



Rocky Mountain  
Elementary School  
RMES Growth Plan 2022/23





# RMES Growth Plan 2022/23

## Where are we?

- ❖ We are currently in our 3<sup>rd</sup> year of a three-year growth plan.

## Stakeholders:

- ❖ Both staff and PAC members were given the opportunity to review and provide input to the growth plan on September 20<sup>th</sup>, 2022. 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 268 students attending the school and being supported by the staff listed on the side bar. The school is on the edge of a small mountain community of Elkford, with a population of approximately 3000 people who mostly work in a resource-based industry. It serves all of the elementary aged students of the community. It is the sole feeder school of Elkford Secondary.
- ❖ Of the 268 students in our school, 29 of them are students with diverse abilities and 58 identify as having Indigenous ancestry.

## 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.*

## Current Staffing

Principal	1.0
Vice-Principal	1.0
Classroom Teachers	11.0
Library Teacher	0.7
Prep Teacher	0.5
Student Services Teachers	1.3
Youth Care Worker	1.0
Counsellor	0.4
AbEd Worker	0.8
Speech Language Pathologist	0.6
SLP Assistant	0.4
Secretaries	1.0
Education Assistants	9

## Our Process

At faculty meetings, our staff co-constructed our goal for a three-year plan in October 2020. Data has also been shared with our PAC members to provide input at monthly PAC meetings. Unanimously, our primary goal has been focused toward literacy and making sure that all students at RMES become stronger readers and read at the appropriate grade level. RMES is currently in year three of the plan that focuses on emergent readers and school-wide reading success for all of our learners. Ongoing engagement will occur with all stakeholders throughout the year.

## Our Goal

- 1) Now, in the third year of our three-year plan the goal is to focus on continued literacy improvement through the use of independent Fountas and Pinnell (F&P) reading levels as the assessment and various literacy strategies to achieve that improvement

### Specific Targets

- a) A 4% improvement in reading for all emergent readers at RMES.
- b) To follow up on and increase the reading ability of Grade 3 students through professional development, use of a common assessment and development of a balanced literacy program. This is to continue the focus we had with the Grade 2's last year.

## Goal #1 – Literacy

According to our F&P reading assessment data, there are currently 44% of RMES students who are reading below grade level of their current grade. This is a decrease of the 49% who were below grade level at the end of 2021 which means we have surpassed our 4% improvement goal for one year.



To accomplish the goal of seeing improved reading scores, RMES staff indicated in our school literacy Response to Intervention (RTI) triangle (shown left) the strategies that are currently in use to teach reading skills.

From this RTI information, RMES staff will continue with Professional Development around strengthening current strategies and implementing new instructional strategies to support student learning.

Students Working Toward Reading at Grade Level  
(F&P Independent Reading Levels)

	June 2021	June 2022	June 2023	June 2024	June 2025
Grade 6	14%	34%			
Grade 5	44%	47%			
Grade 4	54%	41%			
Grade 3	42%	50%			
Grade 2	54%	66%			
Grade 1	65%	41%			
Kindergarten	59%	21%			
Whole School	49%	44%			

The data to the right shows that the majority of grade level cohorts experienced growth in their literacy levels.

The data is a small snapshot of one moment in time for each student, but using the same assessment for consistency.

We look forward to the consistent F&P assessments to track our students' progress.

Indigenous Students Working Toward Reading at Grade Level

	June 2021	June 2022	June 2023	June 2024	June 2025
Grade 6	11%	11%			
Grade 5	29%	29%			
Grade 4	27%	29%			
Grade 3	29%	36%			
Grade 2	43%	63%			
Grade 1	88%	50%			
Kindergarten	60%	20%			
Entire Indigenous Population	41%	32%			

## Goal #1 – Next Steps

As part of the next steps for this goal, staff are committed to the following:

- Small group instruction with F&P resources and continued professional development
- Participating in any district literacy initiatives that are offered (F&P training, Popey workshops)
- Inviting Erin Jones (District Literacy Support Teacher) into our school to provide workshops and information to support our teachers with literacy instruction
- Levelled literacy interventions for emergent and struggling readers through our 0.5 literacy support teacher at the school
- Continued partnership with CBAL to engage parents in their child(ren)'s learning
- Following the First People's Principles of learning to enhance all of our learners
- Increasing the indigenous content in our literacy resources

At Rocky Mountain, we integrate School District 5, Southeast Kootenay’s goals so that we are learning together.

