

# report

## to the community



School Name

2022-2023



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

### Last Year's School Accomplishments (2021-2022)

During the 2021-2022 school year a major focus was on re-establishing the learning environment at school. Following the combination of in-school and remote learning that took place since March of 2020, teachers and students worked hard to determine where students were at in their learning, developing plans to move student learning forward, and developing assessments to allow students a variety of ways to show what they know. Teachers focused on priorities in literacy, numeracy, and mental health and well-being.

**Literacy:** Teachers worked with our literacy coaches and reading clinicians to implement daily routines that were responsive to student data collected. Kindergarten to grade 3 classes used Rime Magic and daily one-minute activities to focus on phonetic development. An educational assistant worked daily with students who needed additional literacy support. In the grade 4 and 5 classrooms focus was on the development of stamina in daily free writes.

**Numeracy:** Teachers worked with students on problem solving skills and their ability to decode what was being asked and choosing the best strategy to come up with a solution. Teachers worked on implementing more talk in their math classrooms, with emphasis on increasing the student voice present in daily math talks.

**Mental Health and Well-Being:** The re-establishing of our school environment was accomplished through a focus on mental health and well-being. Teachers used Project 11 in our classrooms to help students participate in activities and routines that helped them with self-regulation. Teachers implemented daily

### Our Vision Statement

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

### Our Mission Statement

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

### School Profile

Number of teachers: 16

Number of students: 222

Grade levels: Kindergarten – Gr. 5

### School Highlights

- Reading recovery – Grade 1
- Choir Program
- Math Enhancement – K/Grade 1
- Enrichment
- Strong Literacy
- Reading Buddies
- The Integrated Arts
- Restitution
- Zones of Regulation
- Extracurricular activities (cross-country, handball, basketball, volleyball)
- Roots of Empathy
- Winnipeg Jets True North Foundation Hockey Academy
- Breakfast/Lunch Program
- Active Parent Council

routines and structures that assisted in students being able to attend to learning goals while also understanding what their body needs. Zones of Regulations was used consistently across classrooms to have common language to help students understand what their body needs.

## **Celebrating Our Priorities**

**Literacy:** Teachers at all grade levels, K-5, modeled and taught specific writing traits (ideas, organization, word choice, voice, sentence fluency, conventions, and presentation) during whole class instruction and small group activities. Through high-quality instructional practices, and the use of mentor texts and guiding questions, students were supported in developing a deeper understanding of 'good writing' and 'what good writers do' and applying it to their own writing. Students had the opportunity to develop their skills through numerous authentic writing tasks woven into all subject areas. Targeted phonetical instructional opportunities were provided to students in kindergarten to grade 5 to enhance their reading and writing skills.

**Numeracy:** Teachers at all grade levels, K-5 used the continuum of mathematical reasoning and thinking (counting, additive, multiplicative, proportional, functional) to guide programming applicable to their grade level and student developmental level. Student understanding of operational sense, mental math, number sense, and problem solving were strengthened through daily routines (number talks, rich tasks, open-ended questions, 3 act tasks, etc.). Classroom based assessments and divisional common assessment tasks were utilized to support/guide instruction with a focus on developing deeper understanding. Teachers collaborated in grade level teams to create monthly plans for instruction using problem solving as the main mode of instruction.

**Mental Health and Wellbeing:** Students had the opportunity to re-establish a sense of a community within their classrooms and the school at large. The concept of 'Mindfulness' was emphasized throughout all classrooms and health instruction was used to support these practices. Through targeted instruction, students were able to develop/demonstrate increased resilience and coping strategies to self-regulate through times of conflict. Project 11 was used in all classes to build students abilities to self-regulate.

## **Planning & Goal Setting:**

School goals are created using the Divisional Strategic Plan as the guideline ([www.sjasd.ca/Governance/StrategicPlan](http://www.sjasd.ca/Governance/StrategicPlan)). The goal setting process begins in early Spring and includes input from students, teachers, parents, and the community. Goals are developed around student data and learning needs. Our mission and vision statements remain as our primary focus.

## **This Year's School Goals and Priorities (2022-2023)**

By June 2023, all students will communicate and represent their thinking in problem-solving situations (including rich tasks, CGI story problems, counting collections, etc.).

By June 2023, all students will show continued growth in their ability to communicate information through writing.

By June 2023, all students will have participated in a variety of learning experiences that support their ability to self-regulate and engage in mindfulness activities appropriate to their level of development.