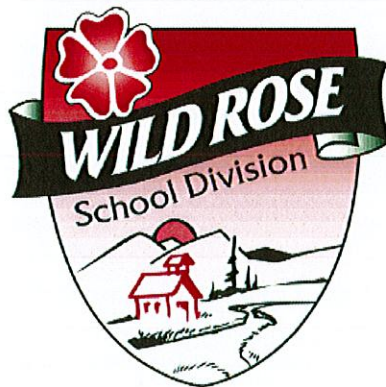




**Breton High School**  
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**“Creating RICHER Learning Environments”**

2019-2020 Breton High School  
Annual Education Results Report and  
Three Year Education Plan



**Wild Rose School Division**  
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**“Improving Life Chances”**

## **Essential Information**

### **Demographic Information**

Breton High School includes grades 7 to 12 which caters to students in the Wild Rose School Division. It currently has 144 enrolled students, 9.179 FTE Teaching Staff, and 3.765 FTE Support Staff. We are situated between two other school divisions and the high schools of Buck Mountain Central and Warburg. Our community members are highly engaged within the lives of their children, and relationships between school and community have enabled the school to run a variety of extracurricular and sporting activities which cater to the holistic development of our students. The socio-economic base of our community is farming and the oil and gas industry.

### **Program Highlights**

Breton High School offers a full and comprehensive university preparatory and non-university preparatory academic program to cater to the individual needs of all of our students. Our CTS programs include Industrial Arts (Fabrication and Construction), Foods, Cosmetology, Art, Sports Performance, Computers and Music. Off-Campus Programs include Work Experience, Dual Credit Strategy, WRSD Flex Programming, Green Certificate, Special Projects and RAP. Sports and Extracurricular include Football, Cross-Country Running, Volleyball, Basketball, Badminton, Curling, Golf, Track and Field, Band, Drama, Travel Club, Grad, Gardening, Café Brew-ha-ha and much more!

### **Areas of Growth and Influences**

Over the years, there has been a continuous decrease of teaching staff at Breton High School as well as funding cutbacks that have affected schools across the province. During this process, the school has maintained its desire to retain all established academic and extracurricular programs to ensure holistic educational opportunities for all students at BHS. Fortunately, we have been able to draw upon many of the community human and financial resources to assist the staff in the continuation of our high standard, all-encompassing programming.

## Breton High School Mission

To develop responsible students through positive partnerships in RICHER and safe learning environments with empathetic staff; enabling all students the opportunity to achieve one's full potential.

## Breton High School Vision

A sense of purpose, hope and dignity for all endeavors, opportunities, and goals.

## Breton High School Motto

Creating 'RICHER' Learning Environments

### Breton High School Values

Respect  
Integrity  
Courage  
Hard Work  
Excellence  
Responsibility

## 7 Habits

Be Proactive  
Begin With the End in Mind  
Put First Things First  
Think Win Win  
Seek First to Understand, Then Be Understood  
Synergize  
Sharpen the Saw

## Creating RICHER Learning Environments

**Respect**

**Habit 5: Seek First to Understand, then Be Understood**

**Integrity**

**Habit 4: Think Win-Win**

**Courage**

**Habit 3: Put First Things First**

**Hard Work**

**Habit 6: Synergize**

**Excellence**

**Habit 2: Begin with the End in Mind**

**Responsibility**

**Habit 1: Be Proactive**

**Habit 7: Sharpen the Saw**



# Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2019 School: 3202 Breton High School



Measure Category	Measure	Breton High 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	89.4	76.6	81.4	89.0	89.0	89.3	Very High	Improved	Excellent
	Program of Studies	72.1	63.8	68.5	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	84.2	57.0	70.3	90.2	90.0	90.1	Low	Improved Significantly	Good
Student Learning Opportunities	Drop Out Rate	0.7	3.8	2.3	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	81.3	91.2	84.7	79.1	78.0	77.5	High	Maintained	Good
	PAT: Acceptable	47.6	68.8	75.4	73.8	73.6	73.6	Very Low	Declined Significantly	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	6.5	10.0	9.0	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	65.5	73.9	76.1	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	8.6	2.2	7.7	24.0	24.2	22.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma Exam Participation Rate (4+ Exams)	37.5	45.6	40.1	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	62.5	72.7	52.9	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
	Transition Rate (6 yr)	36.3	44.0	40.6	59.0	58.7	58.7	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	66.7	n/a	56.8	83.0	82.4	82.6	Very Low	Maintained	Concern
	Citizenship	77.2	61.2	71.2	82.9	83.0	83.5	Intermediate	Maintained	Acceptable
	Parental Involvement	68.9	n/a	75.5	81.3	81.2	81.1	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	67.9	67.8	68.3	81.0	80.3	81.0	Low	Maintained	Issue

