

Steeple Elementary School Growth Plan

2025-2030

Steeple School Context:

Steeple Elementary School serves students from Kindergarten to Grade 6 in Cranbrook. Our 197 students come from a wide range of cultural backgrounds. Our staff includes 11 classroom teachers, two student services teachers, a teacher-librarian, a school counsellor, two Youth Care Workers, an Indigenous Education Support Worker, a speech-language pathologist, a principal, a vice-principal, and a dedicated team of Education Assistants and support staff. Steeple offers a strong academic program, along with opportunities in outdoor learning, music and band, and athletics.

This is the second year of our comprehensive school growth plan, which includes literacy and social-emotional learning goals. At Steeple, we aim to meet students' emotional needs and equip them with the skills to regulate their emotions, engage in learning, and thrive at school.

Steeple Elementary School is situated on the homelands of the Ktunaxa people, providing meaningful opportunities for land-based and outdoor learning. We continue to strengthen students' connections to the land by incorporating the First Peoples Principles of Learning and learning about Ktunaxa and Métis ways of knowing and being. We have also developed a valued relationship with ʔaq̓amnik School and regularly invite its school community to participate in special events at Steeple.

Steeple has a supportive Parent Advisory Council (PAC), whose significant financial contributions provide additional resources and equipment that expand students' learning opportunities.

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

Strategic Engagement

Engagement for this growth plan began in June 2025 through a staff meeting and year-end planning day. The conversation continued during the following school year with the creation of an eight-member committee. The plan was then shared with all staff and the PAC for feedback. In September 2026, school successes and updated data were reviewed and shared again with committee members, staff, and the PAC.

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."