*Engaging All Learners*

RMES is committed to engaging all learners in their literacy journey through various strategies (Daily 5, F&P, Adrienne Gear, D.E.A.R., library blocks, literacy support, reading club, 1-1 Reading)  
*“If we teach a child the skill of reading without encouraging the love of reading, we will have created a literate illiterate” – Kyleene Beers*

*Advocacy*

RMES continues to advocate for additional funding for literacy initiatives in our school through various grants and organizations. We also ensure that supports are in place for our learners with diverse abilities.



*Effective Communication*

RMES is committed to open communication with all stakeholders regarding the improvement of student learning

*Inclusive Partnerships*

RMES has partnered with the Columbia Basin Alliance for Literacy (CBAL) to provide training for Kindergarten and Grade 1 parents to reinforce literacy skills that our students are being taught.  
 We also partner with CBEEN and ensure our students are outside and learning about the land through place-based learning.

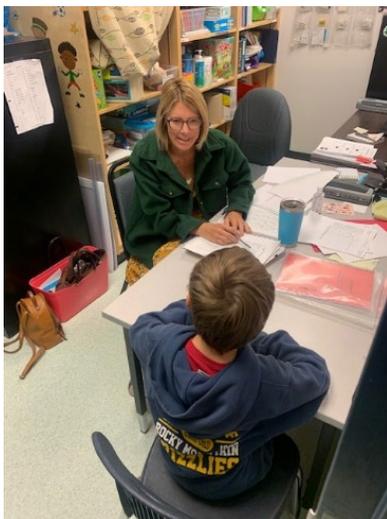
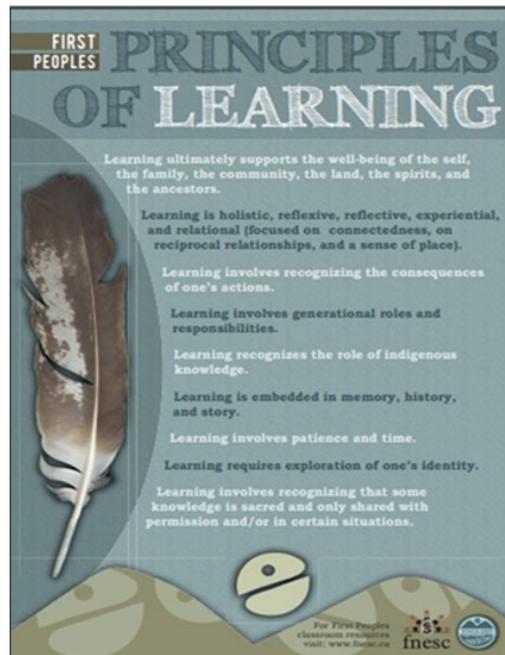
**Expected**

**Outcomes:**

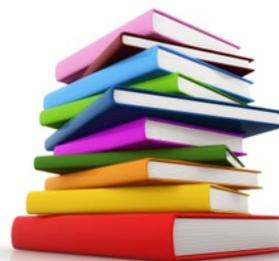
If our staff continue following the listed strategies and programs this year, we would hope and expect to see further growth in student literacy scores, as was achieved last year. With another 4% goal, that would bring our emergent reader percentage down from 44% to 40%. This percentage is still higher than we would like to see it but staying consistent and persistent with our strategies and seeing continuous improvement year after year will be beneficial to our students in the long run. We will be consistent with our use of the F&P assessment for each grade to track our data.

## Reaching all Learners:

- ❖ At RMES, 22% of our learners identify as Indigenous. With the support of our Aboriginal 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, 11% 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, aboriginal education worker). These goals hone in on their diverse needs and are adjusted accordingly to ensure success in all areas of their schooling.



## What else is important to us?

Our number one goal to work on at RMES is literacy, but we also recognize the importance of developing and seeing growth in all areas of our learners. Building a sense of community, fostering positive relationships, social emotional learning and creating a safe, caring and welcoming environment are goals we are working on every day.

Some of the many ways we are working to accomplish these goals are:

- Back to School BBQ for families
- Terry Fox Run
- School-wide Assemblies
- Running Club
- Sports Teams
- Leadership opportunities for students
- School Play
- Christmas concert
- Outdoor learning
- Field Trips
- Community facility use (swimming, skating)