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOI measures are available in the detailed report: see "ACOI Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## **General Comments about Academic Achievement Data**

At Breton High School, it is a priority for us to maintain access to courses for our students. We have a recommended course mark requirement for course sequence transitioning which provides assurances for student success in high academic Diploma Examination courses. Should students wish to challenge themselves and elect to take a university-preparatory course knowing the possibility of achieving a lower final course mark, we permit students to do so; alternatively, should a student not require a -1 course for their future, they may elect to take the -2 program allowing them to increase their performance and achieve higher academic success. In most cases, our students choose to challenge themselves and take the -1 course stream. As a result, this does impact the Diploma Examination Acceptable and Excellence percentage results, in some cases, to the negative. For our school, it is about providing students the opportunity to enroll in courses that they wish to take, with a balance for their graduation success and future endeavours. Our decision is never based on how course enrollment will affect BHS Academic Achievement Data; it is always in the best interest of our students and their success. Maintaining 100% achievement in the acceptable standard for our Provincial Achievement Tests and Diploma Examination results is always our goal; our teaching strategies and practices always reflect this desire.

There is always a difficulty with having limited sample sizes in our Achievement Data. Our class sizes range from 15-32 students, allowing each student to have significant bearing on the overall results of our data. This often negatively impacts our Diploma Examination and Provincial Achievement Test Acceptable and Excellence data results. As a small rural school, we struggle with offering all core courses annually, and therefore have grade 11 students writing numerous diploma examinations each year; this too, negatively impacts the Diploma Examination Acceptable and Excellence scores.

### **How do these factors impact BHS data?**

In 2018-2019, we offered Math 30-1 and Math 30-2 to both grade 11 and grade 12 students. There were 20 students enrolled in the two courses. Only 5 of the students were in grade 12 and 15 of the students were in grade 11. We also offered Biology 20 (1st Semester) and Biology 30 (2nd Semester); there were 11 students in Biology 30 with only 3 grade 12 students and 8 grade 11 students. As a result, the levels of excellence achievement in the 30-Level courses would require grade 11 students to be achieving that level of understanding, despite the fact that they are one-year younger than the majority of the students completing the Diploma courses.

## **2018-2019 Major Accomplishments**

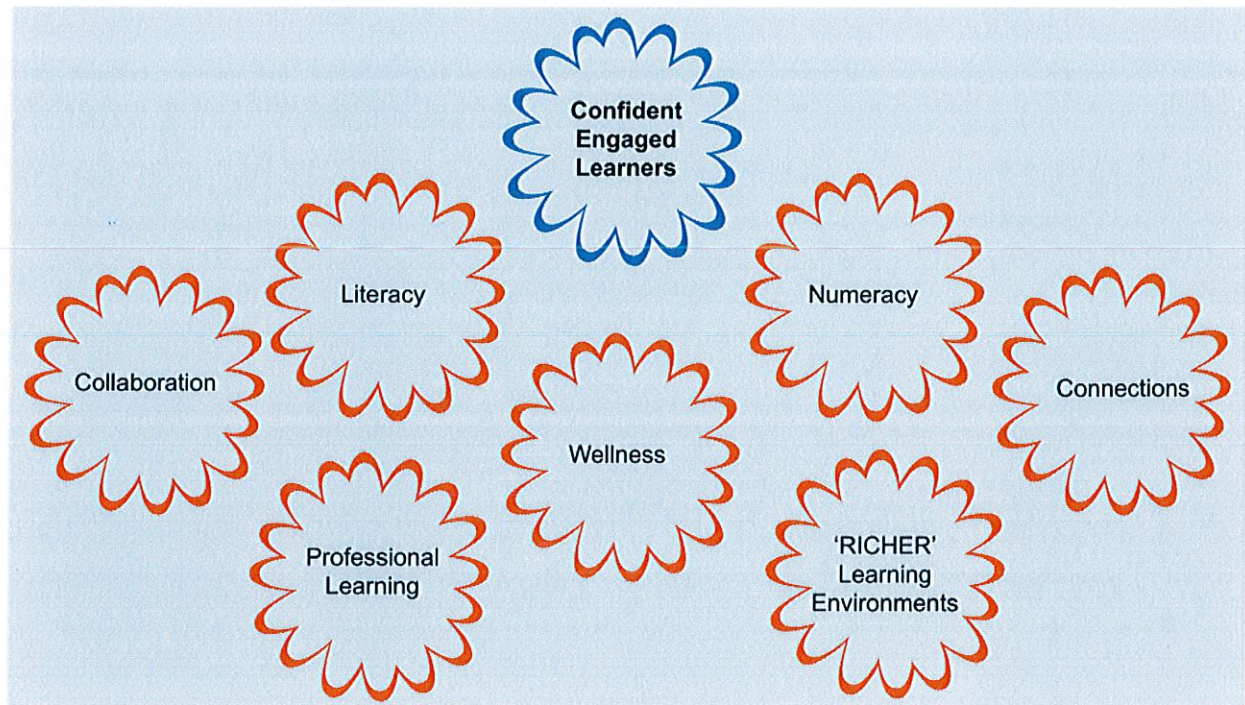
- ★ Continued use of the Collaborative Response Model in an effort to accommodate the needs of all learners and to ensure academic success. This process includes the usage of strategies and differentiation for all learners, promoting personalized learning for students.
- ★ Continuous discussion around pedagogical practices within the classrooms (differentiation, outcomes-based assessment, formative and summative assessment, disciplinary literacy, student independence and accountability).
- ★ Creation of meaningful relationships between students and at least one adult staff member in the building.
- ★ Increased professional learning time for individual professional growth plans and collaboration.
- ★ Enabling students to take responsibility for their own learning and be drivers of their education.

