

Three-Year Education Plan and AERR

Breton Elementary 2015 2016

The
Leader in Me™

great happens here



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.

Motto

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

Demographic Information:

Breton Elementary is a K – 6 school with a population of 163 students. Approximately 75% of our students are bused to school from a wide rural area.

Kindergarten – 24

Gr 1 – 24

Gr 2 – 28

Gr 3 – 17

Gr 4 – 32

Gr 5 – 24

Gr 6 – 27

We have total staff complement of 9.2 teachers and 8 EA's.

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

Issues, Trends, and Direction

1. A major issue of concern this year is the changes to the school wide data base, Powerschool, the use of Gradebook, and the use of Clevr. This training and application will need to be a “big rock” for our staff this year. While there are two PD days set aside for training purposes for teachers, it is not enough to truly embed the use of these programs into the daily practice of staff. As the Leader in Me process taught us, it took an entire year of personal and professional training with staff to make a “shift” in practice.

While we understand these programs are in “pilot” this year, it is extremely important at BES that we produce a quality product for our parents to communicate student progress. It needs to be in a format parents can understand.

As a staff we are working together to ensure we have a quality product to share with our parent community. We will make sure they have all the information they need to have about their child’s progress, during this time of transition in reporting.

2. We are currently in a trend of growth from a student population stand point. We have some very large classes (the largest being Grade 4 with 32 students). Breton Elementary has a large percentage of special needs population. We have approximately 21% of our population who have needs beyond that of a “regular” student. Not all are coded, but that does not mean that the need is not there. As teacher and support staff it is always “all hands on deck” to provide for these student needs.

3. Leader in Me:

Breton Elementary is a Leader in Me school. We started this program in the fall of 2012. There was a three year implementation cycle, which included a huge amount of staff PD. We are currently in year four of this cultural evolution at BES.

The original three year cycle included:

2012 – 2013 Year One “Creating a Culture of Leadership”

2013 – 2014 Year Two: Applying the Tools of Leadership

2014 – 2015 Year Three: Maximizing Results

This year, 2015 – 2016, our ability to independently plan and track our progress is in place. However, we have chosen to keep a mentor from Franklin Covey to give us support, guidance and a reference of how other Leader in Me schools are

progressing. We hope to build a network with other Leader in Me Schools to provide mutual support.

Now in year four in the Leader in Me, our main focuses are

- Increase the use of our leadership notebooks
- Increase the use of personal (student), classroom, and school wide goal setting and data tracking
- Increase student knowledge of goal setting (WIGS) as a tool for personal success
- Increase student leadership capacity by encouraging student leadership teams
- Increase student engagement in service projects to extend their understanding of the impact they can have on the wider community and world.
- Ensure that all new staff have the training “The Seven Habits of Highly Effective People”
- Host a school leadership day for the parents and community to demonstrate our student skill sets to the community.
- Host the LIM “community coaching” days which will bring various LIM schools together to share best practices.
- Be a “go to” school for LIM schools in our area to support their programming.

One major aspect of the Leader in Me is data tracking at the school wide level. We keep anecdotal evidence of successes, strengths and areas of growth.

While this is spoken of as a three year process, Leader in Me is a way of being. It is an organic way of building school culture and student citizenship. This will continue into the future well beyond our three year plan.

2014 – 2015 Results Report

Summary of Accomplishments:

Provincial Exam Results:

All of the explanation of the Provincial Achievement results are based on the number of students writing. We had a small cohort of students writing in June 2015. The Grade 6 class had 19 students in it but only 18 wrote the L.A, Math and Science exam. We had no exemptions.

- Grade 6 PAT data shows that we are above the provincial average in math (84.2%). Based on the text analysis, the only areas of concern were the “high complexity” items for number sense and patterns and relations.
- Grade 6 PAT data shows that we are above the provincial average in Language Arts (94.4%). The reading comprehension portion shows 94.4% at acceptable and 50% at standard of excellence. There were no major areas of concern found by test result analysis.
- Grade 6 PAT data shows that we are above the provincial average in Science (89.5%) with 31.6% at the standard of excellence.
- Grade 6 PAT data shows that we are above the provincial average in Social Studies (78.9%) with 15.8% at the standard excellence.

With being a small school and only having one class of Grade 6 each year, our results vary from year to year depending on the needs of the class, the complexity of need for certain students, and the number writing.

Fountas and Pinnell:

Breton Elementary completed three assessments of Fountas and Pinnell on students: beginning of the year, mid-year and end of year. These assessments allowed teachers to have a snap shot of student progress throughout the year, keep parents informed of student progress, and give teachers the opportunity to differentiate their instruction with students. For older students, we attempted to have them monitor their own progress and if they felt they should be reassessed for a higher reading level, they could request it at any point during the year.

The F&P dove tailed nicely with our use of guided leveled reading and the online resource of RAZ kids. The use of leveled reading apps (which scan the ISBN number on a book and give an approximate reading level for that books) allow teachers to instantly stream line student choices of reading material to their level. As a school, we tracked our F&P data and encouraged reading through our reading ticket draw.

Leader in Me Accomplishments:

Breton Elementary is a Leader in Me School. In the 2014 – 2015 school year, we had many accomplishments under this umbrella. All staff received training in the Seven Habits of Highly Effective People. It is a commitment BES has made to all new staff, and have included that invitation to Breton High School and WRSD Schools. When the training was held in January of 2015, we also had a Village of Breton Councillor attend.

We have a number of student leadership teams which allow students to actively demonstrate their ability. Some examples include our HAT Team, Student Lighthouse Team, School Beautification Team, Announcement Leaders, Library Leaders, to name just a few. The concept of having students take ownership of life at school (under the mentorship of staff) creates a culture of synergy. We partnered with our local ATB to start Junior ATB banking in Breton Elementary.

Students and staff participated in service projects to help the school and community: food bank drives, Terry Fox Run, Christmas Wishes, sock and mitt drive for the Mustard Seed, Snow Angels (shovelling snow for seniors). These service projects were designed to show students the impact one individual could have if we all work together.

One of our greatest accomplishments last year was getting permission to move dates on the WRSD calendar. This allowed our entire staff to attend the Leadership Symposium in Edmonton in April 2015. It was an opportunity to visit other LIM schools, listen to inspirational speakers and see leadership in action.

Increasing our Physical Education Programming:

Through a generous grant from the Bowbenders Archery Club, Breton Elementary has been able to purchase archery equipment. We offered archery to students from Grade 4 – 6 in their physical education classes. This was extended to an extracurricular activity. Students went to three archery tournaments during the year.

To promote different types of physical activity, we had Alien Inline Skating do a one week residency with Breton Elementary. All students, as well as a group from Breton High School, got to participate in multiple inline skating lessons. It was a huge hit with the students.

Breton Elementary continued with our usual physical education program which includes swimming lessons (from a generous grant from the West End Swimming Pool Association), ski trips, snow shoeing and skating at the local rink.

