

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Mountain View Elementary

Principal: Lisa Robinson

Our Story/Our Learners

Mountain View Elementary School is a rural school of 411 students in 19 divisions from kindergarten to grade 7. The school is characterized by having a diverse school body and with strong parent involvement.

The staff at Mountain View provide not only quality instruction, but also clubs and team opportunities. Our team works tirelessly to ensure that all students are supported and included, regardless of ability.

Mountain View Elementary is proudly located on the traditional territory of the Snuneymuxw people and is situated at the base of Te'tuxw'tun. Being located in such a beautiful area, learning on the land is a common feature at the school. At Mountain View, students have the opportunity to learn in a close-knit rural community where lots of outdoor learning takes place; whether in the school gardens or through walking field trips. The environment and sustainability are a priority. Mountain View is proud to have recently planted six trees for every student and staff member at the school.

This school is a strong, collaborative community of learners, school staff and families and a great place to learn.

Mountain View staff are committed to creating a safe, caring and inclusive environment. This year we are working on having all students being able to identify at least 4 caring adults they can rely on for academic and emotional support. Data shows from the 2024 Student Learning Survey, that the majority of students in both grades 4 and 7 could only identify two adults that they felt connected to at the school. This year we are committed to building on student-adult connections. This matters because the more students feel connected to school the more, we can create positive learning opportunities for them.

Using our report card and E-Assess data, we noticed that our current (2026) grade 6 students, and in particular, our Indigenous students and students with disabilities and diverse abilities are reading less proficiently than the district average. This has become an area of focus for our school this year. This matters because we know there is a direct correlation to reading rates and graduation rates for all learners. We want to create a pathway for success and increase graduation rates by strengthening their reading skills and ability to read for pleasure as well as for information as they transition after graduation.

School Goal #1

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By the end of June 2026 we would like to see an increase to 75% of students indicating that they are connected to three or more adults on the 2025 student learning survey which directly supports student wellness.

Implementation Plan:

School-based Action	Strategy Type
Review Student Learning Survey data	Universal
Identify any students not connected to staff	Universal
Assign staff to connect with students	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Student Learning Survey (2025 data)	November 2026
School-wide survey	February 2027
Student Learning Survey (2026 data)	April 2027

Ongoing Engagement:

Teachers, support staff and our parent community will all help to inform this process and feedback to its effectiveness. Collaborate with the school team with the focus on connection and community. We will provide opportunities for all students to engage and participate in groups, events and other opportunities to make connections with various adults within the school.

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By the end of their grade 7 year (2027), our students will show an improvement in reading ability such that 75% or more of students will be 'proficient' or higher by the end of June 2027 which directly aligns with the district goal of student success, specifically to increase literacy success rates for all students.

Implementation Plan:

School-based Action	Strategy Type
Re-screen using CFA	Universal
Evaluate CFA data in SBT with gr 7 teachers	Universal
Develop focused reading intervention plan. Using non-enrolling teachers to support reading groups. Create opportunities for one on one reading with students such as support staff and school volunteers.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
CFA data, Nov progress report	Oct/Nov 2026
March progress reports, CFA rescreen or intervention group (March/April 2027)	Mar/April 2027
June summative reports	June 2027

Ongoing Engagement:

Our grade 7 teachers, non-enrolling staff, such as IST, counsellors, Principal, Vice Principal and support staff will be crucial to developing and implementing this plan. Along with classroom instruction and support we will create small group intervention work with non-enrolling staff, and utilizing Principal and Vice Principal support. Also allowing for opportunities for one-one intervention work and connection with students.