



Rocky Mountain Elementary School

RMES Growth Plan
2026/2027





RMES Growth Plan 2026/2027

Where are we?

- ❖ We are on a journey of wanting our students to thrive academically as well as leave our school in Grade 6 as kind, compassionate, caring individuals with growth mindsets and strong work ethics.

Stakeholders:

- ❖ Both staff and PAC members were given the opportunity to review and provide input to the growth plan on September 15th, 2026. As the year continues, we will continue to discuss our growth at staff and PAC meetings and seek input on this living document.

Who are we?

- ❖ Rocky Mountain Elementary School is a rural, Kindergarten to Grade 6 elementary school and was established in 1982. There are currently 215 students attending the school. The school is on the edge of the small mountain community of Elkford, with a population of approximately 3000 people who mostly work in a resource-based industry that involves shift working schedules. It serves all the elementary-aged students of the community. It is the sole feeder school of Elkford Secondary.
- ❖ Of the 215 students in our school, 15 of them are students with diverse abilities and 39 identify as having Indigenous ancestry.

Current Staffing

Principal	1.0
Vice-Principal	1.0
Classroom Teachers	10.0
Library/Prep Teacher	1.0
Learning Services Teachers	1.0
Youth Care Worker	1.0
Counsellor	0.4
Indigenous Support Worker	0.8
Speech Language Pathologist	0.4
SLP Assistant	1.0
Secretary	1.0
Education Assistants	6

Mission Statement:

- ❖ *To provide students with equitable, quality educational opportunities in a safe, supported environment through the efforts of a caring, professional team in cooperation with students, parents and the community.*

Our Process

Based on data shared and input from both staff and parents, we have determined that maintaining a literacy goal will remain an important focus at RMES. In addition, we will be continuing with our citizenship goal, working toward a more consistent, school-wide approach. This will outline the skills and characteristics we want to intentionally foster before our students' transition to high school.

**Our Priorities**

As a school community, there are always numerous important areas to focus on and goals to achieve. Currently, our priorities are centered on literacy and student character development for the following reasons:

a) Only 42% of students have the essential early literacy skills to read proficiently. We understand that students' ability to read accurately, fluently, and for meaning are essential for success across all areas of the curriculum and are a critical part of every student's learning journey.

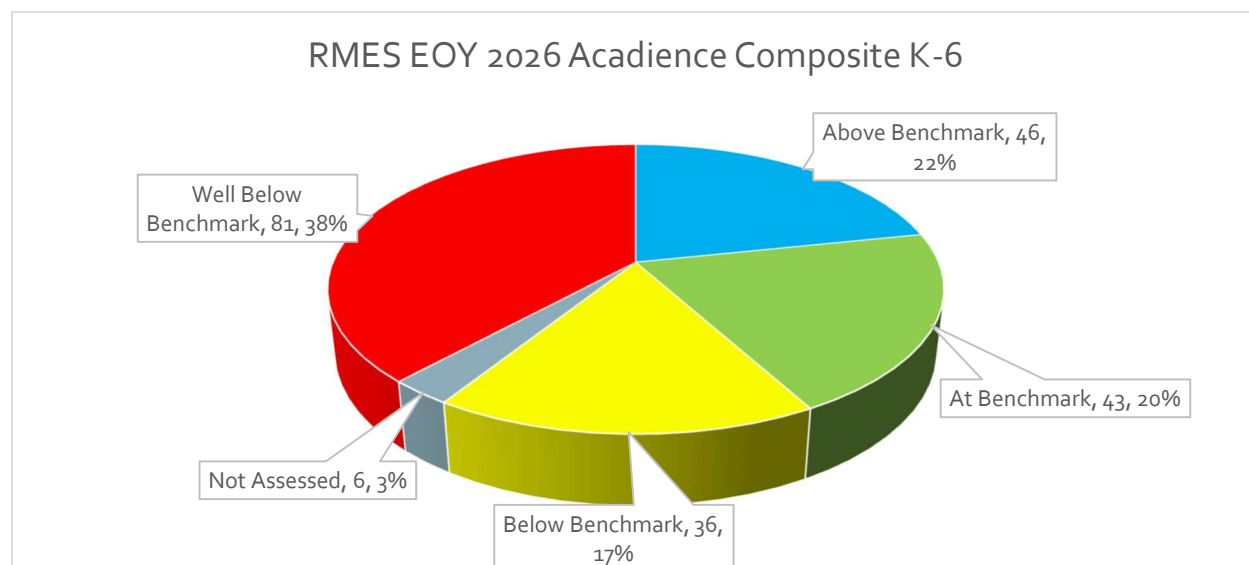
b) As a school community, we are committed to guiding our students to leave RMES as compassionate, responsible, and contributing citizens.



