



École Isabella Dicken Elementary School

Growth Plan

2023-2024



About us...

- At École Isabella Dicken Elementary School, we are grateful to be situated on 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 560 students, 34 teaching staff, and 22 support staff and continues to grow in population every year.
- Among our 26 classrooms, we have sixteen primary classrooms, and ten intermediate classrooms.
- EIDES offers a late French Immersion program (Grades 4-6), Grade 6 band, music classes, and an Early Years Strong Start center.
- EIDES offers extracurricular opportunities such as Running Club, Glee Club, Art Club, Leadership Club, Drama Club, Coding Club, School Sports Teams, and morning drop-in gym times. Extracurricular opportunities, performances and celebration assemblies provide additional opportunities for students.
- EIDES staff provide many regular opportunities for place-based environmental learning. We are proud of our recently completed Outdoor Learning area featuring a rock circle classroom and equipment storage facility. Our school is equally excited to continue into Year Two as a recognized Wild School.
- EIDES has a supportive Parent Advisory Council that provides significant financial support which adds additional resources, equipment and transportation help to extend learning opportunities for all students beyond our school grounds and into our wider community and area.
- 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 2023-2024 Team :

- Administrators 2.0
- Classroom teachers 27
- Teacher Librarian 1.0
- Music/ Fine Arts/Band 1.2
- PE teachers 1.2
- Student Services Teachers 3.0
- Counsellor 1.0
- Indigenous Support Worker 0.6
- Youth Care Workers 2.0
- Educational Assistants 14.0
- Speech & Language/ ELL
- Custodial Staff
- Noon Hour Supervisors 6.0

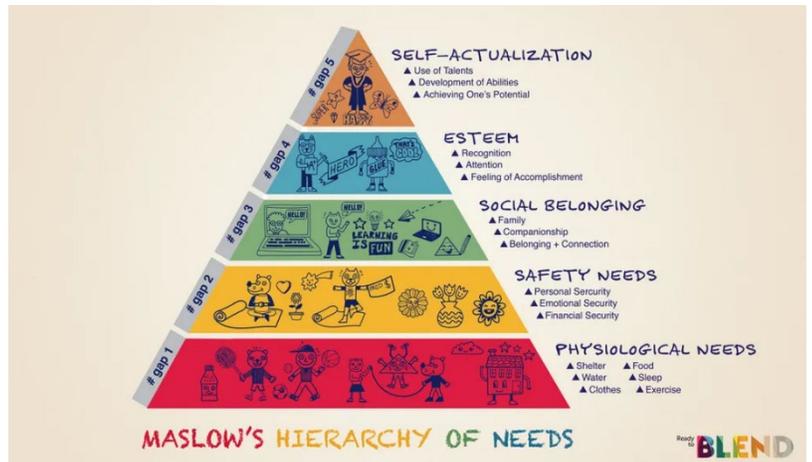
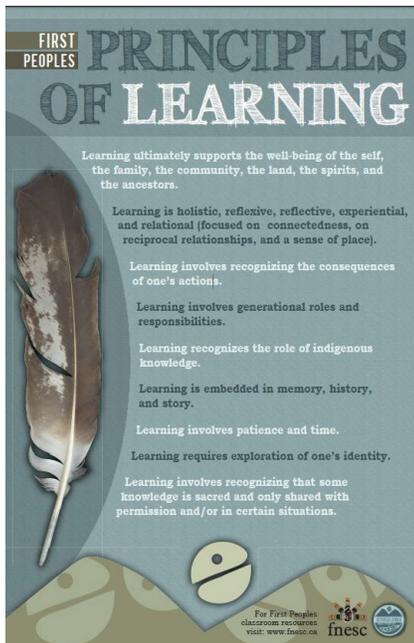




Our School Growth Plan is built upon a foundation of our 3 core values:

Kindness, Connection & Courage

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 EIDES we are committed to fulfilling these needs as much as academics through a variety of important programming: Panther's Pantry, Breakfast Wagons 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.

