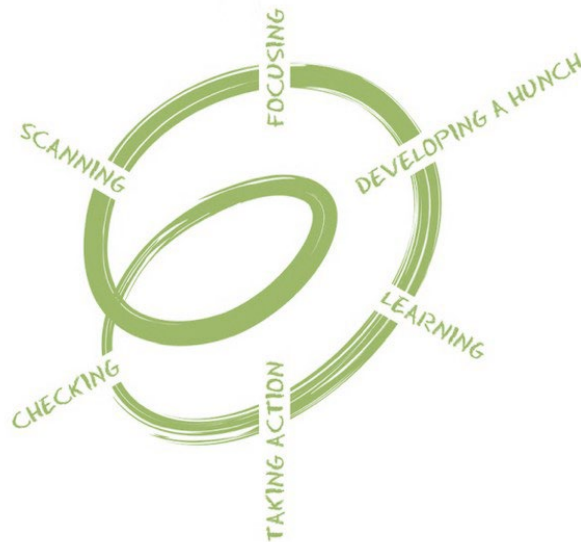


GORDON TERRACE ELEMENTARY SCHOOL

Action Plan for Improving Student Learning 2025-2030



Integrated School Growth Plan

Primary Literacy • Human and Social Development

"Spirals of Inquiry for equity and quality"

Judy Halbert and Linda Kaser

Updated September 2026

School Foundation and Context

The values, relationships and conditions that shape our work

Acknowledgement

Gordon Terrace Elementary School respectfully honours and acknowledges that we live, work and learn on the unceded traditional territories of the Ktunaxa peoples.

Southeast Kootenay School District #5 - Pathways to Learning

Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here.	Our students will graduate with dignity, purpose and options.	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

School Context

Gordon Terrace Elementary School serves approximately 290 students in 13 homerooms from Kindergarten to Grade 6. The school is academically focused and supported by an experienced, knowledgeable staff. Large class sizes and comparatively small classrooms create conditions that require thoughtful organization, strong relationships and responsive supports.

Over the next several years, the school will take a focused, evidence-informed approach to improvement in two connected areas: primary literacy and human and social development. The disruptions associated with the COVID-19 pandemic reduced opportunities for many students to participate fully in school and community experiences, including sport, music and outdoor learning. The school will continue to rebuild connection, and belonging while strengthening student success.

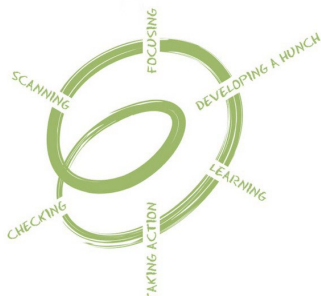
All-Encompassing School Philosophy

“Curriculum and standards must first connect with the lives and spirits of our children if we’re to have any lasting success. Unless we reach into our students’ hearts, we have no entry into their minds. We can get students to pass tests and complete assignments. But there is a price to pay. We will never inspire our students to learn for their own sake and to love coming to school.” - Regie Routman

Framework for Growth

A relationship-centred cycle of inquiry, action and reflection

Spiral of Inquiry



The Spiral of Inquiry provides a disciplined process for school improvement: scanning, focusing, developing a 'hunch', learning, taking action and checking impact.

At Gordon Terrace, this inquiry cycle is paired with a local "Spiral of Success" that keeps belonging, evidence, well-being, respectful culture, responsive support and student success at the centre of our work.

Gordon Terrace "Spiral of Success"

1 Foster a sense of belonging Build authentic relationships with students, staff and members of the community.	2 Identify learning needs using evidence Use qualitative and quantitative information to understand strengths and areas for growth.
3 Promote well-being and success for all Use structured professional learning to strengthen practice in areas of identified need.	4 Value a respectful school culture Create conditions in which students and adults feel valued, connected, understood and appreciated.
5 Mobilize support for students who need it Coordinate staff capacity to support learners who require additional academic, social or emotional assistance.	6 Ensure students experience success Continually review, reflect on and evaluate school goals, strategies and impact.