Growth Plan: Literacy Goal

By June 2029, a minimum of 80% of all students will read grade level texts accurately, fluently, and for meaning according to the Acadience Reading K-6 End of Year Composite score. RMES aims to increase the number of students reading proficiently 13% each year, until our target is met (2027-55%, 2028-67%, 2029-79%).

Current Data



June 2026 EOY Acadience Measures (specific foundational skills)

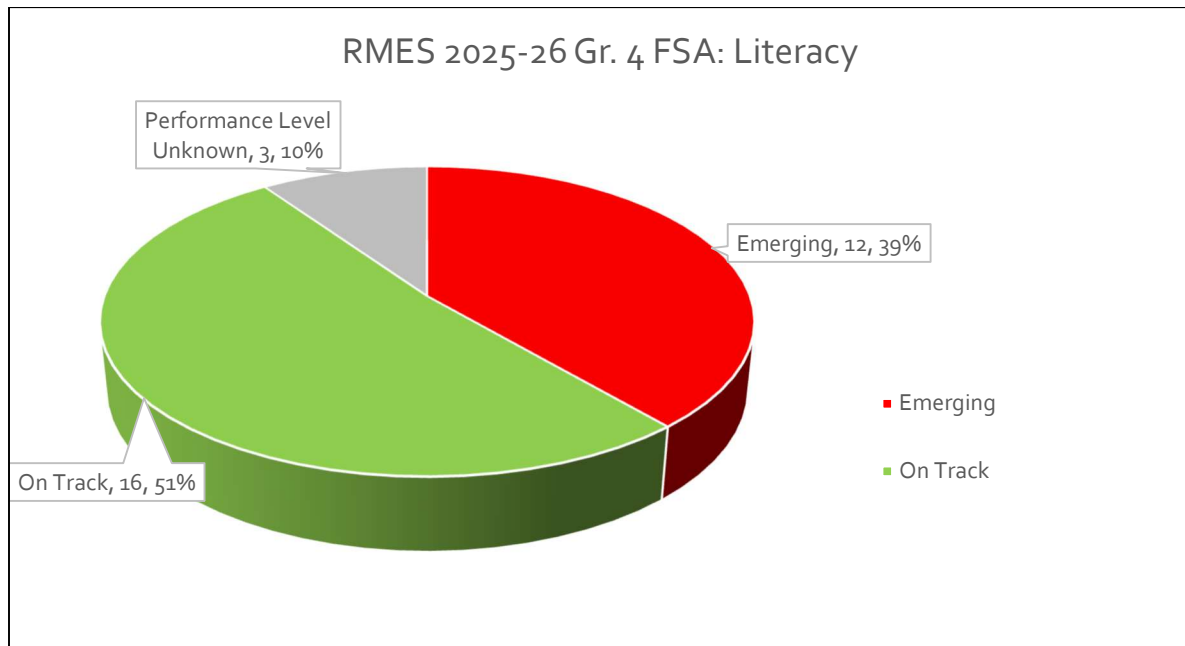
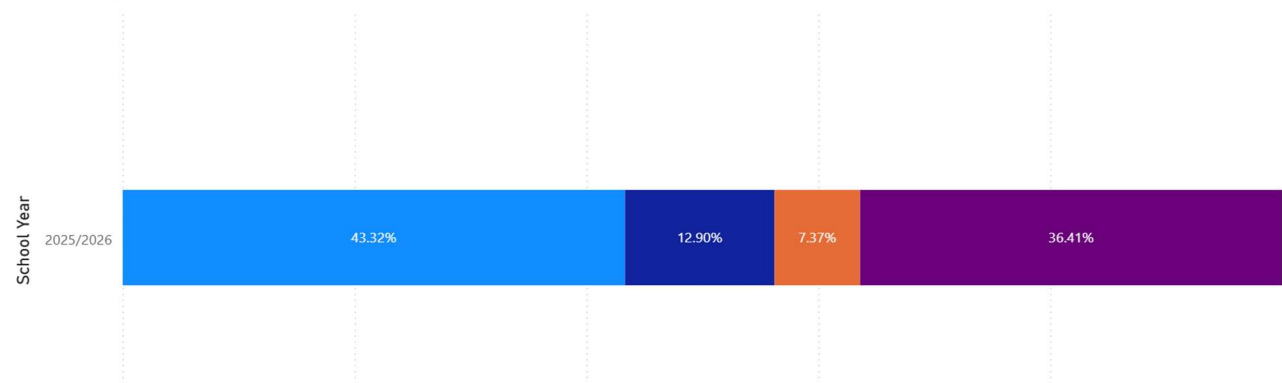
- **42% of all students are At or Above the Acadience benchmark (Composite Score)**
- At or Above
 - 50% Phoneme Segmentation Fluency (Kindergarten)
 - 41% Correct Letter Sounds (K & 1)
 - 61% Whole Words Read (K & 1)
 - 54% Oral Reading Fluency: Accuracy (1-6)
 - 47% Oral Reading Fluency: Word Correct (indicating fluency gr. 1-6)

