



**ÉCOLE ISABELLA DICKEN  
ELEMENTARY SCHOOL**

School Growth Plan

*Year Two of Our Literacy  
Journey*

2022 - 2023



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Principal**

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Vice Principal**





## ÉCOLE ISABELLA DICKEN ELEMENTARY SCHOOL



### School Growth Plan

#### School Context

- Isabella Dicken Elementary School is the largest elementary school in School District 5, Southeast Kootenay with 543 students, 31 teaching staff, and 22 support staff. Our school continues to grow in population every year.
- Supports to our students are available from our two Student Services Teachers, Teacher-Librarian, Education Assistants, Counsellor, two youth care workers, Indigenous Educational Support Worker, Speech Pathologist, Speech and Language Assistant, French Teacher's Assistant.
- EIDES offers a late French Immersion program, Grade 6 band, music classes, and an early years Strong Start center.
- Among our 25 classrooms we have sixteen primary classrooms, and nine intermediate classrooms (six are French Immersion classrooms)
- We now have ten classrooms housed in portables.
- The classrooms at EIDES have students with a variety of academic, social-emotional and behaviour supports/needs.
- Our Student Services department currently manages 56 caseloads, as well as supporting twenty-five classrooms in the building.
- EIDES offers extracurricular opportunities such as Running Club, Glee Club, Chess Club, Leadership Club, Drama Club, Robotics Club, School Sports Teams, and morning drop-in gym times. Extracurricular opportunities, performances and celebration assemblies provide additional opportunities for students.
- We are in our second year of offering an Outdoor Classroom Tuesday and Thursday afternoon (prep coverage).
- At EIDES teachers provide a lot of opportunity for place-based environmental learning. Many classrooms are committed to weekly take me outside for learning days.
- EIDES has a supportive Parent Advisory Council that provides significant financial support which adds additional resources, equipment and transportation helping to extend learning opportunities for all students beyond our school grounds and into our wider community and area.
- SD5 has hired Erin Jones – Literacy Support Teacher
- We have a 6% Indigenous student population (2% in Grade 2 and 3)



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

<b>Goal</b>	<b>To improve reading in students in Grade 2 and 3, with a focus on students who are emerging readers.</b>
<b>Target</b>	<b>To increase reading ability of Grade 2 and 3 students. The goal is to have students in Grade 2 and 3 developing – proficient.</b>

### Rationale

- Many grade two and three students are struggling because of the pandemic. They did not have a full year of kindergarten and grade one was interrupted trying to “catch up” during a second wave.
- We have struggling readers who need opportunities to continue to develop their reading skills.
- Teachers are looking for supports and strategies to support their students.
- In the past there was no standard for best practice, we lacked consistent reading assessments (or reading assessments at all) and teachers have been isolated in creating programs that identify and meet the needs of an increasingly diverse range of learners.
- Previously there had been a gap in district supported Literacy Programming in the primary grades.

### First Peoples Principles of Learning

In year two of our FESL we will continue to deepen the understanding of the First Peoples' Principles of Learning and continue to offer authentic learning opportunities and resources to enhance our understanding of Indigenous culture and history.

[Learning First Peoples Classroom Resources - First Nations Education Steering Committee FNESC](#)

Creating teaching and learning environments that reflect the FPPL has as much to do with an educator's philosophy about education, and disposition, as it has to do with curricular content. The disposition includes patience, respect, and curiosity.

[First Peoples Principles of Learning – "The foundations of Indigeneity are these: values that privilege the interrelationships among the spiritual, the natural, and the self; a sacred orientation to place and space; a fluidity of knowledge exchange between past, present, and future; and an honouring of language and orality as an important means of knowledge transmission." \(Greenwood and de Leeuw, 2007\) \(wordpress.com\)](#)



## **Literacy Support with Our Student Services Team**

Our Student Services Team supports literacy development in a few different ways at EIDES:

*"We support the inclusion and universal design model by teaching class wide lessons on voice-to-text and text-to-voice technology for Grade 4-6 classrooms. We then help classroom teachers ensure that this technology is available to all students that would like to access it.*

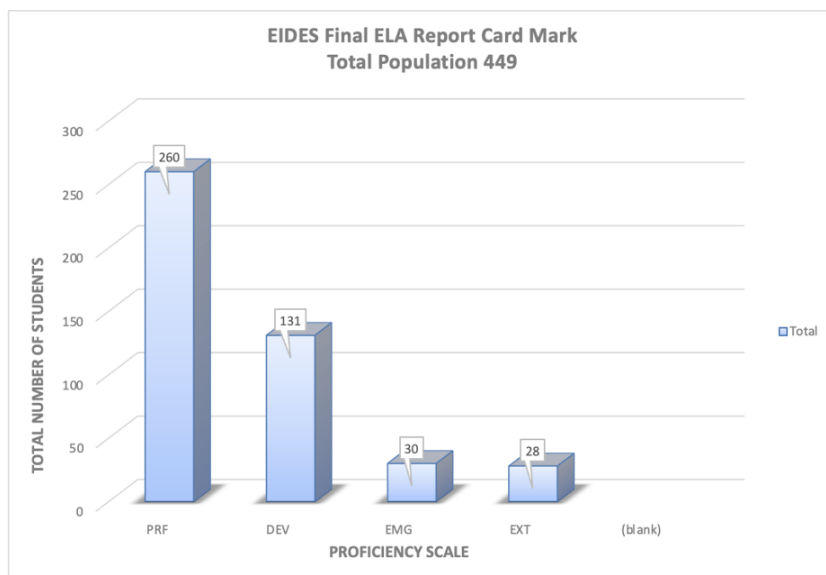
*We support classroom teachers while they are doing class wide reading assessments and will follow-up with additional reading assessments as needed using Fountas & Pinnell or PM Benchmark standardized reading assessment.*