Relationship principle: *"The single factor common to success in education is relationships." - Michael Fullan*

School Goals

GOAL 1	Work toward all primary students being Proficient or Extending in Language Arts by the end of Grade 3.
GOAL 2	Foster human and social development with students, staff and community, with an ongoing emphasis on student safety.

First Peoples Principles of Learning will inform and support both school goals.

Goal 1 - Primary Literacy

Building strong foundational skills while sustaining meaningful, connected literacy learning

GOAL STATEMENT	Work toward all primary students being Proficient or Extending in Language Arts by the end of Grade 3.
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Targets

- Reduce the percentage of Grade 3 students identified as Emerging or Developing in Language Arts.
- Increase the percentage of students who are On Track or Extending on the FSA Literacy assessment.
- Increase the number of students meeting grade-level expectations on Acadience Literacy assessments.

Inquiry Question

Will strategies developed and implemented by a collaborative literacy team improve student literacy performance, as measured by Acadience assessments?

Goal 1 Priorities at a Glance

1 Targeted support Use ability grouping and coordinated staff support, with additional attention to students who remain Emerging or are more than two years below grade level.	2 Foundational literacy Increase phonemic awareness, UFLI foundational skills and explicit teacher-led sound instruction, particularly in the younger grades.
3 Protected literacy time Maintain uninterrupted school-wide literacy blocks with guided reading, independent reading, writing, buddy reading, whole-class instruction and discussion.	4 Meaningful literacy learning Emphasize reading for meaning and context, cross-grade projects, and literacy experiences that build engagement, communication and deeper thinking.
5 Assessment and collaboration Use common literacy goals and screening in October, February and May to identify needs, monitor progress and refine instruction.	6 Indigenous learning Use Turtle Island Voices, Strong Nations resources, FNEESC collaboration and the First Peoples Principles of Learning to strengthen literacy and Indigenous learning.

Goal 1 Strategies and Inquiry

Coordinated instruction, targeted support, protected literacy time and a continuous cycle of reflection

A. Targeted Support and Foundational Skills

- Use ability grouping and targeted support from co-teachers, the Vice-Principal, Student Services teachers and other non-enrolling teachers.
- In 2026-2027, provide additional support for students who remain Emerging or are more than two years below grade level. Literacy Support teacher Gizelle Gaudon will work with teachers and students to develop individualized strategies.
- Increase emphasis on phonemic awareness and UFLI foundational skills based on the science of reading.
- Increase explicit teacher-led sound instruction in the younger grades.
- Provide Kindergarten students with additional SLPEA support.

B. Protected and Meaningful Literacy Learning

- Maintain uninterrupted school-wide literacy blocks that include guided reading, independent reading, writing, buddy reading, whole-class instruction, ability grouping, and discussion about reading and writing.
- Emphasize reading for meaning, reading in context and meaningful literacy experiences rather than isolated skill-and-drill activities.
- Develop cross-grade projects that support literacy and increase student engagement.
- Use the curriculum to strengthen critical thinking, creative thinking, communication and deeper literacy learning.

C. Assessment, Collaboration and Indigenous Learning

- Use Turtle Island Voices (Grades 3-6) and Strong Nations resources (K-2) to support literacy, Indigenous learning and the First Peoples Principles of Learning.
- Continue developing consistent literacy goals and assessment practices across primary classrooms.
- Assess students in October, February and May to identify needs and monitor progress.
- Continue collaboration with the First Nations Education Steering Committee (FNESC) and use available Indigenous learning resources.

Inquiry Process

1 Identify instructional challenges and vulnerable learners.	2 Analyze student data and identify needed skills and strategies.
3 Implement targeted instructional practices.	4 Monitor student progress through classroom and Acadience assessments.
5 Reflect on what worked, what did not and what needs to change.	6 Adjust instruction and review the process annually.

