

Three-Year Education Plan and AERR
Breton Elementary
2018 2019



Mission

We at Breton Elementary desire to create a safe, caring and positive learning environment that develops students who are responsible, have a sense of purpose and act with integrity.

Vision

Our vision at Breton Elementary is to develop confident, resilient, compassionate leaders.

Motto

You can't spell "best" without "B.E.S."

Demographic Information:

Breton Elementary is a K – 6 school with a population of 178 students. Approximately 75% of our students are bused to school from a wide rural area.

Kindergarten – 27

Gr 1 – 24

Gr 2 – 28

Gr 3 – 18

Gr 4 – 34

Gr 5 – 28

Gr 6 – 19

We have total staff complement of 9.0 teachers and 2.0 EA's.

We are a Leader in Me school and offer a well-rounded music program for Grades K – 6.

October 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Breton Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.0	92.0	91.1	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.9	83.6	79.6	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	98.9	93.5	93.2	90.0	90.1	89.9	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85.8	87.5	81.7	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	21.7	21.9	17.0	19.9	19.5	19.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	92.3	97.1	85.9	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	91.4	92.5	88.9	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.2	91.1	84.1	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.6	90.3	88.1	80.3	81.4	80.7	Very High	Maintained	Excellent

Performance Measure	Results (in percentages)					Evaluation		
	2014	2015	2016	2017	2018	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.1	85.5	72.2	87.5	85.8	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.0	19.7	9.3	21.9	21.7	High	Maintained	Good

		Results (in percentages)									
		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	86.4	9.1	89.5	21.1	88.9	11.1	91.7	8.3	83.3	3.3
	Authority	78.7	8.7	86.0	11.7	82.2	13.9	80.1	11.1	82.9	10.2
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9
Mathematics 6	School	77.3	18.2	84.2	10.5	66.7	7.4	83.3	12.5	83.3	13.3
	Authority	69.4	8.5	73.7	7.3	68.4	10.1	69.9	8.2	71.1	7.2
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0
Science 6	School	90.9	27.3	89.5	31.6	74.1	14.8	87.5	45.8	86.7	36.7
	Authority	73.2	15.8	78.1	15.2	77.2	22.0	75.5	25.4	77.5	18.2
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5
Social Studies 6	School	81.8	13.6	78.9	15.8	59.3	3.7	87.5	20.8	90.0	33.3
	Authority	63.4	8.7	67.8	10.5	65.8	13.5	68.8	17.3	73.8	16.8
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2

2017-18 Results Report / AERR

The key strategies used last year's Education plan were as follows:

1. Student Wellness
2. Collaborative Response Model
3. First Nations Metis Inuit learning
4. Literacy and Numeracy

1. Student Wellness goals from the 2017 2018 school year were:

- A. *Student wellness is enhanced by our Leader in Me program.*
- B. *At Breton Elementary, we have student leadership teams as a part of our Leader in Me program.*
- C. *DARE program for our Grade 6 class.*
- D. *Staff members have "at risk" students flagged.*

Measures to be Completed:

- a. *In our Leader in Me evidence binder, we will be at 90% completion rate of the rubric (rubric was changed to a different format, so the measure is inaccurate)*
- b. *We will complete the Leader in Me progress report in May of 2018 (completed)*
- c. *We will score in the green or blue level on the Accountability Pillar survey in the area of safe and caring. (completed)*
- d. *Seven Habits lessons will be taught twice weekly to all grades (in conjunction with CRM time). (completed)*
- e. *Seven Habits in Seven Minutes will happen every Monday in classrooms using the prompts in the agendas. (inconsistent)*
- f. *Staff LIM binders will be used to organize information for staff. (completed)*
- g. *Lighthouse Team will meet twice monthly to plan LIM for staff and students. (completed)*
- h. *One Lighthouse Team member will attend LIM PD in December and March, and principal will attend LIM PD in DEcember and March. (completed)*

2. Collaborative Response Model goals from the 2017 2018 school year were:

- E. *CRM Teams have been set up with Division One and Division Two teachers with embedded time. Teachers bring data from assessments, as well as anecdotal observations, to work together to "tier" students according to their level of need. Formal assessments like F&P and MIPI are analyzed and trends are identified.*
- F. *Teachers look at ways to support students with similar needs, even if in different grades. CRM teams share what they have been doing/discussing as a way of sharing best practice or innovative solutions.*

Measures to be Completed:

- a. CRM teams will meet regularly and focus on the students in their care. (completed)
- b. Tiering of students will be completed by Sept 30, 2017 and be revisited at each reporting period.(completed)
- c. F&P assessments will be completed three times per school year to show growth data on students. (completed)
- d. PPT and LLI will be used in conjunction with CRM to facilitate student programming. (completed)