Learning Commons:

Breton Elementary created a Learning Commons committee to explore ideas of how to transform the library into a learning commons. We were able to access money to purchase new furniture to create a greater number of work spaces. Staff and students were encouraged to utilize these spaces at all times during the school day.

The Learning Commons committee came up with a space redesign to be implemented over the summer of 2015 to reorganize the physical space to make it more user friendly. The committee also discuss the implementation of learning centers in the library for the fall of 2015.

Combined 2015 Accountability Pillar Overall Summary

| Measure Category | Measure Category Evaluation | 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 | Excellent | Safe and Caring | 92.5 | 90.5 | 86.2 | 89.2 | 89.1 | 88.9 | Very High | Improved | Excellent |
| Student Learning Opportunities | n/a | Program of Studies | 73.9 | 80.1 | 78.9 | 81.3 | 81.3 | 81.2 | Intermediate | Maintained | Acceptable |
| | | Education Quality | 95.5 | 92.5 | 91.2 | 89.5 | 89.2 | 89.5 | Very High | Improved | Excellent |
| | | Drop Out Rate | n/a | n/a | n/a | 3.4 | 3.3 | 3.3 | n/a | n/a | n/a |
| | | High School Completion Rate (3 yr) | n/a | n/a | n/a | 76.4 | 74.9 | 74.6 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | Excellent | PAT: Acceptable | 85.5 | 84.1 | 80.6 | 73.0 | 73.1 | 73.9 | Very High | Maintained | Excellent |
| | | PAT: Excellence | 19.7 | 17.0 | 15.3 | 18.8 | 18.4 | 18.9 | High | Maintained | Good |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 85.2 | 85.5 | 84.6 | n/a | n/a | n/a |
| | | Diploma: Excellence | n/a | n/a | n/a | 21.0 | 21.1 | 20.0 | n/a | n/a | n/a |
| | | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 54.9 | 50.5 | 54.4 | n/a | n/a | n/a |
| | | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 61.2 | 60.9 | 61.3 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | n/a | n/a | n/a | 59.8 | 59.2 | 59.0 | n/a | n/a | n/a |
| | | Work Preparation | 75.0 | 83.3 | 75.6 | 82.0 | 81.2 | 80.4 | Intermediate | Maintained | Acceptable |
| | | Citizenship | 89.6 | 83.4 | 77.9 | 83.5 | 83.4 | 83.1 | Very High | Improved Significantly | Excellent |
| Parental Involvement | Good | Parental Involvement | 80.0 | 78.7 | 76.0 | 80.7 | 80.6 | 80.2 | High | Maintained | Good |
| Continuous Improvement | Excellent | School Improvement | 84.2 | 82.4 | 79.0 | 79.6 | 79.8 | 80.1 | Very High | Maintained | Excellent |

Notes:

1. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE)..
2. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

| Measure | Very Low | Low | Intermediate | High | Very High |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable | 0.00 - 66.22 | 66.22 - 72.00 | 72.00 - 81.95 | 81.95 - 85.72 | 85.72 - 100.00 |
| PAT: Excellence | 0.00 - 10.93 | 10.93 - 14.38 | 14.38 - 20.26 | 20.26 - 26.17 | 26.17 - 100.00 |
| Diploma: Acceptable | 0.00 - 72.08 | 72.08 - 78.77 | 78.77 - 85.43 | 85.43 - 89.96 | 89.96 - 100.00 |
| Diploma: Excellence | 0.00 - 7.77 | 7.77 - 11.90 | 11.90 - 18.63 | 18.63 - 22.99 | 22.99 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10 | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Rutherford Scholarship Eligibility Rate | 0.00 - 43.18 | 43.18 - 49.83 | 49.83 - 59.41 | 59.41 - 70.55 | 70.55 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 39.80 | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

| Evaluation Category | Chi-Square Range |
|------------------------|---|
| Declined Significantly | 3.84 + (current < previous 3-year average) |
| Declined | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained | less than 1.00 |
| Improved | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average) |

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| Improvement | Achievement | | | | |
|------------------------|-------------|------------|--------------|------------|------------|
| | Very High | High | Intermediate | Low | Very Low |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|------------------------|------------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2015 | Achievement | Improvement | Overall | 2016 | 2017 | 2018 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 73.0 | 77.2 | 73.3 | 83.4 | 89.6 | 90 | Very High | Improved Significantly | Excellent | 90 | 90 | 90 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 75.0 | 71.4 | 72.2 | 83.3 | 75.0 | 90 | Intermediate | Maintained | Acceptable | 90 | 90 | 90 |

Comment on Results

(an assessment of progress toward achieving the target)

We were in our third year of implementation of the Leader in Me program which dove tails both of these areas: active citizenship and attitudes and behaviors to make students successful. We attribute our significant increase in the satisfaction that students model the characteristics of active citizenship to our Leader in Me Program. The intense focus on personal responsibility, understanding others and using our skills to make our school and community a better place (through service projects) are helping students develop the characteristics of good citizenship. It is increasing parent understanding and awareness of the way students are developing and demonstrating citizenship.

However, there is a drop in our results in the areas of “attitudes and behaviors to make them successful at work”. This area will need to be addressed in the 2015 – 2016 school year.

Strategies

- Continuation of “The Leader in Me” program, encouraging personal responsibility and leadership.
Continual opportunities for student leadership and participation in the school as well as individual classrooms (Safety Patrol, Hat Team, all classrooms have leadership roles and responsibilities). The Leader in Me program will teach students the skills to be effective citizens, and managers of their own decisions, behaviors and attitudes. The program focuses on first developing habits that give students a “private victory” (managing themselves) by teaching them skills to take responsibility for their actions and attitudes, set goals and prioritize activities in their lives. Next, the program helps students develop the skills for “public victory” – how to foster positive relationships with others through empathic listening, positive problem solving and powerful cooperation skills. Our goal is that they will be able to apply these skills to their everyday lives both at school, home and in the community. Leadership will be celebrated on a weekly basis at the school recognizing students who are practicing the seven habits of highly effective people. We will also be including in our daily language references to how these skills will make a person successful in any environment, not just the school, and that these habits embody citizenship.
- Cross graded learning groups will be created to teach the seven habits of highly effective people to the students. These cross graded groups will be used for other activities during the school year. The groups will allow for a greater sense of community in the school (different age groups with different staff members) and will allow older students to work with younger students.
- All classrooms will have mission statements and codes of cooperation.
- All students will have leadership notebooks to house personal goals (WIGS), data tracking on personal goals, demonstrations of learning, and personal victories.
- Allowance for more “student initiated” clubs and activities, with the onus on students to plan, prepare and “run” the events. Students will be given greater opportunities to be involved in public speaking, running assemblies, being tour guides, and speaking at our Leadership Day.