Goal 1 Evidence - Report Card and FSA

Using multiple sources of evidence to understand progress, strengths and areas requiring continued attention

Indicators of Success

Success will be measured using multiple sources of evidence:

- Literacy data
- FSA Literacy results
- Report card data
- Percentage of students meeting or exceeding grade-level expectations
- Progress in foundational literacy skills from Kindergarten through Grade 3

Report Card Data 2025-2026

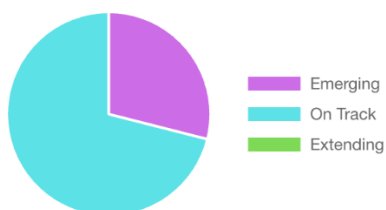
Grade	Proficient or Extending	Indigenous Students
Kindergarten	65%	56%
Grade 1	71%	50%
Grade 2	77%	43%
Grade 3	48%	0%

The report-card data show stronger overall Proficient/Extending percentages in Kindergarten through Grade 2 than in Grade 3. The available Indigenous student results also indicate a continued need for focused support and careful monitoring of progress.

FSA Literacy - 2025

Grade 4 2025/26

Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	11	28.95
On Track	27	71.05
Extending	0	0.00

2025 snapshot: 28.95% Emerging, 71.05% On Track and 0% Extending. Indigenous student data is not available for this result.

Goal 1 Evidence - FSA Trends and Acadience

Looking across assessment measures to identify patterns, monitor growth and inform next instructional steps

FSA Literacy - 2024

Participation: 100% • Emerging: 32% • On Track: 64% • Extending: 4%

School Level Table Data: All Districts, Gordon Terrace Elementary [Literacy & Reading-04]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	45	28	62.2%	11	39.3 %	16	57.1 %	1	3.6 %
2022/2023	40	24	60.0%	14	58.3 %	10	41.7 %	0	0.0 %
2021/2022	36	30	83.3%	17	56.7 %	12	40.0 %	1	3.3 %
2020/2021	41	35	85.4%	10	28.6 %	21	60.0 %	4	11.4 %
2019/2020	44	36	81.8%	11	30.6 %	24	66.7 %	1	2.8 %
2018/2019	46	43	93.5%	11	25.6 %	28	65.1 %	4	9.3 %
2017/2018	29	29	100.0%	10	34.5 %	19	65.5 %	0	0.0 %

Students with Indigenous Ancestry

Participation: 100% • Emerging: 66% • On Track: 25% • Extending: 9%

School Level Table Data: All Districts, Gordon Terrace Elementary [Literacy & Reading-04]

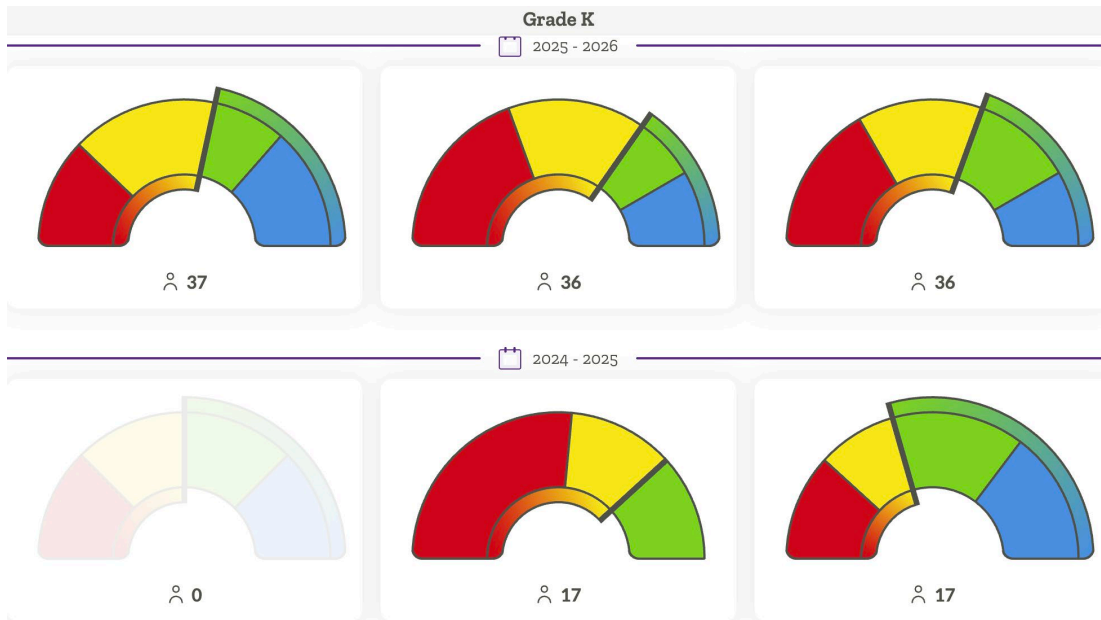
School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	8	5	62.5%	2	40.0 %	3	60.0 %	0	0.0 %
2022/2023	6	3	50.0%	2	66.7 %	1	33.3 %	0	0.0 %
2021/2022	6	6	100.0%	2	33.3 %	3	50.0 %	1	16.7 %
2020/2021	3	3	100.0%	2	66.7 %	1	33.3 %	0	0.0 %
2019/2020	4	4	100.0%	1	25.0 %	3	75.0 %	0	0.0 %
2018/2019	5	5	100.0%	0	0.0 %	5	100.0 %	0	0.0 %
2017/2018	3	3	100.0%	1	33.3 %	2	66.7 %	0	0.0 %