June 2026 ELA Report Card

- **56.1% of students received Proficient or Extending as their final ELA report card mark.**

Distribution by School Year and Grade

Grade ● PRF ● EXT ● EMG ● DEV



Strategies

1. Screen all K-6 students, 3 times per year: Oct, Feb, Jun
 - a. Support for completing assessments:
 - i. Floater TTOC when available
 - ii. Erin Jones to support by assessing students (high priority students or students in classes which have an untrained teacher) or supporting class while teacher assesses
 - iii. Using the Lit Support blocks
 - b. Data meetings

- i. Collaborative problem solving to make analyse data, celebrate, and plan for data informed decisions
 - 1. Teachers will meet with admin & Lit. support after each screening period
 - ii. Focus on progress monitoring for all students, with an emphasis on priority populations (students with diverse needs and indigenous students as well as students significantly below the benchmark)
 - 1. Meet with grade groups at least once in between each screening period to analyze progress monitoring data
 - c. Use screening data to determine
 - i. If Tier One instruction is effective
 - ii. If students are receiving the correct intensity of intervention
 - iii. If students are receiving the correct skill intervention
 - iv. If supports need to be increased
- 2. Strengthen Tier One whole group instruction
 - a. Try to meet 80% of students' needs: Currently only 42% of all students (K-6) assessed are at, or above the Acadience benchmark (composite)
 - b. Use of explicit PA instruction (Heggerty?) for grades K-1
 - c. Continue the use of UFLI whole group for grades K-3
 - d. Continue to use Spellography whole group for grades 4-6
 - e. Start Partner Reading & Paragraph Shrinking to increase fluency for grades 1-6 (with an adapted version for interested K teachers)
 - i. Expectation that all classroom teachers adopt an intentional fluency routine and/or classroom intervention
 - ii. School wide goal for fluency (currently our students are more accurate, than fluent. Our ORF WC & Maze scores are bringing down our composite score)
 - f. Start incorporating more syntax & morphology
 - i. Classroom teachers encouraged to use the "Syntax Project" resource
 - g. Start (in Sept. 2027) incorporating intentional comprehension work into ELA block
 - i. *Adrienne Gear Reading Power*
 - ii. *The Comprehension Blueprint*
- 3. Maximize small group differentiated instruction & Tier 2 support
 - a. Use screening and diagnostic data to target and address skills
 - b. *Small Group, Big Results* book club...Julia Lindsay lunch and learn with primary staff
 - c. WIN Strategy for groups
 - i. According to screening and diagnostic assessments, all grade 1-3 students will be grouped in homogeneous skill based groups
 - ii. Groups will meet from 11-11:30 daily with a trained teacher/support staff
 - iii. Interventions will be based on the Orton Gillingham lesson framework and intentionally target skill gaps for struggling readers, extend learning for high readers and monitor progress for all
 - iv. Our WIN groups will be on a 6 week continuous improvement cycle and will be fluid and flexible based on student need.
 - d. Utilize progress monitoring data to drive grouping and instruction (who needs support and what support do they need)
 - i. Priority populations (students with diverse needs and indigenous students)
 - ii. Students who are well below the benchmark
 - iii. Assess whether tier 1 and 2 is working and shift instruction as needed
 - e. Lit support to work with gr. 4-6 skill based small groups
 - i. Pull out to preserve dignity of struggling older readers

