

FRAMEWORK FOR ENHANCING STUDENT LEARNING

2022-2023

STEEPLES ELEMENTARY SCHOOL

Steeple Elementary School is a Kindergarten to Grade 6 elementary school in Cranbrook. We have 210 students with 11 teachers, three student services teachers, a teacher librarian, a Youth Care Worker and an Indigenous Education Support Worker, as well as a great team of educational assistants. Steeple Elementary School offers a strong academic program for students as well as a variety of outdoor learning experiences, fine-arts programming and athletics.

This year's focus will be on literacy and social emotional learning. At Steeple we are committed to making sure students become stronger readers and read at an appropriate grade level. We also want to ensure our students emotional needs are met and provide students with the skills to regulate their emotions and focus on the learning.

- 1) To increase the reading ability of our current Grade 2 and Grade 3 students through targeted professional development. We would like to see a 10% improvement from our 2021-2022 Grade 2 reading results.
- 2) Students will be provided the skills and strategies they need in order to regulate their emotions and stay on task with learning.

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

GOAL 1 – LITERACY

Educational Outcome: Students will be proficient or extending in grade level reading expectations.

Objective: Students in Grade 2 and Grade 3 will be proficient or extending in grade level reading expectations.

Target: A 10% improvement in the number of students who are proficient or extending in Grade 2 and Grade 3 reading expectations.

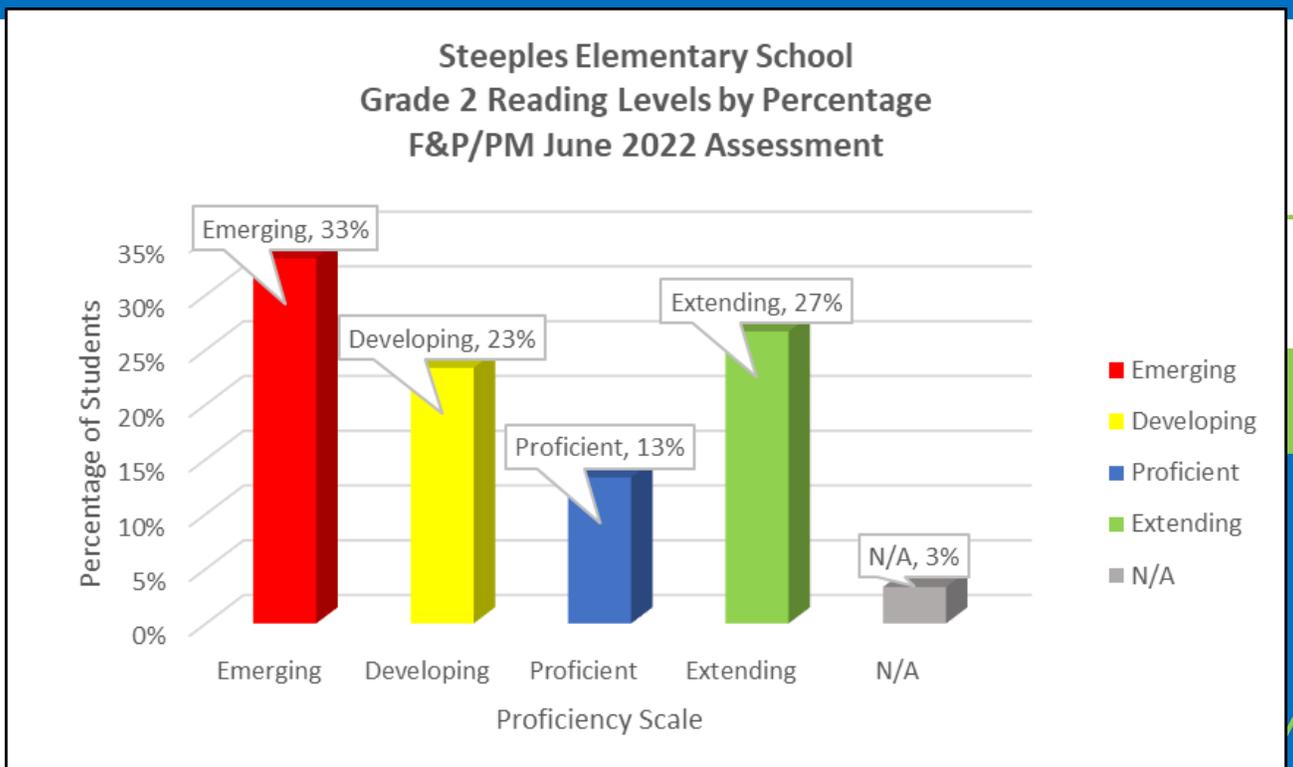
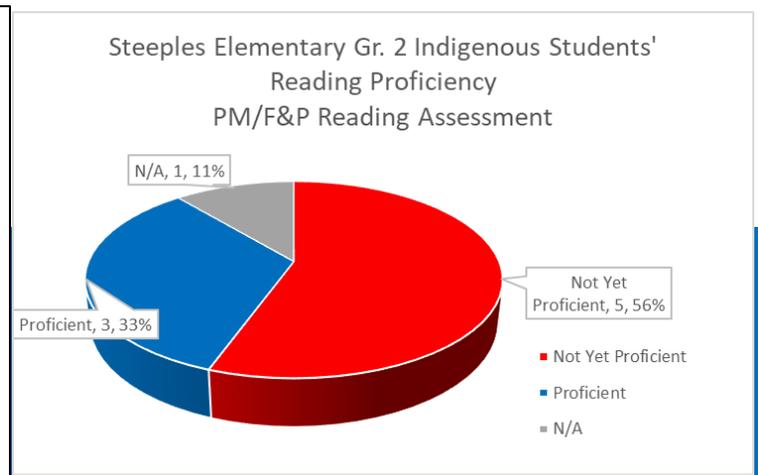
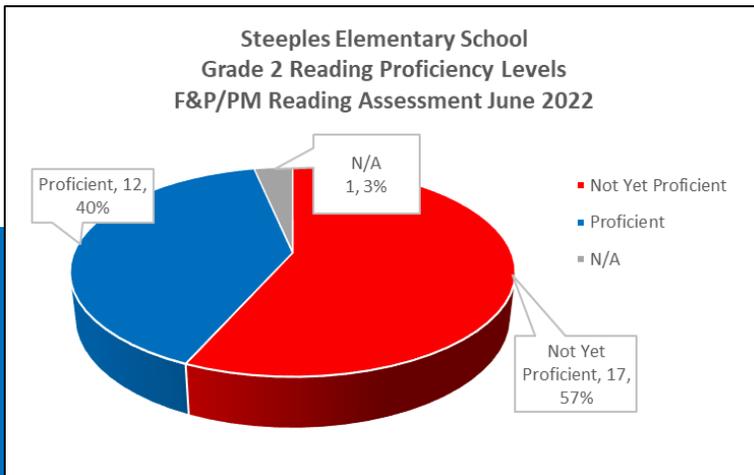
Based on school data from the School District 5 Southeast Kootenay Strategic Grade 2 Literacy Plan, Steeples Grade 2 students are currently reading below the district average. With only 40% of our Grade 2 students reading at grade level, we need to incorporate some key instructional practices and routines to increase our student's ability to word read.

