



REPORT

to the community



(Kindergarten—Grade 5)



Crestview School

VISION

We are a safe, caring, nurturing, and innovative learning environment where all students are supported to learn and achieve at high levels.

MISSION

At Crestview School we believe in respect and safety to achieve social and academic growth

About Early Years

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 of subject matter and heads-on activity-based approaches to learning.

Profile



17

Teachers

21

Support Staff



248

Students



SUPPORTING & CELEBRATING STUDENTS

At Crestview School we implement strategies to support our students development and take opportunities to celebrate their learning. Crestview School is responsive to the needs of our community and offers full day Kindergarten, math enhancement in Kindergarten and Grade 1, opportunities for students to be enriched through strong literacy and numeracy instruction, and a breakfast

and lunch program to ensure that barriers to school participation are addressed. Through regular assemblies classrooms and students are provided the opportunity to share their learning and celebrate their growth and development. Strong extracurricular activities and an accomplished choir program allow our students to display their skills in the community.



COMMUNITY CONNECTIONS

At Crestview School we value the partnerships that we have developed in the community and recognize each one as a valuable part of our school culture. An active Parent Advisory Council is an integral part in connecting school and community and supporting the learning of our students. Fundraising supported a new play structure as well as direct support of our students. We continue a

positive relationships with our School Resource Officer. We continue to grow our connection with the Winnipeg Jets Hockey Academy and value their commitments to our students. Activities such as our Winter Concert, Cuddle Up and Read evening, Welcome to Kindergarten evening, and Round Dance have provided opportunities to invite families in.



LAST YEAR'S BROAD AREAS OF FOCUS

What did the evidence of student learning tell us?

Success for each learner - Relevant and meaningful numeracy instruction across the curriculum: Students are beginning to gain confidence in sharing their mathematical thinking skills when engaging in problem solving and mental math activities. Students with a stronger grasp of number sense and basic facts are more willing to engage and share their thinking and reasoning.

Success for each learner - Relevant and meaningful literacy instruction across the curriculum: With a focused, whole literacy program, students are building their reading and writing stamina, along with their ability to comprehend what they are reading. Improved decoding skills and increased word knowledge is beginning to transfer to student writing.

Success for each learner - Increased awareness of emotional state and empowerment to make positive contributions: Regular Project 11 instruction is increasing students ability to recognize and manage their emotions, and to express how they are feeling. Students are more regularly using strategies such as mindfulness and yoga to help regulate emotions. Student participation in a variety of extracurricular activities at all grade levels positively impacted student well-being.

What are the anticipated next steps?

- Analyzing recent report card data and Provincial Assessment Data.
- Implementing and analyzing data from core assessments in literacy and numeracy.
- Using observations of students, conversations with students in individual and small group settings, and student work products to identify strengths and next steps.
- Explicit and targeted numeracy and literacy instruction aimed at building on student strengths and growing confidence and competence in sharing their ideas and skills.
- Continuing to develop rich classroom environments where students are presented opportunities to share their mathematical thinking and reasoning skills.
- Creating authentic and meaningful learning opportunities that help our students to learn through experiences, learn from the land, and welcome Elders and Knowledge Keepers as part of the learning environment.
- Continued whole literacy instruction to build skills in reading and writing.
- Continued focus in numeracy instruction to build skills in number sense, mental math, and basic facts.



2024-2025 PLANNING



IDENTIFIED AREAS OF FOCUS

Success for each learner - Relevant and meaningful numeracy instruction across the curriculum:

- Daily Number Talks
- Mathematical problems using Cognitively Guided Instruction
- Opportunities for students to share their mathematical thinking and reasoning skills
- Use of manipulatives to allow students to express their answers concretely, pictorially, and abstractly.
- Use of data from observations, conversations, work products, and core assessments to guide instruction.

Success for each learner - Relevant and meaningful literacy instruction across the curriculum:

- Whole literacy instruction
- Use of data from observations, conversations, work products, and core assessments to guide instruction.
- Targeted interventions to increase students decoding skills.

- Increasing writing and reading stamina
- Use of reading conferences to assess fluency and comprehension.

Success for each learner - 'Ma Mawi Anokiitaw Miinawaa We Will Work Together Again:

- Continued teachings and opportunities to observe/participate in traditional ways of knowing
- Inviting Elders and Knowledge Keepers into our classrooms to share teachings
- Increase in Land-Based teaching and authentic learning experiences
- Integrating the Circle of Courage - Mastery, Belonging, Independence and Generosity into our daily practices and student celebration assemblies



INDIGENOUS-INCLUSIVE EDUCATION

An Indigenous-inclusive education system is grounded in Indigenous histories, cultures, languages, traditional values, and knowledges. An equitable school community fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, and find their purpose in life. Crestview School is committed to:

- Land-based teachings
- Authentic learning experiences
- Inviting Elders and Knowledge Keepers into our classrooms
- Smudging/Fire Teachings
- Infusing traditional ways of knowing into classroom practice and making connections to the Mamahtawisiwin Policy
- Celebrating student success through monthly assemblies and connecting to the Circle of Courage