



FRAMEWORK FOR ENHANCING STUDENT LEARNING

2022-2027

STEEPLES ELEMENTARY SCHOOL

Steeple Elementary School respectfully honours and acknowledges that we live, work, and learn on the lands of the Ktunaxa and the chosen land of the Metis.

Steeple Elementary School is a Kindergarten to Grade 6 elementary school in Cranbrook. We have 223 students with 12 teachers, three student services teachers, a teacher librarian, two Youth Care Workers, an ELL teacher and an Indigenous Education Support Worker, as well as a great team of Education Assistants. Steeple 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 year we will continue to focus 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.


Steeple Elementary School is fortunate to be situated in the Steeple mountains 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 has a supportive Parent Advisory Council (PAC) that provides significant financial support which adds additional resources and equipment to extend our students learning opportunities.

Teachers at Steeple often partner with Ryan Mackenzie, District Teacher of Transformative Learning, Erin Jones, District Literacy Teacher and Kim Richards, District Social Emotional Learning Teacher.

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

We know that it is our job as educators to engage with intention, to support Indigenous Education and anti-racism in our school. Involving our students and families into those conversations and education is a key part of honouring what needs to be done for Truth and Reconciliation to move forward in our school as well as our community.



FIRST PEOPLES PRINCIPLES OF LEARNING

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 (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.



Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples
classroom resources
visit: www.fnesc.ca



GOAL 1 – LITERACY

Educational Outcome: All students will meet or exceed literacy expectations for their grade level.

Objective: To improve reading fluency and comprehension in Grade 2 and 3 students, with a focus on students who are not reading at grade level.

Targets:

- To increase reading ability in Grade 2 and 3 students so that all Grade 2 and 3 students are reading at grade level.
- Increase the percentage of students On Track or Extending on FSA Literacy by 5% a year over the next 5 years.
- Increase the number of students reaching grade level expectations using the Acadience Literacy Assessment by 5% a year over the next 5 years.

Steeple Elementary School is entering our 3rd year of our literacy goal with our Grade 2 and Grade 3 students. This year teachers will be using the Acadience Literacy screener which will allow us to target students who are emerging in literacy.

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.

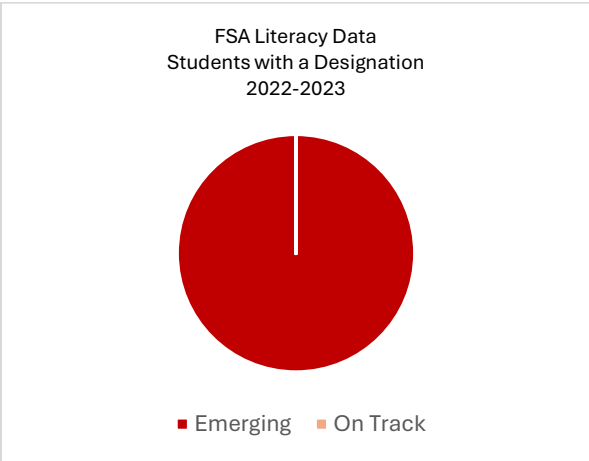
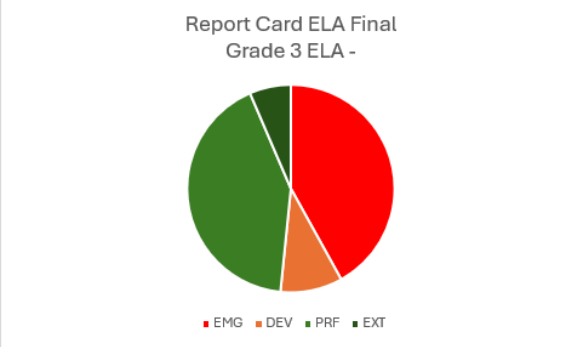
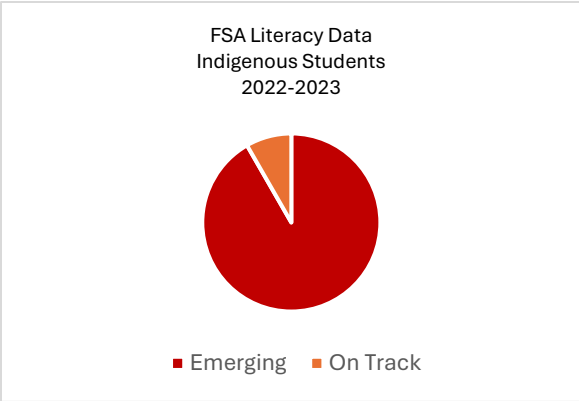
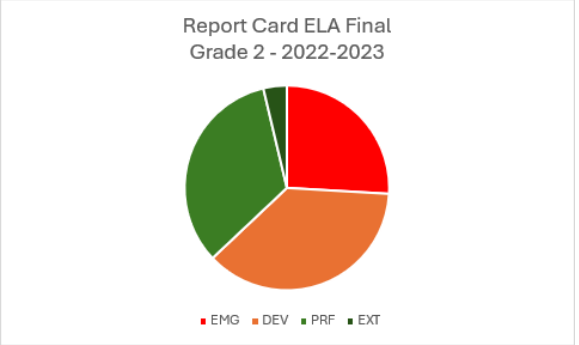
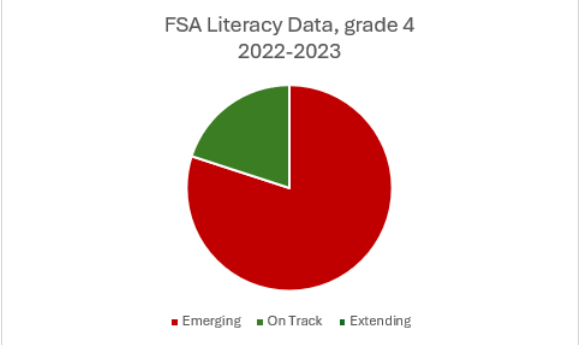
Other strategies that are currently in use include: SLP support, small group instruction, 1 to 1 reading support, read to self time, words of the week and game-based learning. We will also be utilizing the Heggerty Phonemic Awareness Program as well as UFLI.

