



# 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 545 students, 34 teaching staff, and 22 support staff and continues to grow in population every year.
- 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...



- 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

witqasik

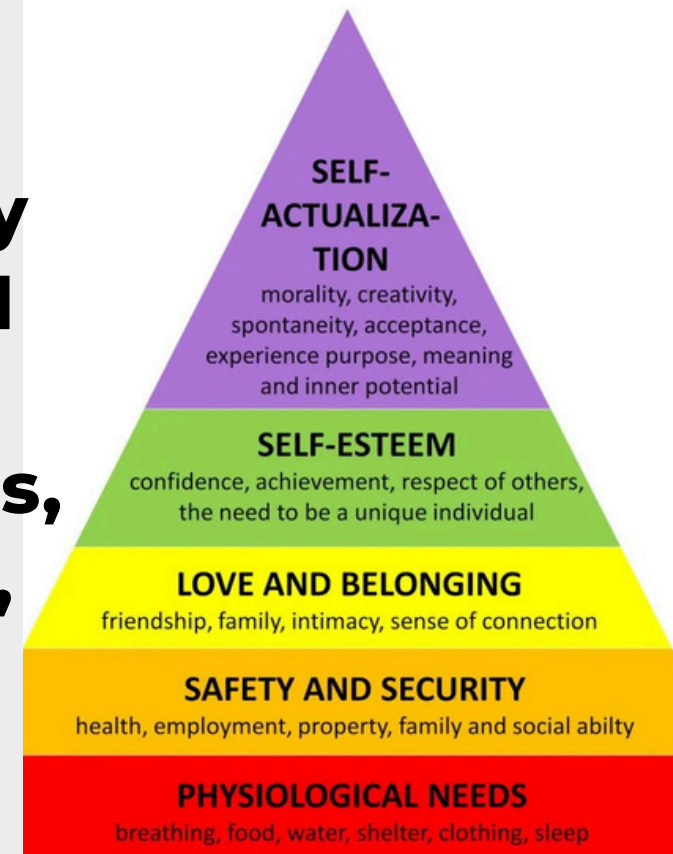
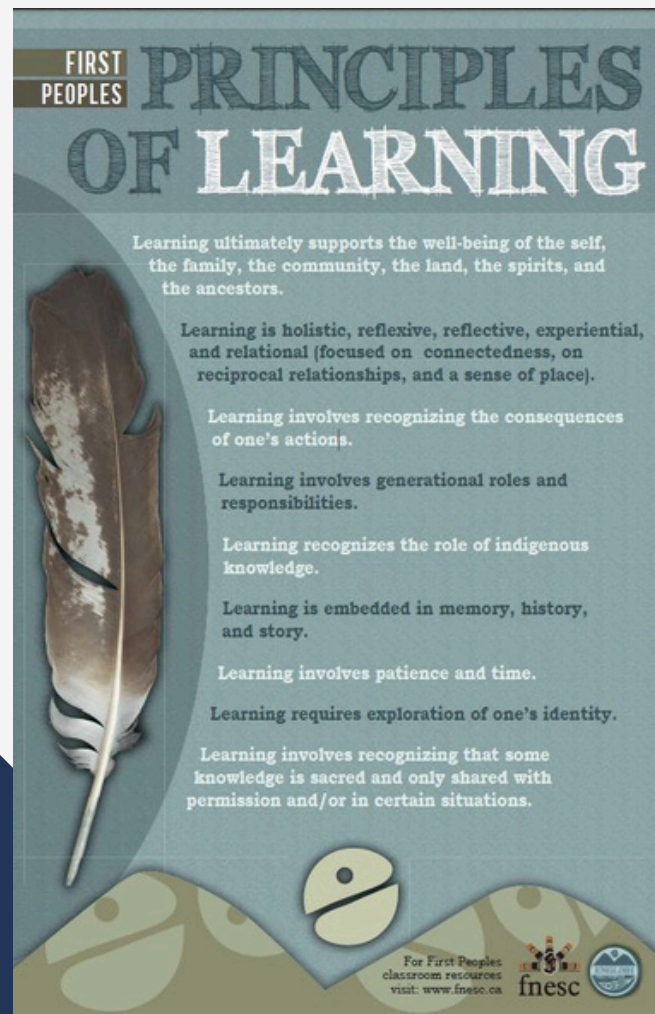






We would also like to recognize the importance of First Peoples Principles and Maslow's Hierarchy, as both underline the importance of meeting the needs of wellbeing, security, stability and belonging to create a good learning environment.