- School-wide goals on assisting a variety of service projects and charities throughout the year, incorporating the skills of setting school goals, classroom goals and individual goals. This builds an understanding for the power of personal contribution towards a bigger cause.
- Mentorship and social interaction groups will be used to assist students who do not have adequate social and citizenship skills. Big Buddy/adult mentorship program will target students with the highest needs in this area. Community volunteers will work with students twice a month and engage them in positive social interactions. Our FWW will create social interaction groups to deal with specific social skill issues – IE girls groups to deal with relational aggression.
- Positive citizenship skills will be promoted and celebrated: IE recycle club presentations, Leader of the Week celebrations at assemblies.
- School wide data tracking on school goals of reading and physical activity.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2015 | Achievement | Improvement | Overall | 2016 | 2017 | 2018 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 85.2 | 69.7 | 88.1 | 84.1 | 85.5 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 25.0 | 15.8 | 13.1 | 17.0 | 19.7 | 20 | High | Maintained | Good | 20 | 20 | 20 |

Comment on Results

(an assessment of progress toward achieving the target)

When an aggregate of results including students who are exempt from writing or absent are included, these results count as a “zero” towards the overall score. Exemptions are given when a student is not able to write the exam or when writing the exam would not be in the best interest of the student and the individual program they are on. Absences are beyond our control at the school level.

Please note, there are no Grade 3 level results as WRSD is piloting the SLA assessments.

Our individual PAT exam results **BASED ON THE NUMBER OF STUDENTS WRITING** are important data to be considered. We only had a class with 19 students in it. This low number skews the data.

Our results show strength in reading comprehension and improvement in the area of writing. PAT results are analyzed to help develop stronger and more focused teaching of curriculum.

Our targets for this and upcoming years are set knowing we will have students who will receive accommodations and exemptions for PAT’s. Therefore there is the chance there will be a “zero” mark factored into our results.

Strategies

- We use the Fountas and Pinnell assessment tool three times per year to show growth in reading proficiency. We use guided reading and Literacy Place resources in classrooms which are aligned with Fountas and Pinnell.
- We have set school wide goals for reading practice.
- Continue to implement Smart Learning techniques within the classrooms to increase student acquisition of learning strategies as well as increasing student engagement. This will allow us to reach a broader range of ability levels in one classroom.
- Use Words Their Way spelling program to increase student facility with spelling and its use within the writing process.
- Teachers will continue to use outcome based assessment and reporting.
- Assessment data of the PAT’s will be analyzed for areas of strength and weakness to help teachers target their efforts with students.
- EA support is provided where possible to assist small groups for reading and word work.
- We make sure students who require support/accommodations for Provincial Achievement Tests receive them.
- Use of technology to supplement reading practice (RAZ kids, NewsELA, Spelling City, Read Write for Google)
- Use of project based learning to supplement deep understanding of curricular content
- Cross curricular competencies are referenced and woven into meaningful learning activities

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2015 | Achievement | Improvement | Overall | 2016 | 2017 | 2018 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 82.1 | 79.4 | 77.2 | 80.1 | 73.9 | 85 | Intermediate | Maintained | Acceptable | 85 | 85 | 85 |

Comment on Results

(an assessment of progress toward achieving the target)

Our results in this area have declined since last year.

We have an excellent music program, which includes concert band for Grade 6, guitar, Orff instruments, choir, etc. We now have one to one chrome books in Grade 4 – 6, and chrome carts available for KG – 3. Integration of technology into student learning is expanding.

Archery was implemented as a P.E. activity through the support of the Bow Benders Club. In line skating residency was added to increase the variety of PE activities offered.

Strategies

- Continued use of Chrome Books and Google apps to integrate technology in different and more authentic ways.
- Continuation of Community Band available for BHS students as well as BES students.
- Our physical education program will be enhanced this year. A greater variety of teachers will instruct. Archery will be included in the Grades 4 – 6 P.E. program as four staff have been trained as archery instructors. We will also continue to run the Boot Camp once a week during the cold weather to help students acquire functional fitness and strength that allows them to enjoy everyday activities. We have skating and swimming programs running annually. We will be providing our inline skating residency again. We are also responding to parent requests to have more formalized instruction in team sports (IE basketball) in Div II.
- Grade 6 leadership group offers a morning recess physical activity for students in Grades 1 – 4. We will have a student led intramurals at second recess.
- Our Health Action Team, both staff and students, will be involved in promoting and demonstrating healthy life styles to everyone at the school. We operate a breakfast program daily and promote healthy eating through modeling.
- Student art work is continually celebrated and on display in the school.
- Opportunities for students to be involved in performance and public speaking are ongoing.

Desired Outcome Three: Alberta’s education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2015 | Achievement | Improvement | Overall | 2016 | 2017 | 2018 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 79.5 | 75.8 | 73.7 | 78.7 | 80.0 | 80 | High | Maintained | Good | 80 | 80 | 80 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 94.5 | 90.1 | 90.9 | 92.5 | 95.5 | 90 | Very High | Improved | Excellent | 90 | 90 | 90 |

Comment on Results
(an assessment of progress toward achieving the target)

In previous years we had a goal of revitalizing our School Council and to increase attendance and participation at PAC. We were able to meet this goal. We have had much higher, consistent attendance at School Council but it is always a concern to make this a relevant body to all parents. We will continue to promote this high level of participation.

- Strategies**
- make sure IPP meetings are held on a regular basis (reporting periods) and effective communication with parents is an ongoing goal, using CLEVR software
 - Continue to celebrate volunteers in our school (Christmas concert seating, etc.)
 - Continue to promote parental involvement to encourage parents to contribute their perspectives and suggestions on how to keep improving the educational experience at BES.
 - Leader in Me – we involved the parents and community stakeholders in the decision to implement the program, had parents / stakeholders at the visioning day. We provide monthly updates / discussions at School Council to collaborate with parents on the process of implementation and listen to feedback.
 - being proactive about parental concerns in regards to the reporting on emergent issues (IE discipline, report cards)
 - encourage parent and community volunteers in the school (IE classroom readers, Big Buddies)

Specific Outcome: Students and communities have access to safe and healthy learning environments.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2015 | Achievement | Improvement | Overall | 2016 | 2017 | 2018 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 85.2 | 83.7 | 84.4 | 90.5 | 92.5 | 85 | Very High | Improved | Excellent | 85 | 85 | 85 |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 75.2 | 77.5 | 77.1 | 82.4 | 84.2 | 80 | Very High | Maintained | Excellent | 80 | 80 | 80 |

Comment on Results
(an assessment of progress toward achieving the target)

Our results in this category continue to be satisfactory.

Strategies

Continue to use:

- Leader in Me Program – continued reinforcement of the importance of personal responsibility and teamwork
- Student Leadership teams will continue to be mentored and developed. Older students will mentor younger students in these teams.
- Breakfast Program and “church” lunches will continue to assist students in healthier eating. We are a nut aware school as we have two students with severe nut allergies.
- Student led monthly assemblies to share important points
- In Division II, there will be class meetings/student meetings to discuss important issues / provide an voice
- cross graded activities (IE Kindergarten buddies) to develop a sense of school community
- community based mentoring program “Big Buddies” to target students with lower self-esteem and give them positive adult roles model
- Cross Graded instructional group will be created to teach the Seven Habits to students twice monthly.
- Big Buddy adult mentorship program will bring community volunteers to the school to be partnered with Grade 4 – 6 students who would benefit from a positive adult role model. This program is in partnership with FCSS.

