



REPORT

to the community



(Kindergarten—Grade 5)



Crestview School

VISION

We are a safe, nurturing, and innovative learning community 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 emotional 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.



18

Teachers



17

Support Staff



260

Students



SUPPORTING & CELEBRATING STUDENTS

At Crestview School, we believe that celebrating student success helps build confidence, belonging, and a love of learning. Our students are encouraged to share their strengths and achievements through a variety of opportunities and programs, both in and out of the classroom.

- Smudging
- Project 11
- Patrols
- Clippers Council Leadership Group
- Monthly Circle of Courage Assemblies
- Nutrition Program
- Choir
- Full Day Kindergarten
- The Integrated Arts Program
- A full range of extra-curricular sports, clubs, and activities.

At Crestview, we are proud to recognize student growth, leadership, and well-being as we work together to create a safe and caring school community.



COMMUNITY CONNECTIONS

At Crestview School, we deeply value the partnerships we've built within our community, each one contributing to the caring and connected school culture we're so proud of.

Our Parent Advisory Council continues to play an important role in linking home, school, and community. Their support makes a real difference — this past year, their fundraising efforts helped replace our play structure slide.

We also appreciate our partnership with our School Resource Officer and the growing connection with the Winnipeg Jets Hockey Academy, whose commitment to our students is truly valued.

Events like our Winter Concert, Cuddle Up and Read evening, Welcome to Kindergarten night, and Round Dance have created meaningful opportunities to welcome families into the school and celebrate learning together.



LAST YEAR'S AREAS OF FOCUS

Numeracy Instruction: Evidence showed that many students struggled to communicate their mathematical thinking. Building stronger number sense and basic fact fluency was key to helping them gain confidence and competence. Teachers focused on these areas to support students in explaining and applying their strategies.

Literacy Instruction: Observations indicated that students needed to strengthen their stamina in reading and writing. While they were developing decoding skills and word knowledge, many struggled to sustain comprehension or fully express ideas in writing. Daily targeted literacy instruction focused on decoding, vocabulary, and stamina to help students grow as confident communicators.

Authentic Learning and Well-Being: Students thrived when learning was meaningful, experiential, and enriched by Elders and Knowledge Keepers. Supporting mental health and well-being was also essential. In response, teachers created more experiential opportunities, embedded land-based learning, and welcomed Elders and Knowledge Keepers into classrooms to support the whole child.

What are the anticipated next steps?

Numeracy: Teachers will continue to have opportunities to build confidence in interpreting student thinking and using probing questions. Focused professional development with numeracy coaches will help strengthen these skills and support students in expressing their mathematical ideas.

Literacy: UFLI instruction will continue, with data shared between teachers to ensure smooth transitions. Reading and writing connections will be emphasized. Grade-level PLCs will continue, with more opportunities for vertical conversations. The new Acadience Screener in grades 1 and 2, along with core assessments, will guide ongoing data discussions.

Authentic Learning and Well-Being: Staff will continue setting personal and professional goals linked to the Mamahtawisiwin policy. Collaboration within grade teams and as a whole school will help create meaningful, community-connected learning. Land-based, experiential, and culturally responsive practices will be expanded to support both student learning and well-being.



2025-2026 PLANNING



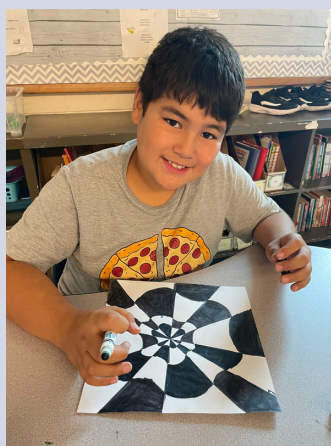
IDENTIFIED AREAS OF FOCUS

Literacy:

Report card data, writing samples, and teacher observations show that many students, particularly in Grade 2, are finding it challenging to express themselves in writing using correct spelling and conventions. Our focus this year is to strengthen foundational writing skills across K–2 and build students' confidence and engagement as writers.

Numeracy:

Evidence from assessments, report card data, and teacher observations indicates that many students, particularly in Grade 4, are finding it difficult to clearly represent and communicate their mathematical thinking. This year, our focus is to strengthen students' ability to demonstrate their reasoning in multiple ways — concrete, oral, pictorial, and symbolic — while building accuracy, confidence, and number sense across all grades.



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:

- Learning about Indigenous community practices and protocols and how to reflect community values.
- Collaborating and learning from our Divisional Indigenous Education Support Team
- Embedding traditional teachings, pedagogies, and ways of knowing into daily learning.
- Providing daily opportunities for smudging.
- Integrating the Michif language learning program into our Kindergarten classes.