Because the Indigenous cohorts shown in the historical table are small, percentage changes should be interpreted alongside student-level evidence and other measures of learning.

Goal 1 Evidence - Acadience

Kindergarten and Grade 1: beginning-, middle- and end-of-year screening patterns

Kindergarten



At the middle-of-year screening, fewer Kindergarten students scored below benchmark in 2025-2026 than in the previous year. By the end of the year, the number of students scoring at or above grade level increased from the middle-of-year screening.

Grade 1



In Grade 1, fewer students are represented in the below-grade-level category overall, with more students scoring at and above grade level.

Goal 1 Evidence - Acadience and Reflection

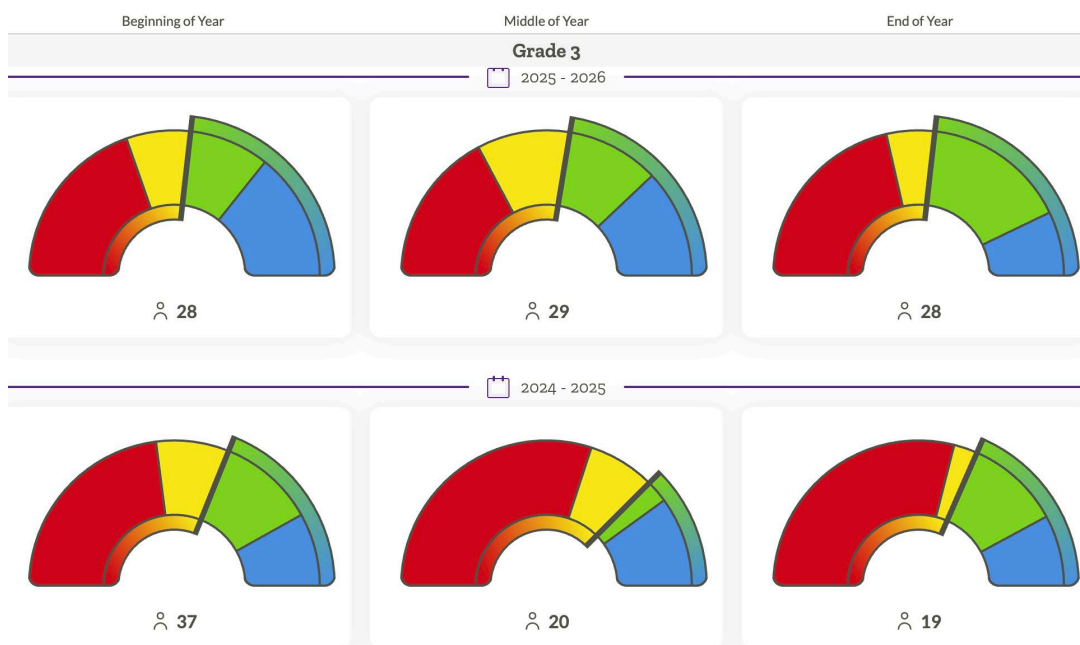
Grade 2 and Grade 3 patterns, followed by an interpretation of the evidence and next steps

Grade 2



In Grade 2, more students are scoring at and above grade level at the beginning of the year. The Grade 2 assessment included Nonsense Word Fluency at the beginning of the year.

