

<b>School Name:</b>	<b>Pinecrest Elementary</b>
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## Section 1 – Our Context

**Pinecrest is an active, vibrant and inclusive school community with 227 students, eleven divisions and 30 exceptional staff members. At Pinecrest we value our safe, caring and positive environment of mutual respect and support. Pinecrest is dedicated to offering quality programs focusing on the needs and safety of all students. Students have the opportunity to develop an appreciation of and desire for life-long learning. Students at Pinecrest will be able to learn and practice the skills necessary for success in a changing world requiring communication, problem solving, critical and creative thinking, understanding and flexibility to adapt to an ever-changing world. Each student is encouraged to reach their maximum intellectual and personal growth potential.**

**The past year we have been on a learning journey to investigate writing and ways to support our learners in progressing with their writing skills. We have also worked on building a foundation of understanding the best way to support our learners in numeracy. Our adults are working hard on refining our achievement plan for the upcoming year to outline a clear plan on strategies to move our students forward in both areas.**

[Click or tap here to enter text.](#)

## Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Literacy: Writing, Printing and Fine Motor Skills</b>		
Part 1: What would we observe students doing and demonstrating?	S1	Demonstrate joy/passion for literacy by sharing their writing with their peers and adults.
	S2	Demonstrate proper pencil grip and master letter formation (including cursive).
	S3	Construct complete sentences using correct conventions.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Use direct modelling of formation of letters and writing structures.
	E2	Provide structured printing lessons and teach sentence building.
	E3	Facilitate opportunities for students to share/present writing.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	<a href="#">Click or tap here to enter text.</a>

	T2	Click or tap here to enter text.
	T3	Click or tap here to enter text.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Provide resources for fine motor development and best practice writing practices.
	L2	Facilitate scheduling for in class/small group support.
	L3	Engage directly with students by reading to classes or listening to their writing.

### Optional: Bracketing Our Work – Our Leadership Impact Statement

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

- Create opportunities for leaders to actively participate in the classroom, such as reading to students or listening to them share their writing.
- Ensure consistent, protected time in the daily schedule for literacy blocks and fine-motor activities.

Then we will observe...

- Students showing increased passion for literacy activities, confidence in sounding out words, and the ability to share/present their writing with others.
- Students using proper pencil grip, demonstrating correct letter formation, and applying basic conventions (capitals, periods, spacing) to their writing.

Educators (leading indicators):

- Consistently using book talks to foster engagement, modelling various writing styles, and providing constructive feedback on student printing and sentence construction
- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

- Students using proper pencil grip, demonstrating correct letter formation, and applying basic conventions (capitals, periods, spacing) to their writing.
- Click or tap here to enter text.

Students (lagging indicators):

- Students showing increased passion for literacy activities, confidence in sounding out words, and the ability to share/present their writing with others.
- [Click or tap here to enter text.](#)

And our data/evidence (lagging indicators) will show..."

- Improvement in student fine motor skills and printing legibility.
- Evidence of students successfully constructing complete sentences and utilizing word wall words effectively in their written expression.

### Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	Click or tap here to enter text.	March:	Click or tap here to enter text.
October:	Click or tap here to enter text.	April:	Click or tap here to enter text.
November:	Click or tap here to enter text.	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	Click or tap here to enter text.
January:	Click or tap here to enter text.	July:	Click or tap here to enter text.

### Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

**Long-Term Planning:** Staff will utilize school data (CFNA, School/District Wide Write) to track progress across the school year, ensuring consistent focus on literacy and numeracy targets.  
**Ongoing Reflection:** Teams will implement regular check-ins and learning logs to make staff learning visible. Protocols for these check-ins include team meetings.

Our Internal, School-Based Celebrations of Impact Date(s): Click or tap here to enter text.

Link to learning log(s): Click or tap here to enter text.

Our District Celebration of Impact Date: Click or tap here to enter text.

**School Goals/Observables/Action Plans**

School-Wide Observable Vision for Success in <b>Numeracy: Basic facts and Number sense</b>		
Part 1: What would we observe students doing and demonstrating?	S1	Engage in basic fact games.
	S2	Represent numbers in multiple ways and use manipulatives effectively.
	S3	Orally explain their mathematical reasoning.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Provide hands-on practice with manipulatives (dice, cubes, base ten blocks, etc.)
	E2	Use math literature and model thinking processes.
	E3	Create opportunities for “math talks.”
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Click or tap here to enter text.
	T2	Click or tap here to enter text.
	T3	Click or tap here to enter text.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Provide necessary learning resources.
	L2	Allocate time for collaborative teacher planning.
	L3	Click or tap here to enter text.

## Optional: Bracketing Our Work – Our Leadership Impact Statement

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

- Provide and organize accessible, hands-on manipulatives for every classroom.
- Provide collaborative time for numeracy instruction.

Then we will observe...

- Click or tap here to enter text.
- Click or tap here to enter text.

Educators (leading indicators):

- Consistent modelling of mathematical thinking and utilizing math literature.
- Consistent provision of talk time for students to verbalize their reasoning.

Tasks/Assessments (leading indicators):

- Increased use of hands-on manipulatives in daily lessons.
- Engagement in game-based learning of facts.

Students (lagging indicators):

- Demonstration of increased confidence with basic fact recall.
- Ability to apply mathematical language to real-life problems.

And our data/evidence (lagging indicators) will show...”

- Improved fluency in basic facts by the end of grade three.
- Increased student competency in orally explaining their mathematical thinking using manipulatives across the curriculum.

## Goal # 2 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	Click or tap here to enter text.	March:	Click or tap here to enter text.
October:	Click or tap here to enter text.	April:	Click or tap here to enter text.
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## School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <Insert goal #3>		
Part 1: What would we observe students doing and demonstrating?	S1	Click or tap here to enter text.
	S2	Click or tap here to enter text.
	S3	Click or tap here to enter text.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Click or tap here to enter text.
	E2	Click or tap here to enter text.
	E3	Click or tap here to enter text.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Click or tap here to enter text.
	T2	Click or tap here to enter text.
	T3	Click or tap here to enter text.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Click or tap here to enter text.
	L2	Click or tap here to enter text.
	L3	Click or tap here to enter text.

## Optional: Bracketing Our Work – Our Leadership Impact Statement

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

- Click or tap here to enter text.
- Click or tap here to enter text.

Then we will observe...

- Click or tap here to enter text.
- Click or tap here to enter text.

Educators (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

Students (lagging indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

And our data/evidence (lagging indicators) will show...”

- Click or tap here to enter text.
- Click or tap here to enter text.

### Goal # 3 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	Click or tap here to enter text.	March:	Click or tap here to enter text.
October:	Click or tap here to enter text.	April:	Click or tap here to enter text.
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