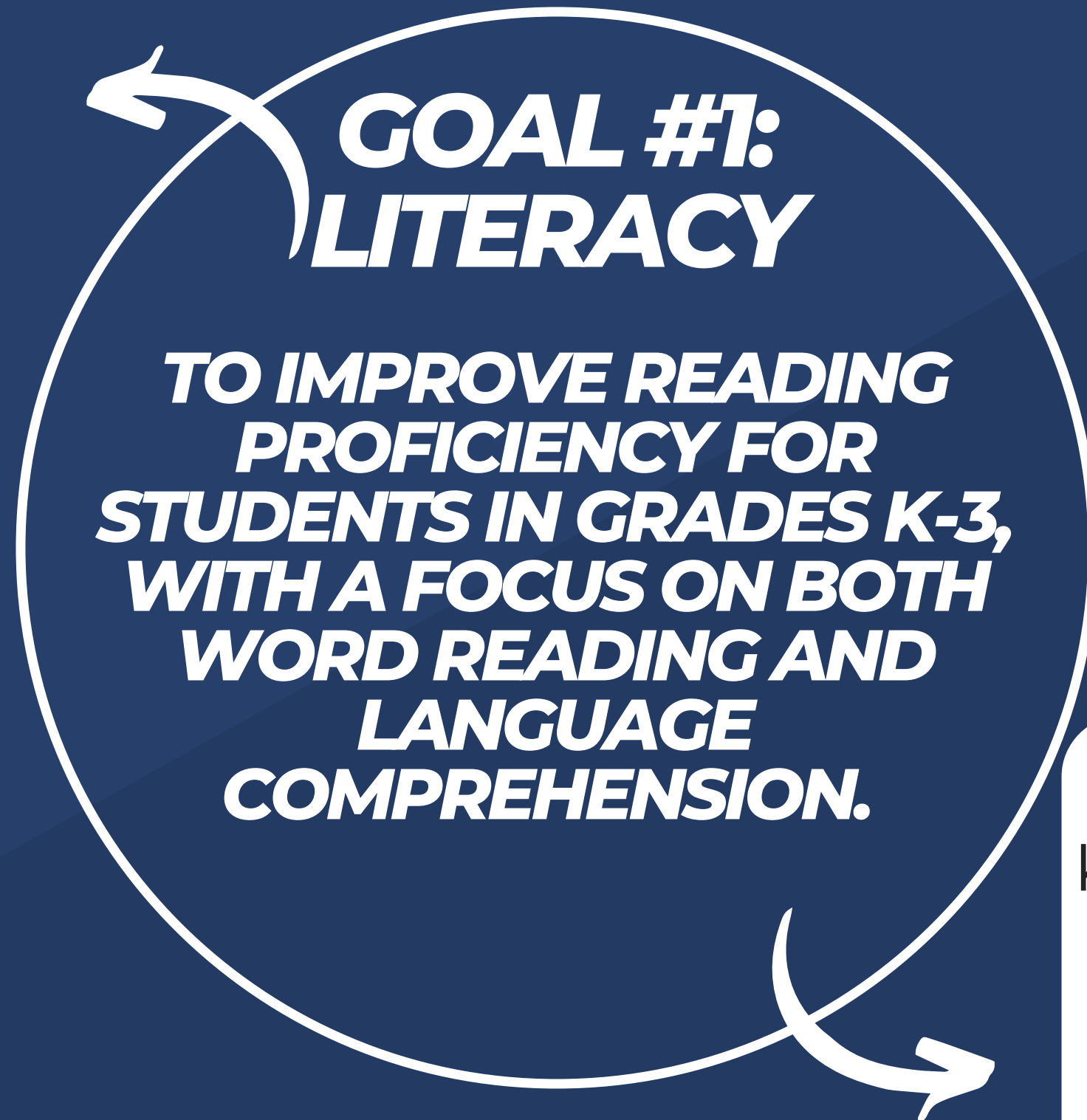
**At ÉIDES we are committed to fulfilling these needs as much as academics through our commitment to a variety of important programming: Breakfast & Lunch Clubs and Backpack Buddies, Zones of Regulation, Friendology, Calm-Connect, Work Move Breathe, Big Buddy Classrooms, Buddy Benches, Restorative Justice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