- ii. Use Orton Gillingham lesson framework for well below (gaps in accuracy)
 - iii. Use *Word Connections* for students struggling with multisyllabic word reading
 - iv. Use Repeated Reading routines for students with significant gaps in fluency
 - 1. Utilize EA, and possibly volunteers, to use this protocol with students as well
- f. Push in support, to support classroom teacher
 - i. Admin
 - ii. Lit Support (.3)
 - iii. LST
- 4. Increase writing proficiency
 - a. School Wide Write (SWW) to collect data 3 times/year and monitor progress
 - i. Implement in the 2026-27 school year
 - b. Focus on explicit instruction, modeling, and independent practice over publication

Expected Outcomes

- IF... teachers use evidence-based resources and practices to improve ("Implementation Impact" measured through teacher year end survey):
 - Accuracy: UFLI, Spellography
 - Fluency: Partner Reading & Paragraph Shrinking, daily fluency instruction, practice and routines
 - Writing: Adrienne Gear (explicit instruction, modelling and independent practice)
 - Comprehension: Syntax Project, Adrienne Gear, Compréhension Blueprint (starting 2027-28)
- AND...RMES has a school focus on making data informed decisions
 - Regular meetings
 - Coaching for staff
 - Interventions driven by data
 - Support staff schedules and support driven by data
- AND...we utilize a MTSS framework in which students' needs are met through
 - Large group instruction
 - Small group differentiation
 - Individual intervention
- THEN...we can meet the needs of 80% of our learners
 - 80% of students reading both accurately, fluently, and for meaning
 - 80% of students at or above the Acadience benchmark (using the composite score)