In this school year we will be adding:

- Student Leadership Day in March 2016 to showcase student leadership learning and initiatives.
- Back to School Parent BBQ with student led assembly to share information about the school with parents. Students also will operate booths to share information with parents about the seven habits and other leadership initiatives in the school.
- Student tour guides will welcome guests and tour them around the school on an as needed basis.
- Attendance at WE Day for selected Grade 5 and 6 students will encourage a global vision of leadership.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2015 | Achievement | Improvement | Overall | 2016 | 2017 | 2018 |
| Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | * | * | * | * | n/a | 3% | n/a | n/a | n/a | | | |
| Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | * | * | * | * | n/a | 3% | n/a | n/a | n/a | | | |

| |
|---|
| <p>Comment on Results</p> <p>We have a small percentage of self-identified FNMI students at BES. Our percentage will shift from year to year based on the number of FNMI students in the classroom. This year, 2015 – 2016, we have one self-identified FNMI student in Grade 6. It is our goal to have him achieve the acceptable standard or greater on the PAT's.</p> |
| <p>Strategies</p> <ul style="list-style-type: none"> All FNMI students will have equal opportunities to all services provided at BES. The staff will be looking at the FNMI initiative from Alberta Learning to create opportunities to weave this into existing curriculum. Access Mike Schoental to provide programming suggestions. |

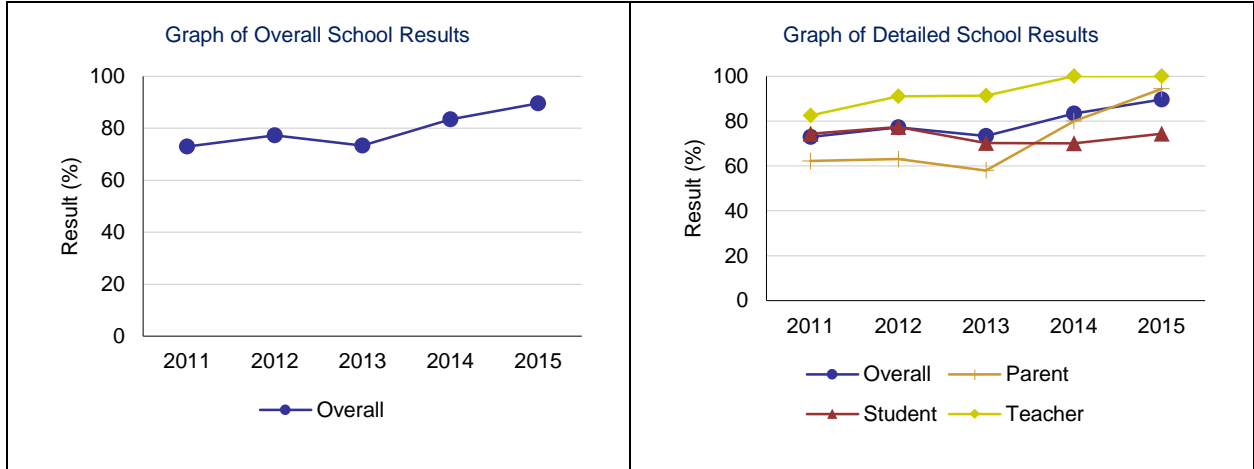
APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|-------|-------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Overall | 73.0 | 77.2 | 73.3 | 83.4 | 89.6 | 73.8 | 73.8 | 73.0 | 74.7 | 77.2 | 81.9 | 82.5 | 83.4 | 83.4 | 83.5 |
| Teacher | 82.5 | 91.1 | 91.4 | 100.0 | 100.0 | 87.2 | 86.6 | 83.3 | 84.4 | 91.3 | 92.7 | 93.1 | 93.6 | 93.8 | 94.2 |
| Parent | 62.2 | 63.1 | 58.0 | 80.0 | 94.4 | 69.0 | 69.2 | 70.1 | 75.4 | 75.8 | 78.6 | 79.4 | 80.3 | 81.9 | 82.1 |
| Student | 74.4 | 77.3 | 70.3 | 70.1 | 74.3 | 65.4 | 65.7 | 65.8 | 64.3 | 64.6 | 74.5 | 75.0 | 76.2 | 74.5 | 74.2 |

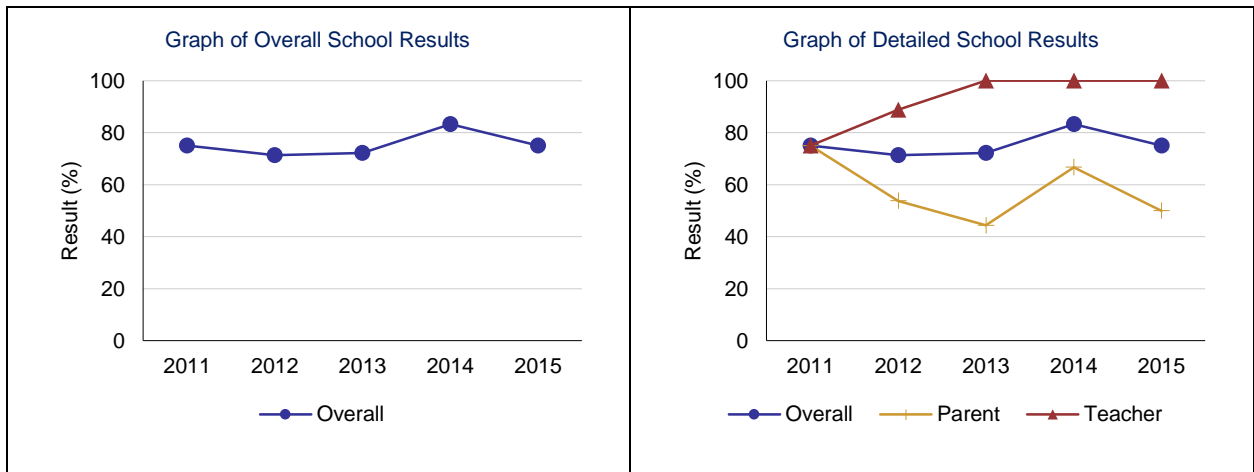


NB: Please note that parent responses are based on only eleven surveys returned. Student responses are based on 69 student surveys.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|-------|-------|-------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Overall | 75.0 | 71.4 | 72.2 | 83.3 | 75.0 | 73.8 | 69.3 | 69.7 | 72.5 | 76.0 | 80.1 | 79.7 | 80.3 | 81.2 | 82.0 |
| Teacher | 75.0 | 88.9 | 100.0 | 100.0 | 100.0 | 82.2 | 84.0 | 80.5 | 80.5 | 87.0 | 89.6 | 89.5 | 89.4 | 89.3 | 89.7 |
| Parent | 75.0 | 53.8 | 44.4 | 66.7 | 50.0 | 65.5 | 54.6 | 59.0 | 64.5 | 64.9 | 70.6 | 69.9 | 71.1 | 73.1 | 74.2 |