*We directly support reading development for Grade 1-2 students that are reading below grade level by supporting classroom teachers during their guided reading time, through running a group or moving around the classroom. When available, we also help the SLP and SLPA teach the Sound Connections program once a week.*

*We directly support reading development of Grade 3-6 students that are reading below grade level through the Differentiated Reading Instruction program. This program starts with a short assessment to place each student into a level. Once the students are placed, we run small groups multiple times a week and work on specific skills that develop reading ability."*



## Data – Final ELA Report Card Marks June 2021



93% of our students are developing to extending on their final ELA report card mark in June 2021.

### Classroom #1

	Beginning of Year	Middle of Year	End of Year
At Risk	12	11	8
Some Risk	1	2	4
Minimal Risk	4	4	4
Neglible Risk	4	4	5

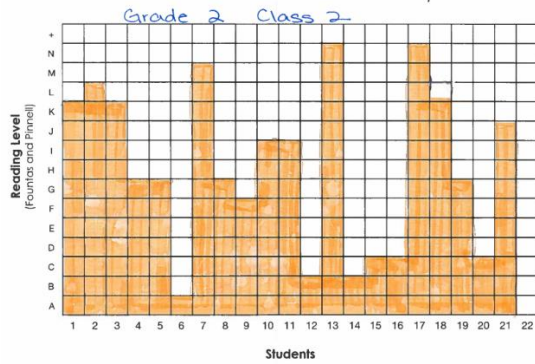
	Beginning of Year	Middle of Year	End of Year
% of Class At Risk	57%	52%	38%

We went from 57% at risk at the beginning of the year down to 38% at risk at the end of the year signifying a 9% improvement.

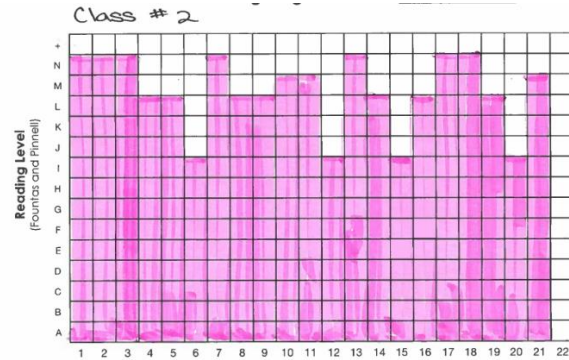


## Class 2:

Fall 2021

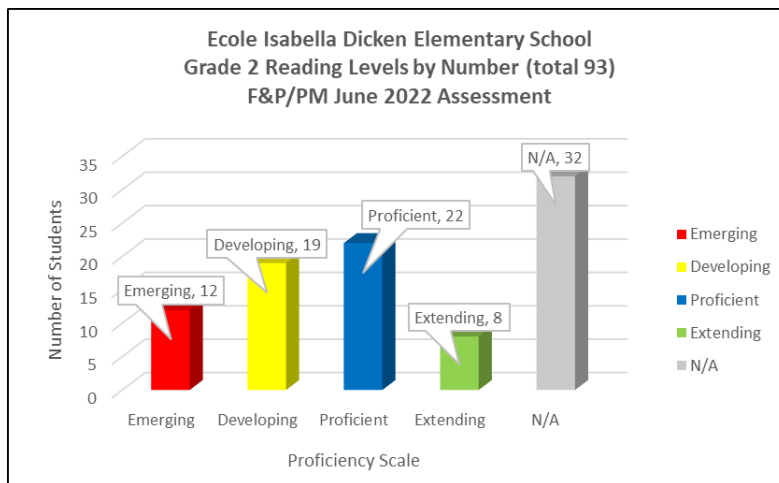


Spring 2022



Class #2: 86% of students are reading at Grade level or higher in spring 2022

## Data: Spring 2022



According to the data from Erin Jones, Reading Support Teacher 67% of students are proficient – extending in reading in Grade 2



**Supplementary FSA Data – Looking Ahead** 76% of our Grade 4 students are 'on track' in literacy.

**00501009 - Isabella Dicken Elementary - Writers Only**

Grade 4 - 2021/22

Literacy	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
<b>Writers Only</b>	<b>74</b>	<b>60.8</b>	<b>11</b>	<b>24.4</b>	<b>34</b>	<b>75.6</b>	<b>0</b>	<b>0</b>
Female	27	55.6	3	20	12	80	0	0
Male	47	63.8	8	26.7	22	73.3	0	0
Indigenous	8	62.5	2	40	3	60	0	0
ELL	-	-	-	-	-	-	-	-
Diverse Needs*	11	27.3	2	66.7	1	33.3	0	0

