



Steeple's Elementary School

School Growth Plan 2025-2030

Steeple's School Context:

Steeple's Elementary School is a Kindergarten to Grade 6 elementary school in Cranbrook. We have 210 students with 11 classroom teachers, three student services teachers, a teacher librarian, school counselor, two Youth Care Workers, an ELL teacher an Indigenous Education Support Worker, a Speech Language Pathologist and a District level numeracy support teacher as well as a great team of Education Assistants and support staff. Steeple's Elementary School offers a strong academic program for students as well as a variety of outdoor learning experiences, music and fine-arts programming and athletics.

This is the first year of a comprehensive school growth plan that encompasses literacy, numeracy and social emotional goals. At Steeple's we want to ensure our students' emotional needs are met and provide students with the skills to regulate their emotions and focus on learning. At Steeple's we are committed to making sure students become highly literate and numerate.

Steeple's Elementary School is fortunate to be situated on the homelands of the Ktunaxa people, which provides us with quick and easy access to outdoor learning. We continue to foster a connection to the land through incorporating the First Peoples Principles of Learning as well as learning about the Ktunaxa ways of being.

Steeple's has a supportive Parent Advisory Council (PAC) that provides significant financial support which adds additional resources and equipment to extend our students' learning opportunities.

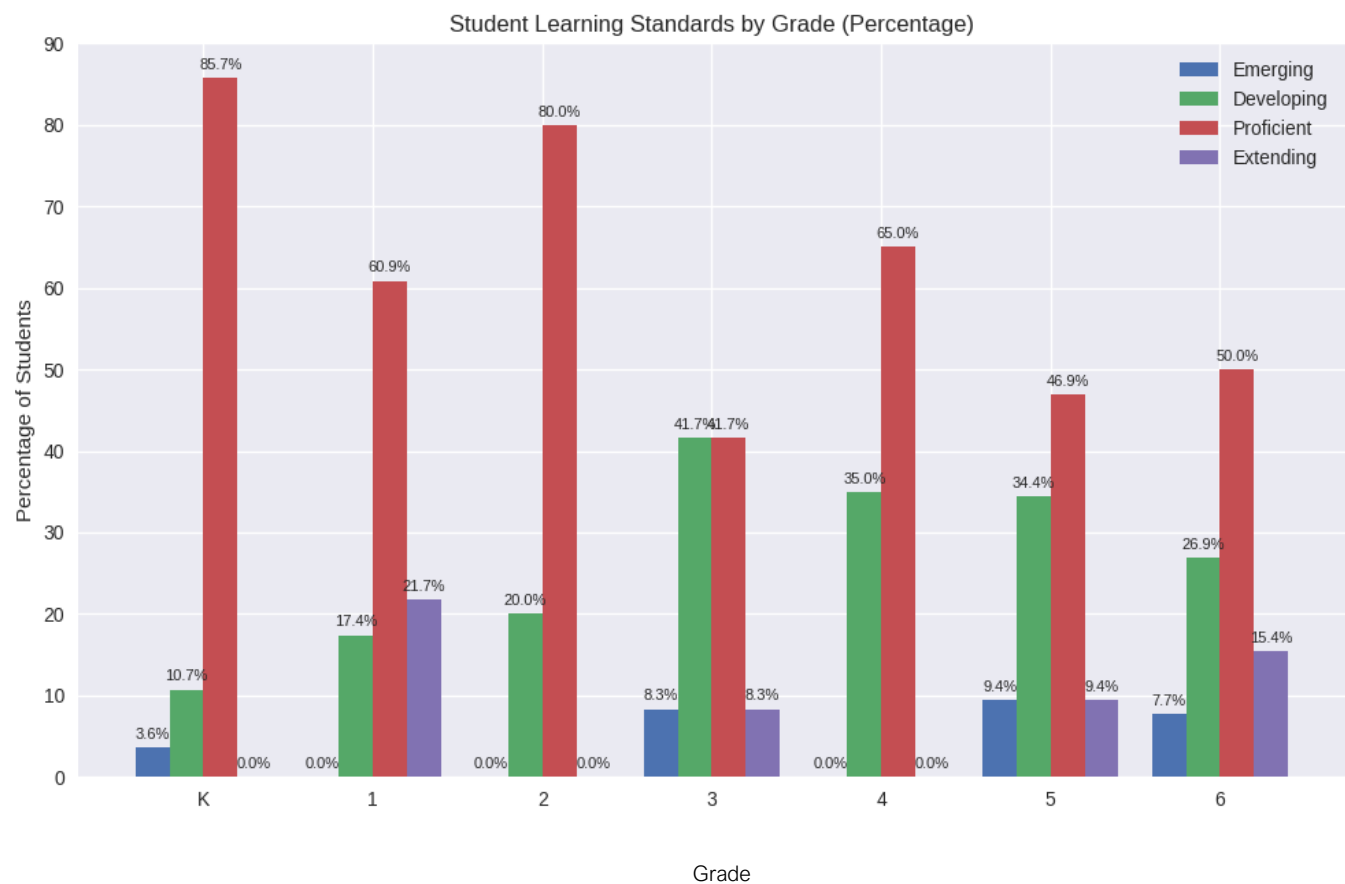
These learning goals were developed in consultation with staff, PAC and other stakeholders.