Grade 3



Students in this Grade 3 group show relatively similar screening patterns across the school year.

Goal 1 Discussion and Reflection

Interpreting literacy evidence through multiple measures and using the findings to guide the next cycle of action

FSA

The 2024 FSA Literacy results show 100% participation, with 64% of students On Track and an additional 4% Extending. The supplied historical data indicate improvement compared with the previous two years. The fall 2025 snapshot shows 71% of students On Track. This data indicates significant improvement in FSA literacy results over the past couple of years. We will continue to review data as a source of information for our spiral of inquiry.

Acadience

Acadience data show variation between the beginning and end of the school year. Because Acadience measures specific literacy skills and does not capture all areas of the school literacy program - including comprehension, communication, writing and critical thinking - Gordon Terrace will continue to use multiple sources of evidence when evaluating student progress.

Equity and Ongoing Focus

The available data for students with Indigenous ancestry indicate that continued focused attention is required. The school will use collaborative planning, targeted support, Indigenous learning resources and multiple forms of evidence to monitor progress and adjust instruction.

Next inquiry cycle: use the October, February and May Acadience checkpoints, classroom evidence, report-card results and FSA data together to identify learners requiring additional support, evaluate the impact of instructional strategies and determine the next steps for the literacy team.

Goal 2 - Human and Social Development

Strengthening belonging, regulation, relationships, participation and student safety

Goal Statement

Foster human and social development with our students, staff and community. This includes an ongoing focus on student safety through the continued review and improvement of school traffic patterns, arrival and dismissal routines, and shared expectations.

Rationale

Gordon Terrace continues to respond to challenges in connection, regulation and social development following the disruptions of the COVID-19 pandemic. Rebuilding strong relationships and a sense of belonging is foundational to student learning, behaviour, well-being and safety.

This work begins with adults. Healthy staff relationships, consistent expectations and collaborative practice create the conditions for students to feel safe, connected and supported across classrooms and common spaces.

Goal 2 Priorities at a Glance

1 Safe arrival and dismissal Improve traffic patterns, supervision and routines so students move safely to and from school.	2 Regulation and behaviour Use Calm Connect, Mind Up and Reframing Behaviour strategies to strengthen self-regulation and consistent adult responses.
3 First Peoples Principles of Learning Embed relational, holistic and reflective learning, while strengthening connections with Ktunaxa culture and community.	4 Social communication Teach social thinking and emotional regulation explicitly through coordinated support from classroom and specialist staff.
5 Belonging and connection Expand buddy, Den, leadership and whole-school opportunities that help students build positive relationships.	6 Place-conscious learning Connect learning with local history, environment, culture, economy and community.
7 Positive school culture Continue to teach and review the Code of Conduct through a Reframing Behaviour lens.	8 Ongoing reflection Review strategies, implementation and school needs as part of the continuing inquiry cycle.

Goal 2 Strategies

Actions currently identified in the school plan

A. Student Safety, Arrival and Dismissal

- Revise school drop-off and pick-up patterns to improve student safety and traffic flow.
- Strengthen teacher dismissal and morning greeting routines to support safe transitions and positive connection at the start and end of the day.
- Continue reviewing school traffic patterns and adjust procedures as needed. Detailed traffic information is included as Appendix A.

B. Regulation, Behaviour and Consistency

- Maintain a school-wide focus on the Calm Connect program to support and elicit regulated behaviour.
- Implement strategies identified through Reframing Behaviour workshops.
- Use Mind Up education, supported by the youth care worker, to strengthen student self-regulation and well-being.
- Ensure staff consistently teach, model and reinforce school behaviour expectations and the Code of Conduct.

C. First Peoples Principles of Learning and Cultural Connection

First Peoples Principles of Learning will continue to be embedded in school culture. The plan emphasizes the following principles:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential and relational, with a focus on connectedness, reciprocal relationships and a sense of place.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

School routines and cultural connection

- Implement the use of a Ktunaxa welcoming song as part of the school bell routine.
- Implement the use of a Ktunaxa travel song at the end of the day.

