



# GROWTH PLAN 2024-25



# ABOUT US...

- At École Isabella Dicken Elementary School, we are grateful to be situated in the homeland of the Ktunaxa, surrounded by the local mountain-scape and in close learning proximity to the Elk River.
- We are currently the largest elementary school in School District 5, Southeast Kootenay with 562 students, 34 teaching staff, and 22 support staff and continues to grow in population every year.
- Among our 26 classrooms, we have sixteen primary classrooms, and ten intermediate classrooms.
- EIDES offers a late French Immersion program (Grades 4-6), Grade 6 band, music classes, and an Early Years Strong Start center.



# MORE ABOUT US...

- EIDES offers extracurricular opportunities such as Running Club, Glee Club, Art Club, Leadership Club, Drama Club, Chess/Games Club, School Sports Teams, and morning drop-in gym times. Extracurricular opportunities, performances and celebration assemblies provide additional opportunities for students to gather, share and grow skills.
- EIDES staff provide many regular opportunities for place-based environmental learning. Thanks to being in our 3rd year as a Wild School - we are proud of our recently installed trees and native plant gardens thanks to a Greening School Grounds grant.
- EIDES has a supportive Parent Advisory Council that provides significant financial support for additional resources, equipment and transportation help to extend learning opportunities for all students beyond our school.
- We are grateful for our Indigenous Educator and in-school elder to support our Indigenous students and families as well as our entire school with regular cultural learning opportunities.





Our School Growth Plan is built upon a foundation of our 3 core values to help guide us in all we do:

