



Rocky Mountain
Elementary School
RMES Growth Plan 2024/25





RMES Growth Plan 2024/25

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 positive 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 17th, 2024. 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 236 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 of the elementary aged students of the community. It is the sole feeder school of Elkford Secondary.
- ❖ Of the 236 students in our school, 20 of them are students with diverse abilities and 48 identify as having Indigenous ancestry.

Current Staffing

Principal	1.0
Vice-Principal	1.0
Classroom Teachers	12.0
Library/Lit Support Teacher	1.0
Prep/Lit Support Teacher	1.0
Learning Services Teachers	1.1
Youth Care Worker	1.0
Counsellor	0.4
Indigenous Support Worker	0.8
Speech Language Pathologist	0.4
SLP Assistant	0.4
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 discussions with staff and parents, we've determined that maintaining a literacy goal should remain a key focus at RMES. Additionally, through professional development and staff conversations, we have agreed on setting a new goal: developing a Graduate Profile for our students. This means identifying the skills and characteristics we aim to cultivate in our students before they 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:

- More than 50% of our students are still not reading at grade level. We understand that strong reading and comprehension skills are essential for success across all areas of the curriculum and are a critical part of every student's learning journey.
- We have a collective responsibility—staff, students, and parents/guardians alike—to ensure that our students leave here as positive, caring, and contributing members of society.

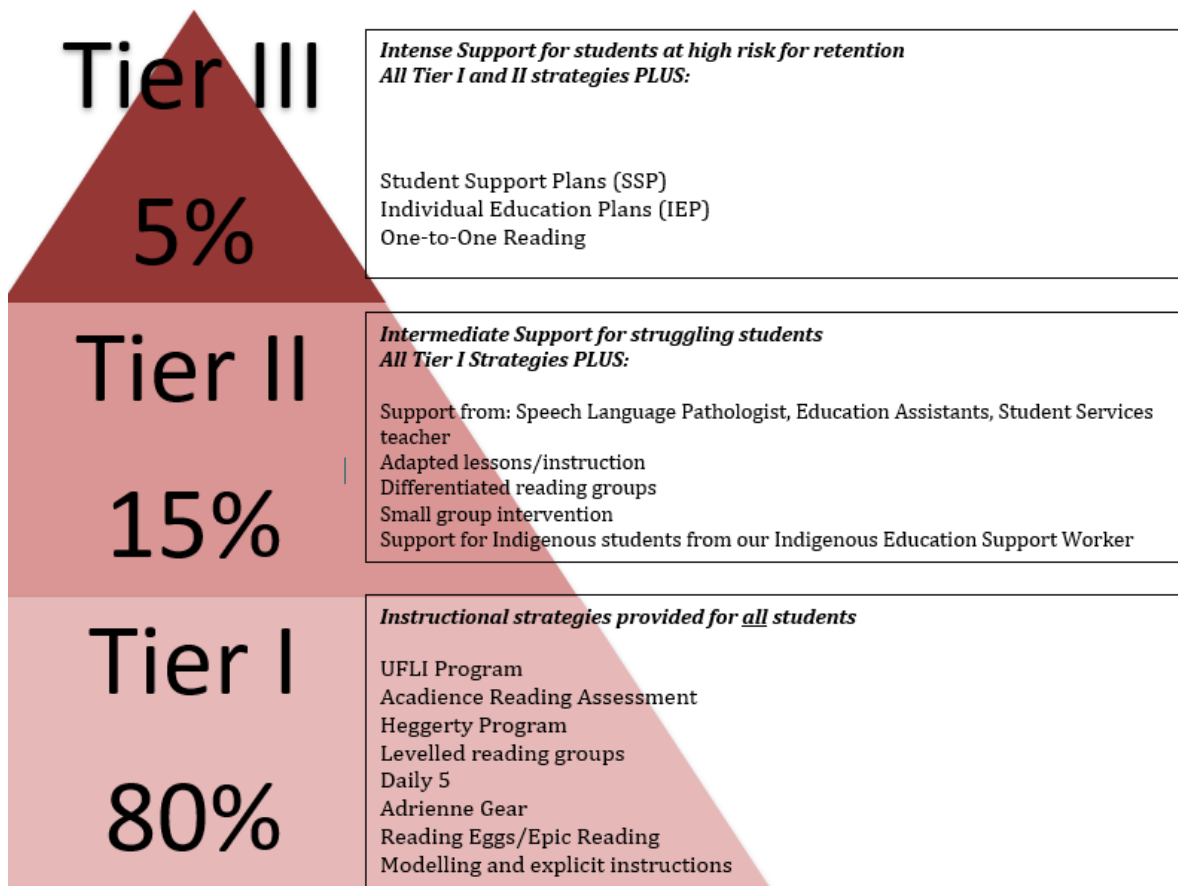


Goal #1: Literacy – To improve our students’ literacy scores and overall literacy success using a Response to Intervention (RTI) plan that addresses all student needs.