## **EXPECTED OUTCOME:**

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



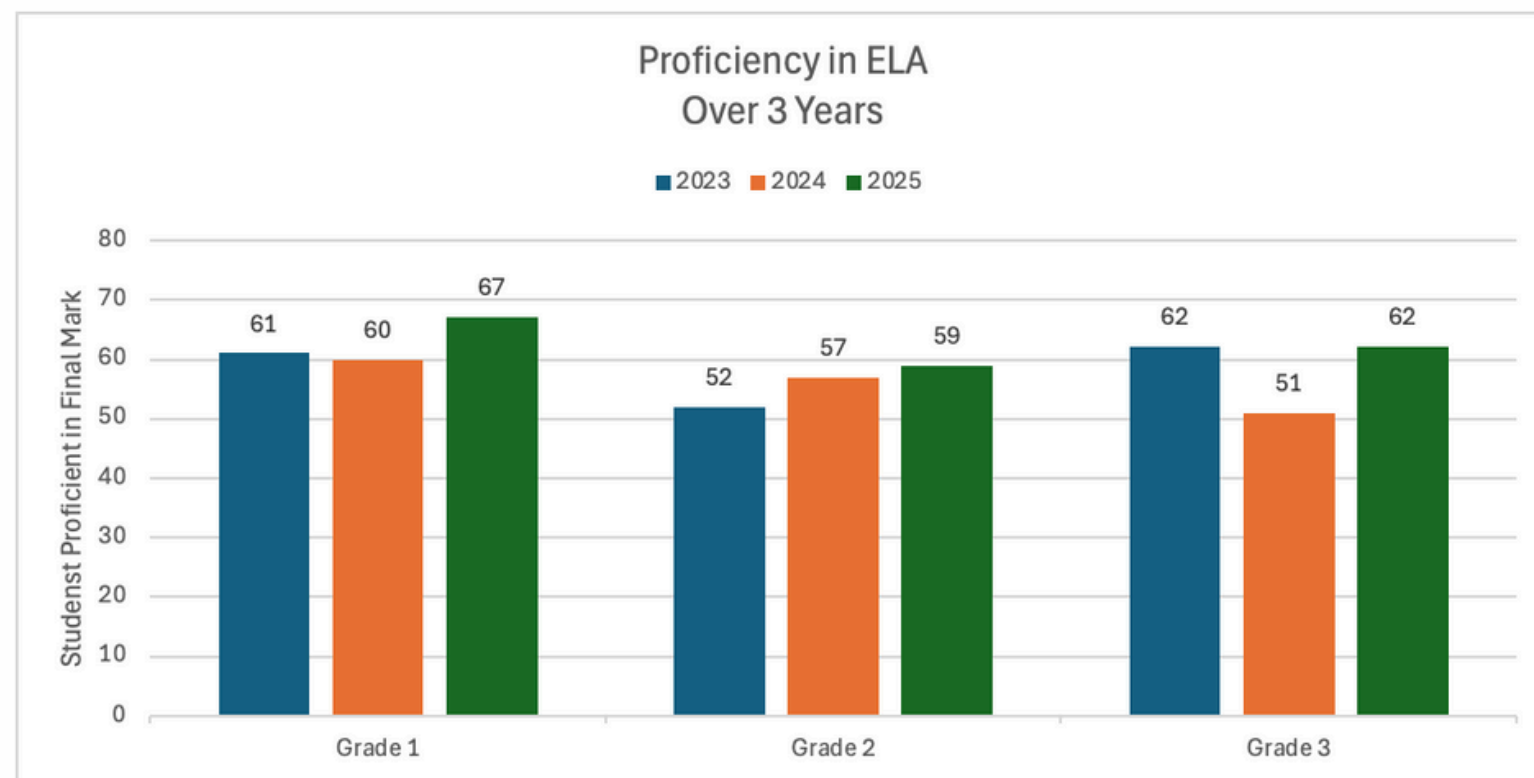
## **TARGET:**

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



# RATIONALE

- 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).





