

GROWTH PLAN 2025-27





- At École Isabella Dicken Elementary (EIDES), our Growth Plan evolves as we learn, reflect, and respond to the needs of our students. This 2025–2027 plan builds directly on the 2024–25 plan, maintaining the same overarching goals in literacy and numeracy, while refining targets and strategies based on evidence and stakeholder input.
- The goals and targets in our Growth Plan are developed with all staff input and shared with parents during Parent Advisory Committee meetings as well as on our Website. Input from our Indigenous Educator, in-school Elder and School Based Team ensures responsiveness to Indigenous learners, children and youth in care, and diverse learners. The plan is revisited and referred to in meetings throughout the year and serves as a guide for both instructional planning and professional development.

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 509 students, 32 teaching staff, and 15 support staff.
- ÉIDES offers a late French Immersion program (Grades 4-6), Grade 6 band, music classes, extracurricular sports programming, and an Early Years Strong Start center.





MORE ABOUT US..

- ÉIDES 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.
- ÉIDES staff provide many regular opportunities for place-based environmental learning. We are proud of our recently installed trees and native plant gardens thanks to a Greening School Grounds grant.
- ÉIDES 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

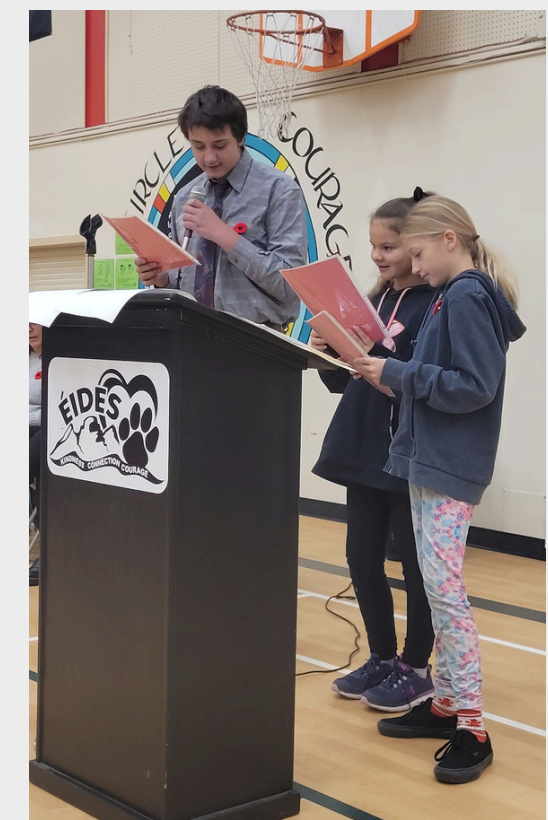


CONNECTION



COURAGE

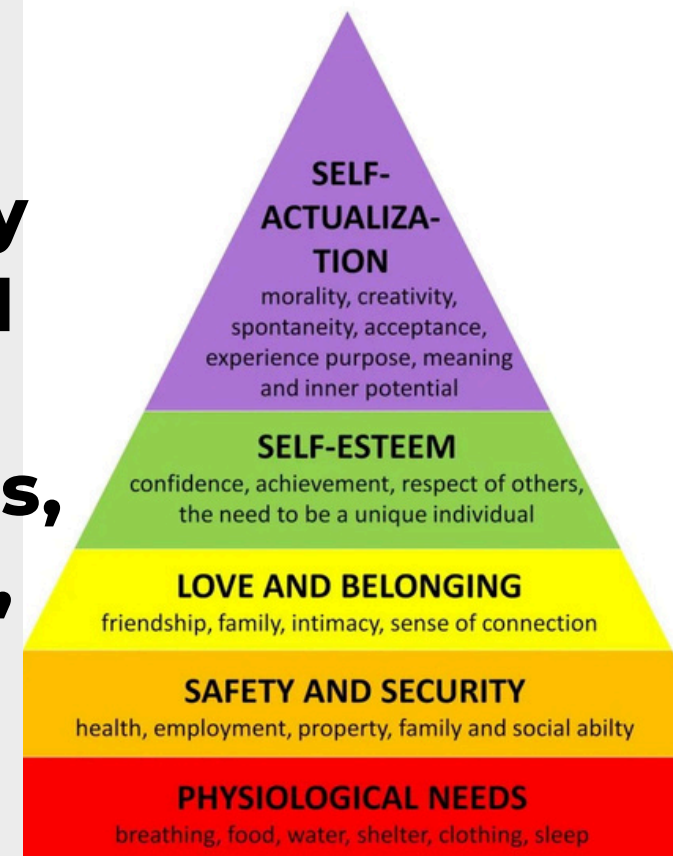
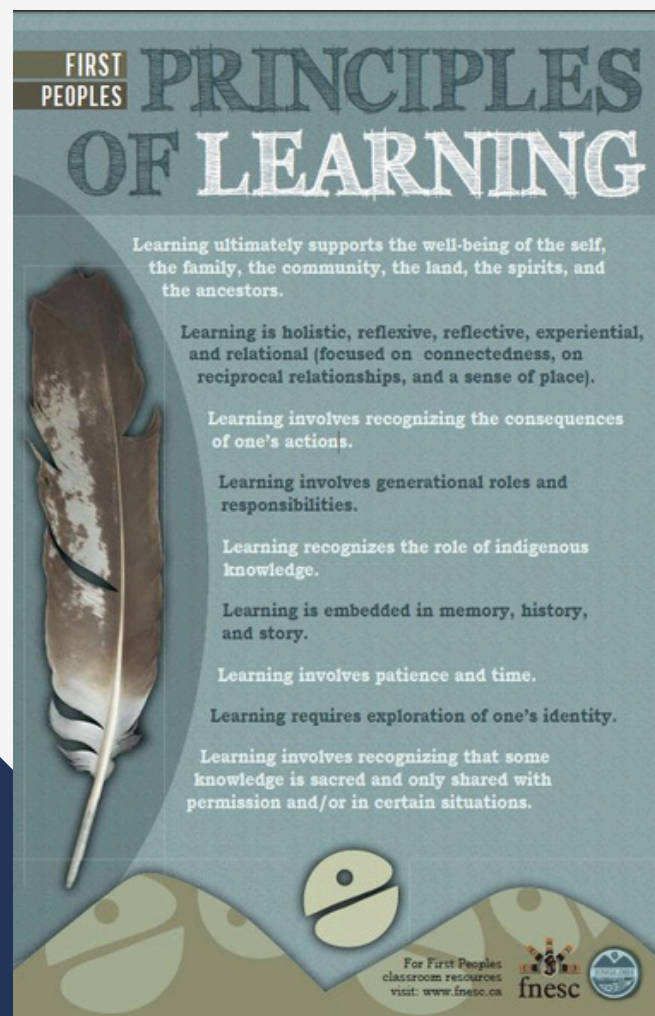
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We would also like to recognize the importance of First Peoples Principles and Maslow's Hierarchy, as both underline the importance of meeting the needs of wellbeing, security, stability and belonging to create a good learning environment.

At ÉIDES 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).



STUDENT LEARNING & EQUITY NEED ADDRESSED:

Strengthen literacy outcomes through consistent, evidence-informed instructional practices and targeted supports, with particular attention to the achievement, engagement and sense of belonging of Indigenous learners and other students who have historically experienced inequitable outcomes.

CONNECTION TO STRATEGIC PRIORITIES:

Supports the District's Intellectual Development priority by strengthening foundational literacy skills, fostering lifelong learning, and ensuring equitable outcomes for all learners through evidence-informed instruction.