## KINDNESS

La GENTILLESSE



## CONNECTION



## COURAGE

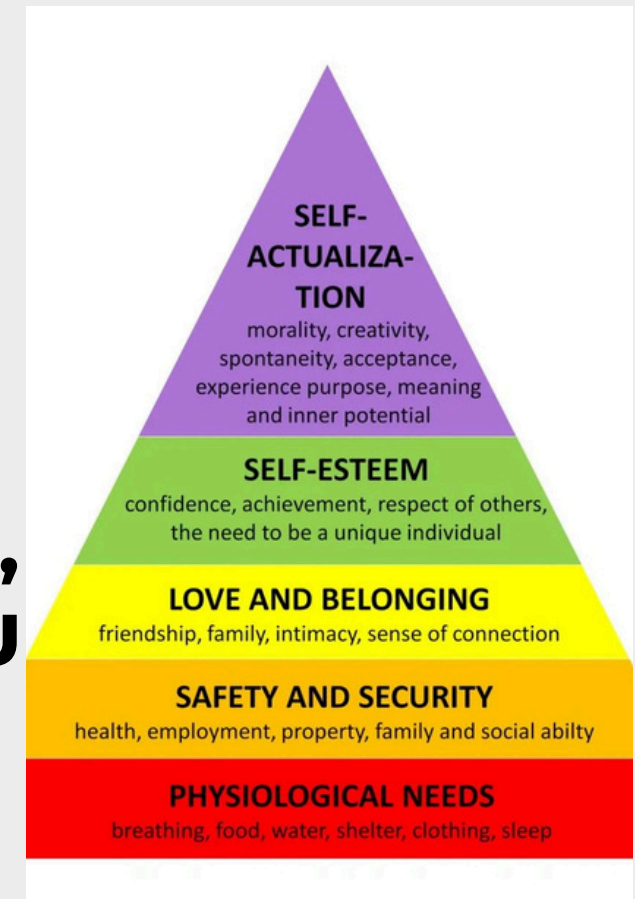
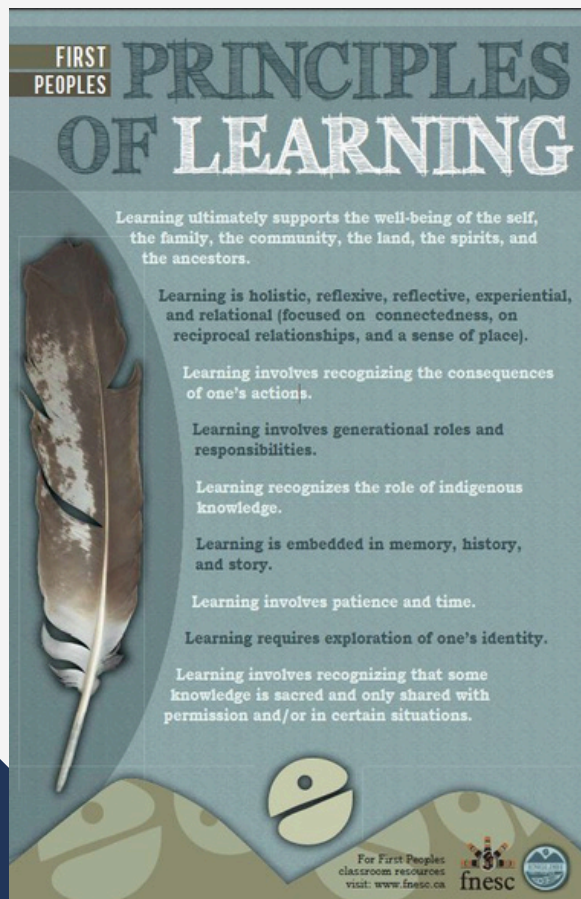
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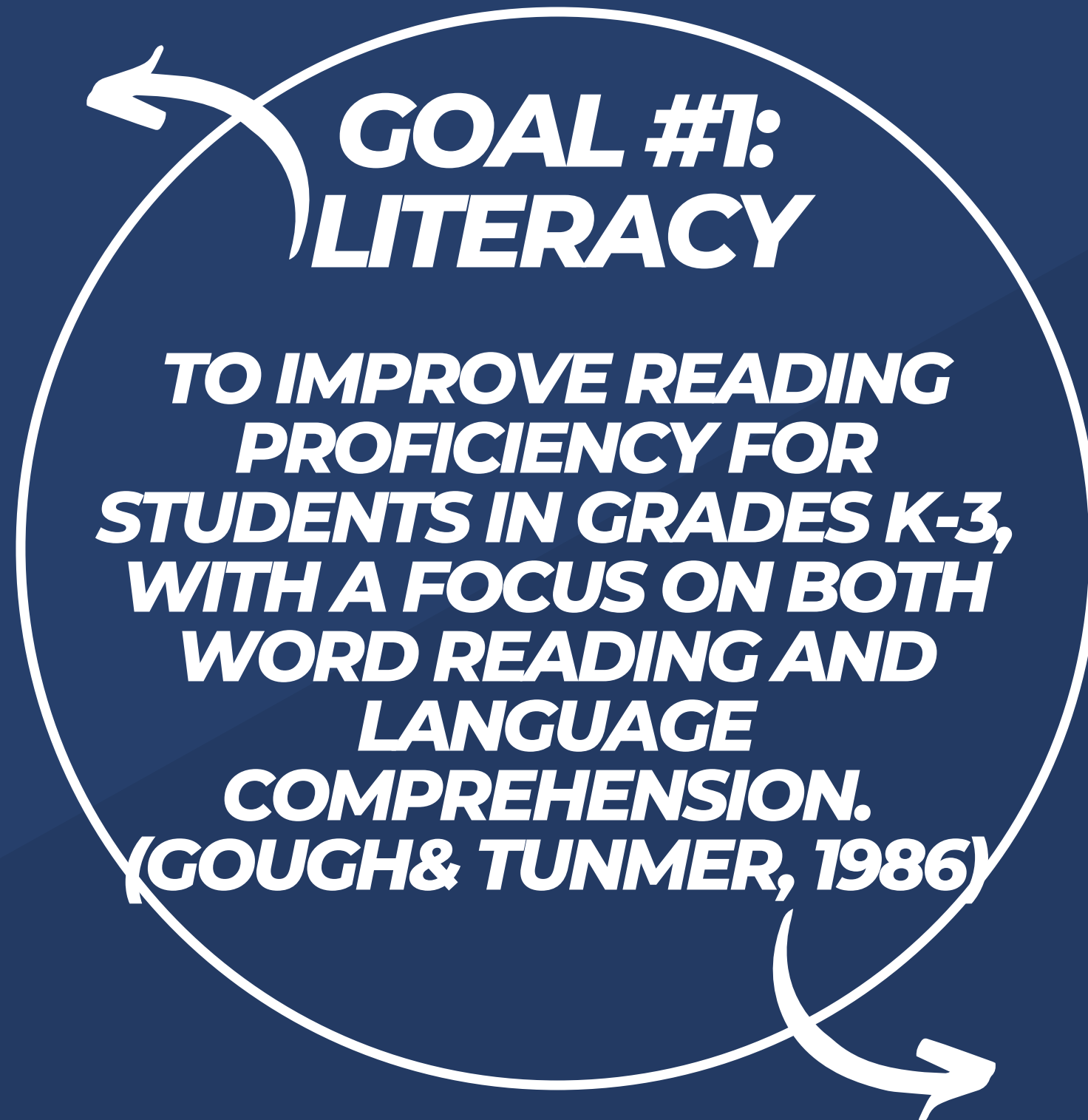
We would also like to recognize the importance of First Peoples Principles and Maslow's Hierarchy, as both underline the importance of meeting the needs of wellbeing, security, stability and belonging to create a good learning environment.