D. The Gathering Place - *yaqakiᑭ ᑭᑭᑭᑭᑭᑭᑭᑭ* (Place Where People Gather)



Purpose

The Gathering Place is dedicated to creating a sense of belonging for all members of the school community. It supports First Peoples Principles of Learning through holistic, reflexive, reflective, experiential and relational practices.

The school will also continue to honour Elder requests for a space where Elders can work one-to-one with students.

We are currently looking at an alternative location to establish an 'Elder Room'; elders may meet with students privately in this location.

The Gathering Place at Gordon Terrace Elementary School

Goal 2 Strategies - Connection and Participation

Building social competence, leadership and a shared sense of community

Social Thinking and Emotional Regulation

The school has identified communication in complex social situations as an area of need. Students require explicit instruction and supported practice to manage relationships, understand social expectations and regulate emotions.

- Provide focused instruction using the Social Thinking curriculum.
- Coordinate the work of the speech-language pathologist, school counsellor, student services teachers, youth care worker and classroom teachers.
- Use social-thinking and emotional-regulation programming to help students strengthen social competence, connection and overall well-being.

Place-Conscious Education

Place-conscious education connects learning to local context. It draws on local history, environment, culture and economy, and reduces barriers between school and community. Opportunities may include service learning, leadership, action learning, activism, school or community greenhouses, and gardens.

Belonging, Leadership and Whole-School Connection

• Expand the school-wide buddy program.	• Expand the “Den” program.
• Increase playground support.	• Combine lunch hours so students have opportunities to connect and collaborate.
• Strengthen the student leader program, including peer support and supervised leadership at recess and lunch.	• Increase student ownership and responsibility within the school community.
• Continue whole-school swim and skate days.	• Continue ski days for intermediate students.
• Use assemblies, team-building activities and multi-grade teams to strengthen school culture.	• Continue other school-wide activities that build shared identity and connection.

Code of Conduct Review and Implementation

Continue to review and refine the school Code of Conduct as needed; build on previous work by interpreting expectations through a Reframing Behaviour lens. The imbedded goal is consistent, relationship-based teaching of behaviour expectations across the school.

Code of Conduct - Key Expectations

A shared commitment to a safe, caring and orderly learning environment

Students at Gordon Terrace Elementary School are expected to follow the school Code of Conduct, which is aligned with the District Code of Conduct. Everyone has the right to learn and work in a safe, caring and orderly environment, and everyone has a responsibility to behave in ways that protect those rights. Expectations are explicitly taught at the beginning of the school year and reviewed throughout the year. The Code applies at school, at school functions, and while travelling to and from school.

School-Wide Expectations

BE KIND	BE SAFE	BE RESPECTFUL
Include and encourage others. Listen to others. Care for shared spaces and property. Make positive choices.	Keep hands and feet to self. Walk where expected. Use materials and equipment properly. Keep aisles and exits clear.	Respect personal space and privacy. Follow adult directions. Use appropriate voice levels. Enter, exit and participate appropriately.

Responses to Behaviour Concerns

Responses are progressive and may be combined or adjusted based on the situation, the student's needs and the seriousness of the behaviour. School-level documentation is maintained as appropriate.

- Restorative or learning-focused conversations with the student, including reflection and appropriate repair or apology.
- Parent/guardian contact when appropriate to the behaviour or intervention.
- Detention, behavioural contracts or formal meetings with the student, parent/guardian, teacher and administration.
- Referral to the Principal or Vice-Principal, possible removal of privileges, and documented follow-up.
- In-school or out-of-school suspension, with educational activities and re-entry planning when required.
- Restorative justice strategies where appropriate.

District Alignment

The Gordon Terrace Code of Conduct is aligned with Southeast Kootenay School District #5 Administrative Procedure 350 - Student Code of Conduct.

[SD5 Administrative Procedure 350 - Student Code of Conduct](#)

Ongoing Review

Goal 2 will continue to be reviewed through the school's inquiry cycle. Staff will reflect on implementation, identify emerging needs, adjust strategies and maintain a focus on relationships, belonging, well-being, respectful school culture and student safety.