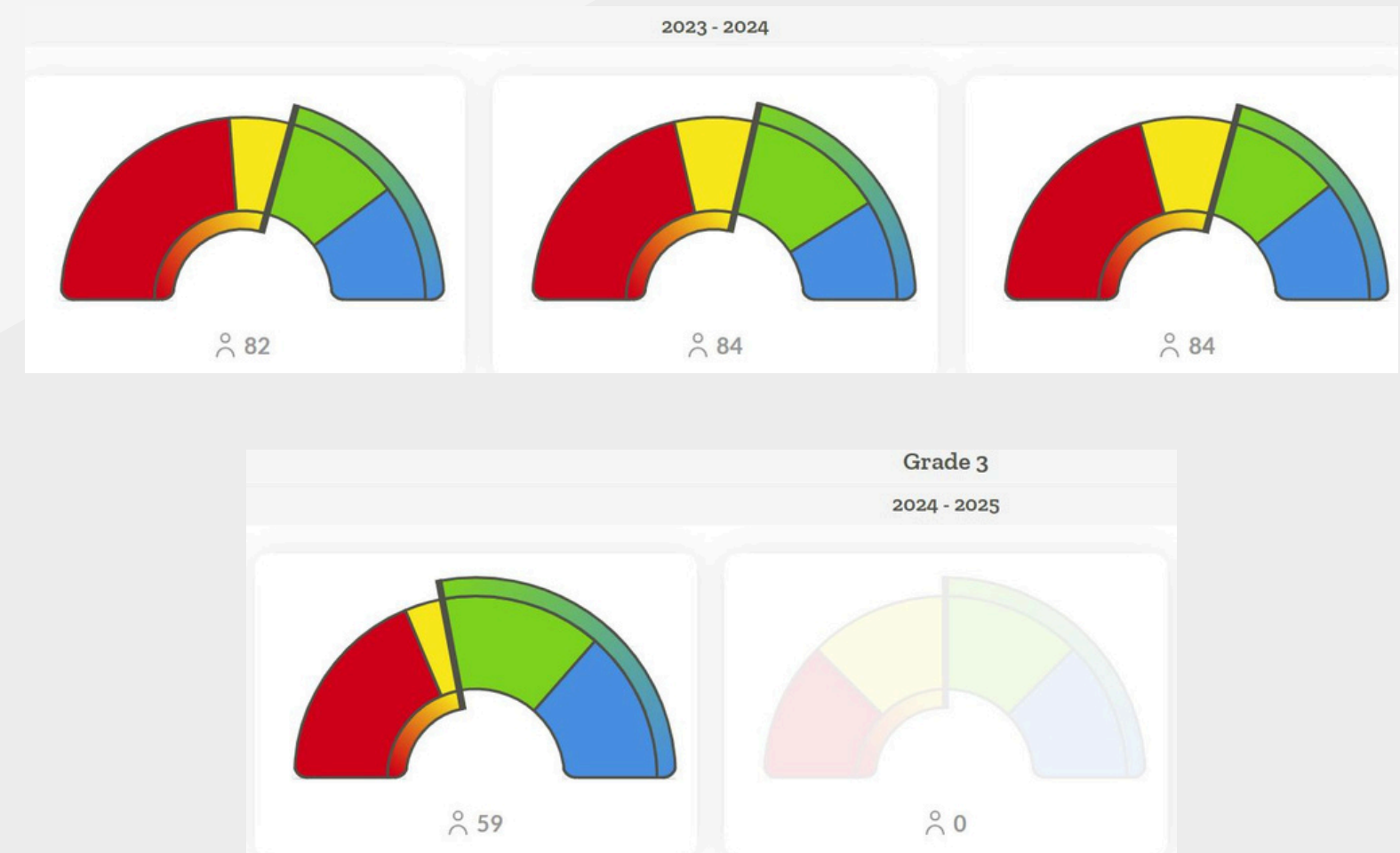
# RATIONALE:

- We have extended our collection of Acadience Data to include Kindergarten, grade 2 and 3.
- The Grade 2 cohort September 2023 began at 42% proficient and increased to 56% proficient readers at end of June 2024 (**14% increase**).
- Acadience early literacy data will be added once results are collected from K, Grade 2 and 3.