STRATEGIES

Steeples Elementary School is entering our 2nd year using the PM Benchmarks common reading assessment at Grade 2 and Grade 3.

Targeted professional development for our Grade 1 to 3 teachers in collaboration with Erin Jones, District Literacy Teacher. This professional development will focus on research and reliable instructional routines around word reading. Scheduled dates in October, February, and March.

Other strategies that are currently in use include: SLP support, small group instruction, 1 to 1 reading support, read to self time, words of the week and game based learning. We will also be utilizing the Heggerty Phonemic Awareness Program.



GOAL 2 – SOCIAL EMOTIONAL LEARNING

Educational Outcome: Students will be provided the skills and strategies they need in order to regulate their emotions and stay on task with learning.

Objective: Students in both Mrs. Ma's and Ms. Kent's Kindergarten classes as well as Ms. Kessler's Grade 1/2 class and Mrs. Johnson's Grade 2/3 class will learn skills to regulate their emotions and increase their time on-task. Students will also decrease the time it takes to transition from activity to activity.

Target: Students will increase their on-task time by 25% and take less time to transition between activity after participating in calming activities involving rhythmicity, music, patterns, and repetition.

STRATEGIES

This is the first year of our social emotional learning goal. Our four target classrooms will be utilizing self-regulation strategies such as deep breathing, music, rhythmicity, patterns, and repetition to help calm the nervous system and help get students ready to learn and connect. These teachers will be working with Kim Richards, District Social Emotional Learning Teacher.

Such strategies will be used when students come in from recess and lunch as well as before large work periods. Benefits should include the following:

- Immediate calming of the body
- Easier transition times between activities
- Reducing agitation, anxiety, and depression
- Eliminates or minimizes meltdowns

Our Student Services Teachers and administration will also be part of the book study, "The Re-Set Process," that looks at trauma and regulation and has proactive and restorative practices for whole classes as well as individuals in a classroom.