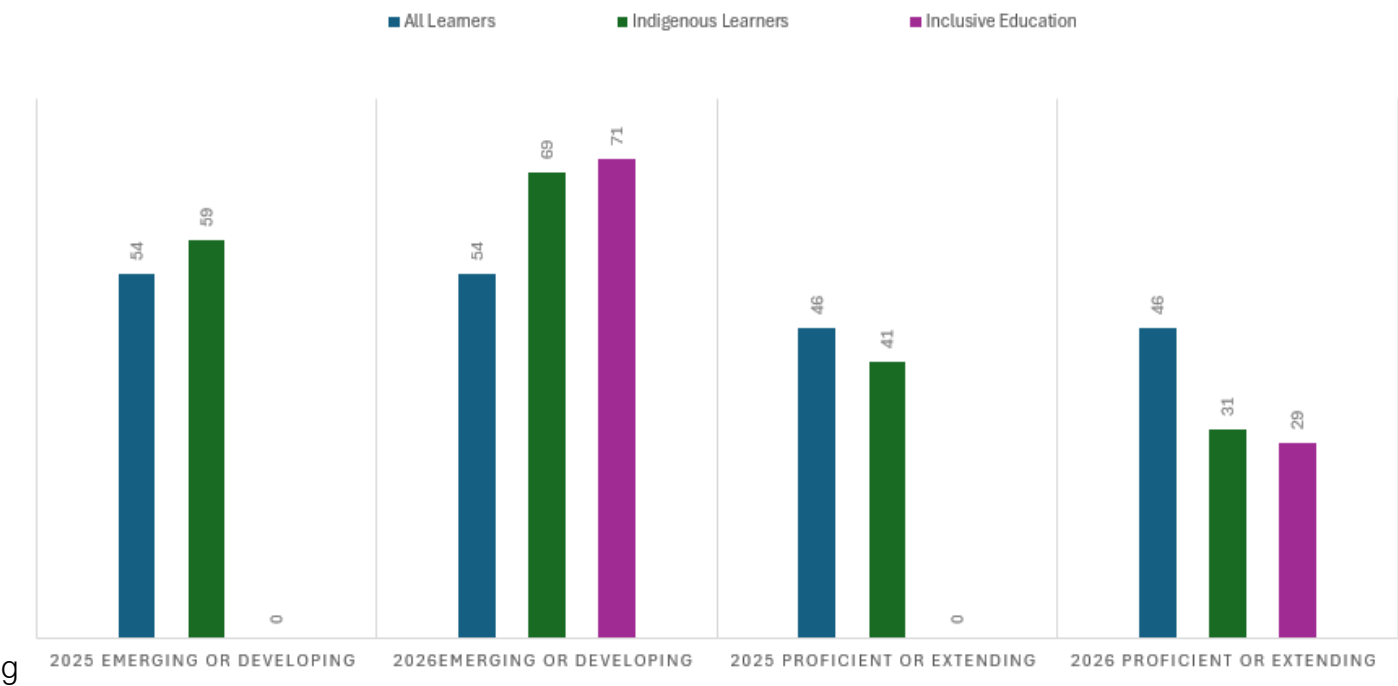
Rationale & Foundations

Year-end English Language Arts proficiency standards from the June 2025 Learning Updates showed that the percentage of students assessed as Emerging or Developing was higher than the percentage assessed as Proficient or Extending.

School Successes and Progress

Classroom teacher assessments over the past two years have allowed us to track student achievement in several ways. The graph below compares the percentages of students assessed as Emerging or Developing with those assessed as Proficient or Extending in English Language Arts. Data have been examined for all students, Indigenous learners, and students receiving inclusive education supports. Results for all students have remained relatively consistent; however, the percentage of Indigenous students assessed as Proficient or Extending has decreased. The 2025/2026 school year is the first year in which data were extracted for students receiving inclusive education supports.

**PERCENTAGE OF STUDENTS ACHIEVING EMERGING OR DEVELOPING
VERSES EMERGING OR DEVELOPING PROFICIENCY STANDARDS
EACH YEAR.**

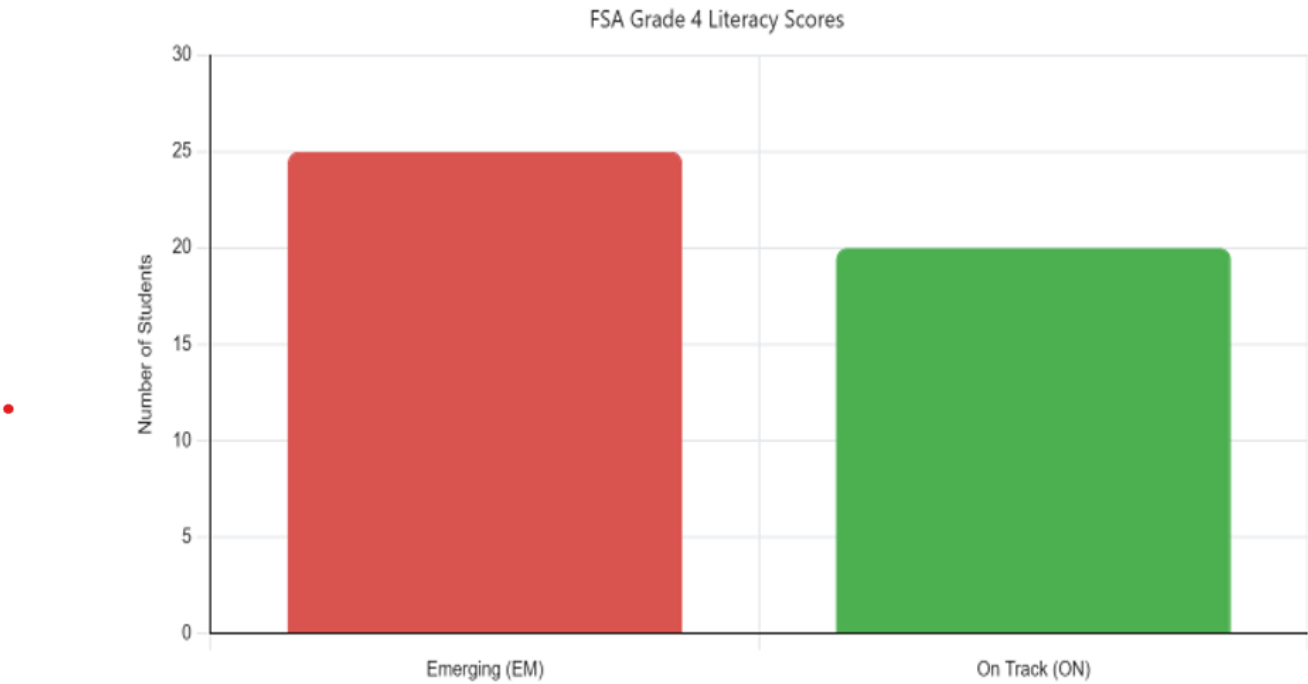


Year-end English Language Arts proficiency standards from the June 2025 and June 2026 Learning Updates also allowed us to track achievement by grade cohort. The table below shows the percentage of students assessed at or above grade level (Proficient or Extending) in each year, along with the change for the corresponding cohort in the following year.