**At EIDES we are committed to fulfilling these needs as much as academics through our commitment to a variety of important programming: Breakfast & Lunch Clubs and Backpack Buddies, Zones of Regulation, Friendology, Calm-Connect, Work Move Breathe, Big Buddy Classrooms, Buddy Benches, Restorative Justice philosophy, Mind Up, U R Strong and Reframing Behaviours (CPI).**



## **EXPECTED OUTCOME:**

Increasing school wide cohesion in instructional and assessment practices will create more equitable achievement outcomes for all students.



## **TARGET:**

By 2027, 80% of our students will be meeting grade level reading proficiency.

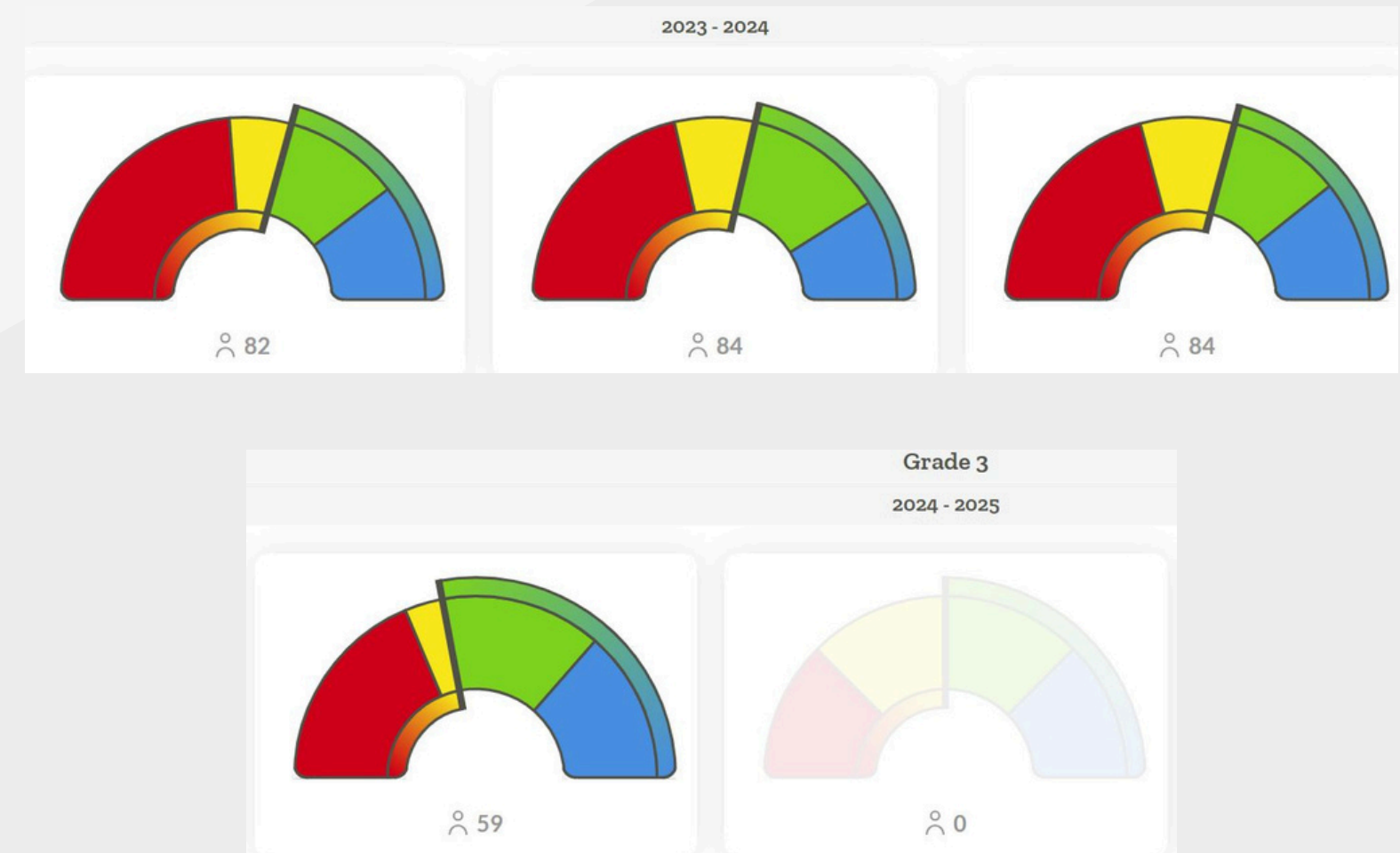
# RATIONALE:

- Many primary students continue to struggle with reading because of the pandemic.
- We have struggling readers who need opportunities to continue to develop their reading skills.
- Following current research as a district, teachers are recently building knowledge on structured literacy practices. We still need time to learn, use, implement new practices, move from dated philosophies, and reflect on our journey.
- The Grade 2 cohort September 2023 began at 42% proficient and increased to 56% proficient readers at end of June 2024 (**14% increase**). We thus are committed to continue into our fourth year of literacy focus with the support staff, families and our SD5 Lead Literacy Teacher Erin Jones.

## Acadience Data Grade 2 2023-24

Grade 2 data in the fall showed 48% was well below benchmark.

End of year showed a 6% improvement with 42% below benchmark.

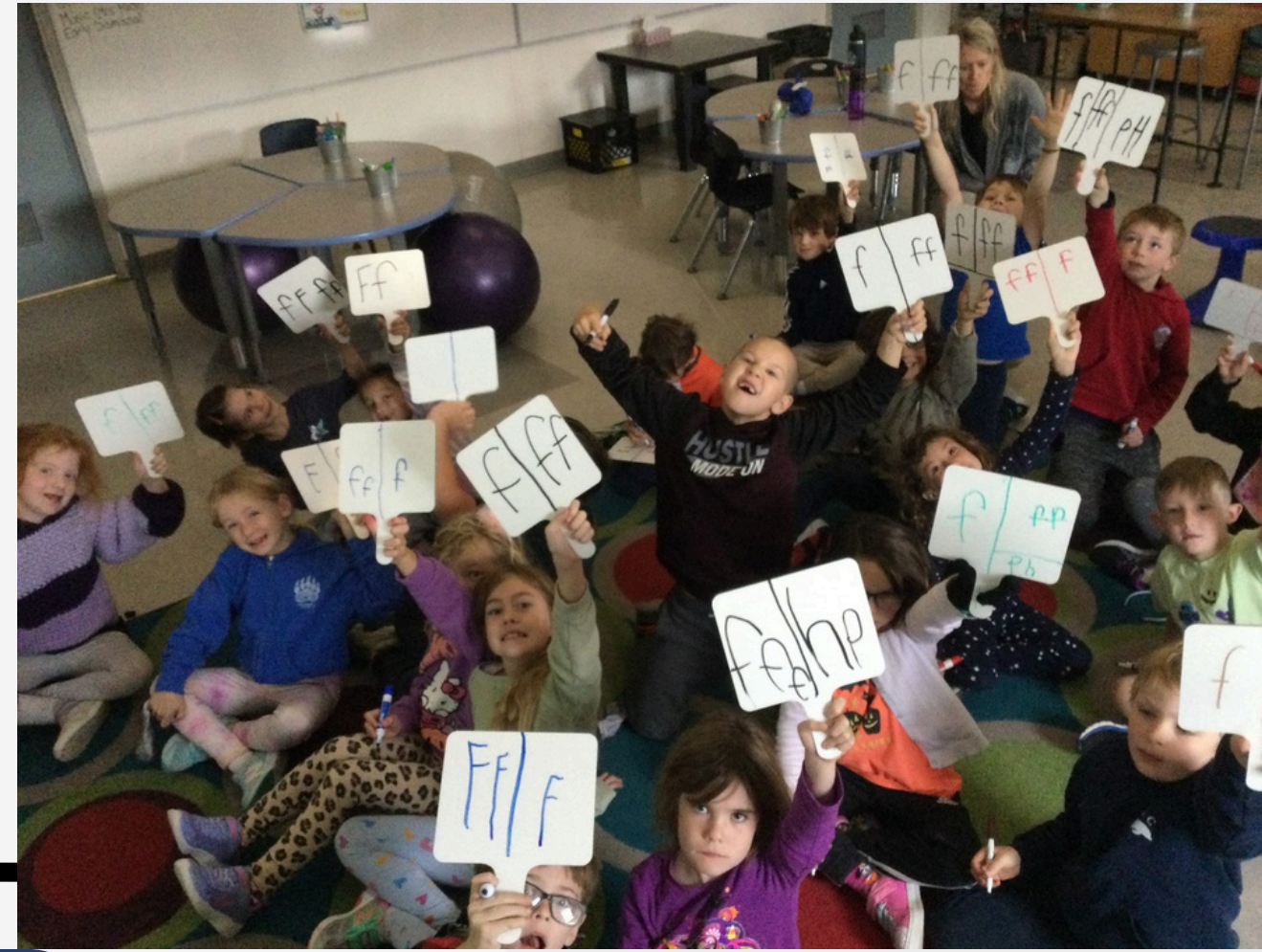


**Same cohort now in grade 3 showed a lower % of students well below bench mark at 37% at the start of the school year for the fall data**

# LITERACY ACTION PLAN

## UFLI Program

K - 3 teachers are into year 3 of using UFLI to teach phonics & proficient reading skills.



## Acadience

Grade 2 & 3 students are being assessed to answer the question: Who needs support?

## FLUENCY & COMPREHENSION

We are exploring ways to build fluency in K-6 engaging in district literacy opportunities (ex: Readers Theatre from Dr. Chase Young + Partner Reading and Paragraph Shrinking & Adrienne Gear resources – developing fluency and comprehension skills.

## RTI

Staff will identify specific learning needs that may require additional support and target skills in smaller groups collaborating with SST, EAs, Admin, SLP, and collaboration teachers.