## **2018-2019 Results Report**

- ❖ Our major accomplishments include very high achievement in being a 'safe and caring school'; which positively impacts our low drop-out rate and high graduation rate.
- ❖ Review of our Math Provincial Achievement Test and Diploma Examination results have led to the formal creation of a numeracy committee to address a variety of numeracy skills including word problems, mental math, and rigor within the curriculum.
- ❖ Given the learning needs and size of our 2018-2019 grade 9 class and based on funding allocations for 2019-2020, we have been able to create separate classes for 10-1 and 10-2 courses; we have noticed significant positive academic gains and classroom dynamic changes for both the 10-1 and 10-2 groupings.
- ❖ It is important to note that data accumulated from parents in the 2019 Annual Education Results Reports is based on feedback from 9 parents.
- ❖ It is important to note that data accumulated from staff in the 2019 Annual Education Results Reports is based on feedback from our 9 teachers.



## 2019-2020 Inquiry Question and Education Goal



Our goal is to create 'Confident Engaged Learners' through a number of strategies including 'RICHER' Learning Environments, Literacy, Numeracy, Collaboration, Wellness, Connections, and Professional Learning.

Our driving inquiry question is:

How do we guide, facilitate and support our students to become confident engaged learners?

The Staff at Breton High School intend to create 'Powerful Learning Environments' for the students at Breton High School through strategies that meet our divisional priorities of learning, leading and wellness. Our goal is to positively impact teacher practice and provide optimal learning experiences for our students within our classroom and school community. See the wealth of implemented strategies utilized within our school, based on our school's big rocks to achieve 'Confident Engaged Learners'.

## **Literacy Strategies**

- Fountas and Pinnell Assessment of all students until achievement of Level Z
- Levelled Literacy Intervention (LLI) blocks throughout the timetable to support reading of students who have not yet achieved Level Z (2 blocks first semester, 4 blocks second semester)
- School Literacy Lead Teacher and Professional Learning Opportunities
- Literacy Committee to discuss literacy skills and apply learning strategies throughout the disciplines
- Literacy Skills to work on throughout school:
  - ↳ Thinking About the Text
  - ↳ Thinking Beyond the Text
  - ↳ Writing Strategies
- Tools to assist with improving literacy (speech to text/text to speech)
- Disciplinary vocabulary becoming part of every day language

## **Numeracy Strategies**

- MIPI Assessment of all students in grades 7-10
- Numeracy Lead Teacher and Professional Learning Opportunities
- Numeracy Committee to discuss numeracy skills and apply learning strategies throughout the disciplines
- Numeracy skills to work on throughout the school:
  - ↳ Word problems and practice deciphering exactly what the question is asking (disciplinary literacy, vocabulary, written response questions)
  - ↳ Mental Math Skills (testing without calculators when possible)
  - ↳ Rigor: preparing DIP/PAT students for the rigor of the exam by ensuring daily instruction that includes appropriate difficulty of problems
  - ↳ Replacing calculators with other tools (i.e. multiplication tables) to improve number sense and pattern recognition
- Focused assessment to pinpoint individual student areas of concern
- More practice (make it about understanding, not just assessment)