II. FNMI

- A. BES Student Lighthouse Team will make connections with the Lighthouse Team of Erminskin School in Maskwacis. This will be an opportunity to share ideas with another school that has an FNMI perspective.
- B. Contact Kisipatnank school in Maskwacis. They do student led Pow Wow dancing and provide a history / explanation of dances. We will book them for a presentation (cost being covered through our wellness grant).
- C. Create an FNMI leadership team to explore ways of creating more awareness in the school.
- D. Participate in Orange Shirt Day. Text resources will be used by the teachers in advance of the day to read to students so they have some schema for why we recognize this day.
- E. Our Wellness grant for our FNMI project will be finalized this year.

Measures to be Completed:

- a. Student Lighthouse Team will facetime five times with Erminskin Elementary. (incomplete)
- b. We will host one presentation from Kisipatnank School. (incomplete)
- c. We will use library resources to facilitate a classroom level discussion of residential schools prior to Orange Shirt Day. (complete)
- d. We will complete our Wellness grant reconciliation by June 2018. (complete)

4. Literacy and Numeracy

- A. The literacy goal is to have all students reading with fluency, accuracy, and comprehension at grade level by the end of Grade 3 and again at the end of Grade 6.
- B. We will implement LLI reading intervention in Grades 1 - 3 (up to level P). Our first reading intervention group (pilot group) will be completed by November 10th.
- C. A reading intervention room will be organized with all LLI resources available for use by October 31, 2017.
- D. F&P will be complete three times per year to show growth in student reading.
- E. A literacy champion will work with Kim Wedman on LLI implementation in Grades 1 - 3.
- F. RAZ kids will be used in Grades 1 - 4 as a supplementary activity for students.
- G. School wide reading goal for at home reading program as well as a ticket draw for home reading to promote this with parents and students.
- H. MIPI math assessments will be completed in September 2017 and used for growth data in math.

Measures to be Completed:

- a. CRM teams will meet twice weekly to discuss literacy and numeracy needs of students. (completed)
- b. CRM Div I team will determine who will receive LLI interventions and organize schedules to provide release time for intervention groups. (completed)
- c. Students flagged by CRM teams for a higher level of intervention are referred to PPT, and SSF intervention (IE further testing, special programming, etc) (completed)
- d. Weekly home reading data will be collected and displayed in a public area of the school. Celebrations of reading milestones will be held by classrooms. (completed)
- e. Students in Grades 2 - 6 will regularly access chromebooks and all students will be taught the universal strategy of read write for Google and all its functions. Students will be able to express learning in a variety of technological ways including slides, video, and audio to enhance programming and differentiate for students as needed. (completed)

Grade 3 June 2018 F&P Results

O	A
S	E
M	N
S	E
S	E
P	M
P	M
O	A
R	E
S	E
S	E
S	E
Q	E
N	A
P	M
P	M
O	A
S	E
S	E
P	M
M	N
S	E
O	A
R	E
N	A
S	E
G	N
R	M
J	N
S	E

AT OR ABOVE GRADE LEVEL FOR GRADE 3 = 20 / 30

Grade 6 June 2018 F&P Results

V	approaching
Z	excel
Z	excel
V	approaching
U	not yet
W	approaching
Z	excel
Z	excel
Z	excel
X	meeting
W	approaching
W	approaching
N	not yet
Z	excel
Y	meeting
R	not yet
Z	excel
T	not yet
W	approaching
Y	meeting
X	meeting
W	approaching
Y	meeting
Z	excel
Z	excel
W	approaching
V	approaching
Z	excel

AT OR ABOVE GRADE LEVEL FOR GRADE 6 = 15 / 28

2018-21 Three Year Education Plan

Wellness:

1. **Well-being** - Breton Elementary is committed to fostering a culture that respects diversity and promotes wellness through:

Breton Elementary meets the bulk of its need in the area of wellness through the Leader in Me initiative.

