%	95%	98.6%	93.9%	Very High	Maintained	Excellent

### AERR Comments

Effective communication with parents and maximizing their input into school programming was a critical goal for Maryview. Diverse communication methods were employed for informing parents of school activities and School Council meetings incorporated ongoing feedback and input as part of our agenda.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> <li>Utilize a variety of communication strategies to gather stakeholder input and feedback regarding school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Three School Council meetings have occurred on September 21, October 5, and November 2, 2017. Student safety and feedback about school programs have been discussed and processes initiated based on these discussions.</li> <li>Highlights from the Accountability and Schollie Surveys were provided at the November 2, 2017 School Council meeting for discussion and feedback.</li> <li>All teachers have set up 'Remind' prior to September 30, 2017 to provide daily reminders for parents of students in their class.</li> <li>School updates were emailed to parents on August 30 and October 13, 2017.</li> <li>Two new staff members have utilized school social media for posting classroom activities so far this year.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain student health &amp; safety as well as parent feedback as standing discussion items on School Council agendas for the 2017/18 school year.</li> <li>Community News' emails will be emailed weekly for parents to keep updated as to community events.</li> <li>Swift Alert will be utilized for the duration of the year to provide automated attendance messages and emergent items to be sent to selected groups of parents.</li> <li>Monthly updates from administration will be sent to parents to highlight issues, events, and opportunities for parent involvement.</li> <li>Events will be advertised using the school website, Facebook and Twitter. Teachers will be encouraged to post classroom activities using school social media.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure human resources support is applied as required based on data, observation and consultation with school and district teams.</li> </ul>	<ul style="list-style-type: none"> <li>The Inclusive Lead Teacher has had two CORE meetings with outside agencies including Speech and Language Pathology and Occupational Therapy so far this</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate with outside agencies including Speech and Language Pathology and Occupational Therapy to determine targeted programming for students identified as needing</li> </ul>



	<p>year.</p> <ul style="list-style-type: none"> <li>• Our Inclusive Lead Teacher has been to all classrooms multiple times and students needing Speech and Language Pathology and/or Occupational Therapy support have been identified. Proper documentation has been completed for students to receive appropriate support.</li> <li>• Our EYE-TA meeting took place on October 27, 2017 to analyze levels of support for our Kindergarten students.</li> </ul>	<p>specialized support.</p> <ul style="list-style-type: none"> <li>• The 2017/18 timetable will be developed with LIFT allocations to classes being provided based on recommendations from the LIFT team as informed through collaboration and the Continuum of Supports document.</li> <li>• Weekly LIFT meetings will occur to determine effectiveness of support and services in place for students. Programs and timetables to be adjusted as necessary.</li> <li>• Grade team collaboration with the Inclusive Lead Teacher will be scheduled on an ongoing basis to assist with program planning.</li> </ul>
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