GOAL #1: LITERACY

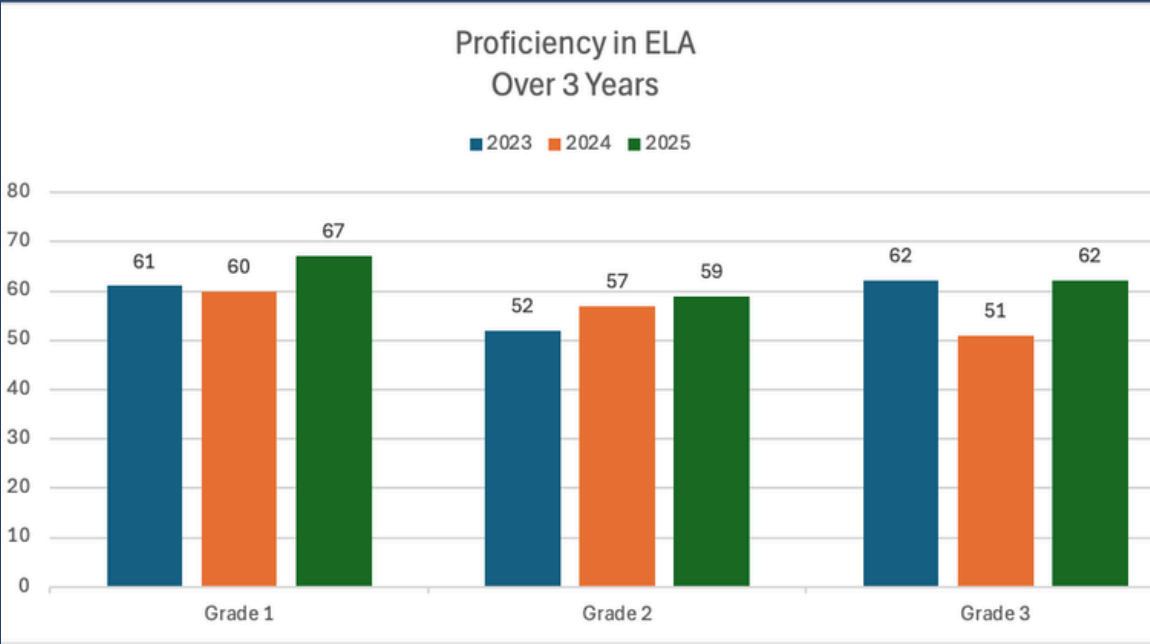
**TO IMPROVE READING
PROFICIENCY FOR
STUDENTS IN GRADES
K-3, WITH A FOCUS ON
BOTH WORD READING
AND LANGUAGE
COMPREHENSION.**

TARGET:

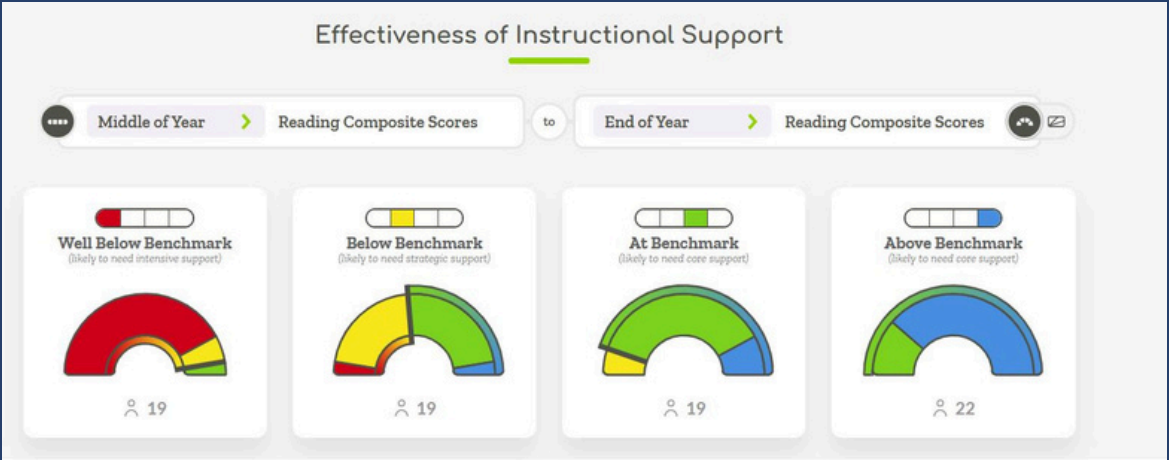
By 2027, 80% of Kindergarten to Grade 3 students will be proficient in English Language Arts.

