

Crescent Park Elementary School Growth Plan 2024 - 2025

Crescent Park Elementary is a safe, caring, and inclusive learning environment that supports a community of learners who are respectful, responsible, and ready to learn.

Goal #1: Growth in Social Emotional Learning (SEL): We will support our students in building a strong school community.

| What: | How: (Strategies & Methods) | Who: (Responsibilities) | With: (Resources) | When: (Timeline) | And we know by: (Metrics) |
|--|--|------------------------------------|--|-----------------------------|---|
| <p>Positive school community activities</p> <p>Social and Emotional Learning (SEL)</p> | <p>Classroom and school wide practices to support SEL. These include classroom routines and teaching practices such as:</p> <ul style="list-style-type: none"> Authentic learning opportunities Buddy classes Cooperative learning Responsive classroom strategies Class meetings Spirit days School-wide assemblies Leadership Team Learning in a variety of environments Student reflections Growth mindset lessons (focus on effort and see mistakes as opportunities) | <p>All Staff</p> | <ul style="list-style-type: none"> • EASE training • District Resource Centre EASE kits • The Collaborative for Academic, Social, and Emotional Learning (CASEL) • https://heartmindonline.org • https://depthsofcomfort.com/ • Go Noodle • SEL Units • Mind Up • Literacy – SEL connection • Zones of Regulation • Anchor Charts • Counselling department - SPOT Training in targeted classrooms | <p>September -June</p> | <p>80% or more of students will participate in school community activities.</p> <p>SEL approaches help students achieve key developmental competencies, such as the ability to identify and express emotions and to establish and manage peer relationships and friendships with less support from adults.</p> <ul style="list-style-type: none"> • Parent communication • Parent/teacher conferences • Office referrals data • observation, anecdotal report summaries |

Goal #2: Growth in Literacy: We will support our students in improving their reading skills, with 70% or more of our students reading at grade level by the end of June 2025.

| What: | How: (Strategies and Methods) | Who: (Responsibilities) | With: (Resources) | When: (Timeline) | And we know by: (Metrics) |
|--|---|---|--|--|---|
| <p>Focused learning</p> <p>Building on learner strengths</p> <p>Targeted Teaching / Interventions</p> | <ul style="list-style-type: none"> • Diagnostic assessment (including Fontas and Pinnell) and placement for growth • Creation of mixed level and ability intervention grouping • Individual, small group and whole group instruction • Participation in Primary and Intermediate PLCs • Explicit instruction across the curricula to support reading and writing skill generalizations in all subjects • Class reviews with Coach Mentor • Cross curricular learning • Dedicated opportunities for self and group reflection • Collaborative and cooperative learning opportunities • Universal Design for Learning strategies • Home Reading Program • Buddy Reading • Use of Multi-media and alternative resources • Opportunities for learners to show what you know | <ul style="list-style-type: none"> • All Staff | <ul style="list-style-type: none"> • District Resource Centre • Levelled book sets • Cross curricular projects • Home reading program • Balanced literature for base instruction • Enhanced classroom libraries • District literacy coaches • UFLI | <p>Assessment:</p> <ul style="list-style-type: none"> • placement completion September; • Midyear assessment completion January; • Final annual assessment ~ June • F&P schedule | <ul style="list-style-type: none"> • F&P data • Student data shows growth • reporting period comments • student and classroom profile • staff observations, analysis of data collected • progress monitoring • Student running records • Student portfolios (work samples) • Staff selected student exemplars. |

Goal #3: Growth in Numeracy: We will build a schoolwide culture of numeracy and strengthen students basic fact fluency.

| What: | How: (Strategies and Methods) | Who: (Responsibilities) | With: (Resources) | When: (Timeline) | And we know by: (Metrics) |
|--|---|------------------------------------|--|---|--|
| <p>Focused learning</p> <p>Building on learner strengths</p> <p>Targeted Teaching / Interventions</p> | <ul style="list-style-type: none"> • Once a month Math Monday Madness school wide math activities • DROP EVERYTHING AND DO MATH 3x per week school wide • Creation of mixed level and ability intervention grouping • Individual, small group and whole group instruction • Class reviews with Coach Mentor • Cross curricular learning • encourage mastery of existing skills • Review and instruct in problem solving strategies, manipulatives and tangibles. • Emphasis on mathematical literacy: counting and number recognition; numeration and number sense; number families, number properties and number systems. • Prioritize learning outcomes in alignment with essential skills for the next year. | <p>All Staff</p> | <p>Mathletics SNAP Daily Canadian Math Carol Fullerton Resources Number Talks Professional Development opportunities Reflex Math – fact fluency (Ms. Keizer release time) Basic Facts Focus Schoolwide challenges and competitions</p> | <ul style="list-style-type: none"> • Ongoing assessment throughout year • Report cards • F&P | <ul style="list-style-type: none"> • SNAP data • Student data shows growth • reporting period comments • student and classroom profiles • staff observations, analysis of data collected • Student running records • Student portfolios (work samples) • Staff selected student exemplars. • Student interviews • FSA data |