Document scope: This revision brings together the school plan introduction and the key components of Goals 1 and 2. Both goals are intended to be reviewed and refined through the school inquiry cycle.

Grade 4 FSA Literacy snapshot supplied with the school growth-plan data.

Historical school-level FSA literacy trend table supplied with Goal 1.

Historical FSA literacy trend table for students with Indigenous ancestry, as supplied.

Appendix A - Traffic Safety and Family Information

Start-of-school-year arrival, dismissal and traffic-safety information | 2026-2027

Student safety around our school is a shared responsibility. The following information is provided to families to support safe, predictable arrival and dismissal routines and to help maintain clear traffic flow around Gordon Terrace Elementary School.



Traffic flow and designated drop-off/pick-up areas around Gordon Terrace Elementary School.

Key school-specific safety changes

- Do not stop in painted yellow zones or on crosswalks during student drop-off or pick-up.
- The posted speed limit on 5th Avenue South is 30 km/h. Please drive even more slowly when congestion, pedestrians or weather conditions require additional caution.
- Do not stop or park within 6 m of a crosswalk. Clear sightlines are essential when students are crossing.
- Please respond respectfully to staff and volunteers who are supporting student-safety and traffic routines.

Traffic flow, arrival and dismissal

- **Staff parking:** No student drop-off or pick-up is permitted in staff parking areas.
- **Side alley:** The side alley may be used, but please do not travel through or stop in the staff parking lot.
- **Grades 1-3:** Teachers will walk students to the fence on Larch Drive South near the Bus Zone for afternoon pick-up.
- **Signage:** The school area has been re-signed. Please follow all posted parking and drop-off/pick-up signs.
- **Crossing guard:** A crossing guard will be located on Larch Drive South near the school playground and Bus Zone.

Morning drop-off 8:25-8:40 a.m.

Afternoon pick-up 2:50 p.m.

Appendix A - Parent and Driver Safety Expectations

Shared expectations for safe travel to and from school

Please review these expectations. They are intended to help keep students, families, staff and neighbours safe during the busiest parts of the school day. Please allow extra time, drive slowly, and model calm and courteous behaviour.

Area	Expectations for Parents, Guardians, Students and Drivers
Biking and scooters	- Do not bike or scooter on school grounds. - Park and lock bikes and scooters at the bike racks on school grounds. - Children under 16 years of age are prohibited from riding electric scooters. - Wear a helmet when biking or riding a scooter.
School-zone driving	- Follow the posted school-zone speed limit and slow down further when children are present. - Yield to pedestrians at crosswalks and follow directions from school staff. - Do not pass vehicles that are stopped for pedestrians or students.
Parking	- Do not stop or park in bus zones, no-stopping areas, no-parking areas, driveways, lanes or neighbouring private property. - Do not park on a crosswalk or within 6 m of a crosswalk. - Keep intersections and sightlines clear so students can be seen by drivers.
School buses when red lights are flashing	- Stop and remain stopped until the flashing red lights are off and the bus begins to move. - Give buses extra space and never pull into or stop in the bus loading area. - Students should wait well back from the curb and board only when directed by the bus driver.
Walking and pedestrian safety	- Use sidewalks, marked crosswalks and designated walking routes whenever possible. - Look both ways, make eye contact with drivers, and wait until vehicles have stopped before crossing. - Cross only at marked or supervised locations; avoid crossing between parked vehicles. - Use extra care in poor weather, low light or icy conditions. Bright or reflective clothing is recommended. - Keep crosswalks clear. Do not stop, stand or park on a crosswalk or within 6 m of the approach side of a crosswalk.

Who to Contact with Concerns

Concern	Primary contact
School pick-up/drop-off procedures and parent questions	David Martin, Principal 250-426-8248 david.martin@sd5.bc.ca
Traffic enforcement or recurring unsafe-driving concerns	Cranbrook RCMP 250-489-3471
Immediate danger or emergency	Call 9-1-1

Thank you for helping to keep our school community safe.