

report

to the community



Crestview School

2019-2020



"At Crestview, we believe in respecting ourselves, others and the environment. Every day we work towards learning and growing in a safe and supportive community."

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The Early Years (K-5) provides a nurturing environment where children are encouraged to investigate, create and discover. Children develop their competencies in language and literacy skills, thinking and problem-solving skills, social and emotional development, independence, creativity and knowledge in preparation for becoming responsible citizens. Instruction in the following curricula: Language Arts, Mathematics, Science, Social Studies, Physical Education/Health and the Arts is focused on meeting the unique needs of Early Years students. Instruction focuses on the integration

Last Year's School Accomplishments (2018-2019)

By June 2019, 80% or more of students achieved a "3 or 4" on the term 3 summative report card in Reading and Writing competencies.

- ✓ Increased number of students in each grade met or exceeded the year end grade level expectations in reading and writing competencies.
- ✓ Students saw themselves as readers and writers able to reflect and communicate their thoughts and ideas with confidence and reached their personal literacy goals using "I can" statements from the shared success criteria to describe their literacy skill development.

By June 2019, 80% or more of students achieved a "3" or "4" on the term 3 summative report card in Mathematics competencies.

- ✓ All students increased their problem-solving skills by communicating mathematical reasoning and applied appropriate knowledge, processes and strategies.
- ✓ Students demonstrated that they could think and reason effectively; solved various types of problems accurately, flexibly and efficiently; communicated clearly using mathematical language and representations;

Our Vision Statement

A safe, nurturing, innovative learning community will support all students to learn and achieve at high levels.

Our Mission Statement

Ensuring every child discovers their own unique strengths, talents and interests to leverage learning and understand themselves as a life-long learner.

School Profile

Number of teachers: 17
Number of students: 213
Grade levels K-5

School Highlights

These include:

- An allergy aware school
- Nutritious snack program
- Lunch milk program
- Code of Conduct
- Integration of technology across grades and curriculum, use of student iPads: Reflex Math gr 3-5
- School-wide commitment to Indigenous and Diversity Education and Education for Sustainability.
- Roots of Empathy
- Project 11 gr 4/5
- Grade 3 "Learn to Swim" program
- Winnipeg Jets Hockey Academy gr. 4/5
- Integrated Arts program K-5

and demonstrated automaticity of basic facts and mental math strategies to support problem solving.

By June 2019, all students developed their skills of character and citizenship, as defined in the deep learning competencies, to better understand the importance of their personal contributions as learners in the classroom, school, local and global communities.

- ✓ Students reflected on themselves as learners, set goals and celebrated their successes. Skill development focused on acquiring a growth mindset. Students worked through complex learning scenarios, and developed confidence in their abilities through participation in these learning experiences.
- ✓ Students showed an interest in actively engaging with the world and the problems it faces and made efforts to help improve social justice and sustainability in their school and community; developed a sense of their individual and cultural identities; worked through scenarios to develop respect of their own and others' ways of thinking and developed a good appreciation of how each person's actions impact the environment, self and others.

A Quick Snapshot of the Classroom

Mathematics: Students work on four strands in Mathematics: Number, Shape and Space, Patterns and Relations, and Statistics and Probability. Students learn to think creatively, think logically, problem solve, analyze data, to use mental math strategies, and to communicate their mathematical thinking using a variety of forms.

English: The focus of instruction during English Language Arts is on acquiring language and literacy skills through listening, speaking, viewing and representing, as well as reading and writing. Comprehension and critical thinking skills are developed across the grades. Social Studies themes are often integrated with English Language Arts.

Science: Students are actively engaged in "doing" Science and in developing related skills and attitudes, as well as extending their understanding of Science concepts. Students make links between Science and daily life and develop design process skills. Classes include "STEAM" challenges.

Arts: Arts education is delivered using many art forms including: dance, drama, music, and the visual arts. Classroom-based instruction in the arts is enhanced by "The Integrated Arts", a program where professional artists work with teachers to provide unique arts experiences for all students twice a year.

Planning & Goal Setting

School goals are created using the Divisional Strategic Plan as the guideline (www.sjasd.ca/Documents/stratplan_2016-21.pdf). The goal setting process begins in early Spring and includes input from students, teachers, parents and the community. Literacy and Numeracy Goals are developed by reviewing students' instructional needs based upon student assessment data. Staff professional development needs are based upon new provincial curriculum and current educational best practices that will enhance teaching practice to improve student

- Welcome to Kindergarten
- Math Enhancement K-gr. 1
- Reading Recovery program
- "Kids in the Know" program
- Family Life Program K-5
- Community "Little Free Library"
- Cross grade "House Group" and buddy reading activities
- Third Level Eco-Globe School
- Co-teaching and Universal Design Instruction planning
- Guidance and Resource teacher supports
- Assemblies to celebrate student learning
- Outdoor Learning Challenge
- Deep Learning 6 C's
- Gr. 4/5 "We Fair"
- Active Parent Council

Extra-curricular Activities

Large variety of activities and opportunities:

- Grades 1-5 Intramurals
- Grades 3-5 Choir, Orff program
- "Recorder Karate" program
- Patrols
- Grade 4/5 Leadership "Crestview Clippers"
- Interschool grades 4/5 sports: team handball, cross country, speed stacking, basketball, Indoor tennis, Jump Rope for Heart, gymnastics, volleyball, and Marathon Club
- Sewing Club
- Knitting Club

achievement.

This Year's School Goals and Priorities (2019-2020)

1. By June 2020, the ongoing goal will be for 90% or more of students to achieve a "3 or 4" on the term 3 Summative Report Card in Reading and Writing competencies.

- Students will see themselves as readers and writers able to reflect and communicate their thoughts and ideas with confidence and will reach their personal literacy goals using "I can" statements from the shared success criteria to describe their literacy skill development.
- Purposeful, authentic reading and writing experiences are embedded in all content areas.
- Students frequently interact with each other before, during and after reading and writing tasks to share, celebrate and explore their ideas.

2. By June 2020, the ongoing goal will be for 90% or more of students to achieve a "3" or "4" on the term 3 summative report card in mathematics competencies.

- All students will increase their problem-solving skills by communicating mathematical reasoning and applying appropriate knowledge, processes and strategies.
- Students will: think and reason effectively; solve various types of problems accurately, flexibly and efficiently; communicate clearly using mathematical language and representations; and demonstrate automaticity of basic facts and mental math strategies to support problem solving.
- Mathematics instruction will include practices including: math talks, exploration using math tools and manipulatives, rehearsal and automaticity of basic facts and mental math in game-based play and the use of vertical learning spaces so students may design and share their solutions to solving mathematical problems.

3. By June 2020, all students will further develop their social and emotional skills, positive mental health, character and citizenship skills as described in the the deep learning competencies.

- Citizenship skills will be developed through classroom and student leadership opportunities.
- Students will develop and demonstrate self regulation skills and responsibility for their learning and behavior.
- Students will: show an interest in actively engaging with the world and the problems it faces, fostering a desire to help improve social justice and sustainability in their school and community; develop a sense of their individual and cultural identities; work through scenarios to develop respect of their own and others' ways of thinking and develop a good appreciation of how each person's actions impact the environment, self and others.
- Students will be actively engaged in critical thinking, problem solving, research, design and inquiry to access knowledge and deepen their understandings of learning outcomes across content areas.