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

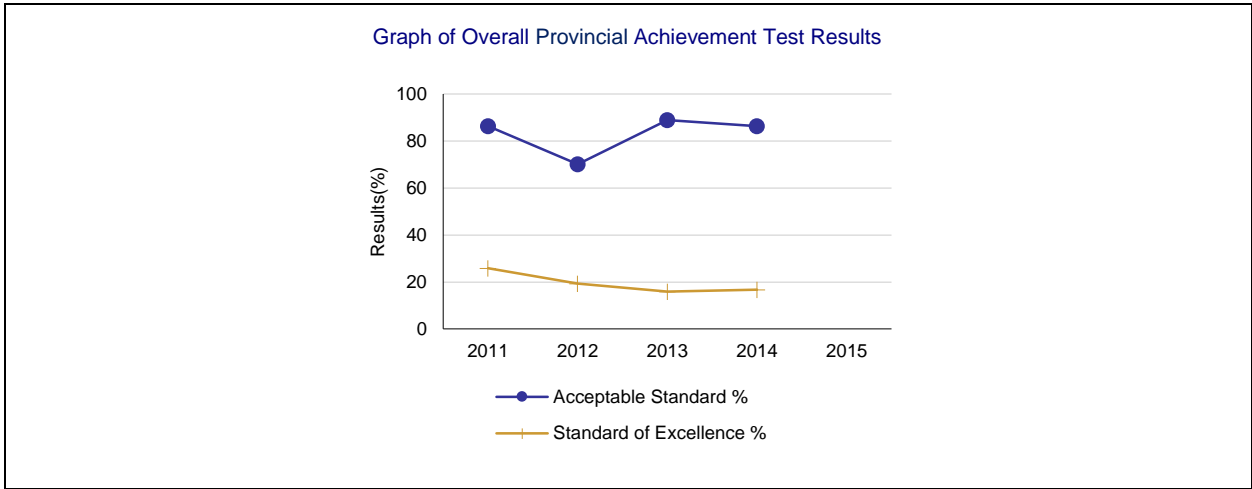
| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|----|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | | 2015 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 6 | School | 95.5 | 18.2 | 68.4 | 5.3 | 95.2 | 14.3 | 86.4 | 9.1 | 94.4 | 22.2 | 90 | 15 |
| | Authority | 83.2 | 9.2 | 85.1 | 9.2 | 86.7 | 11.9 | 78.7 | 8.7 | | | | |
| | Province | 83.0 | 18.5 | 82.7 | 17.8 | 82.5 | 16.3 | 81.9 | 17.6 | 91.3 | 21.5 | | |
| Mathematics 6 | School | 81.8 | 22.7 | 68.4 | 5.3 | 85.7 | 4.8 | 77.3 | 18.2 | 88.9 | 11.1 | 90 | 15 |
| | Authority | 73.3 | 12.3 | 70.7 | 9.2 | 69.5 | 10.0 | 69.4 | 8.5 | | | | |
| | Province | 73.7 | 17.8 | 74.7 | 16.6 | 73.0 | 16.4 | 73.5 | 15.4 | 80.4 | 15.3 | | |
| Science 6 | School | 90.9 | 40.9 | 73.7 | 31.6 | 85.7 | 28.6 | 90.9 | 27.3 | 94.4 | 33.3 | 90 | 15 |
| | Authority | 77.4 | 23.4 | 79.9 | 21.3 | 77.0 | 17.7 | 73.2 | 15.8 | | | | |
| | Province | 76.2 | 25.0 | 77.8 | 28.2 | 77.5 | 25.9 | 75.9 | 24.9 | 84.8 | 28.8 | | |
| Social Studies 6 | School | 72.7 | 18.2 | 68.4 | 21.1 | 85.7 | 4.8 | 81.8 | 13.6 | 78.9 | 15.8 | 90 | 15 |
| | Authority | 71.5 | 11.0 | 71.8 | 11.5 | 72.6 | 11.4 | 63.4 | 8.7 | | | | |
| | Province | 71.1 | 18.5 | 73.2 | 19.5 | 72.7 | 19.0 | 70.4 | 16.6 | 78 | 22 | | |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

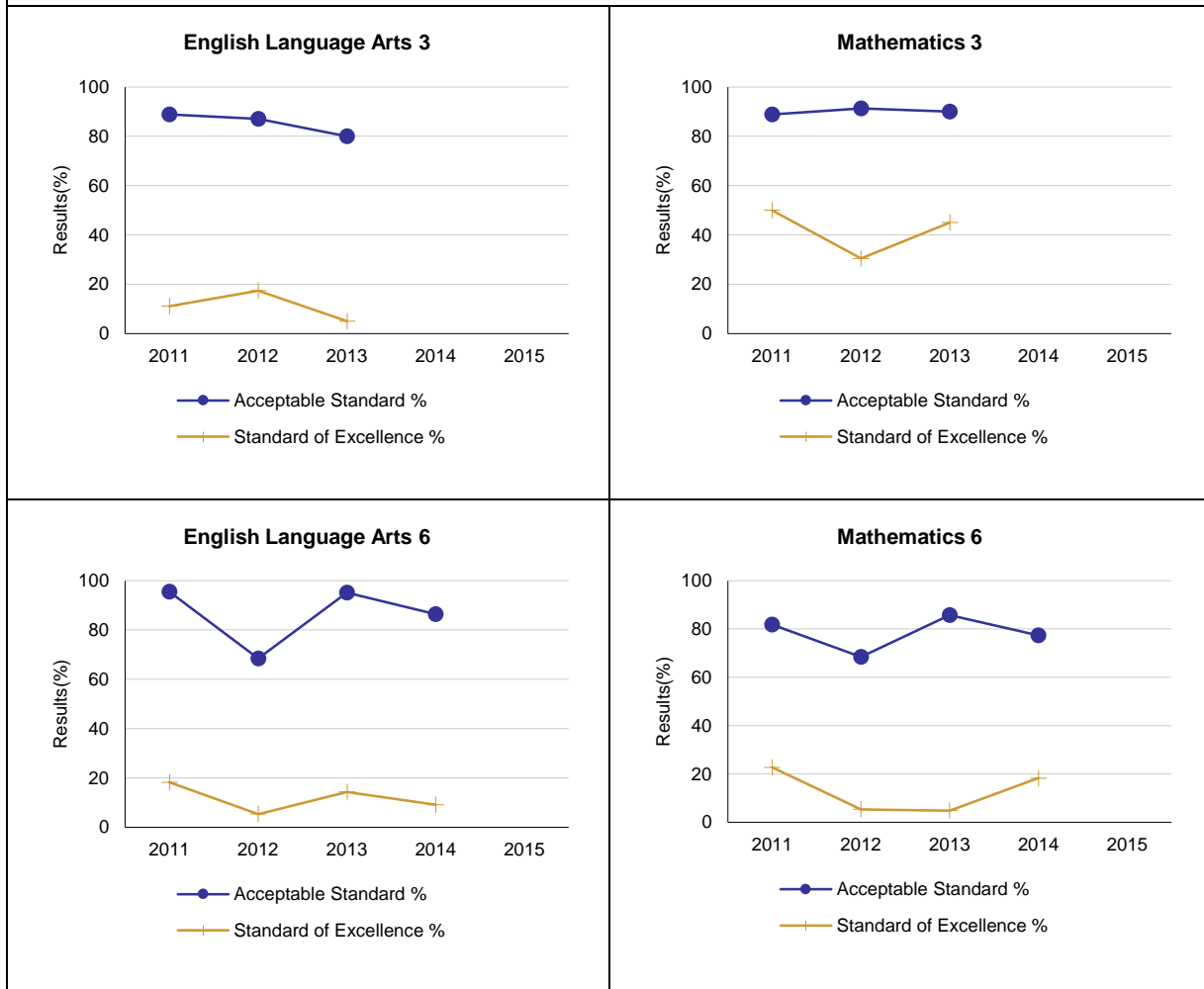
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