Last year was a bit of a transition year in literacy for many staff and students at RMES. We were introduced to the UFLI (University of Florida Literacy Institute) literacy program, the Heggerty phonics program as well as the Acadience Literacy assessment. Many teachers have been or will be learning about these programs and implementing them in their classrooms. Anytime new initiatives are introduced it requires time and support. We are grateful to have both Erin Jones (District Literacy Teacher) and Jennifer Attorp (Vice-Principal and Learning Services Teacher with a strong literacy background) to guide us through these new programs and assessments.

Based on individual meetings with classroom teachers, we know that the following programs and supports are in place for our students to help us achieve our goal.

Response to Intervention (RTI)

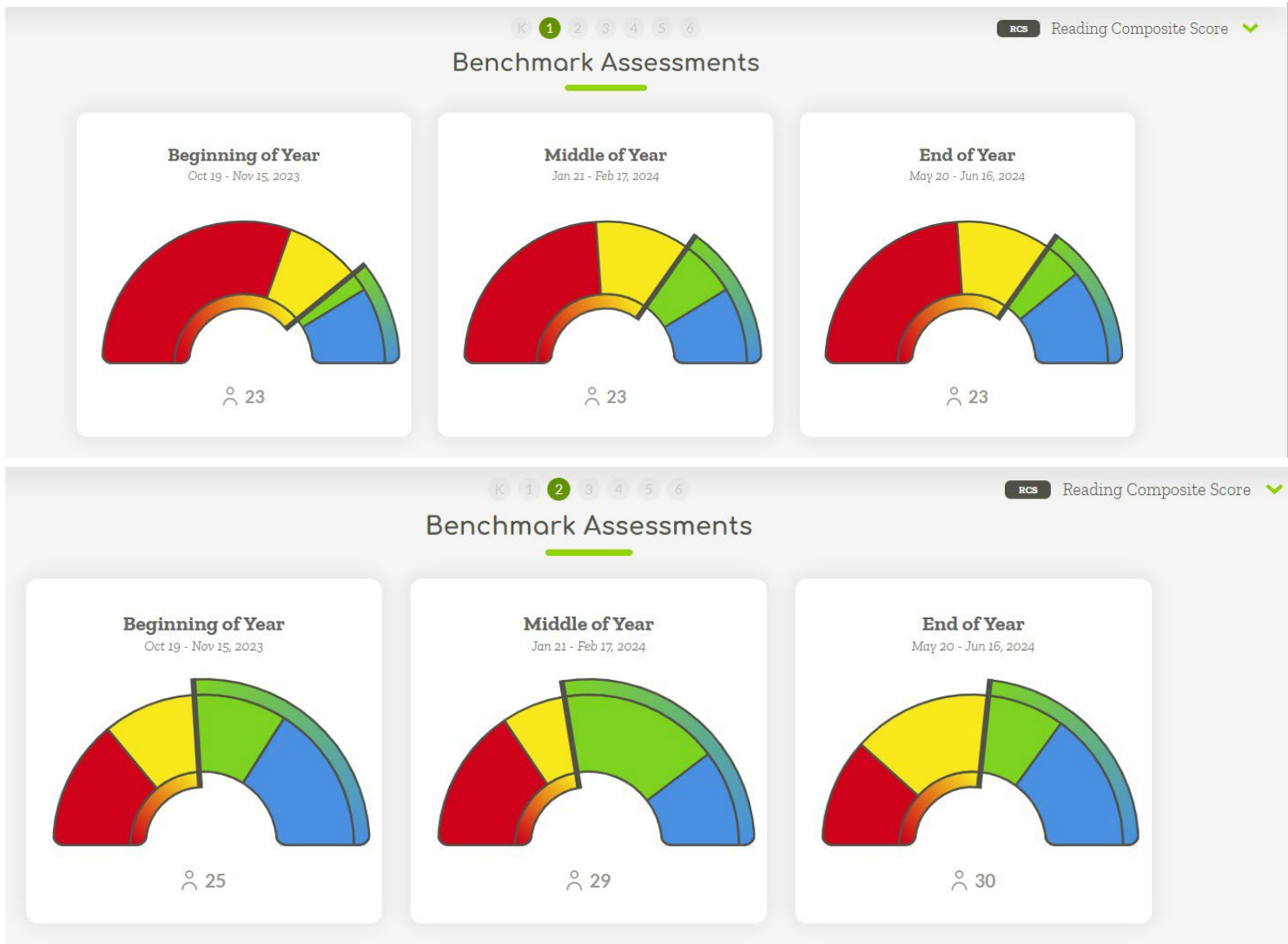


Goal #1 – Initial Data (*From Acadience Literacy Assessments*)

The following data represents our literacy scores at the conclusion of the 2023/2024 school year, organized by grade. Please note that Kindergarten assesses different criteria, and data for Grade 4 is incomplete. The color-coded charts are interpreted as follows:

- **Red section:** Students performing significantly below grade level
- **Yellow section:** Students performing below grade level
- **Green section:** Students performing at grade level
- **Blue section:** Students performing above grade level

Each chart includes the corresponding grade at the top, displayed in a green bubble, and presents data from the beginning, middle, and end of the year. The goal is to move students from the red and yellow sections to the green section. Upon reviewing each grade, you will observe a reduction in the red and yellow sections in many cases, indicating progress has been made.



