

Crestview School Literacy Goal 2021-2022

Step 1 Identify Action Area	Step 2 Broad Outcome	Step 3 Desired student products and performance	Step 4 Required student knowledge, skills, and dispositions	Step 5 Desired teaching products and performances	Step 6 Required teacher knowledge and dispositions	Step 7 Desired team product and performances	Step 8 Required team Knowledge, skills, and dispositions
<p>Literacy: K-5 students' skills in reading and writing.</p>	<p>All students will increase their literacy skills in reading and writing.</p> <p>Deep Learning Focus: Collaboration Communication Creativity Critical Thinking</p>	<p>All K-5 students by June 2022 will: meet or exceed their personal reading competency goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> *Experience the connections between reading and writing in all contexts and in authentic ways. *Read and write every day. *Develop fluent word recognition and phonological awareness skills in their reading and writing. 	<p>Teachers will:</p> <ul style="list-style-type: none"> *Initiate school wide literacy assessments in September 2021 to guide teaching and analyze the data to develop a literacy recovery learning plan for all students. *Through aligned, quality instructional practices including phonological awareness strategies, they will front load rich literature, use mentor texts and provocations, to support students to develop a deeper understanding of "good writing" and identify what good authors do and apply it to their own writing. *Use the Optimal Learning Model (OLM) as a common framework for planning instruction across curriculums, model shared writing and support students as independent writers. *Implement quality reading instruction to include reading aloud rich literature (in all subject areas) and modeling what "good readers do" using 'think aloud' and discussions. 	<p>Teachers will:</p> <ul style="list-style-type: none"> *Participate in School PD about literacy-based instruction in phonological awareness. *Support a School Literacy Culture *Literacy Committee will support staff conversations including strategic writing and reading instruction and assessments, related to school wide literacy beliefs. *Use and share common language and shared success criteria for "I Can" Statements. *Provide time, choice, and structure for students to explore reading and writing independently daily. *Use Professional Resources: *Regie Routmann Literacy Essentials *Fountas and Pinnell reading continuum. *The Guided Reading Teacher's Companion *Visible Learning for Literacy (Hattie) *Equipped for Reading Success (Kilpatrick) 	<p>Our Team Will:</p> <ul style="list-style-type: none"> *Continue to meet and analyze student "on demand writing" assessments each term to enhance instructional practice. *Review student progress regarding reading level achievement and develop interventions to strengthen student reading skills and teacher instructional strategies. * Reading intervention will occur so students may receive targeted support to strengthen their reading skills. 	<p>Our Team Believes:</p> <ul style="list-style-type: none"> *In supportive, literacy rich learning environments where students will read and write purposefully, every day across all curriculums. *The teaching of reading and writing are intertwined. *Classrooms and the school culture will reflect literacy *Maintaining Individual Literacy portfolios with: "I can" statements developed to describe student writing samples and reading reflections to document student goals and accomplishments. *Using Bonnie Campbell Hill Developmental reading and writing continuums used to track student progress across grade levels. *Report card data, running records, as well as other sources of Provincial data will be analyzed collaboratively periodically throughout the year.

