

**Combined AERR and 3 Year Education Plan**  
**Breton Elementary**  
2019-2020

The  
**Leader in Me™**  
great happens here



**Mission:**

At Breton Elementary we 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:**

To develop confident, resilient and compassionate leaders.

**2019-2020 School Profile**

Breton Elementary is located in the village of Breton (a town of around 500 people) and serves the town and greater surrounding rural area. We also have a number of students whose parents drive them from the Warburg area.

We have 9 teachers and 6 EA's, as well as other support staff.

Kindergarten	25		
Grade 1	32		
Grade 2	23		
Grade 3	30		
Grade 4	19		
Grade 5	32		
Grade 6	27	Total students:	188

## Accountability Pillar Overall Survey 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	<a href="#">Safe and Caring</a>	94.2	94.0	91.6	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	81.9	90.9	85.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	98.7	98.9	94.3	90.2	90.0	90.1	Very High	Improved	Excellent
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3-yr)</a>	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	89.1	85.6	81.9	73.8	73.6	73.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	25.0	21.7	17.6	20.6	19.9	19.6	High	Maintained	Good
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	<a href="#">Transition Rate (6-yr)</a>	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	88.9	92.3	91.7	83.0	82.4	82.6	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	93.4	91.4	89.5	82.9	83.0	83.5	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	91.7	92.2	88.2	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	90.9	90.6	90.2	81.0	80.3	81.0	Very High	Maintained	Excellent

## 2018-2019 Results Report: Results and Learning

Our 3 key strategies for last year were in the areas of leading, learning and wellness.

**Leading:** Our “Leader in Me” program continues to support our mission of developing responsible students with a sense of purpose. Students are given opportunities to find their “voice” or area of interest/strength and then become leaders in these areas. Students plan and run assemblies, help with announcements, plan intramurals, help in the library and so on. Younger students build their leadership skills with classroom jobs and “easier” school jobs such as picking up the recycling and taking the bottles/cans to the pick up area every couple of weeks. Students on our “lighthouse team” also plan school spirit events and spearhead service projects. These types of opportunities expose students to the joys of giving back to the community and build a sense of citizenship and pride in being involved in their community. Our accountability pillar results continue to reflect the power of this program in helping kids develop responsibility, leadership skills and citizenship.

**Wellness:** Our goal at BES is for students to feel safe, cared for and welcome. We know that kids who are experiencing trauma or emotional dis-regulation cannot do their best learning. Our strategies for supporting student wellness revolve around relationships, health and belonging. Staff make it a priority to build positive relationships with students - especially “at risk” students. We promote healthy minds and bodies by accessing the Lunch Program provided last year by the Hope Mission (to make sure all students have the fuel they need to learn), by providing a Breakfast Program (supported by local donations), and offering yoga once a week in the library as a way for students to learn to relax, breathe and calm themselves. And using the Leader in Me, we try to help each student find a leadership group/club that they can be a part of and feel connected to, as well as knowing they are making a difference. Our accountability pillar results indicate that we are continuing to do well in this area, although there is always room for improvement!

**Learning:** Our main goal last year was to improve literacy, meaning we wanted more students at grade level in our check-points of grade 3 and 6. We began using the Levelled Literacy Intervention program, mostly implemented by EA’s and we did notice some significant improvement in the kids that were just a few levels below where they should be. We knew that counting on EA’s to support this was not sustainable, so we connected with Condor school and sent our teachers to observe how they run their literacy block using the basic framework of the “Daily 5”. We got excited about the possibilities for our school and began working with Kim Wedman to plan for this year. As far as our results, our PAT results were solid in literacy, except that we have not been able to get a significant number of students to achieve at the “excellent” level in the past few years. So we are hoping we can not only get more students up to grade level, but help some of them to achieve excellence.

## **This Year's Plan - 2019/2020**

**Our inquiry question is:** “How can implementing the “daily 5” activities and structure allow teachers the ability to effectively run guided reading groups and literacy intervention in their classrooms without the support of another adult, resulting in improved support for all readers?”

**Strategies:** PD with Kim Wedman on Literacy - how to assess and plan for powerful literacy learning and help in implementing the Daily 5; established a dedicated 40 minute block every day (signalled by a chime) so staff know it's time to do “lit block” and make it a priority; staff meeting and PD day collaboration/discussion on Literacy Block - reflection, next steps; hope to do another visit to Condor when we have different PD days (now that we are in the process, we can observe with different lenses and have more specific questions answered); bought each staff member the Daily 5 book; most staff members also bought their own copy of “Reading Strategies” by Jennifer Serravallo.