## 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.



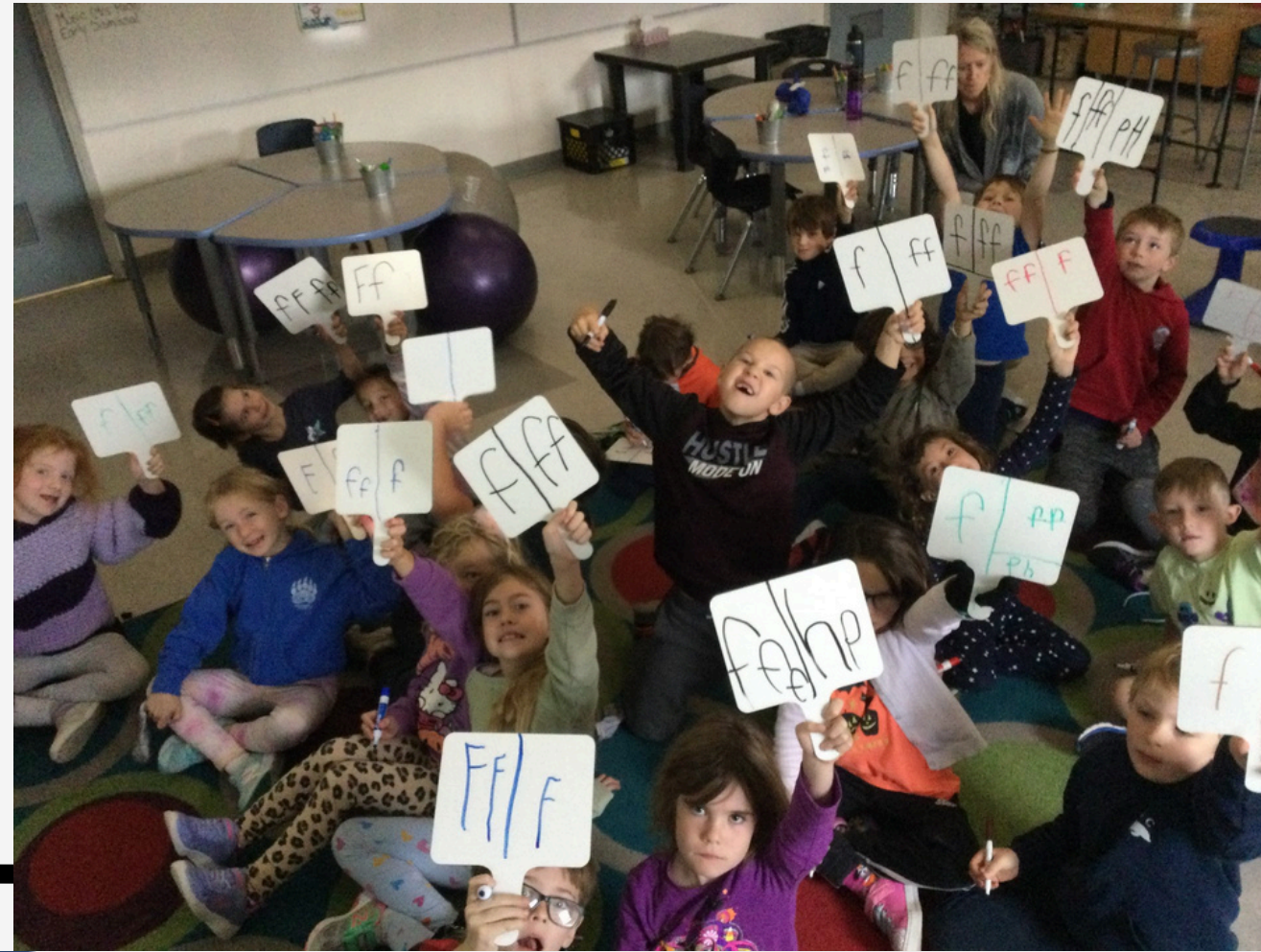
**Same cohort now in grade 3 showed a lower % of students well below bench mark at 37% at the start of the school year for the fall data**



# LITERACY ACTION PLAN

## UFLI Program

K - 3 teachers are into year 4 of using UFLI to teach phonics & proficient reading skills.



## Acadience

Kindergarten, 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.