Crestview School Numeracy Goal 2021-2022

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<p>Numeracy: K-5 Number Concepts</p>	<p>All K-5 students will demonstrate strong Number Concept skills by representing and applying their knowledge and learned strategies.</p> <p>Deep Learning Focus Collaboration Communication Creativity Critical thinking</p>	<p>Students will: By June 2022:</p> <p>*We want students to be able to "show what they know".</p> <p>100% of K-5 students will be able to confidently demonstrate their Number concept skills by effectively communicating and representing their mathematical thinking.</p>	<p>Students will:</p> <p>*Communicate their understanding of Number concept skills by confidently using mathematical language and representations.</p> <p>*Demonstrate deep understanding of skills and knowledge.</p> <p>*Demonstrate a positive Math mindset.</p> <p>*Demonstrate automaticity of basic facts. Reflex Math App used by grades 3-5 students.</p> <p>*Participate and persevere through purposeful, authentic, engaging Number tasks to develop their confidence in demonstrating their math learning and celebrate their success.</p>	<p>Teachers will:</p> <p>*Create a School Numeracy Culture where School Wide Math Agreements are evident in all classrooms and are practiced mindsets for learning math.</p> <p>*Develop a school wide Numeracy Belief statement.</p> <p>*Use high-yield instructional practices that are authentic and purposeful to their learners.</p> <p>*Include daily Math Talks to engage all students in mathematical language and thinking.</p> <p>*Provide exploration opportunities using math tools and manipulatives</p> <p>*Provide rehearsal and automaticity of basic facts and mental math in game-based play.</p> <p>*Use Vertical learning spaces to encourage collaboration and communication of solutions to math problem solving tasks.</p> <p>*Work with the divisional Math Coach in grade level PLCs to develop numeracy profiles for their learners.</p>	<p>Teachers will:</p> <p>*Engage in PD to deeply understand current mathematical pedagogy and develop common language and criteria to support number concept instruction.</p> <p>*Analyze student exemplars to determine levels of quality and establish responsive teaching pathways.</p> <p>*Professional reading: -Mathematical Mindsets (Jo Boaler) -Steve Wyburgyn "Esti-mysteries" resources -Counting Collections -Number Talks</p> <p>*Teach students in grades 1-5 how to use their personal math kits (math tools and manipulatives) to develop their personal number skills. Activities include: patterning, place value, counting and math fact development.</p>	<p>Our Team Will:</p> <p>*Use daily math talks *Plan school wide Math activities to include: -Math Olympics -Math Month activities -Splats -Solve me puzzles -Cube conversations</p> <p>*Use divisional common math assessments to assess student achievement and to plan for interventions as needed</p> <p>*Co-teach/plan Number concept lessons.</p>	<p>Our Team Believes:</p> <p>*Created Criteria will inform audiences of student learning progress. *Whole school SNAPS - 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. *Periodic review of data sources such as report cards, provincial assessments, and classroom assessments. *This data will help monitor student progress and identify areas of strength and focus for instructional practice with the goal of improving students' abilities to demonstrate strong Number concept skills.</p>

Crestview School Positive Mental Health Goal 2021 – 2022

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<p>Positive Mental Health and Social Responsibility Skills</p>	<p>All students will develop their positive mental health and social responsibility skills.</p> <p>Deep Learning Focus: Character Citizenship Collaboration</p>	<p>By June 2022 all students will demonstrate improvement in their positive mental health and social responsibility skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> *Show an interest in actively engaging with their school community. *Develop a sense of their individual and cultural identities. *Demonstrate and show respect, kindness, and empathy to their own and others' ways of thinking. *Demonstrate their personal self-regulation strategies using the "Zones of Regulation". * Use their knowledge of Kimochi's, Project 11, Mindfulness, deep breathing, and "talk it out" strategies to positively pause, reflect and refocus. 	<p>Teachers will:</p> <ul style="list-style-type: none"> *Teach social responsibility through daily classroom meetings. *Use Universal Design for Learning and Diversity Education to deepen student learning experiences. *Use Mindfulness strategies to improve attentiveness, self-regulation, and empathy skills. *Engage learners to incorporate Indigenous Perspectives. *Teach Student Resiliency Skills via a focus on the restorative powers of nature-based play and the effects of exercise on the brain, mood, and physical/emotional self-regulation. *Use "Project 11" positive mental health Resources and gr K-2 Kimochi program. *Roots of Empathy (virtual) 	<p>Teachers will:</p> <ul style="list-style-type: none"> *Timetable daily "exploration time" and class meeting times to support students in developing self-regulation and social responsibility skills. *Use Anti-bullying strategies such as the Great Kindness Challenges and WITS. *Provide more opportunities for infusing Indigenous teachings into our curriculum and school culture to further students' understanding of Truth and Reconciliation Calls to Action. 	<p>Our Team Will:</p> <ul style="list-style-type: none"> *Provide opportunities for students to engage and develop as empathetic global citizens who consider their impact on others and develop a sense of pride and belonging within their school and community. *Staff and students will participate in a variety of ongoing academic, athletic, artistic, cultural, and sustainable-living, learning experiences that will enhance classroom instruction and curricular outcomes. In turn this will allow all students to take pride in themselves and strive to achieve to be the best they can be. 	<p>Our Team Believes:</p> <ul style="list-style-type: none"> *That all children can learn in a safe, caring, and respectful environment. *In the Deep Learning (Fullan) Progressions of character, citizenship, and collaboration. *Report Card Data will be analyzed and monitored for the purpose of informing instructional next steps around student social responsibility. *School behaviour incident reports will provide information on peer interactions and will be used as information for planning responsively. *Encouraging "student voice" and student leadership opportunities when planning activities.