K 1 2 3 4 5 6

RCS Reading Composite Score

Benchmark Assessments

Beginning of Year

Oct 19 - Nov 15, 2023



31

Middle of Year

Jan 21 - Feb 17, 2024



29

End of Year

May 20 - Jun 16, 2024



30

K 1 2 3 4 5 6

RCS Reading Composite Score

Benchmark Assessments

Beginning of Year

Oct 19 - Nov 15, 2023



46

Middle of Year

Jan 21 - Feb 17, 2024



45

End of Year

May 20 - Jun 16, 2024



45

K 1 2 3 4 5 6

RCS Reading Composite Score

Benchmark Assessments

Beginning of Year

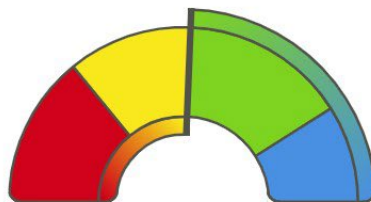
Oct 19 - Nov 15, 2023



39

Middle of Year

Jan 21 - Feb 17, 2024



39

End of Year

May 20 - Jun 16, 2024



39

Reaching all Learners:

- ❖ At RMES, 20% of our learners identify as Indigenous. With the support of our Indigenous Support Worker, these students have access to Indigenous content books and resources to support them on their literacy journey. As a school, we also focus on the First Peoples Principles of Learning which supports all students on their education journey.



- ❖ Of our student population, 9% are diverse learners with diverse abilities. These students are supported with specific IEP goals created by all members of their team (parents, teacher, education assistant, student services teacher, youth care worker, counsellor, Indigenous Support worker). These goals hone in on their diverse needs and are adjusted accordingly to ensure success in all areas of their schooling.

Beyond the RTI instruction and supports, we will also utilize the following strategies to improve our literacy growth:

- Continued staff professional development with UFLI, Heggerty and Acadience
- Inviting Erin Jones (District Literacy Support Teacher) into our school to provide workshops and information to support our teachers with literacy instruction
- Individual and small group literacy interventions for emergent and struggling readers through support from our Literacy and Learning support teachers on staff.
- Continued partnership with CBAL to engage parents in their child(ren)'s learning
- Following the First People's Principles of learning to enhance all our learners
- Increasing the indigenous content in our literacy resources

Expected Outcomes of Goal #1:

With the literacy strategies and supports implemented, our goal is to achieve targeted growth, with at least 50% of students in each grade reading at grade level by the end of the year. Additionally, we aim to see a significant reduction in the number of students reading two or more levels below grade level.



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

Through our reading of *Street Data* by Shane Safir and Jamila Dugan, we gained insight into the importance of building coherence within our school community. This involves creating a shared vision for the type of learners we aspire to develop. In June of last year, our staff collaborated to create a student "graduate profile." Through small group discussions and brainstorming, we identified the key characteristics we believe are essential for our students' development. The results of these discussions are captured in the graphic below.



Strategies:

We consider this a living document and will revisit it throughout the year to ensure alignment in our focus and priorities for student development. A critical first step is establishing coherence and a shared language among staff regarding how we approach and support our learners.

For professional development, we have begun exploring the *Reframing Behaviour* program, which emphasizes the neuroscience of brain development and how understanding this can reshape our approach as educators. You can find an excellent introductory video to the program here: [Reframing Behaviour Video](#).

Our primary goal this year is to build a unified sense of purpose among staff as we work toward the vision outlined in our graduate profile.

Expected Outcomes of Goal #2:

While academic development is vital, we also recognize the importance of cultivating student character and fostering the growth of compassionate, contributing members of society. By creating a shared vision within our school community and working collaboratively toward this goal, we aim to send students to high school equipped with the desired qualities for future success.

Rocky Mountain Elementary School is an amazing community to be a part of. Our staff are passionate and committed to creating a caring environment where everyone is safe, welcome and free to be who they are. This type of environment fosters incredible learning and engagement which allows our students to flourish. We are also lucky to have incredibly supportive families who are part of this educational journey. Together as a team we are ready to work toward these goals and make Rocky Mountain Elementary School an even better place to learn and thrive.