Monitoring & Continuous Improvement

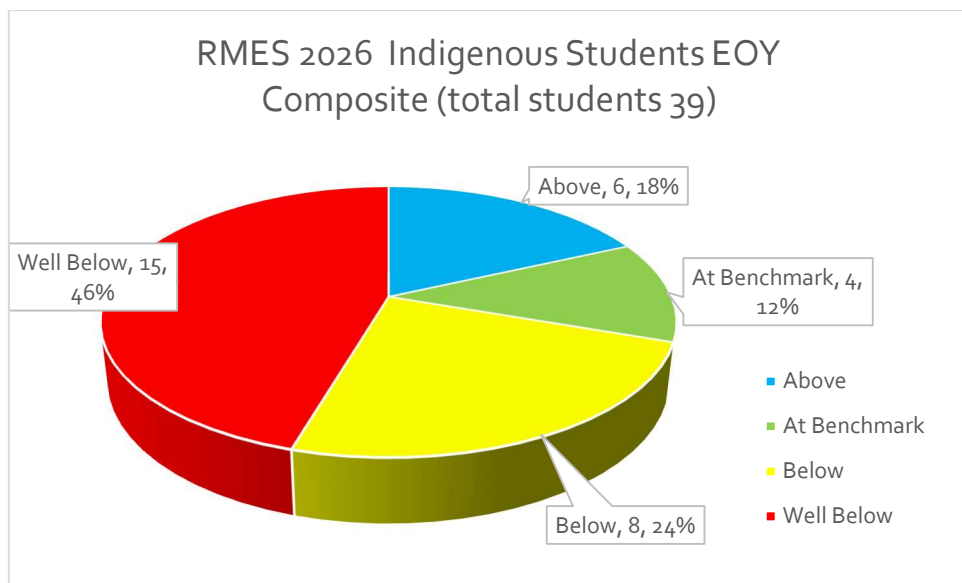
- Members of the Continuous Improvement Cycle include
 - Admin (Jenn Attorp/Erin Jones)
 - Lit Support (Erin Jones)
 - District Lit Support- when needed (Laura-Lee Philips)
 - Teachers, LST, SLP (case by case), InEd (case by case), YCW (case by case), EA (if possible)
- Acadience screening data will be reviewed three times/year (with teachers)
- Acadience progress monitoring data will be reviewed
 - Weekly (for most vulnerable learners)
 - Every 3 weeks (for those below benchmark)
 - Every 6 weeks (for all those in intervention)

- Collaborative data meetings
 - After each screening period
 - At least once between screening (to discuss progress monitoring)

Focus for Priority Populations (Equity Impact)

Indigenous Students

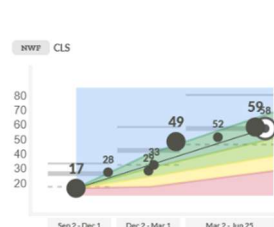
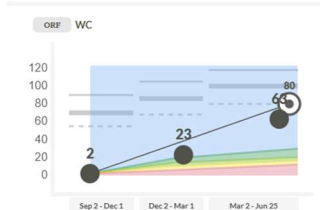
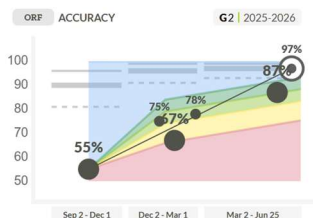
- In 2026 we increased the number of Indigenous students assessed to 100% (an increase of 29%)
- We increased the number of Indigenous students reading proficiently to 30% (an increase of 1%)



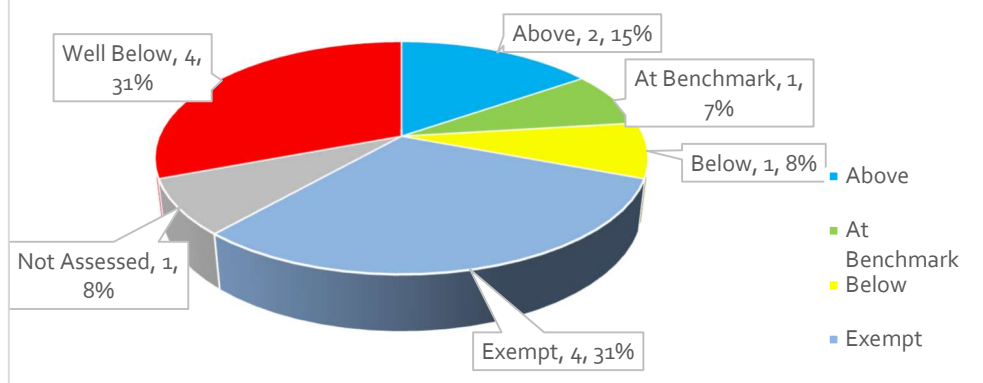
The following data is
for grades K-5 (2026)

Students with Diverse Needs

- For students with diverse needs it is especially difficult to measure growth through the Acadience composite score alone. We recognize the importance of measuring and celebrating individual student growth. Although we may not see a student reach the grade level benchmark goal it is critical to recognize their personal growth throughout the year.