- **Positive Relationships**
 - i. The Leader in Me engages students in activities that promote positive relationships. It also, through teaching the Seven Habits of Highly Effective People, gives students the skills to synergize with others.
 - ii. Through our CRM collaboration, staff can identify and then check in with students who need positive adult mentorship / relationship.
- *Our measure is completion of weekly CRM meetings with anecdotal records of students identified.*
- **Healthy Mind and Body**
 - i. BES promotes a healthy mind and body through various means.
 1. All students receive a 35 minutes PE block per day.
 2. All students can access a weekly yoga “intramural”.
 3. Students promote physical activity through our “intramural leadership team”.
 4. BES operates a daily breakfast program, so students can access a healthy snack. We have expanded our breakfast program to include homemade muffins that are baked by students (with an adult mentor).
 5. BES is involved in the Mustard Seed free lunch program. Identified students get a free lunch, which is assembled by parent volunteers.
 6. BES uses money received from bottle recycling to purchase playground equipment so students have activities to do during recess (IE basketballs, soccer balls, sleds)
 - ii. BES participates in several service projects throughout the school year. This charitable work allows students to understand that they can contribute to the greater good in the school, community and world.
 1. Terry Fox Run - raise money for cancer research
 2. Food Bank Drive - for our local food bank

3. Switch Witch - collect Halloween Candy for Canadian Armed Forces serving overseas.
 4. Sock and Mitten Drive - for the homeless community (items shared between Drayton Valley Warming Hearts and the Mustard Seed)
 5. Christmas Wishes - toys and non perishable food drive at Christmas
- *Our measure is completion of these above listed activities with anecdotal records in our evidence binder.*

- **Belonging**

- i. BES, under the umbrella of Leader in Me, offers student leadership teams. Each student (with the exception of Kindergarten) is expected to serve on a leadership team. These teams provide useful service to the school, while giving students a sense of belonging in the team, a sense of ownership in the school, and a sense of accomplishment. Our teams include:

1. Lighthouse Team (organizes school events and service projects)
2. Safety Patrol
3. Beautification team (decorates the school)
4. Junior ATB
5. Announcement Leaders and O Canada Singers
6. Assembly Leaders
7. Office Managers (manage the school office during noon recess)
8. Library Leaders
9. Intramural Leaders (organize and ref intramurals)
10. Recycle Leaders
11. Bottle Recycle Leaders
12. Breakfast Program Leaders
13. School Photographers
14. Birthday Brigade

Other teams made be created on a needs must basis. Each team has a staff mentor. The team members have an opportunity to interact with staff that they may not know or be as close to (as they would their homeroom teacher).

Students who show initiative can create their own leadership teams (they must have a staff mentor). But they are allowed to make mistakes, learn from them, and improve.

- ii. BES operates an adult mentorship program called “Big Buddies”, which is coordinated through our FWW. Adults from the community are partnered with two students, who have been identified as being “at risk”.

These buddies meet twice monthly and participate in activities (IE crafts) which allow the students to connect with a positive adult role model.

iii. Students and student success are celebrated whenever we have reason to.

iv. Students are pulled twice weekly in small groups (2 or 3 students) to assist in the baking of breakfast program muffins. An EA oversees this. This program is designed for students who need a positive, strong female role model in their lives.

V. Noon hour music: students who are passionate about music are encouraged to come to the music room to play / practice music. The goal is that this practice will ultimately lead to some type of performance.

- *Our measure is completion of these above listed activities with anecdotal records in our Leader in Me evidence binder.*

2. Learning -

- A. The literacy goal is to have all students reading with fluency, accuracy, and comprehension at grade level by the end of Grade 3 and again at the end of Grade 6. Fountas and Pinnell will be completed three times per year (autumn, March, May), with Grade 1 being completed in January.
- B. We will implement LLI reading intervention in Grades 1 - 4 (up to level P). We have purchased ½ EA time with our CIF money to provide these pull out groups. Groupings are based on F&P results. The goal is to have four groups running daily. The focus of this reading intervention is to target students who are slightly below grade level; work intensively with them and bring them to grade level.
- C. Two literacy champions will work with Kim Wedman on literacy and LLI implementation.
- D. Supplemental teaching time (30 minutes per day for Grade 2 and 45 minutes for Grade 4) will be added to Grade 2 Language Arts and Grade 4 Language Arts, to offset large class sizes.
- E. RAZ kids will be used in Grades 1 - 4 as a supplementary activity for students.
- F. School wide reading goal for at home reading program as well as a ticket draw for home reading to promote this with parents and students.
- G. MIPI math assessments will be completed in September 2018 and used for growth data in math.
- H. Students with significant needs will be discussed in CRM grouping and referred to PPT for a greater level of strategies and support.

Measures to be Completed:

- a. The Grade 3 - 6 CRM team will meet twice weekly / two 35 minute blocks to discuss literacy, numeracy, and social / emotional needs of students. The K - 2 CRM team will

meet one hour per week to discuss literacy, numeracy, and social / emotional needs of students.