## **Collaboration Strategies**

- Collaborative Response Model
  - ↳ School developed data collection display
  - ↳ Schedule for CRM time with CRM team, Team Work Time, PPTs, etc (teams to vary throughout the year)
- Weekly staff meetings: 8:10-8:30am Wednesday
- Collaborating with each other and seeking outside experts if required
- Mentorship
- Regular check-in/meet with each other



## **Wellness Strategies**

- Move Your Mood Program for selected Junior High Students
- Grade 9 Ed Cafe: Relationships and Respect
- One commitment for staff wellness from each staff member
- Staff: What is your why? Activity
- Sombrero Initiative
- Mental Health/Trauma Training
- Keep classroom a safe place (being aware of outside influences and building strong relationships)
- Student access to physical activity/fitness (lunch/afterschool)

## **Connections Strategies**

- Grade 9 Ed Cafe: Relationships and Respect
- Weekly staff meetings: 8:10-8:30am Wednesday
- Striving to ensure that each student is connected with at least one adult and multiple peers within the building
- Sombrero Initiative
- Teachers making connections and building relationships first and emphasizing learning after (also trauma-informed classrooms)
- Mental Health/Trauma Training
- What is important to students outside of school?
- Meetings with families to start the year positively
- Consistent check-in with students in high need
- Developing/growing connections outside of the school with community organizations, other schools, parents

## **Professional Learning Strategies**

- Professional Growth Plans: funding available for teacher learning needs and allocated time
- Utilization of the Thinking Strategies Placemat
- Coaching Conversations: Each teacher has a principal observational topic
- Emphasis on Powerful Learning Environments
- Literacy/Numeracy Professional Learning
- Principal Instructional Leadership
- Mentorship/Observations
- University Courses/Books/Podcasts

### **'RICHER' Learning Environments Strategies**

- Holding students accountable for academics and behaviour
- Varied Extracurricular Programming
- enRICHment: Skill-building Thursday and Weekly Goal-Setting
- Career Counselling
- Lunch Program
- FWW Programming
- Holding each other to a higher standard
- Student Athletes (students first, athletes second)
- Supporting students in awareness/completion of missing assignments
- Daily Lunch Intramurals
- Leadership/Volunteering/Field Trip Opportunities
- Creating individualized learning plans based on student needs

### **Data Collection**

Our inquiry question includes a variety of data collection pieces. For each student, the vision of being a confident engaged learner will differ. It is important for our data collection to be based on what is considered success for every individual student.

Various data pieces could include (both quantitative and qualitative):

- ✓ Attendance/Punctuality Data
- ✓ Transition Data
- ✓ Organization Data
- ✓ Self-Esteem/Interactions/Connection/Self Management Data
- ✓ Decision Making/Problem Solving Data
- ✓ Demonstration of Knowledge/Academics Data
- ✓ Task Completion/Work Ethic/On Task/Participation Data
- ✓ Following of Expectations Data
- ✓ Extra-Curricular Data

## 2019-2020 Professional Development Plan

August 27	Start Up Administrator Meeting	Admin Only
August 28	Non-Instructional Day: Classroom Setup, Development of Professional Growth Plan, other individual non-instructional tasks	Teachers Only
August 29	Organizational Meeting am Department Meetings pm (Numeracy, Literacy, enRICHment)	Teachers, AS I & II
August 30	Collaborative Response Model Meeting am CAAMSE pm: Develop Professional Growth Plans Teachers pm: Individual Non-Instructional Tasks, Professional Learning Conversations	Teachers and All CAAMSE
September 20	am: CRM/PPTs pm: Powerful Learning Environments	Teachers and All CAAMSE
October 4	am: CRM pm: Individual Non-Instructional Tasks, PGPs	Teachers Only
October 25	Digital Threat Training Individual Non-Instructional Tasks, PGPs Learning Commons Professional Learning	Teachers and LCF / LT
November 25	CRM / School Based PL ½ day CRM; ½ day Literacy, Numeracy, Careers	Teachers only
January 31	CRM / Semester Transitioning of Students	Teachers and All CAAMSE
February 6 & 7	<u>North Teachers' Convention (ATA)</u> Feb 6 Only: North EA Conference (CARC) - Drayton Valley	Teachers and North EA's
March 6	CRM / PGP Time - Divisional Admin Assistant PL (details TBD)	Teachers and AS I & II
March 30	CRM / Literacy, Numeracy, Careers Adrienne Gear (Literacy Specialist) booked for March 30 in Drayton Valley (optional)	Teachers, EA, FWW, LCF / LT
May 15	CRM / Powerful Learning Environments	Teachers only
June 1	CRM / School Based PL / Transition Meetings	Teachers, EA, FWW, LCF / LT
June 29	Organizational Day	Teachers, AS I & II, LCF / LT