In 2024 we also rolled out our Spring Break Reading Challenge which supplied books to 63 students who read with their families over Spring Break. All book titles focused on inclusion and kindness.



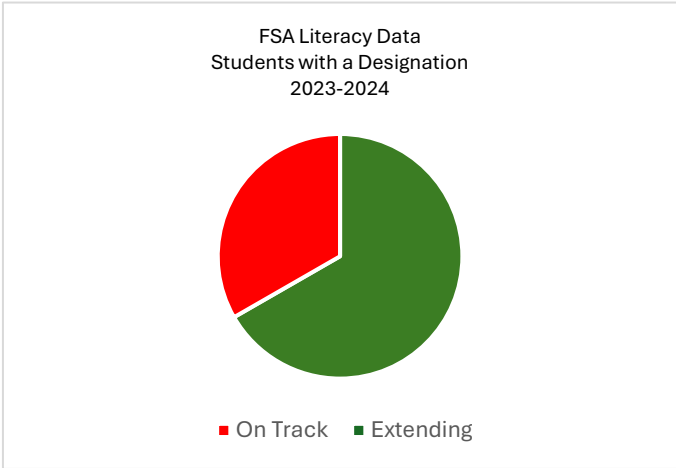
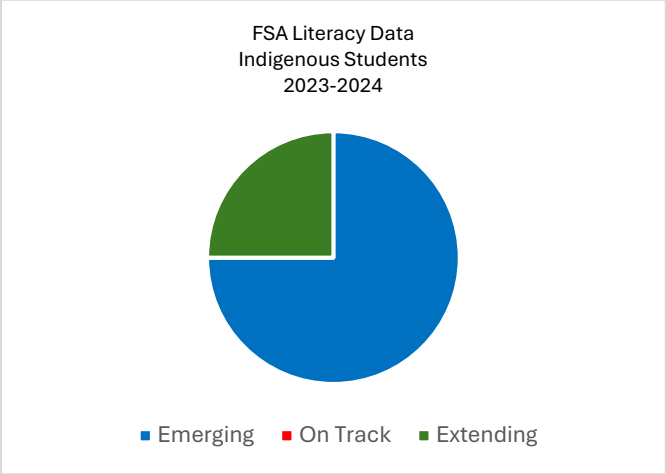
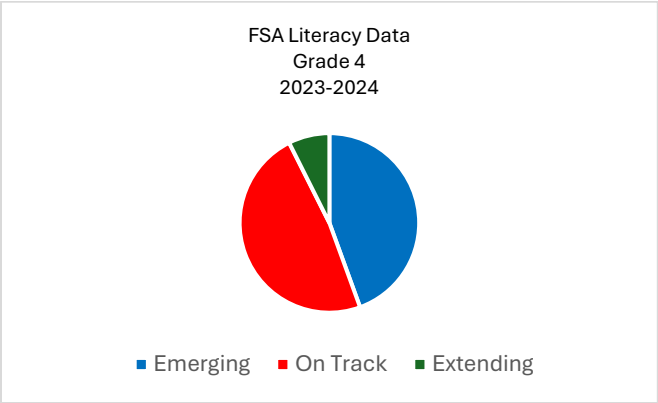
LITERACY DATA

2022-2023



LITERACY DATA

2023-2024



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 all in classes will be using a variety of self and co--regulation strategies to ensure they are in class grounded and ready to learn.