- b. Students flagged by CRM teams for a higher level of intervention (tier 3 and 4) are referred to PPT, and SSF intervention (IE further testing, special programming, etc)
- c. Weekly home reading data will be collected and displayed in a public area of the school. Celebrations of reading milestones will be held by classrooms.
- d. Students in Grades 2 - 6 will regularly access chromebooks and all students will be taught the universal strategy of read write for Google and all its functions. Students will be able to express learning in a variety of technological ways including slides, video, and audio to enhance programming and differentiate for students as needed.
- e. CAFE / Daily Three concepts will be instituted in Grades 3 - 6, with the first goal being developing reading / writing / word work.

3. **Leading -**

Leader in Me program which encompasses the following:

- **Intentional, specific instruction** (twice weekly) in the **7 Habits of Highly Effective People**, which helps student understand, discuss and learn practical ways to integrate the 7 Habits leadership skills into their daily lives
- **Classroom mission statements:** each class cooperatively develops a mission statement that is meant to focus their purpose and remind them of the kinds of behaviour they want to demonstrate and the kind of people they want to be; each student gets a copy to put in their Leadership Binder and the mission statement is displayed in the classroom; each classroom's mission statement is also displayed in the hallway for all to see; each class also develops a "code of cooperation" which details what their mission statement should "look like" (what should we see, hear, feel if living our mission statement?)
- **Goal Setting:** in the spirit of "begin with the end in mind" we set **school wide goals** for reading and physical activity and track them weekly; we teach about the power of keeping track of progress (a scoreboard) and having an accountability partner to support us in reaching our goals; students set **classroom goals** related to our school goals, and also set specific classroom goals (to keep the room clean, to get all agendas signed, etc.); eventually we work towards students making specific academic or personal goals and teach them how to track their progress
- **Leadership Opportunities:** at BES we have an abundance of leadership groups to allow students to try out different ways to support the school community and perhaps "find their voice" in ways they can be leaders; we also allow students to try to lead their own leadership clubs (with adult support) such as art clubs, etc.; we are always open to new ideas that students have for ways to lead!
- **Service Projects:** our school participates in a variety of service projects that support local charities or causes, as well a more national efforts; we support the Terry Fox Run, fall, holiday time and spring Food Bank drives; our grade ones spearhead a "Sock Drive" to collect warm clothing for the homeless in Drayton Valley and Edmonton; and we

students donate some of their Halloween candy to be sent to Canadian troops overseas; these projects help students to learn to support and also notice the needs of people in their immediate community as well as farther away, and to want to do something about it; we also set schoolwide and classroom goals to support these initiatives

- **Grade 6 Legacy Project:** this initiative has our oldest students “begin with the end in mind” and think about what kind of legacy they want to leave at BES; each class determines a way that they want to make a difference to the school and then they plan and fundraise to make that “dream” a reality; previous projects include: Raising money to support Syrian Refugees; raising money for motion-activated water fountain, and most recent - new lettering for the outside of our school
- Opportunities to “**Find Their Voice**”: we allow many opportunities for students to showcase their “leadership voices” through public speaking, and music / dance performance
- **Staff Lighthouse Team:** The staff Lighthouse team is a committee / PLC group of staff who meet on a regular basis to discuss all aspects of Leader in me. This group synergizes and shares ideas and leadership initiatives.

Measures to be Completed:

- 100% participation in student leadership groups (exclusive of Kindergarten)
- 5 service projects completed and reported upon
- Maintain “blue” level in Accountability Pillar Surveys in the area of citizenship
- Completion of Leader in Me MRS (Measurable Results Survey)

Breton Elementary 2018-2019

Professional Learning Plan at a Glance

The majority of the non-instructional days will include time for staff to work through the **Collaborative Response Model (CRM)** for their students and also work on supporting literacy in the classroom through **LLI** and our simplified implementation of the “**Daily 3**”.

August 29	These 3 days will be a combination of teacher growth plan time, Collaborative Response Model planning, school based professional learning and time for organizational tasks and meetings.
August 30	
August 31	
September 21 (N)	CRM PD
October 18	K-9 Only - CRM PD / work day
October 19	School Based PD - Leader in Me Training (Empowering Instruction)
November 23	CRM / School Based PD or possible First Aid date
February 11 (N)	Visit to Caroline School to observe Literacy Blocks
February 7 & 8	North Teachers' Convention (ATA)
March 8 (N)	AM K-2 Teachers, PM 3-4 Teachers to be inserviced on new curriculum
April 12	Jody Carrington presentation
May 10 (N)	CRM / School Based PD
June 7	CRM / School Based Day PD / Transition Meetings
June 27	K-9 Only - School Based
June 28	Organizational Day

** Our staff First Aid Certification expires on May 6, 2019 so we intend to make one of our PD days a recertification, but at this time we are not sure of the date.

** One day has to be redesignated as a day in lieu of Remembrance Day stat holiday