Strategic Engagement

The engagement for this new growth plan began in June of 2025 with staff through a staff meeting and year end planning day. The conversation continued in the new year with the development of a committee of 8 members. The new plan was created to include three goals and was shared with the whole staff and PAC for feedback. Caregivers of our students with identified indigeneity were invited to a Steeples sharing night to help us guide our path to best support our indigenous students.

School Success

A review of year-end Proficiency Standards for students on Learning Updates in June of 2025 for Mathematics showed strong performance in student learning across all grades. Consequently, the choice was made to continue to support numeracy informally and focus on student social emotional well-being and literacy in our school growth plan.

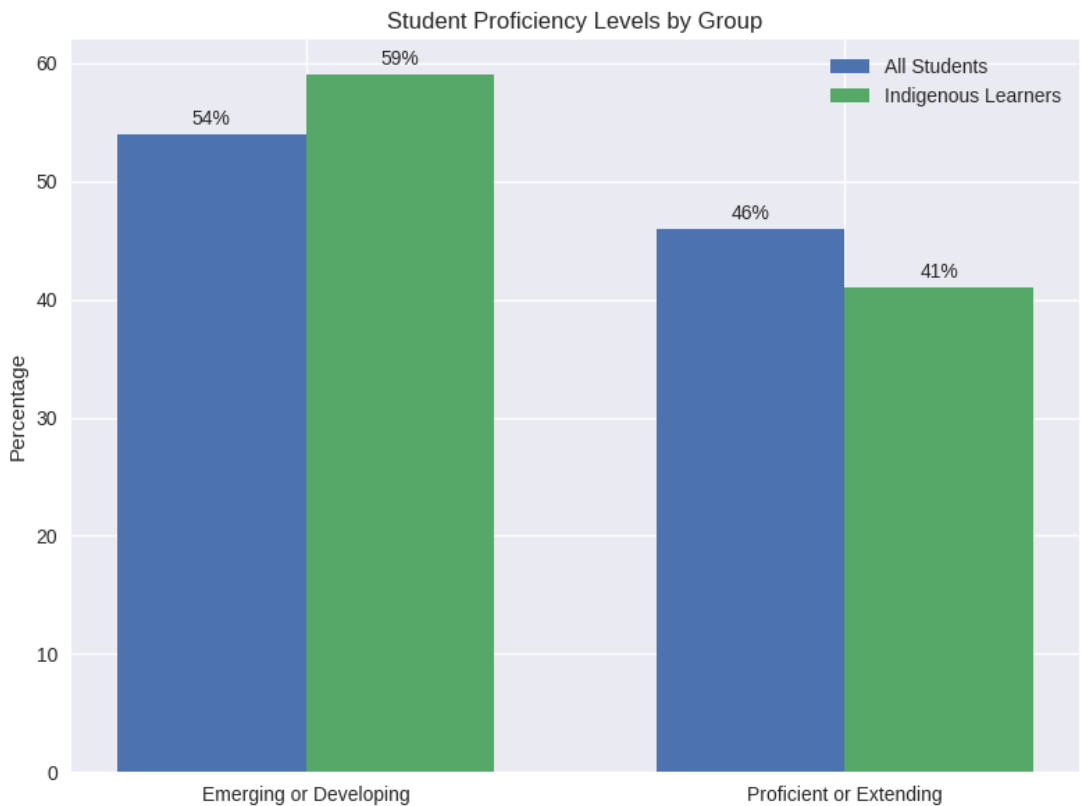


School-Wide Social-Emotional Wellness and Literacy Goal

"To nurture confident, joyful, and capable readers and writers by creating inclusive, literature-rich classrooms that centre student voice, honour diverse ways of knowing, and provide systematic instruction in foundational literacy skills."

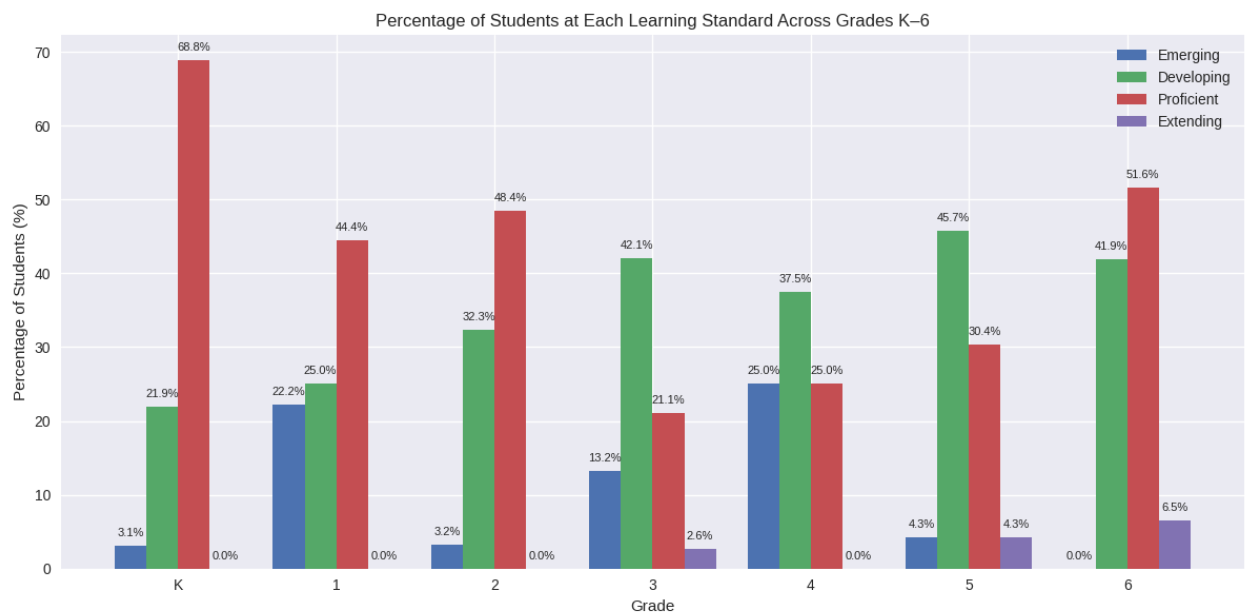
Rationale & Foundations

Year-end Proficiency Standards for students on Learning Updates in June of 2025 for English Language Arts showed that percentage of students Emerging or Developing was higher than those students Proficient or Extending. Our goal is to reverse this trend.