Percentage of Students at or Above Grade Level – Cohort Change

Grade	2025	2026	Cohort change
1	44%	78%	--
2	48%	49%	+5%
3	24%	37%	-5%
4	38%	27%	+3%
5	50%	36%	-2%
6	49%	50%	No Change

Grade 4 FSA literacy data for the 2025/2026 school year showed a pattern similar to the school-wide proficiency data, with more students assessed as Emerging than as On Track or Extending.



Social-Emotional Wellness and Literacy

Children learn best when their social and emotional needs are met. Research on learning and the brain shows that strong relationships, emotional safety, and a sense of belonging help prepare students to learn. Literacy and social-emotional development are closely connected: students need emotional well-being to engage fully in reading and writing, while literacy provides 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 and emphasizes holistic, experiential, and relational learning that values patience, time, and Indigenous knowledge. The goal also values creativity, personal and cultural connections, and diverse forms of expression to support children's well-being, identity, and social responsibility. It aligns with the BC Curriculum Big Ideas for Kindergarten to Grade 6, curricular competencies, and the BC Early Learning Framework.

Implementation Approach

Objective	Strategy
Building social emotional learning	Use daily social-emotional learning routines to help students manage emotions and engage in literacy learning.
Literature-rich environments	Stock diverse, high-quality texts and read aloud daily.
Student voice and choice	Promote student autonomy through choice of free writing, and self-chosen texts. Foster metacognition with journals, goal-setting, and reflective conversations.
Explicit skill instruction	Provide systematic instruction in phonics, vocabulary, comprehension, and grammar.
Storytelling and oracy	Develop oral-language skills through storytelling, drama, personal narratives, and retellings. Strengthen communication and storytelling through clear criteria, rubrics, and feedback.
Play and joy	Integrate playful and creative activities that spark curiosity. Document and celebrate student motivation through surveys, observations, and classroom evidence.
Cultural connections	Embed First Peoples stories and land-based learning through resources, local content and/or knowledge holders in line with the local IEC. Develop Ktunaxa Curriculum Fidelity Rubric, enhance Core Competency Resource Bins and develop lesson plans for teachers, Access Ktunaxa resource q'apki# for staff learning, Improve Ktunaxa signage.
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.

Objective	Strategy
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 any Indigenous students, Children in Care or diverse learners 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. Incorporate adaptive technology and communication devices into literacy lessons.

Expected Outcomes

Anecdotal Measures

- Students read and write daily with increasing independence, confidence, and enjoyment.
- 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 consistent literacy language, and observe less avoidance or emotional distress during literacy learning.

Quantitative Measures

- Teacher-derived proficiency standards from year-end Learning Updates will be analyzed and used to inform practice.
- Acadience and FSA data will be used to guide and inform practice.
- Student achievement will be tracked by cohort (year of birth).
- Data will be extracted and analyzed through four lenses: all students, Indigenous students, Children and Youth in Care, and diverse learners.