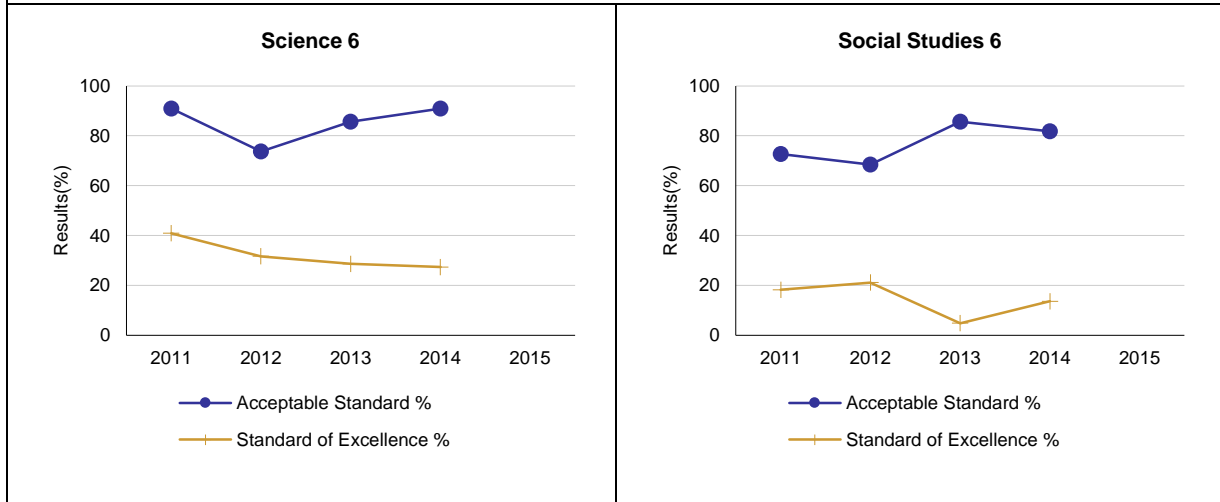


Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

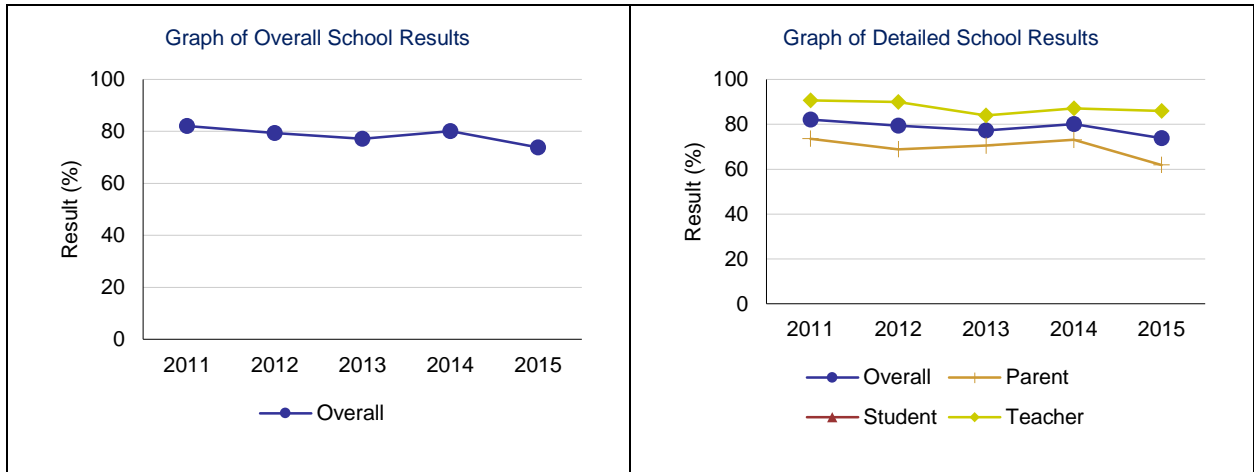
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course | Measure | Breton Elementary School | | | | | | Alberta | | | | |
|--------------------------|------------------------|--------------------------|-------------|----------|------|-----|---------------|---------|------|-----|---------------|------|
| | | Achievement | Improvement | Overall | 2015 | | Prev 3 Yr Avg | | 2015 | | Prev 3 Yr Avg | |
| | | | | 3 yr avg | N | % | N | % | N | % | N | % |
| English Language Arts 3* | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 22 | 83.5 | n/a | n/a | 35,673 | 80.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 22 | 11.2 | n/a | n/a | 35,673 | 17.8 |
| Mathematics 3* | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | 22 | 90.7 | n/a | n/a | 35,644 | 75.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | 22 | 37.7 | n/a | n/a | 35,644 | 25.4 |
| English Language Arts 6 | Acceptable Standard | 94.4 | N/A | 94.8% | 18 | 95 | 21 | 83.3 | n/a | n/a | 44,338 | 82.4 |
| | Standard of Excellence | 22.2 | +12% | 11.7% | 18 | 95 | 21 | 9.5 | n/a | n/a | 44,338 | 17.2 |
| Mathematics 6 | Acceptable Standard | 88.9 | -4% | 88% | 18 | 95 | 21 | 77.1 | n/a | n/a | 44,292 | 73.8 |
| | Standard of Excellence | 11.1 | -10% | 12% | 18 | 95 | 21 | 9.4 | n/a | n/a | 44,292 | 16.2 |
| Science 6 | Acceptable Standard | 94.4 | -5% | 94.8% | 18 | 95 | 21 | 83.4 | n/a | n/a | 44,273 | 77.1 |
| | Standard of Excellence | 33.3 | +3% | 31.1% | 18 | 95 | 21 | 29.1 | n/a | n/a | 44,273 | 26.3 |
| Social Studies 6 | Acceptable Standard | 78 | -11% | 86.3% | 19 | 100 | 21 | 78.7 | n/a | n/a | 44,226 | 72.1 |
| | Standard of Excellence | 21.1 | N/A | 11.9% | 19 | 100 | 21 | 13.2 | n/a | n/a | 44,226 | 18.4 |