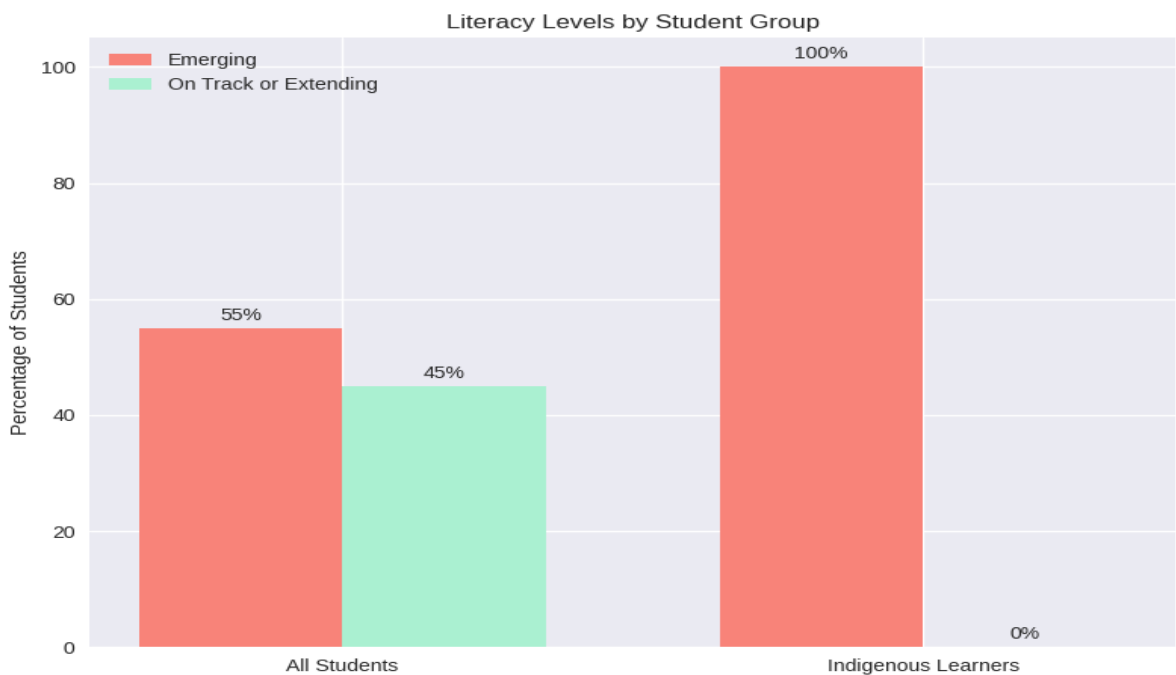


Year-end Proficiency Standards for all students on Learning Updates in June of 2025 for English Language Arts showed a general decline in the percentage of students in the

primary years who were Proficient. There was also a very low number of students who demonstrated an Extending Proficiency Standard.



Grade 4 FSA Literacy Data for 2024/2025 school year showed similar results to schoolwide proficiency standards where more students were emerging than On Track or Extending.



Social-Emotional Wellness and Literacy:

Children learn best when their social and emotional needs are met. Brain science shows that strong relationships, emotional safety, and a sense of belonging help prepare the brain for learning. Literacy and social-emotional development go hand in hand, students need emotional well-being to engage fully with reading and writing, and literacy gives them the tools to express themselves and connect with others. Supporting both areas is essential to educating the whole child.

This literacy goal is grounded in the First Peoples Principles of Learning, emphasizing holistic, experiential, and relational learning that values patience, time, and Indigenous knowledge. It is a goal that values creativity, personal and cultural connection, and diverse forms of expression to support children's well-being, identity, and social responsibility, having ties to BC Curriculum Big Ideas K-6, Curricular competencies and the BC Early Learning Framework.