GOAL #1:

To improve reading proficiency for students in Grades K-3, with a focus on both word reading and language comprehension. (Gough & Tunmer, 1986)

EXPECTED OUTCOME:

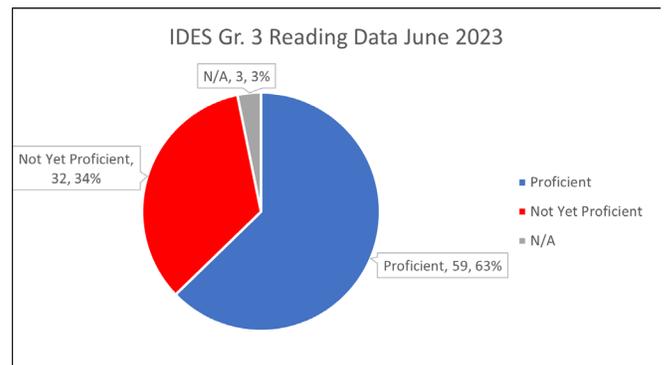
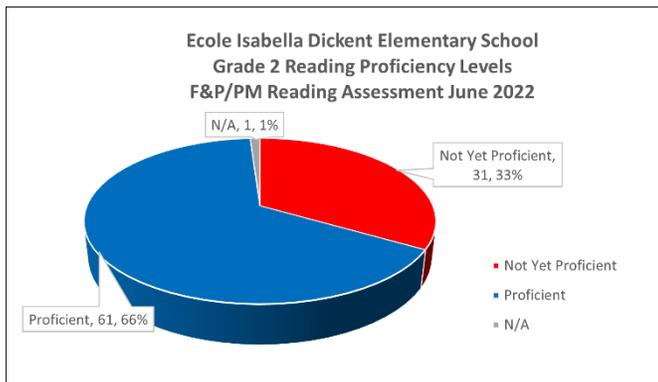
Increasing school wide cohesion in instructional and assessment practices will create more equitable achievement outcomes for all students.

TARGET:

By 2027, 80% of our target cohort will be meeting the Acadience benchmark for grade level reading proficiency.

RATIONALE:

- Many primary students continue to struggle with reading because of the pandemic.
- We have struggling readers who need opportunities to continue to develop their reading skills.
- Following current research as a district, teachers are recently building knowledge on structured literacy practices. We still need time to learn, use, implement new practices, move from dated philosophies, and reflect on our journey.
- We are seeing growth in reading skills (an overall 9% increase in proficient readers during last year) and thus are committed to continue into our third year of literacy focus with the support staff, families and our SD5 Lead Literacy Teacher Erin Jones.



ACTION PLAN:

- All grade K and 3 teachers will receive training for a new phonics program: **UFLI Foundations** - an explicit and systematic program that teaches students the foundational skills necessary for proficient reading.
- All grade 2 and 3 teachers have now been trained to use a new and more efficient reading assessment program: **Acadience Reading K-6** as an effective, reliable, and valid universal screener to answer the question: Who needs support?
- We have Grade 1 teachers who have volunteered to trial this screener at their grade level.
- Grade 2 and 3 teachers will provide **Fall, Winter, and Spring reading data for their students.**
- Some teachers are following training on the use of next step diagnostic assessments to identify gaps in foundational skills and target their instruction.
- Using an R.T.I. model (Response to Intervention) 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 (Teacher Librarian and Friday Prep teachers).
- To target skills in word reading, we are using **Heggerty and UFLI programs.**
- To target language comprehension, we will continue to use **Adrienne Gear resources.**
- We are exploring ways to build fluency in grades K-6 by engaging in district literacy opportunities (book clubs, workshop with Dr. Chase Young - fluency researcher, author, and former classroom teacher).
- Along with providing direct support to staff, SD5 Lead Literacy Teacher Erin Jones will offer an evening parent reading support session to grow parents' knowledge and skills to support reading with their child(ren).
- We will continue current reading support programming including: **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.**



GOAL #2 :

To improve all students' achievement and self-efficacy in math and numeracy.

EXPECTED OUTCOME:

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

TARGET:

Close differential outcomes on Gr. 4 FSA's between Indigenous and Non-Indigenous students by 4% by 2027.

RATIONALE:

- Since the addition of our district-wide numeracy lead teacher, our staff has been increasingly curious and exploring new math trends and grade-wide collaboration and teaching practices.
- We currently lack consistency of math scope and sequence, assessments and practices at school as well as communicating new math methods with parents for at home support.
- Staff has specifically asked for professional development in math assessments.
- Our past FSA results indicate that 50ish% of our grade 4 students are proficient in this numeracy assessment.

ACTION PLAN:

- Providing Numeracy Collaboration Workshops for Grades 2, 3, 4, 5, and 6 with our Numeracy Lead Teacher Kathy Conlin.
- Supporting EA professional development with additional numeracy workshops.
- Offering Math Up licenses (a bilingual math on-line resource) to interested teachers accompanied by support/ training sessions.
- Developing Grade 6 Math Assessment that will be used this year.
- Staff involvement in a numeracy book club: **Productive Struggle in Math: A 6-Point Action Plan for Fostering Perseverance** that will share and summarize highlights at staff meetings.