RMES Students with Diverse Needs Acadience EOY Composite Score 2026 K-5 (total 16)



Strategies for Priority Populations- The strategies for our priority populations are the same as our general student population with an added focus on tracking.

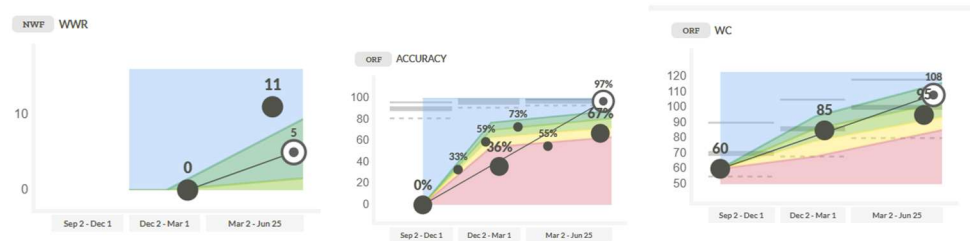
- An understanding of the story of each student
 - Why weren't they assessed (if assessment was not completed)?
 - What supports are they receiving?
 - Are those supporting trained to implement intervention or practice using evidence-based resources?
- An increased focus on progress monitoring
 - Progress is monitored between each benchmark period
 - Data meetings for those not making progress (teacher, support staff, admin, LST, InEd, YCW)
 - Why has progress not been made
 - What is the current instruction/level of support
 - Tier 1? Tier 2? Tier 3?
 - What are the skills being taught
 - How are the skills being taught
 - Does the instruction need to change
 - Frequency, intensity, skill focus
- Increase representation for Indigenous students and students with diverse needs
 - Add to our diversity and inclusion section in our library
 - Order classroom read-alouds that represent Indigenous voice and characters with diverse ability
 - Increase our teacher's capacity to incorporate Ktunaxa stories into our oral language component of literacy



School Successes

- ✓ Increased number of students screened from 73% in June of 2025 to 97% in June of 2026
- ✓ Trained all K-6 teachers
- ✓ 5 teachers attended Adrienne Gear writing workshop series in 2025/26
- ✓ Professional development days focused on:
 - Whole class fluency intervention

- Small group differentiation
- Adrienne Gear writing webinar
- ✓ Increased completion rate of screening to 100% for Indigenous students
- ✓ Created a tracking system ("Groups" in ALO) for Indigenous students and students with designations
- ✓ Trained Indigenous Education Support Worker and Youth Care Worker on UFLI to add extra support for foundational literacy skills
- ✓ 84% of our Ks were able to read at least 1 whole word on the NWF measure, some reading 10-14
- ✓ At the end of 2025, only 15% of grade ones were proficient on the Correct Letter Sound (CSL) measure...this grew to 24% in 2026
- ✓ Only 27 % of grade ones were reading Accurately in June of 2025, this same group at the end of their grade two year grew to 44% in June 2026
- ✓ 57% of grade threes were reading fluently by the end of June 2026
- ✓ 31% of our grade fours made Above or Well Above typical progress in Accuracy in June 2026
- ✓ The Fluency of our grade fives grew from 33%-50% from June 2025-2026
- ✓ 62% of our grade sixes were reading fluently in June 2026
- ✓ 100% of our primary teachers are using UFLI (next step is to work on fidelity)
- ✓ 50% of our intermediate teachers were consistently using Spellography



Strategic Engagement

- Data was initially shared with staff during our end of year data celebration
- New goal (increasing proficiency by 10-12%/year) was presented at beginning of year staff meeting- This new goal is more attainable for teachers/the school
- Data and Growth Plan will be shared with parents at our October PAC meeting
- A Literary parent night was offered in the fall of 2025. Data was shared with a larger group of parents and a presentation on practices teachers are using to support students' literacy development as well as how parents can support at home was given
- Data display will be on the walls for parents during early dismissal

Goal #2: Citizenship – To ensure that our students leave our school as positive, caring, responsible, and contributing members of society.