This question **directly connects to WRSD's priority of “learning”, as well as helps to create a more powerful learning environment.** It is our intent to develop greater teacher capacity to run meaningful and purposeful guided reading sessions with all students, based on analyzing F and P results accurately and competently, then specifically basing guided reading lessons on those observations and assessments. Our intent is to better meet the reading needs of all students (those who are behind and those that are ready for challenge) and make sure all students experience growth. And by having meaningful activities for students to engage in when they are not with the teacher - ones that allow them to practice the skills they have been learning in class - we create an effective and powerful use of time which should result in student growth in reading, word work and writing.

We feel this approach to literacy will **positively impact teacher practice** because it will “force” teachers to become familiar with doing Fountas and Pinnell testing, actually use those results to plan for instruction instead of just using them to record a level for report cards, and because we are all on this journey together teachers can feel safe while going through this learning curve. Teachers will also become more familiar with the various reading facets that need to be taught (summarizing, main idea, making connections, inferring, etc.) and move into some new ways of instructing reading.

The **data** we need to collect around this initiative would of course be Fountas and Pinnell results, but also anecdotal observation of reading behaviours during literacy times, etc. Are we seeing F&P levels move up...is there growth for all and significant growth for those who were behind (and had the LLI)? Are we noticing students apply the strategies we work on in their guided reading groups? Are we seeing more kids check for understanding? Use context clues? Use clues and background knowledge to infer? These are the types of data we will need to collect.

In the area of **Leadership** we will continue to apply the 7 Habits of Highly Effective People through our Leader in Me program. Our leadership opportunities for students will continue and we will continue to teach and support leadership skills and attitudes. I

In the area of **Wellness** we will continue to try to connect with “at risk” students to build relationships and build a sense of belonging. We have our FWW who supports students in need; we have been able to get the “Move Your Mood” program to our school that is teaching students at risk for anxiety and depression how to use movement/activity to move their mood; we have the Big Buddy Program to support students; and of course I am learning about Workplace Wellness and ways to support my staff in staying well.



## BES 2019-2020 Professional Learning Plan at a Glance

August 27	Start Up Administrator Meeting	
August 28	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. **BES did a one day session with Kim Wedman to begin to build the foundation and plan for implementing our Literacy Block	
August 29		AS I & II
August 30		All CAAMSE
September 20	CRM / School Based PL -Leader in Me - connections to Literacy	All CAAMSE
October 4	CRM / School Based PL - Kim Wedman/Lit Block (am); IPP's/CRM (pm)	EA (south) & FWW
October 24	Christian Teachers' Convention (RCS & DCS only)	
October 25	Digital Threat Assessment (am); CRM (pm)	LCF / LT
November 25 (North) / 29 (South)	CRM / Literacy Block - Reflections and Planning for Next Steps Wellness Activity?	
January 30 - K-9 Only	Geri Lorway Numeracy PD K-5 North	All CAAMSE (10-12 regular day & non-instructional for K-9)
January 31	CRM (am) Literacy Block review/planning Leader in Me - planning for Leadership Day	All CAAMSE
February 6	North EA Conference (CARC) - Drayton Valley	North EA's

February 6 & 7	<a href="#">North Teachers' Convention (ATA)</a>	
February 20	South EA Conference (CARC) - Red Deer - Optional PL for South EA's - Mileage and registration will be paid - no wages.	South EA's
February 20 & 21	<a href="#">South Teachers' Convention (ATA)</a>	
March 6	CRM/IPP's (am) Literacy Block - reflection, next steps, book study (am) Leader in Me (finalize preparations, etc for Leadership Day) (pm)	AS I & II
March 30	Adrienne Gear (Literacy Specialist) booked for March 30 in Drayton Valley (optional)	EA, FWW, LCF / LT
May 15	CRM / ATA Presentation - (Yet to be Determined...based on staff input and need at this time)	
June 1	CRM / School Based PL / Transition Meetings	EA, FWW, LCF / LT
June 26 - K-9 Only	School Based PL / Transition Meetings / Organizational Day	All CAAMSE (10-12 regular day & non-instructional for K-9)
June 29	Organizational Day	AS I & II, LCF / LT

*\*\*Teacher Growth Plan time will be given during school-based PL times instead of full days, throughout the year. This time should be roughly equivalent to 2 full days.*