School-Wide Social-Emotional Goal

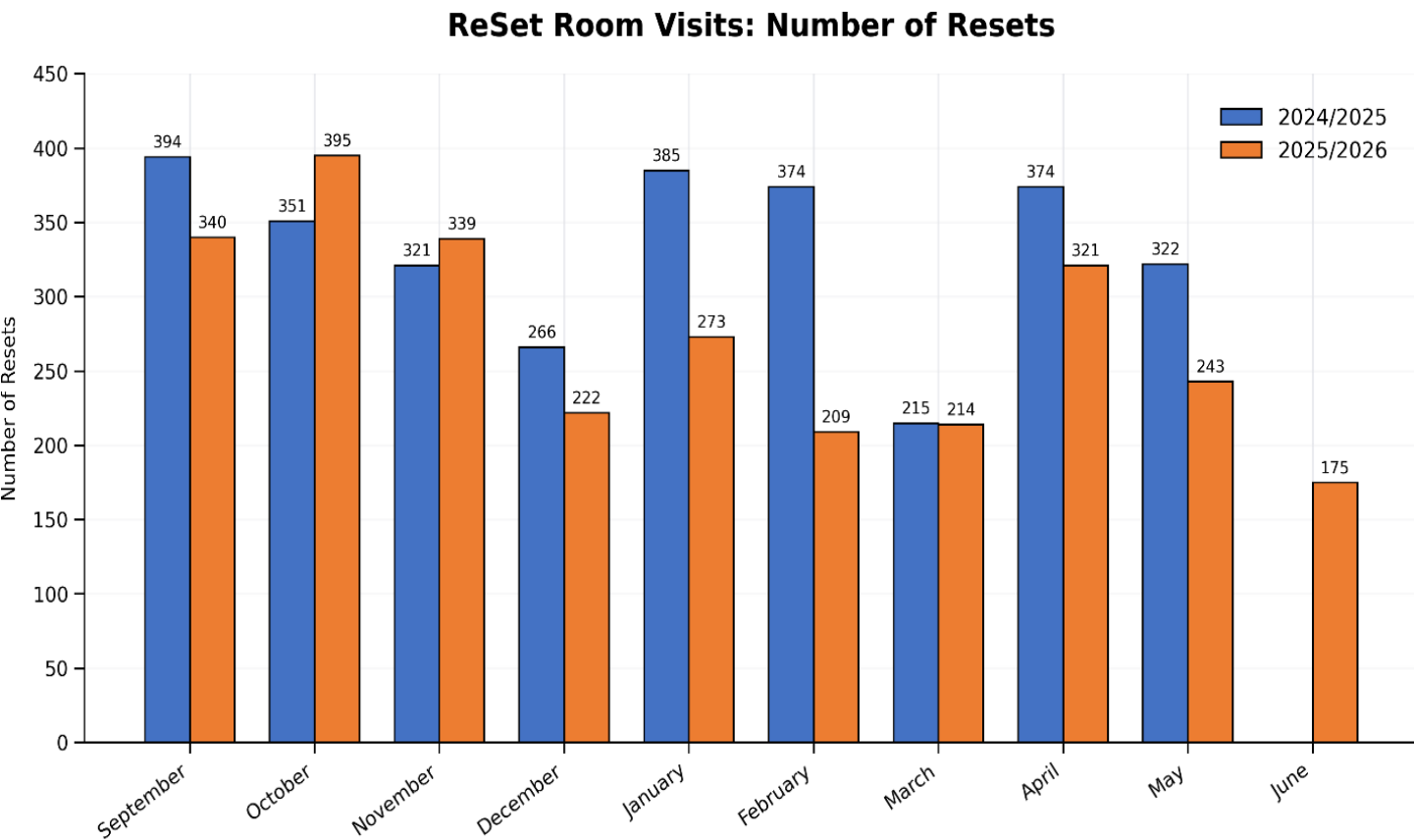
"By integrating social emotional learning into every aspect of school life, we will empower students to develop self-regulation, empathy, resilience, and a strong sense of belonging, enabling them to thrive academically, socially, and emotionally throughout their lives."