Implementation Approach

Objective	Strategy
Building social emotional learning	Use daily SEL routines to help students manage emotions in literacy.
Literature-rich environments	Stock diverse, high-quality texts and read aloud daily.
Student voice and choice	Offer regular storytelling, free writing, and self-chosen texts.
Explicit skill instruction	Teach phonics, vocabulary, comprehension, and grammar systematically.
Storytelling and oracy	Build oral skills through storytelling, drama, and personal narratives.
Play and joy	Integrate playful, creative activities to spark curiosity.
Cultural connections	Embed First Peoples stories and land-based learning through resources, local content and/or knowledge holders in line with the local IEC.
Assessment for learning	Use ongoing, student-friendly assessments to guide growth. Access Acadiance data to guide instruction and learning.
Reading Fluency & Comprehension	Track and support decoding, fluency, and comprehension through regular assessments and read-aloud conferences.
Writing Development	Monitor growth in voice, clarity, and conventions using writing samples, co-created rubrics, and portfolios.
Oral Language & Storytelling	Build communication and story skills via retellings, rubrics, and feedback.

Objective	Strategy
Student Voice & Self-Reflection	Foster metacognition with journals, goal-setting, and reflective conversations.
Engagement & Joy	Capture and celebrate motivation through surveys, observations, and classroom documentation.
Cultural & Personal Connections	Strengthen identity and cultural links with book talks, personal projects, and reflections on Indigenous stories.
Supporting Indigenous students, Children in Care and diverse learners.	Monitor attendance and incorporate ISSP plans for any Indigenous students, Children in Care or diverse learners students with 30 days absent. Increase access to literacy resources that include topics and characters from diverse populations. Complete an audit of assistive technology to better support students with diverse abilities.

Expected Outcomes

Anecdotal Measures

- Students read and write daily with growing independence, confidence, and joy.
- Students apply effective reading strategies and make personal, cultural, and emotional connections to texts.
- Classrooms include Indigenous and culturally diverse stories and practices.
- Students share their work, collaborate respectfully, and respond to peers with empathy.
- Students choose texts and topics that reflect their identities, interests, and feelings.
- Students reflect on how reading shapes their understanding of themselves and others.
- Teachers plan collaboratively, use shared literacy language, and observe reduced avoidance or emotional distress during literacy time.

Quantitative Measures

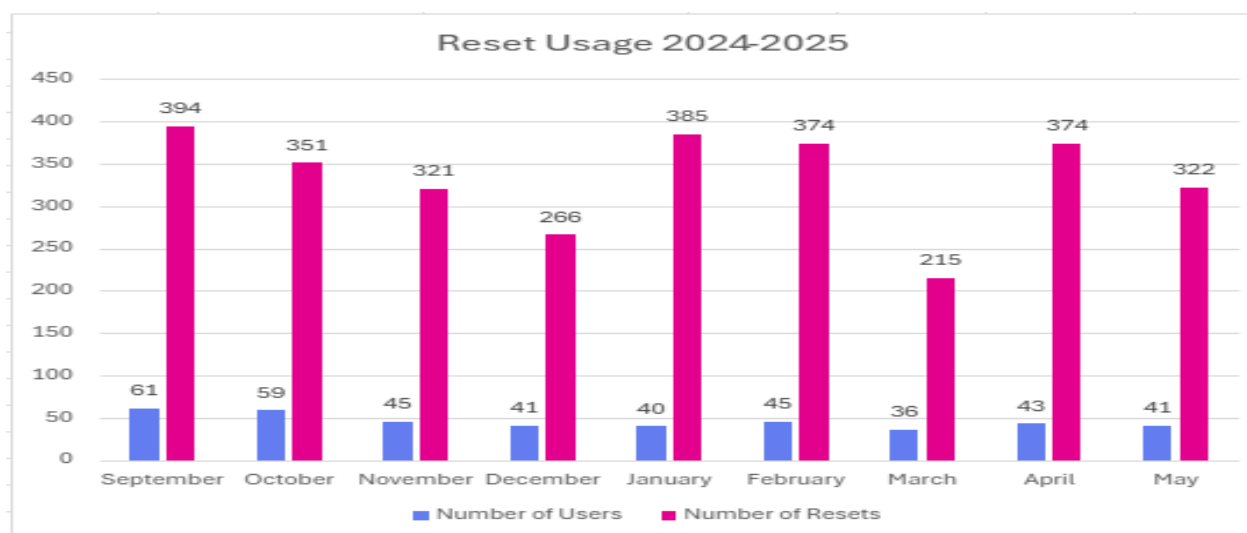
- Develop schoolwide data tracking tool of Student Self-Assessments on the Core Competencies to measure student voice and social emotional strength.
- Teacher derived Proficiency Standards data from year end Learning Updates will be analyzed and used to inform practice.
- Student cohorts (year of birth) will show continued growth on Acadience assessments.
- Data on all three of these measures will be extracted and analyzed with four lenses: all students, Indigenous students, Children and Youth in Care, and diverse learners.