Our work over the past year has focused on developing a shared understanding of the qualities we hope our students demonstrate as learners, leaders, and community members. Through collaborative staff learning, informed by *Street Data* by Shane Safir and Jamila Dugan, we developed a school-graduate profile that reflects the values, skills, and dispositions most important to our school community.

As we move into the 2026-2027 school year, our focus will shift from developing the profile to intentionally teaching, modelling, and celebrating the traits identified within it. Working alongside the district SEL Support Teacher, staff will develop common language, lessons, and practices that explicitly teach and reinforce graduate profile traits across all classrooms. By the end of the school year, all classrooms will have integrated graduate profile language into their learning environments and students will be able to identify and describe the key traits and

provide examples of how they demonstrate them at school and in the community.

We will continue to strengthen the ROCKY Award program by aligning recognition with our graduate profile traits and expanding opportunities for students to be recognized beyond the school setting. Through partnerships with families and community members, we will introduce a community nomination component that celebrates students who demonstrate our shared values both in and outside of school. Success will be demonstrated through increased participation in the ROCKY Award program and regular recognition of students by both school and community members.

To further foster student voice, leadership, and citizenship, we will establish a Grade 6 Leadership Team. This group will meet regularly throughout the year and provide students with



meaningful opportunities to contribute to school culture, support younger students, organize events, and model the characteristics identified in our graduate profile. Grade 6 leaders will actively participate in and lead school-wide initiatives that strengthen belonging and positive school culture.

Together, these initiatives will help create a consistent, school-wide approach to developing socially responsible, caring, and engaged citizens.

Strategies

Intentional teaching of graduate profile traits:

Collaborate with the district SEL Support Teacher to develop and implement lessons, activities, and common language that explicitly teach the social-emotional competencies and attributes identified in our graduate profile, drawing on the First Peoples Principles of Learning and Ktunaxa stories and teachings where appropriate.

Embedding the graduate profile into daily practice:

Use classroom learning, assemblies, announcements, and school-wide activities to regularly highlight and reinforce graduate profile traits.

Expanding the ROCKY Award program:

Continue refining the ROCKY Award criteria to align with the graduate profile and create opportunities for families and community members to nominate students who demonstrate these traits beyond school.

Developing Grade 6 student leadership:

Establish a Grade 6 Leadership Team that contributes to school events, welcomes new students, supports younger learners, and promotes positive school culture.

Creating opportunities for student voice and agency:

Engage students in shaping school initiatives, leadership opportunities, and recognition programs to foster ownership and belonging.

Celebrating and communicating successes:

Regularly recognize and share examples of students demonstrating graduate profile traits through assemblies, newsletters, social media, and community partnerships.

Expected Outcomes of Goal #2

By June 2027:

- All classrooms will intentionally teach and reference graduate profile traits as part of daily learning and social-emotional development.
- Staff will engage in ongoing collaboration with the district SEL Support Teacher to strengthen classroom practices that support citizenship and social-emotional learning.
- Student surveys and reflections will demonstrate increased understanding of the graduate profile traits and how these traits contribute to success in school and life.
- A Grade 6 Leadership Team will be established and actively involved in school-wide initiatives, providing authentic leadership opportunities for students.
- The ROCKY Award program will include community nominations and recognition, strengthening connections between the school and wider community.
- Student survey data will show increased feelings of belonging, connection, leadership opportunities, and pride in the school community.
- Staff will report increased consistency in the language and practices used to teach and reinforce citizenship and social-emotional competencies.
- School behaviour data and school climate indicators (including attendance) will demonstrate stable or improved trends in positive student conduct, responsibility, and respect for others.

As a result, Rocky Mountain Elementary will continue to strengthen a positive, inclusive, and connected school culture where students demonstrate resilience, responsibility, kindness, stewardship, and leadership while actively contributing to the well-being of the school, the broader community, and the lands on which they live, learn, and play.