KEY EVIDENCE:

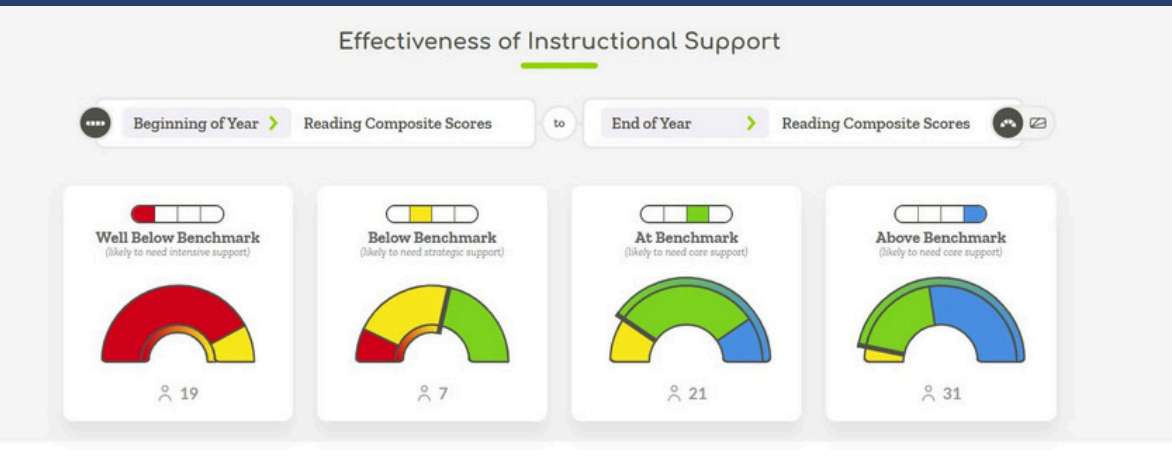
- We have struggling readers who need opportunities to continue to develop their reading skills.
- Our K-3 teachers continue to build knowledge on structured literacy practices. We still need time to learn, implement new practices, move from dated philosophies, and reflect on our journey.
- Over the last three years, data shows a steady upward trend in the number of students achieving proficiency in ELA. This reflects the impact of structured literacy approaches (UFLI, Heggerty, small-group RTI).
- The Grade 2 cohort September 2023 began at 42% proficient and increased to 56% proficient readers at end of June 2024 (14% increase).
- **Update:** The Grade 3 Acadience Reading Composite scores increased from 41% of students at benchmark or above in September 2025 to 52% by the end of the school year in June 2026, suggesting that our instructional practices had a positive impact on student reading achievement.