Numeracy	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
<b>Writers Only</b>	<b>74</b>	<b>59.5</b>	<b>21</b>	<b>47.7</b>	<b>23</b>	<b>52.3</b>	<b>0</b>	<b>0</b>
Female	27	55.6	8	53.3	7	46.7	0	0
Male	47	61.7	13	44.8	16	55.2	0	0
Indigenous	8	50	3	75	1	25	0	0
ELL	-	-	-	-	-	-	-	-
Diverse Needs*	11	18.2	0	0	2	100	0	0

Emerging On Track Extending

**Foundation Skills Assessment**

**00501009 - Isabella Dicken Elementary - Writers Only**

Grade 4 - 2020/21

Reading	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
<b>Writers Only</b>	<b>54</b>	<b>85.2</b>	<b>5</b>	<b>10.9</b>	<b>33</b>	<b>71.7</b>	<b>8</b>	<b>17.4</b>
Female	23	82.6	3	15.8	13	68.4	3	15.8
Male	31	87.1	2	7.4	20	74.1	5	18.5
Indigenous	4	100	1	25	3	75	0	0
ELL	3	100	0	0	3	100	0	0
Diverse Needs*	2	50	0	0	1	100	0	0

Writing	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
<b>Writers Only</b>	<b>54</b>	<b>83.3</b>	<b>23</b>	<b>51.1</b>	<b>22</b>	<b>48.9</b>	<b>0</b>	<b>0</b>
Female	23	82.6	6	31.6	13	68.4	0	0
Male	31	83.9	17	65.4	9	34.6	0	0
Indigenous	4	100	4	100	0	0	0	0
ELL	3	66.7	1	50	1	50	0	0
Diverse Needs*	2	0	0	#NA	0	#NA	0	#NA

**Strategies**

- Common Grade 2 testing using Fountas and Pinnell Reading Assessment in the fall and in the spring
- Place students into appropriate small groups
- Plan instruction that targets need
- Gauge the impact of that instruction on student progress
- Learn about current research in literacy
- become familiar with, and begin using a common assessment to guide instruction
- collect data from anyone using DIBELS



- “How to Differentiate Reading Instruction” to target at risk readers
- continual supports and tracking of students who are not meeting grade level reading targets
- professional development in balanced literacy
- learning resources targeted at improving the reading level of struggling readers at the classroom level
- Our Grade 2 teachers, SST, and admin are part of our Framework for Enhancing Student Learning (FESL) Grade 2 Balanced Literacy Project
- support from the Literacy Support Teacher – Erin Jones
- Professional Development from our Literacy Support Teacher
- Professional Development from Kim Froehler: TLT Introduction, Microsoft Word - Dictate, Immersive Reader (w/Boardmaker), Teams - Reading Progress, Other accessibility tools - Microsoft Edge Read Aloud
- DIBELS Reading Assessment
- Science of Reading
- We currently access recent PM Benchmarks, F&P or differentiated reading assessments which have been completed by teachers or SSTs. As such, we have the starting level from this school year, will complete an updated reading assessment for their current level in April
- Shifting the Balance for our primary teachers
- Build classroom libraries with just fit books

**New this year/next steps:**

- Heggerty phonics program for K – 3
- DIAL Kindergarten screening

**Year 2: Questions we continue to have....**

What common assessment should we use?

- FP – diagnostic tool
- HIP – screening tool
- PM Benchmarks

What resources should we use to target at risk readers?

- Differentiated Reading Instruction
- Science of Reading/Sounds to Spelling
- Balanced Literacy Approach





## **So now what? How do we teach reading to students who are at risk?**

Research has determined that explicit and systematic instruction is essential for beginning and struggling readers. In fact, Dr. David Kilpatrick's book 'Equipped for Reading Success', he argues that "about 30% of our students reading substantially below grade level" when teachers do not understand how children learn to read, teach in a developmental sequence, and use strategies that promote orthographic mapping (which ins the mental process we use to store words for immediate retrieval, reading)<sup>1</sup>. Dr. Kilpatrick's estimation of 30% is consistent with the information published in SD5's "Framework for Enhancing Student Learning". This report shares the FSA results reporting the percentage of students 'Emerging' in Reading for the past 2 years in grades 4 and 7.

### **Action Plan**

1. Develop and implement a literacy plan which will include in-service on a common assessment tool and professional learning on teaching literacy to support the assessment.
2. Use FP in the fall and in the spring for all students in Grade 1 - 3
3. Work with small group of struggling readers 3 times a week for 10/15 minutes a day and monitor their progress throughout the year. (Place students into appropriate small groups, plan instruction that targets needs, gauge the impact of that instruction on student progress.
4. Use Heggerty Phonics for K – 3
5. DIAL Screening in Kindergarten

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<sup>1</sup> Dr. David Kilpatrick, P. (2016). *Equipped for Reading Success*. Syracuse, NY: Casey & Kirsch Publishers.