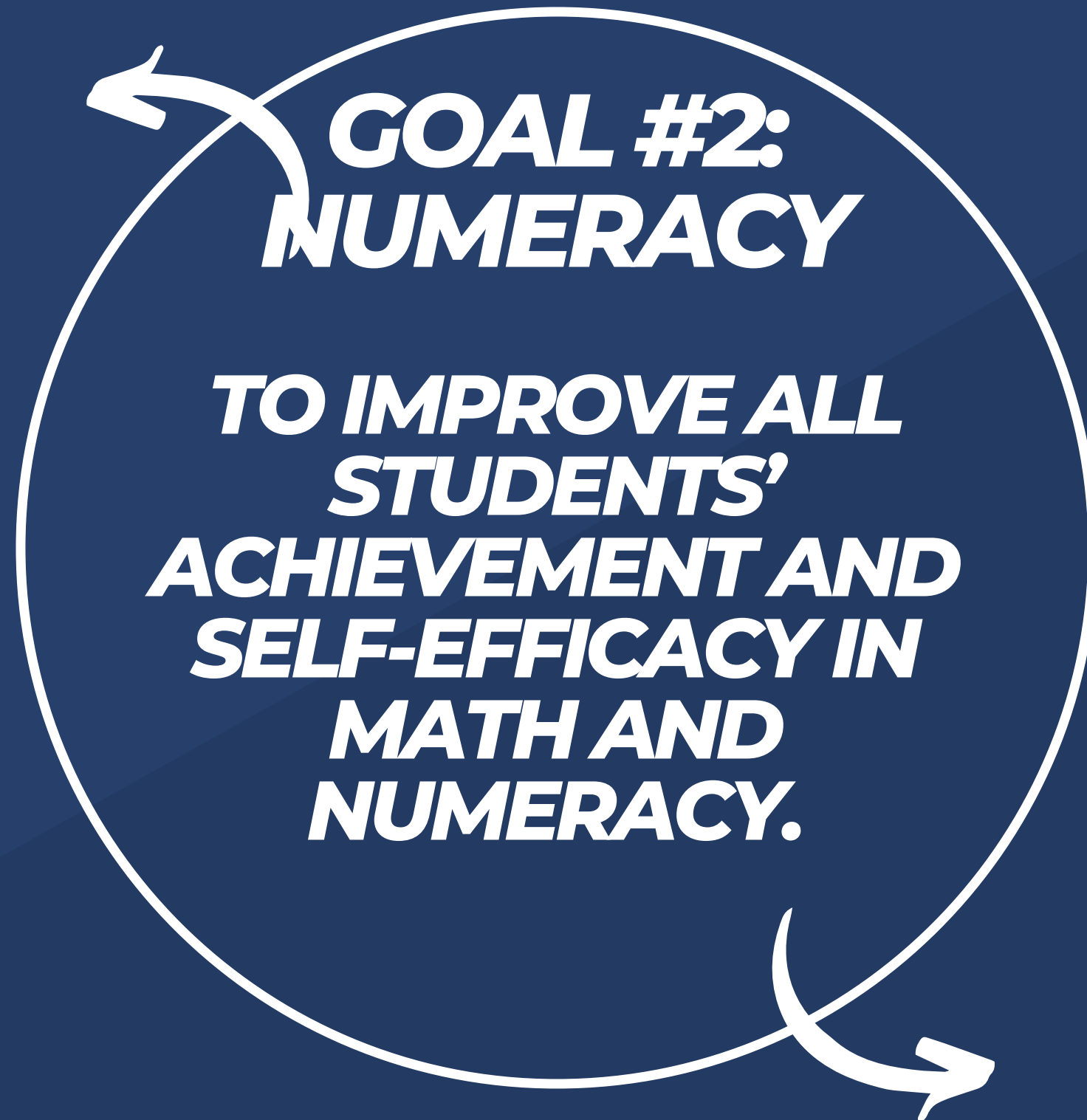
## Literacy Programs

Continue current programs : CBAL Grade 1 Come Read with Me workshop for parents, One to One Reading for Grade 2 students, Drop Everything and Read (DEAR) days, Great Big Buddy Reading event, Library Literacy events, and PAC Weekly Reading Logs.



## **EXPECTED OUTCOME:**

Increasing school wide cohesion in instructional and assessment practices will create more equitable achievement outcomes for all students.



## **TARGET:**

To increase the number of students at a grade proficient level in mathematics by 5% by 2028.

# RATIONALE:

- Working with the district-wide numeracy lead teacher over the past 2 years, our staff has become increasingly curious, exploring new math trends through grade-wide collaborations and discussing teaching practices.
- We currently lack consistency of math scope and sequence, assessments and practices at school as well as communicating new math methods with parents for at home support.
- Staff has specifically asked for professional development in math assessments.
- Our past FSA results indicate that approximately 50% of our grade 4 students are proficient in this numeracy assessment.



# NUMERACY ACTION PLAN



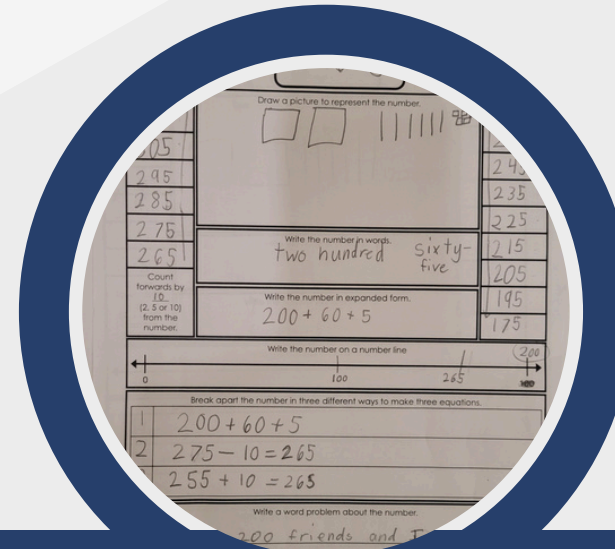
## EA Numeracy ProD

Supporting EA professional development with additional numeracy workshops.



## Numeracy Collaboration Sessions

Providing Numeracy Collaboration sessions at each grade level from K-6.



## Expand Grade Level Math Assessments

Create grade specific math assessment at all grade levels.



## Grow Fact Fluency

Expand fact fluency through ProD, math games (with LSTs) and Collaborations.



**THANK YOU**

**HU SUKIĚŦŦUKNI**



**MERCI!**