Grade 3 Beginning of Year



Grade 3 End of Year



LITERACY ACTION PLAN

UFLI Program

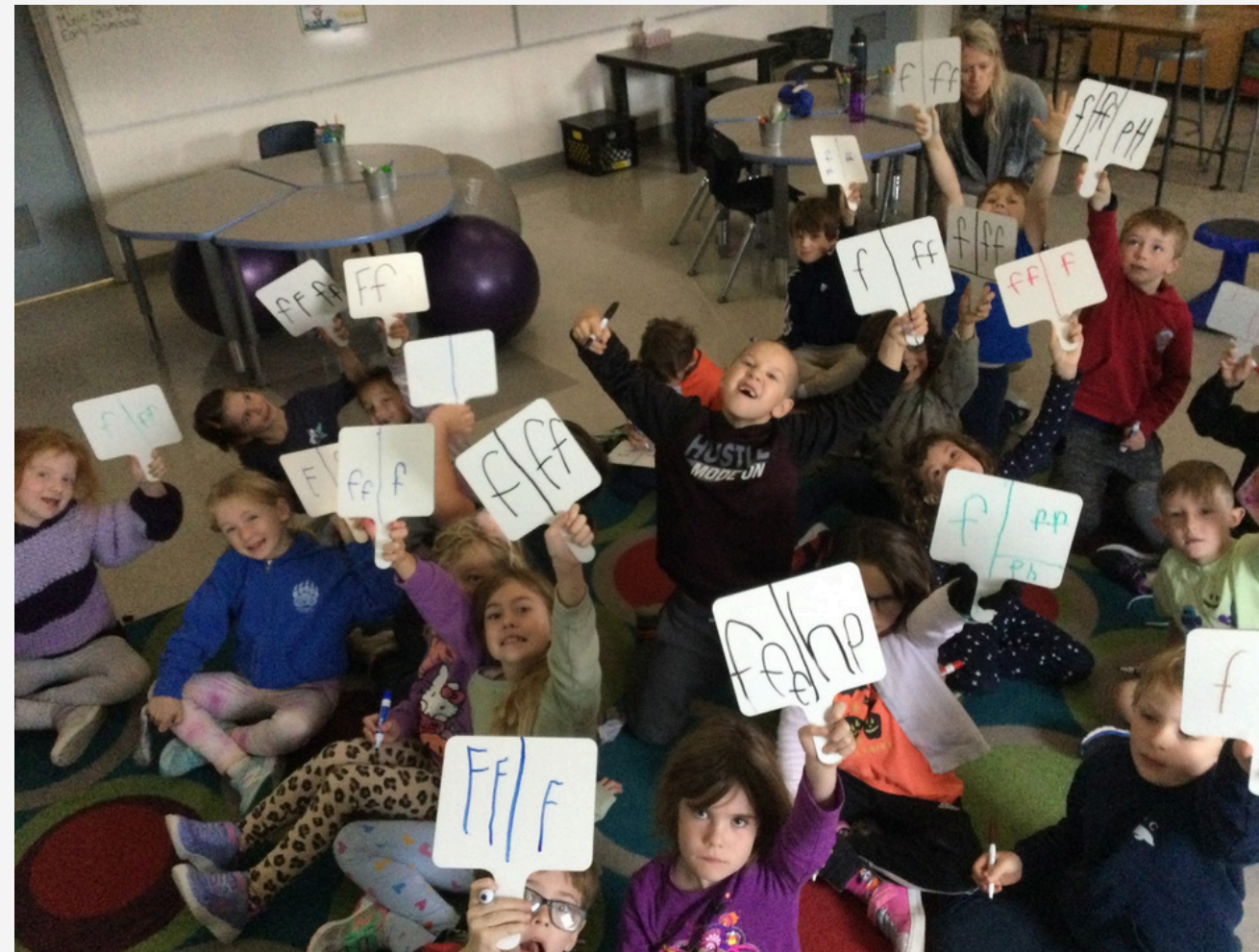
K - 3 teachers are into year 4 of using the UFLI structured literacy program to teach:

- phonemic awareness
- phonics
- decoding and encoding
- accuracy and fluency

Acadience Reading Assessments

Data will continue to be collected from all kindergarten to grade 3 students. Acadience data tells us:

- which students are on track
- specific areas of need to guide targeted instruction and intervention
- progress over time
- the impact of our instruction and intervention



Indigenous Perspectives & Literacy

This year we will strengthen our literacy learning by creating more intentional connections to Indigenous perspectives, stories, language and place. We will:

- Incorporate authentic Indigenous texts and oral storytelling.
- Work with our Indigenous Educator and Elder to include Ktunaxa stories, language and learning.
- Continue opportunities for outdoor and place-based literacy.
- Monitor Indigenous student progress through Acadience and RTI supports.