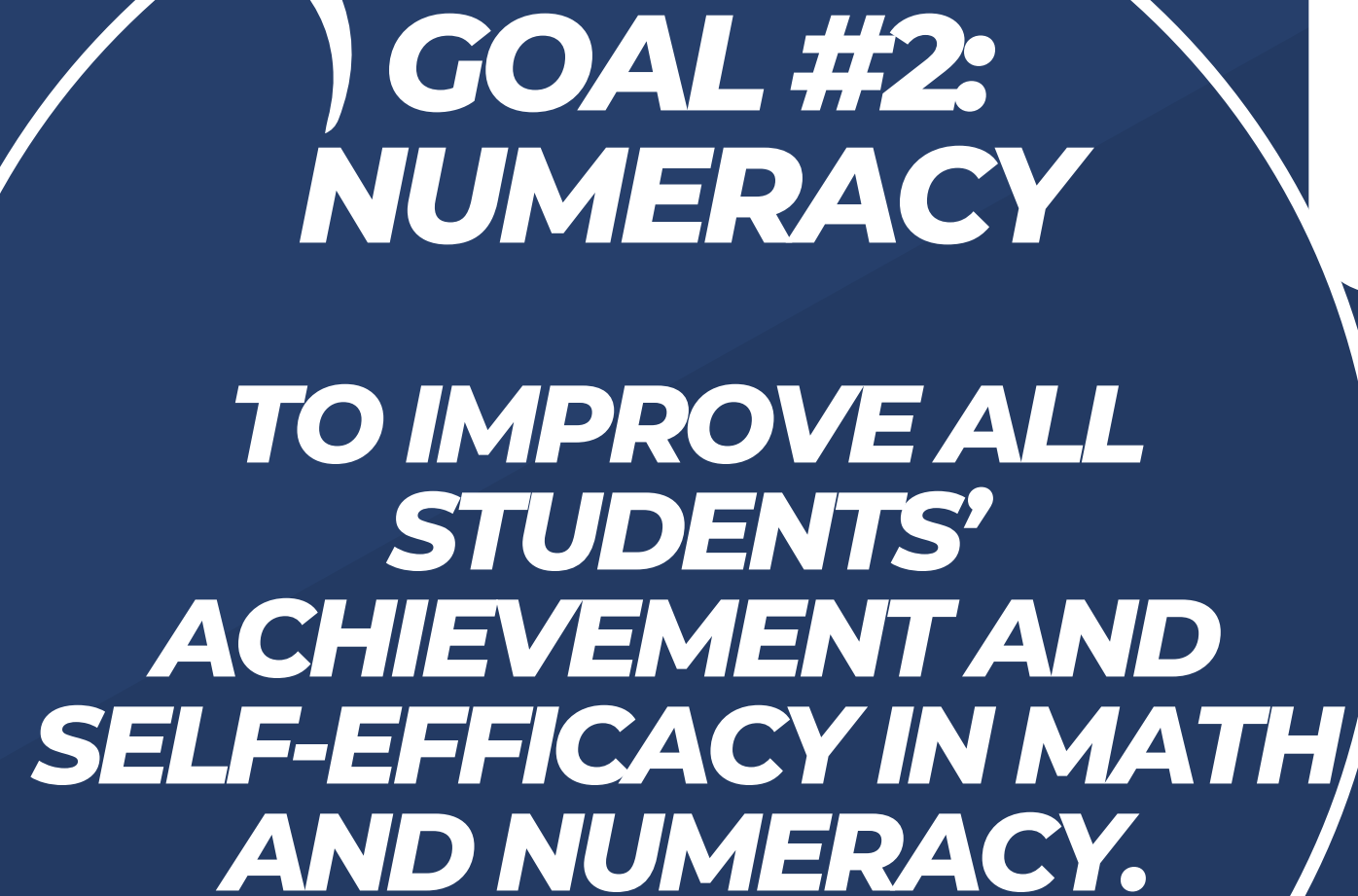
## Literacy Programs

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



## ***GOAL #2: NUMERACY***

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

## **TARGET:**

By 2027, 60% of our grade 4 students will be On Track with the Foundation Skill Assessment in Numeracy

## **TARGET:**

By 2027, 80% of Grade 1–6 students will be proficient in Mathematics.

