



FRAMEWORK FOR ENHANCING STUDENT LEARNING

2023-2024

STEEPLES ELEMENTARY SCHOOL

Steeple Elementary School is a Kindergarten to Grade 6 elementary school in Cranbrook. We have 227 students with 12 teachers, four 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, 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 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, Kathy Conlin, District Numeracy Teacher and Erin Jones, District Literacy Teacher.

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

GOAL 1 – LITERACY

Educational Outcome: To improve students' ability to be literate.

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

Target: To increase reading ability in Grade 2 and 3 students and have all Grade 2 and 3 students reading at grade level.

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.

FIRST PEOPLE PRINCIPLES OF LEARNING

We will create teaching and learning environments that embed First Peoples Principles of Learning.

LITERACY SUPPORT

Steeples Elementary School is entering our 2nd year using the PM Benchmarks common reading assessment at Grade 2 and Grade 3. This year teachers will also be using the Acadience screener on all students 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.



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-regulation strategies to ensure they are in class grounded and ready to learn.

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 second year of our social emotional learning goal. All 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. 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

Regulation strategies utilized include:

- School wide soft start
- Go Noodle
- Movement Paths
- CalmConnect
- The Reset Process
- Move Work Breathe
- Breathe Like a Bear
- Peaceful Like a Panda
- Structured play

Since September we have seen a significant decrease in office referrals after recess. We have also seen a slight decrease in overall office referrals but a clear decrease in severity of incidents.

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