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Overall | 82.1 | 79.4 | 77.2 | 80.1 | 73.9 | 75.2 | 71.9 | 72.9 | 72.1 | 74.4 | 80.9 | 80.7 | 81.5 | 81.3 | 81.3 |
| Teacher | 90.6 | 89.9 | 83.9 | 87.1 | 85.9 | 82.0 | 79.9 | 80.9 | 78.4 | 80.4 | 87.6 | 87.3 | 87.9 | 87.5 | 87.2 |
| Parent | 73.6 | 68.9 | 70.5 | 73.1 | 61.9 | 72.8 | 69.5 | 71.3 | 72.5 | 71.9 | 78.3 | 78.1 | 78.9 | 79.9 | 79.9 |
| Student | n/a | n/a | n/a | n/a | n/a | 70.8 | 66.1 | 66.4 | 65.4 | 71.0 | 76.9 | 76.9 | 77.8 | 76.6 | 76.9 |

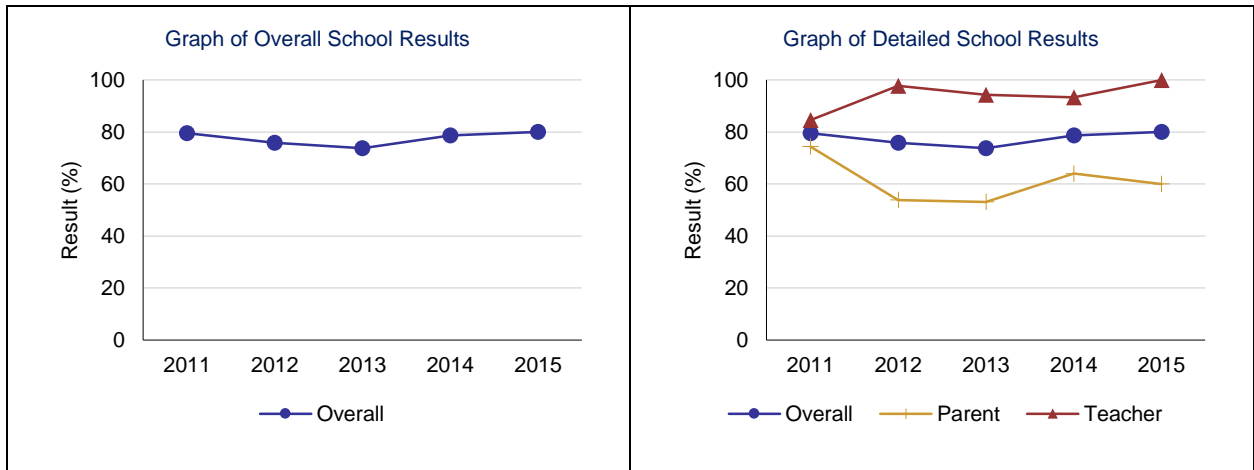


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Overall | 79.5 | 75.8 | 73.7 | 78.7 | 80.0 | 74.8 | 73.9 | 76.0 | 80.1 | 78.7 | 79.9 | 79.7 | 80.3 | 80.6 | 80.7 |
| Teacher | 84.6 | 97.7 | 94.3 | 93.3 | 100.0 | 86.3 | 85.5 | 85.0 | 87.2 | 87.7 | 88.1 | 88.0 | 88.5 | 88.0 | 88.1 |
| Parent | 74.4 | 53.8 | 53.1 | 64.0 | 60.0 | 63.2 | 62.3 | 66.9 | 73.0 | 69.7 | 71.7 | 71.4 | 72.2 | 73.1 | 73.4 |

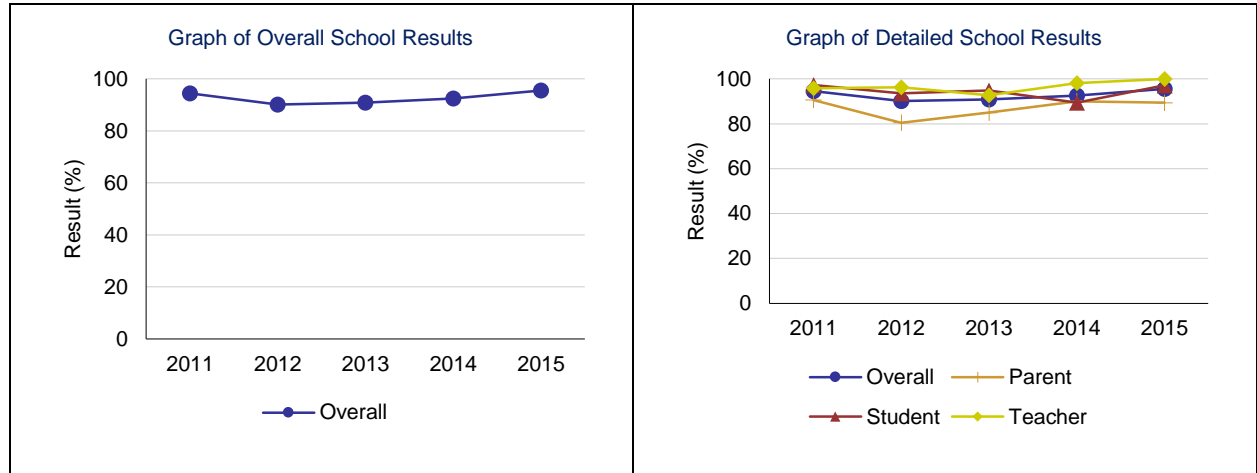


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Overall | 94.5 | 90.1 | 90.9 | 92.5 | 95.5 | 85.1 | 84.9 | 83.4 | 85.2 | 85.9 | 89.4 | 89.4 | 89.8 | 89.2 | 89.5 |
| Teacher | 95.8 | 96.3 | 92.7 | 98.1 | 100.0 | 93.7 | 93.2 | 90.9 | 91.2 | 92.7 | 95.5 | 95.4 | 95.7 | 95.5 | 95.9 |
| Parent | 90.6 | 80.5 | 85.0 | 90.0 | 89.4 | 78.5 | 77.7 | 77.5 | 82.8 | 82.4 | 84.2 | 84.2 | 84.9 | 84.7 | 85.4 |
| Student | 97.2 | 93.5 | 94.9 | 89.4 | 97.1 | 83.0 | 83.8 | 81.8 | 81.5 | 82.4 | 88.5 | 88.6 | 88.7 | 87.3 | 87.4 |