Targets:

- Students will increase their on-task time by 25% and take less time to transition between activities after participating in co-regulation and self-regulation strategies.

This is the third year of our social emotional learning goal. All staff will be utilizing practices focused on reframing behaviour and understanding stress response in students. As well, staff are working on building co-regulation tools to be used in a three-tier system with support of 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:

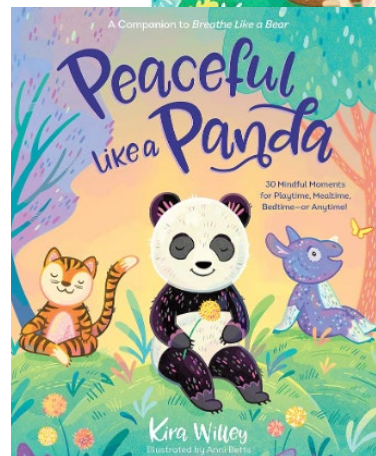
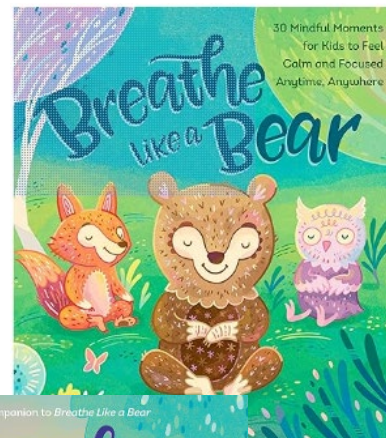
- Immediate calming of the body
- Easier transition times between activities
- Reducing agitation, anxiety, and depression

Focused regulation strategies utilized include:

- Reframing Behaviour
- Re-Set Process

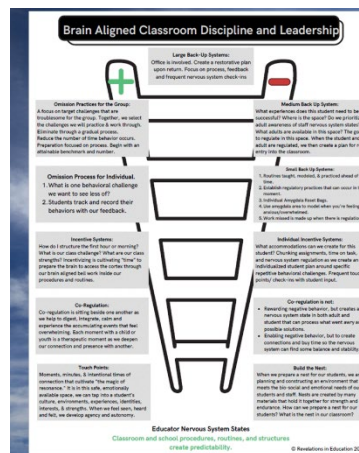
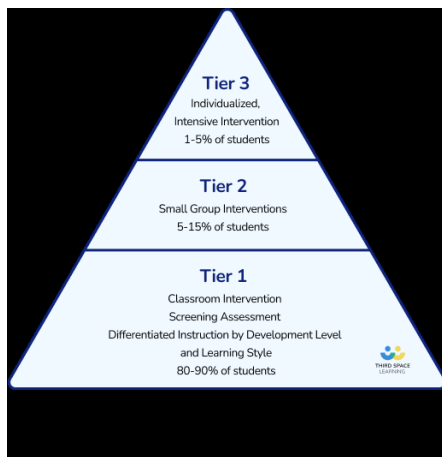
Other regulation strategies utilized:

- Go Noodle
- Movement Paths
- Calm App
- Interoception
- Sunshine Circles
- The Reset Process
- Move Work Breathe
- Breathe Like a Bear
- Peaceful Like a Panda
- Structured play



When comparing 2022-2023 and 2023-2024 there is a significant decrease in the severity of incidents after recess or lunch recess. There was a 15% decrease in incidents involving physical aggression, dangerous behaviour, fighting, and threats. We also noted an increase in on-task, in class behaviour. Students are spending less time in hallways and in the office and more time with their teachers participating in structured learning.

Steeples is building three tiers of self and co- regulation through practices related to Reframing Behaviour and the Re-Set Process.



The Re-Set Room has reduced our need for large back up systems (the office). Office referrals and incident reports are down. Next, we'd like to support the regulatory practices that can support in the moment by supporting the small back up systems.

Tier 1 (Small Back-Up System) Classroom Intervention - Explicit teaching of classroom and school routines by staff. Ensuring differentiating instruction so students start where they are at and are all able to find success in learning. Classrooms are equipped with self-regulation tools such as a calm corner, fidget toys, taking space room. Classroom wide re-set implemented in two classes.

Tier 2 (Medium Back Up System) Small Group Intervention – Re-Set Process – Steeples has a dedicated Re-Set Room. This room provides co-regulation to students one-to-one or two-to-one. Students who need regular co-regulation are scheduled into the Re-Set room daily, or weekly as needed. Students needing co-regulation but are not scheduled are able to access the Re-Set Room whenever needed. A hallway Re-Set has been installed for students transitioning from co-regulation to self-regulation.

Tier 3 (Large Back Up System) Office Referral – Students and administration work together on a restorative plan that focuses on individual student need and desired outcomes.