

Crystal View 2026-27 School Growth Plan

School Context:

Crystal View Elementary is a Kindergarten to Grade 5 school with approximately 245 students in 11 divisions. The school supports a diverse student population, including 49 students with CBIEPs, 15 English Language Learners, and 21 students who identify as Indigenous. Crystal View is known for its inclusive, welcoming, and supportive school culture. The school's catchment area includes Belmont Park, resulting in a significant number of students from Canadian Armed Forces families. Located adjacent to Mill Hill Regional Park, the school regularly incorporates outdoor and land-based learning opportunities across all grade levels.

Student Voice:

Moving into the new year, we plan to have our grade four and five students contribute to the school plan through small focus groups and individual discussions with the administration. Student feedback will be shared with teachers during staff meetings and planning meetings.

Goal #1:

Enhance students' number sense across the grades – with a focus on flexibility with numbers and estimation. (second year of this goal)

Actions/Strategies:

- Integrate the tools and games created the past school year into classrooms – learning support and administration to provide support.
- Continue using the district purchased number sense booklets as a routine across classrooms – supported by learning support as required
- Use SNAP for formative assessment at the beginning and middle of the year.
- Provide opportunities for professional development for both teachers and EAs through the year.
- Continued collaboration with the district numeracy coordinator.

Data/Evidence of Impact:

- Baseline data from 25-26 FSA and end of year SNAP assessment.
- FSA results from the 2026-2027 school year.
- SNAP year-end assessment results
- Report card proficiency scale comparisons

Goal #2: Literacy

Enhance Students' ability to express their ideas clearly and effectively in writing, both in English Language Arts and across other curricular areas.

Actions/Strategies

- Explicit writing instruction – teach writing process in a clear and consistent way across all grades.
- Teacher collaboration time provided after school-wide write for marking, extra time provided at the first date to identify areas requiring explicit instruction.
- Opportunities for professional development around writing instruction provided – with at least three staff meeting mini teaching sessions around writing instruction
- Collaboration with Ell, ESD, and IS teachers to ensure diverse learners are supported.

Data/Evidence of Impact:

- Beginning of the year assessment of all learners in grades 1-5; mid-year check-up, and end of the year assessment
(mid and end of the year assessment will include kindergarten students)
- Continued use of writing folders to see multi-year progress
- FSA results in the literacy assessment
- Report card proficiency scale comparisons in ELA and anecdotal comments from other curricular areas such as science and socials.

2025-26 Reflections:

We have chosen to continue our literacy and numeracy goals into the upcoming school year, as meaningful and sustainable improvement takes time and we have built strong momentum across the school in both areas.

This was the first year of our numeracy goal, and we have made a positive start. As a staff, we have established valuable baseline data for our students, developed a variety of shared resources and assessment tools, and created a centralized location that is accessible to all staff. We also engaged in collaborative professional learning focused on numeracy routines and have begun implementing these routines consistently across grade levels.

Our literacy goal is now in its third year. The school-wide writing folders provide a valuable multi-year perspective on student growth, and collaborative marking sessions have supported consistent assessment practices and professional dialogue. Moving forward, we need to continue exploring ways to use the data from our school-wide writing assessments to inform and strengthen classroom instruction.