

2018-19

Crestview School Priorities:

- **Literacy Learning:** Increasing students' literacy skills in reading and writing through aligned, quality instructional practices.
- **Numeracy Learning:** Improving students' problem-solving skills through common criteria, daily practice and quality task design.
- **Citizenship and Well-Being:** Increasing students' social and emotional competencies; developing skills for local and global citizenship
- **Deep Learning:** Developing student's skills and competencies in the 6 C's through curricular learning experiences.

Goals- <i>What are we responsible for improving?</i>	Strategies- <i>What actions will you take?</i>	Indicators- <i>How will you know students are improving?</i>	Data Collection- <i>How will evidence of progress be collected?</i>
<p>Literacy- All our students will see themselves as readers and writers and will reach their personal literacy goals using "I can" statements from the shared success criteria to describe their literacy skill development.</p> <ul style="list-style-type: none"> • <i>By June 2019, 95% or more of students will achieve a "3 or 4" on the term 3 Summative Report Card in Reading and Writing competencies.</i> 	<p><u>School Literacy Culture Focus:</u> Literacy Leadership will support staff conversations about literacy including strategic writing and reading instruction, related to school wide literacy beliefs. Professional Development will include: <i>Regie Routman In Residence</i> resources, <i>Fountas and Pinnell reading continuum resource</i>, <i>Strategic Comprehension Instruction</i>, <i>New MBED ELA frameworks</i></p> <p>-Common language and shared success criteria for "I Can" Statements</p> <p>- Optimal Learning Model (OLM) as a common framework for planning instruction.</p> <p>- Rich Mentor Texts support content learning and literacy learning</p> <p>- Time, choice and structure are provided for students to explore reading and writing independently on a daily basis.</p>	<p>-Students understand themselves as readers and writers able to reflect and communicate thoughts and ideas with confidence and ease.</p> <p>-Purposeful, authentic reading and writing experiences are embedded in all content areas (reading/writing as a mathematician, scientist, historian, etc.).</p> <p>Students' progress is plotted on developmental reading and writing continuums and monitored throughout the year.</p> <p>Students frequently interact with each other before, during and after reading and writing to share, celebrate and explore ideas.</p>	<p>-Student interest inventories.</p> <p>-Student self- reflections (rubrics, checklists, reflections).</p> <p>-Co-created rubrics, checklists and established criteria used as references for feedback, student self-assessment and progress monitoring.</p> <p>-Literacy portfolios with "I can" statements developed to describe student writing samples and reading reflections document student goals and accomplishments as a writer (September –June).</p> <p>-Report card data, as well as other sources of Provincial data will be analyzed collaboratively periodically throughout the year.</p>

<p>Numeracy: By June 2019, all students will increase their problem-solving skills by communicating mathematical reasoning and applying appropriate knowledge, processes and strategies</p> <ul style="list-style-type: none"> By June 2019, 95% or more of students will achieve a “3” or “4” on the term 3 summative report card in mathematics competencies. 	<p><u>School Numeracy Culture:</u> Mathematics instruction includes high-yield instruction practices: Math Talks to engage all students in mathematical language and thinking Exploration using math tools and manipulatives School Wide Math Agreements are evident in all classrooms and are practiced mindsets for learning math. Rehearsal and automaticity of basic facts and mental math in game-based play and in applied contexts. Rich task design supports diverse learning levels in high level thinking experiences.</p> <p>Teachers will: Engage in PD to deeply understand current mathematical pedagogy and develop common language and criteria to support problem solving development.</p> <p>Analyze student problem solving exemplars to determine levels of quality and establish responsive teaching pathways.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <i>Think and reason effectively.</i> <i>Solve various types of problems accurately, flexibly and efficiently.</i> <i>Communicate clearly using mathematical language and representations.</i> <i>Demonstrate deep understanding of skills and knowledge.</i> <i>Demonstrate automaticity of basic facts and mental math strategies support problem solving.</i> <i>Persevere through engaging tasks to develop their stamina in problem solving contexts.</i> <p>Rich problem-solving tasks designed by teachers, engage students successfully in a wide variety of contexts to problem solve, apply mathematical knowledge and language.</p>	<p>Problem Solving rubrics: Personalized and published rubrics and references used. Created Criteria will inform audiences of student learning progress.</p> <p>Whole school problem solving tasks- created by grade level, in collaboration with Divisional staff and school leadership are implemented periodically throughout the year to measure student progress and develop instructional responses.</p> <p>Periodic review of data sources such as report cards, provincial assessments, and classroom assessments to monitor progress and identify areas of strength and focus.</p>
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<p>Citizenship, Well-Being & Deep Learning: By June 2019, all students will further develop their skills of character and citizenship, as described in the deep learning competencies, in order to better understand the importance of their personal contributions as learners in the classroom, school, local and global society.</p>	<p><u>Deep Learning Culture:</u></p> <p>Citizenship skills will be developed through classroom and student leadership opportunities</p> <p>Universal Design for Learning and Diversity Education will deepen learning experiences.</p> <p>Mindfulness strategies will improve attentiveness, self-regulation and empathy.</p> <p>Deep learning tasks will target student's skill development of the 6C's competencies.</p> <p>New pedagogies are explored to engage learners and incorporate Indigenous Perspectives.</p> <p>Resiliency Skills will be increased in various ways including focusing on the restorative powers of nature-based play and the effects of exercise on the brain, mood and physical/emotional self-regulation.</p> <p>Project 11 Program will be introduced to grade 4/5 students.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -Show an interest in actively engaging with the world and the problems it faces and to help improve social justice and sustainability. -Develop a sense of their individual and cultural identities. -Learn to respect own and others' ways of thinking. -Have a good appreciation of how each person's actions impact the environment, self and others. <p>Students will demonstrate self-regulation and responsibility for learning. Learners will develop increased independence for approaching learning, making choices about their work and monitoring progress.</p> <p>Students will work through challenges (academic, social, emotional) and deal with setbacks or negative feedback without losing momentum. Students will employ mindfulness strategies to pause, reflect and refocus. Students are actively engaged in critical thinking, problem solving, research, design and inquiry to access knowledge and deepen understandings of learning outcomes.</p> <p>Students will engage in nature-based learning throughout the school year building stamina for week-long outdoor learning.</p>	<p>Deep learning progressions will track student's development.</p> <p>Pre-and post-survey data will be collected during the year to assess growth in the area of Character development</p> <p>Related rubrics, checklists and criteria, co-constructed by teachers and students, will offer opportunities for reflection and will communicate and monitor skill developments through projects and learning experiences.</p> <p>Student learning is celebrated authentically in order to generate feedback that will encourage continuous, personal learning.</p> <p>Student's personal growth goals and self-reflections will also inform teachers and parents of student's progress.</p> <p>Report Card Data will be analyzed and monitored in appropriate curricular categories (Social Studies, Science, Learning behaviours).</p> <p>School behaviour incident reports will provide information on peer interactions and will be used periodically as information for planning responsively.</p>
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