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.

STUDENT LEARNING & EQUITY NEED ADDRESSED:

Our data indicates a continued need to strengthen students' number sense, problem-solving skills and confidence in mathematics. We will build consistency in instruction and assessment, while monitoring student achievement, including Indigenous learners, and incorporating Indigenous perspectives and place-based learning.

CONNECTION TO STRATEGIC PRIORITIES:

Supports the District's Intellectual Development priority by developing students' mathematical understanding, confidence, and problem-solving skills through consistent, high-quality instructional practices.

GOAL #2: NUMERACY

TO IMPROVE ALL STUDENTS' ACHIEVEMENT AND SELF-EFFICACY IN MATH AND NUMERACY.

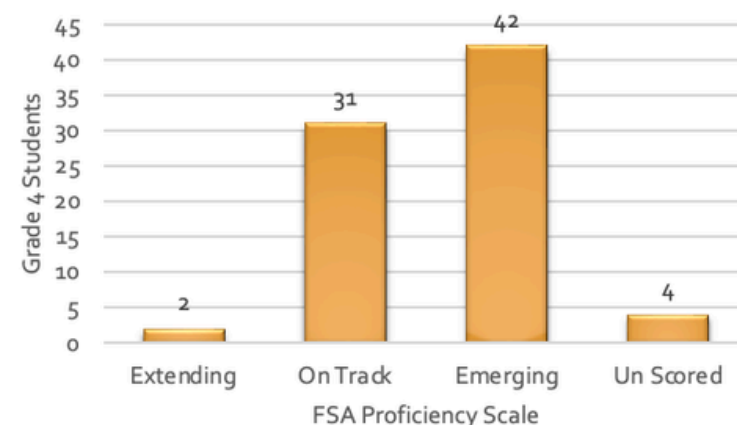
TARGETS:

By 2027, 60% of our grade 4 students will be On Track with the Foundation Skill Assessment in Numeracy
By 2027, 80% of Grade 1–6 students will be proficient in Mathematics.

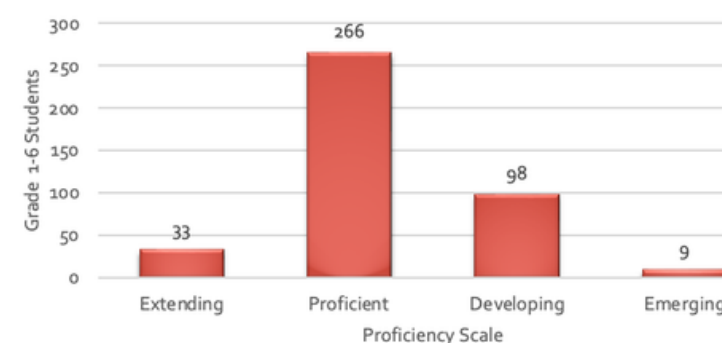
KEY EVIDENCE:

- Our 2025 Grade 4 FSA results show that only 44% of students scored 'On Track' or "Extending" in numeracy,
- 60 % of Indigenous students scored 'On Track,' demonstrating improvement in equity outcomes.
- These results highlight the need to continue strengthening problem-solving and number sense in our k-4 grades.
- These results also reinforce the need to develop greater consistency in numeracy instruction, establish a clear K–6 scope and sequence, strengthen common assessment practices, and provide targeted supports. Report card data from the previous two years shows that approximately 73% of students in Grades 1–6 were Proficient or Extending in Mathematics over the past two years. This suggests classroom achievement data is stronger than FSA proficiency rates.