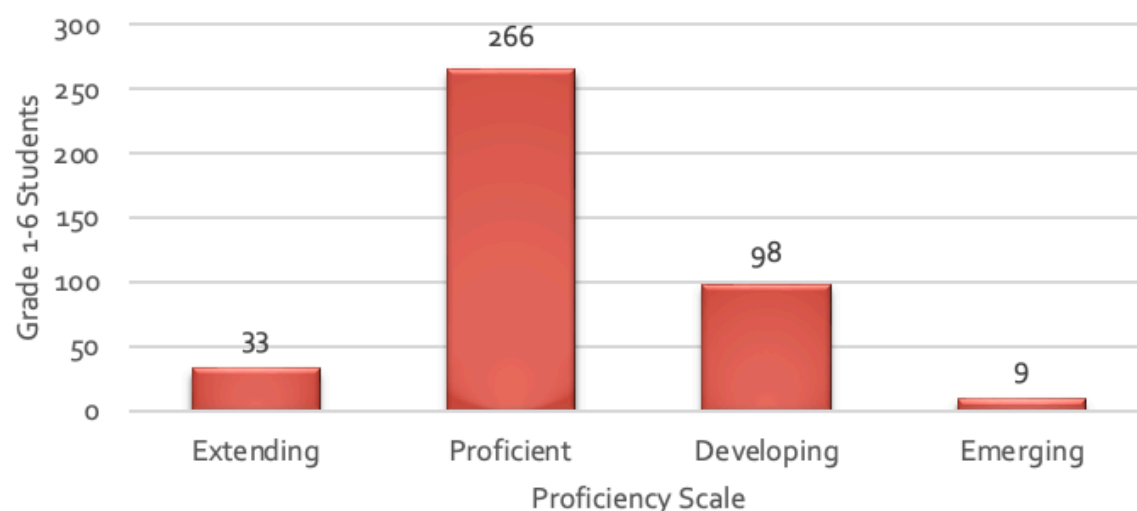


# RATIONALE:

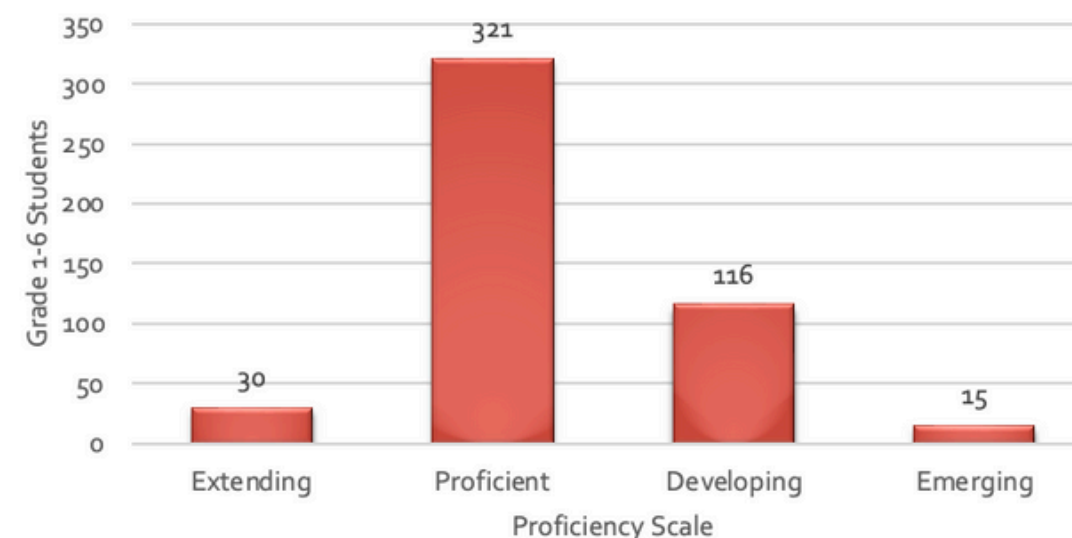
- We are just beginning our journey with MathUp, with 16 purchased licenses as a starting point for building consistent scope and sequence, assessment, and practices in mathematics.
- Report card data from the previous two years shows that approximately 73–74% of students in Grades 1–6 were Proficient or Extending in Mathematics over the past two years. This suggests classroom achievement data is stronger than FSA proficiency rates.