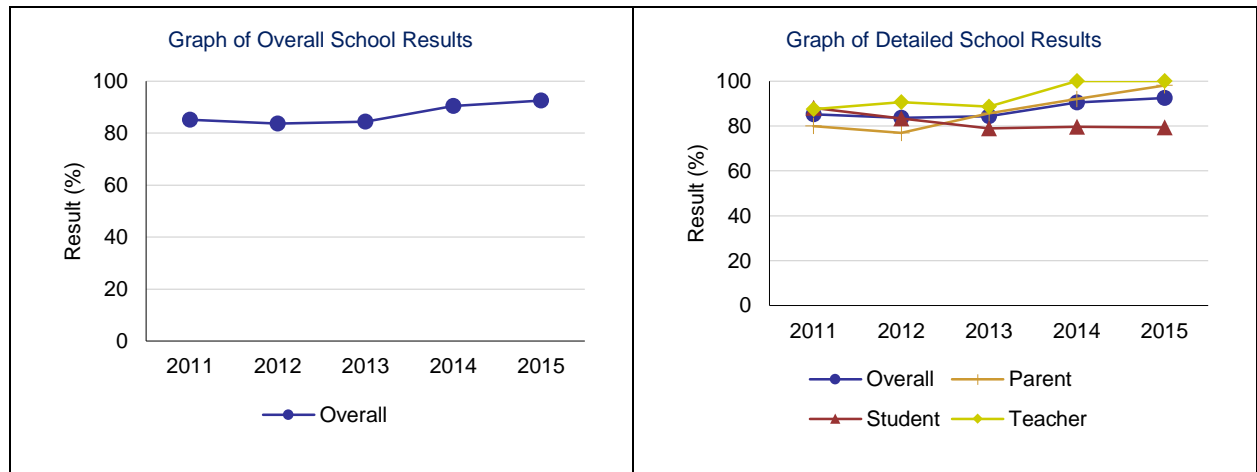


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|-------|-------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Overall | 85.2 | 83.7 | 84.4 | 90.5 | 92.5 | 83.1 | 82.6 | 82.1 | 84.7 | 85.6 | 88.1 | 88.6 | 89.0 | 89.1 | 89.2 |
| Teacher | 87.5 | 90.7 | 88.6 | 100.0 | 100.0 | 91.5 | 90.4 | 90.0 | 91.6 | 93.7 | 94.5 | 94.8 | 95.0 | 95.3 | 95.4 |
| Parent | 80.0 | 76.9 | 85.7 | 92.0 | 98.1 | 80.2 | 80.4 | 79.8 | 86.0 | 86.0 | 86.6 | 87.4 | 87.8 | 88.9 | 89.3 |
| Student | 88.0 | 83.3 | 78.9 | 79.6 | 79.4 | 77.7 | 77.0 | 76.4 | 76.5 | 77.2 | 83.3 | 83.7 | 84.2 | 83.1 | 83.0 |

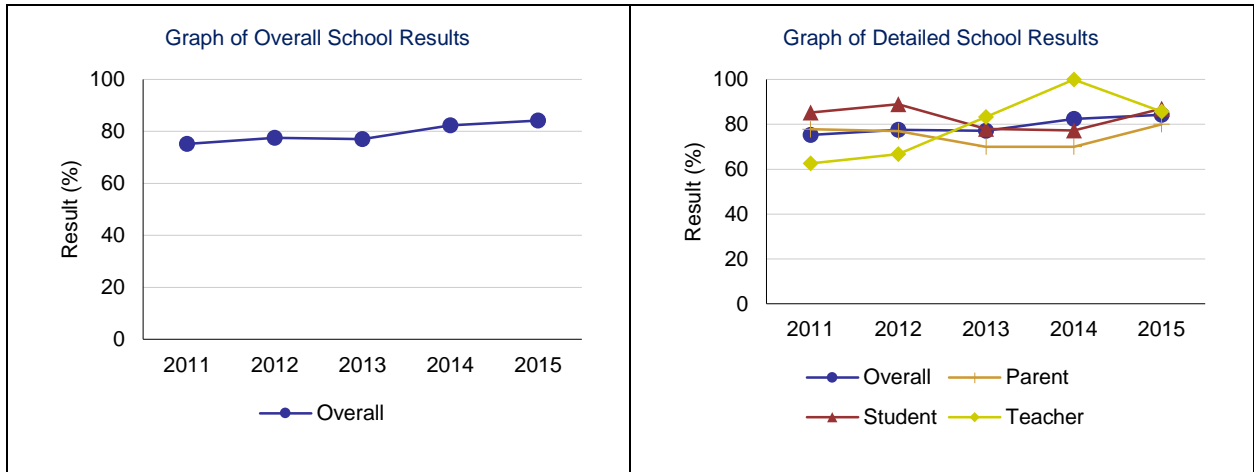


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

| | School | | | | | Authority | | | | | Province | | | | |
|---------|--------|------|------|-------|------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Overall | 75.2 | 77.5 | 77.1 | 82.4 | 84.2 | 75.9 | 73.1 | 68.8 | 73.3 | 76.3 | 80.1 | 80.0 | 80.6 | 79.8 | 79.6 |
| Teacher | 62.5 | 66.7 | 83.3 | 100.0 | 85.7 | 76.4 | 77.1 | 68.8 | 74.8 | 81.3 | 80.1 | 81.1 | 80.9 | 81.3 | 79.8 |
| Parent | 77.8 | 76.9 | 70.0 | 70.0 | 80.0 | 73.6 | 68.5 | 69.3 | 74.4 | 75.1 | 77.3 | 76.2 | 77.9 | 77.0 | 78.5 |
| Student | 85.2 | 88.9 | 78.0 | 77.3 | 87.0 | 77.5 | 73.8 | 68.4 | 70.7 | 72.5 | 82.9 | 82.7 | 82.9 | 81.2 | 80.7 |



Breton Elementary PD Plan

August 25: Visioning Day

- The entire staff and community stakeholders met and with our mentor from Franklin Covey held a visioning day for the school. As we are starting year four of our Leader in Me journey, we felt to have a refocus on what is important and what is the essence of Breton Elementary was a crucial but positive way to start the year. It allowed this team to redevelop our vision for our school.

August 26: Power School – an introduction

- The teaching staff met to have an introduction to Powerschool and Gradebook. The essentials were demonstrated (IE attendance) so teachers had the ability to start the school year.

August 27: Rally Day

August 28: School Based day

August 31: RTI

- Staff has a refresher course on the RTI model. A standardized RTI form (developed by BHS) was used.

September 18: Powerschool

- Teachers were given extended training on the use of Powerschool/Gradebook

October 23: Powerschool

- Teachers were given extended training on the use of Powerschool/Gradebook

November 20: Division Day

December 4: School Focus Day

- Teachers will be given time to work towards their professional growth plan goals.

January 29: Leader in Me Day

- John Flockstra, our mentor from Franklin Covey, will be here to do an all-day mentoring session on our progress this year in LIM.

February 4/5: Teacher Convention (North)

March 7: Leader in Me Day

- Staff will be working and doing the final preparations for our school wide Leadership day which is being held on March 21.

April 15: Division Focus Day

- Division Focus Day: Inspiring Education in Action

May 6: First Aid recertification for staff

June 26: School Organizational Day