2025 Grade 4 Numeracy FSA Results
44% on Track or Extending



2024 Grade 1-6 Final Marks for Mathematics



2025 Grade 1-6 Final Marks for Mathematics



NUMERACY ACTION PLAN

Indigenous Perspectives & Place Based Numeracy

This year, we will strengthen numeracy learning by creating more intentional connections to Indigenous perspectives, ways of knowing and place. We will:

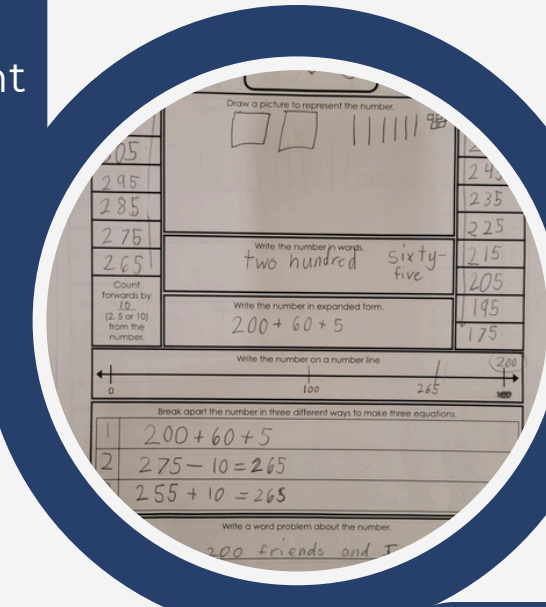
- Incorporate Indigenous perspectives and ways of knowing into numeracy learning.
- Explore mathematical thinking through patterns, measurement, spatial reasoning and the natural environment.
- Work with our Indigenous Educator & Elder to identify meaningful local and Ktunaxa connections.



Scope & Sequence

Work with the District Numeracy Support Teacher and school based Math Leads to

- develop greater consistency in numeracy instruction across grades.
- explore programs and resources that best meet student needs.
- identify/develop a consistent K–6 scope and sequence.



Building Staff Capacity

- Build a shared collection of numeracy resources, games and routines for teachers across grade levels.
- Strengthen teacher knowledge of strategies that develop number sense and computational fluency.
- Share effective practices and resources through collaboration and professional learning.
- Access coaching, modelling and support from the District Numeracy Teacher.

Effective Numeracy Practices

We will strengthen instructional practices across all classrooms as we:

- Continue number talks and mathematical conversations.
- Focus on number sense, fact fluency and problem solving.
- Provide opportunities for hands-on, collaborative and outdoor mathematics.
- Continue learning with the District Numeracy Support Teacher.

MathUp Integration

Continue using MathUp while exploring additional resources to develop a clear scope and sequence and strengthen consistency in numeracy instruction across grades.

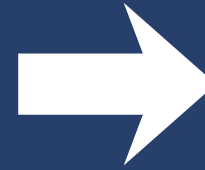
Assessments

Work with the District Numeracy Teacher to identify and/or create common assessments across grades to identify learning needs, monitor growth, and guide instruction.

How We Will Monitor Progress?

FALL — Identify & Plan

- Where are we starting?
- Establish baseline literacy and numeracy data
- Identify students requiring additional support
- Review Indigenous learner and priority population data
- Confirm instructional priorities and supports



WINTER — Monitor & Adjust

- What is working? What needs to change?
- Review Acadience and classroom assessment data
- Examine progress of targeted students
- Gather teacher and student voice
- Adjust instruction, interventions and supports



SPRING — Reflect & Respond

- What difference did we make?
- Examine growth from fall to spring
- Review report-card, Acadience, FSA and other assessment data
- Consider outcomes for Indigenous learners and priority populations
- Identify what to continue, adapt, discontinue or introduce for the following year



Evidence We Will Use

Classroom Evidence

- Observations
- Work Samples
- Formative Assessment

Student Achievement

- Acadience
- Report Cards
- FSA
- Numeracy Assessments

Student Voice

Confidence
Engagement
Belonging