Rationale and Foundations

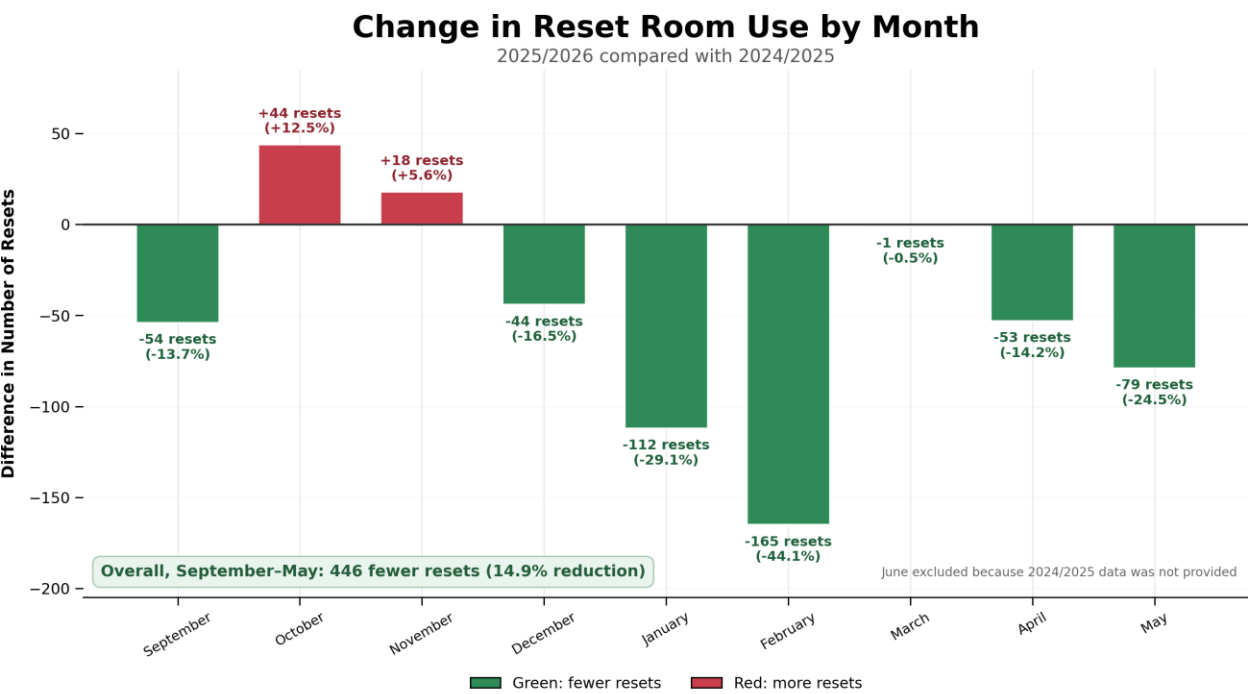
Student use of the Re-Set Room during the 2025/2026 school year is shown below. Students access the program when they need support to regulate their bodies or behaviour.

School Success

Re-Set Room use was tracked to help us understand monthly levels of student need and dysregulation. Monthly use is shown below.



The variance graph below shows the monthly change in Re-Set Room use from 2024/2025 to 2025/2026. Use increased in October and November and decreased in all other comparable months, suggesting fewer periods of student dysregulation during those months.



Implementation Strategies

Objective	Strategy
Enhance a caring classroom culture by building positive peer relationships, emotional regulation, and social connections.	Support attachment-based play through the Sunshine Circles and Friendology programs in primary classrooms.
Interoception	Continue interoception instruction for primary students. Create a regulation-scale guide for students and support classroom teachers in integrating interoception activities.
Re-Set Process	Continue to strengthen the Re-Set Process at Steeples Elementary through regulation caddies, daily announcements, expanded staff training, and the PAWS therapy program.

Objective	Strategy
Brain-based language	Implement Upstairs Brain action plans to support lifelong social-emotional learning and mental well-being. Integrate this work with Steeples' interoception-based approach and, with staff input, provide grade-specific strategies.
Measure progress	Develop a social-emotional self-assessment rubric.
Mobilize community support for students	Strengthen relationships with external agencies that support students.
Supporting Indigenous students, Children and Youth in Care, and diverse learners	Create a culture of community and sharing with Indigenous families through intentional outreach, including an Indigenous Town Hall meeting. Strengthen our partnership with ʔaq̓amnik School. Improve Ktunaxa signage in the courtyard and at Re-Set stations throughout the school to increase the visibility of the language. Connect with the school community through gatherings, shared food, and celebrations.
Improve attendance and community	Monitor attendance and develop attendance support plans for students who are absent for more than 30 days.

Expected Outcomes

- Reduce the need for visits to the Re-Set Room.
- Establish baseline data for behaviour-related office referrals and set a target for reduction.
- Establish baseline student self-assessment data and set goals for improvement.
- Develop a school-wide tool to track student self-assessments of the Core Competencies and measure student voice and social-emotional strengths.