**2024 Grade 1-6 Final Marks for Mathematics**



**2025 Grade 1-6 Final Marks for Mathematics**

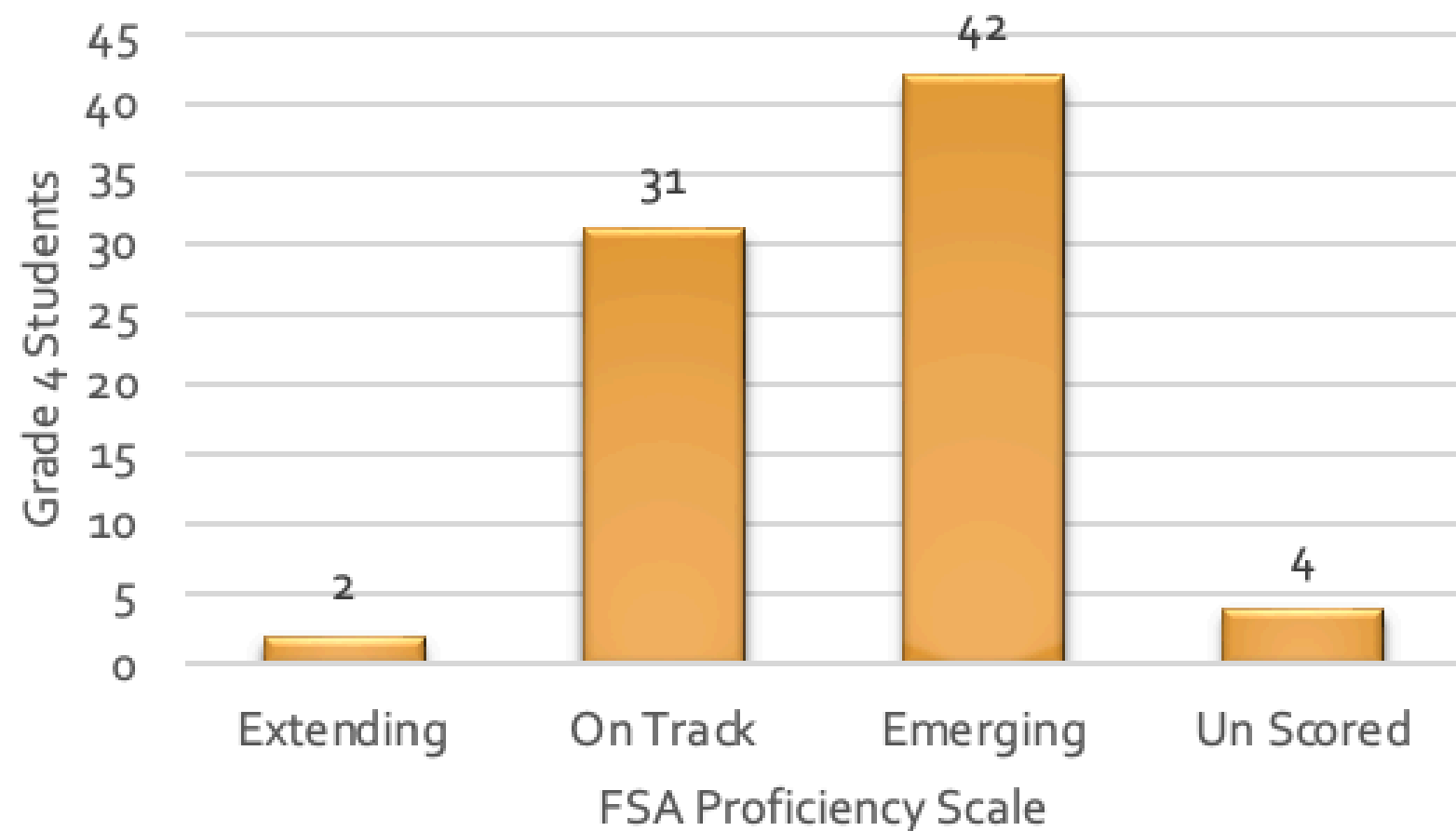




# RATIONALE:

## 2025 Grade 4 Numeracy FSA Results

**44% on Track or Extending**



- Our 2025 Grade 4 FSA results show that 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.
- They also reinforce our commitment to strategies such as MathUp integration, development of common assessments, and targeted interventions to ensure more students reach proficiency.



# NUMERACY ACTION PLAN



## EA Numeracy ProD

Supporting EA professional development with additional numeracy workshops.



## Deepen MathUp Integration

Provide professional development sessions for MathUp and create opportunities for peer coaching and collaboration.

## MathUp Integration

Continue to support more teachers with accessing and using **MathUp resources**.



## Grow Fluency

Focus on fact fluency, reasoning, and problem solving through games and manipulatives

## Expand Grade Level Math Assessments

Create grade specific math assessment at all grade levels.





THANK YOU

HU SUKIĚQUKNI



MERCI!