School-Wide Social Emotional Goal

" By integrating social emotional learning into every aspect of school life, we will empower students to develop self-regulation, empathy, resilience, and a strong sense of belonging, enabling them to thrive academically, socially, and emotionally throughout their lives."

Rational and Foundations

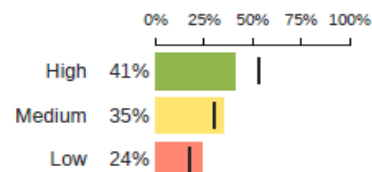
Student access to our Re-Set room for the 2024/2025 school year is shown below. Student access the program when they feel the need to regulate their body or their behaviour. It should be noted that December and March have roughly half the number of school days than the other months.



2024-2025 Middle Years Development Instrument (MDI) survey of Grade 5 students showed a high percentage of students indicating low levels of school connectedness and belonging. District averages indicated by vertical line marker.

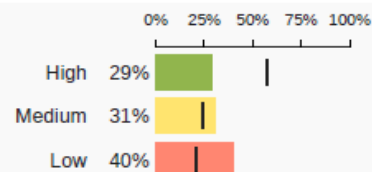
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Implementation Strategies

Objective	Strategy
Sunshine Circles	Support attachment-based play Sunshine Circles in our primary classrooms.
Interoception	Continue with primary level student training on Interoception with the end goal of creating a Regulation Scale Guide students and to support classroom teachers in building interoception activities
Re-Set Process	Continue to grow the Re-Set Process at Steeples elementary. Regulation Caddies, daily announcements, expand adult training, incorporate PAWS therapy.
Brain Based Language	Implement Upstairs Brain action plans to support life-long SEL/mental well-being skills & weave well into the interoception-based work at Steeples. Provide grade specific ways to use it with staff input.
School Climate and Wellness	Foster supportive teacher-student and peer relationships, ensure an inclusive and safe environment, encourage student participation in extracurriculars and decision-making, and involve families and the wider community. Improve culturally relevant materials in resources and celebrate diversity.
Quantify Data	Develop a Social Emotional Self-Assessment Rubric
Mobilize Community support for students	Enhance relationships with supporting outside agencies
5. Supporting Indigenous Students, Children in Care and diverse learners.	Create a culture of community and sharing with our Indigenous families through intentional Indigenous family outreach through Indigenous Town Hall Meeting. Connect and partner with ?aq'am School.
Improve Attendance and Community.	Monitor attendance and support any students with over 30 days absent with attendance support plans.

Expected Outcomes

- Reduce the need for Re-Set room visits
- Establish baseline office referral data due to behaviour and reduce
- Determine baseline in student self-assessment data and create goals for improvement.
- School connectedness and belonging measures on MDI will be at or above district averages.