

Three-Year Education Plan and AERR

Breton Elementary

2016 2017

The
LeaderinMe™

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.

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 163 students. Approximately 75% of our students are bused to school from a wide rural area.

Kindergarten – 30

Gr 1 – 19

Gr 2 – 21

Gr 3 – 27

Gr 4 – 18

Gr 5 – 32

Gr 6 – 22

We have total staff complement of 9.0 teachers and 1.4 EA's.

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

Foundational Statements

- I. Leader in Me

Breton Elementary takes great pride in being a **Leader in Me** school.

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

Last year, 2015 – 2016, was year one of our second three year cycle. Our ability to independently plan and track our progress was in place. However, we chose 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 worked towards and accomplished our Leadership Day showcase, which allowed our students to demonstrate their leadership / citizenship ability to a broad audience.

Now in year five (year two of our second three year cycle) in the Leader in Me, our main focuses are

- Increase the use of our leadership notebooks at all grade levels
- 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 all students have been retaught the “Seven Habits” in a beginning of year reboot
- Ensure that all new staff have the training “The Seven Habits of Highly Effective People”

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 in three cycle terms 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.

II. FNMI Initiative

Knowing that Alberta Learning and the Government of Alberta are putting more emphasis on FNMI awareness and truth and reconciliation, Breton Elementary decided to create a FNMI plan. We struck a committee which includes staff members, our health worker, Jessica Doucette, and parent liaison (who is also First Nations in her heritage). This committee applied for grant money from the Wellness Fund, and created an action plan for the 2016 - 2017 school year.

Link to [FNMI at a glance gantt chart](#)

Link to [FNMI Plan BES 2016 - 2017](#)

III. Music Program

Breton Elementary has a well rounded music program which offers a wide variety of musical experiences to our students. The study and enjoyment of music is foundational to learning and can promote imaginative and mathematical thinking processes in the brain.

We continue to offer:

- Recorder
- Guitar
- Orff
- Concert band
- Choir

A. October 2016 Accountability Pillar Overall Summary

Combined 2016 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	88.8	92.5	89.2	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	81.5	73.9	77.1	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	90.5	95.5	93.0	90.1	89.5	89.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	72.2	85.5	85.9	73.6	72.9	73.4	Intermediate	Declined	Issue
		PAT: Excellence	9.3	19.7	16.6	19.4	18.8	18.6	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	85.7	75.0	76.9	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	84.6	89.6	82.1	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	81.3	80.0	77.4	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	89.7	84.2	81.2	81.2	79.6	80.0	Very High	Improved	Excellent

2015-16 Results Report

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	12	13	14	15	16	2016	Achievement	Improvement	Overall	17	18	19
Overall percentage of students in Grades 6 who achieved the acceptable standard on PATs	69.7	88.1	84.1	85.5	72.2	90	Intermediate	Declined	Issue	90	90	90
Overall percentage of students in Grades 6 who achieved the standard of excellence on PATs	15.8	13.1	17.0	19.7	9.3	15	Very Low	Maintained	Concern	15	15	15

Comment on Results

Based on assessment data gathered throughout year, the results are quite surprising. Our Fountas and Pinnell results indicated that most students had grade level reading skills, and most students were achieving at grade level when assessed in the core subject areas. Analysis of the PAT results show that students performed poorly on "global" scale, not just in particular areas or strands.

Our results for the previous three years have been acceptable and we hope that 2016 is not indicative of a downward trend.

Strategies

PAT results were analyzed for all four core subject areas. Areas of concern have been addressed in the planning for the school year in Grade 6. One major change to the Social Studies delivery is to slow down the speed of delivery, assess more frequently, and ensure that vocabulary is understood.

Students with areas of weakness, particularly in Grade 4- 6, have been identified for intervention using SSF time (to supplement as no EA time is available) and use of Precision Reading to ensure reading success.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	12	13	14	15	16	2016	Achieve	Improve	Overall	17	18	19
Percentage of teachers, parents and students who are satisfied that students	77.2	73.3	83.4	89.6	84.6	90	Very High	Maintained	Excellent	90	90	90

model the characteristics of active citizenship.												
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.	71.4	72.2	83.3	75.0	85.7	90	High	Maintained	Good	90	90	90

Comment on Results

We were in our fourth 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.

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.
- 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.
- 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.
- 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.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	12	13	14	15	16	2016	Achieve	Improve	Overall	17	18	19
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.	83.7	84.4	90.5	92.5	88.8	85	Very High	Maintained	Excellent	85	85	85

Comment on Results

(an assessment of progress toward achieving the target)

Our results in this area have been satisfactory.

Strategies

- 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
 - weekly instructional group to teach the Seven Habits to students
 - 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:
- Leader in Me Power Hour starting January 2017 will offer five hours (one hour per month for five months) to teach parents how to use Leader in Me concepts in the home.
 - 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.

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)	Target	Evaluation	Targets
---------------------	--------------------------	--------	------------	---------

	12	13	14	15	16	2016	Achievement	Improvement	Over all	17	18	19
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.	79.4	77.2	80.1	73.9	81.5	80	High	Maintained	Good	80	80	80

Comment on Results

(an assessment of progress toward achieving the target)

Our results in this area have been satisfactory.

Strategies

- Continued use of ChromeBooks 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 promoted again this year. Archery will be included in the Grades 4 – 6 P.E. program as three staff have been trained as archery instructors. Yoga will be offered as a recess activity. 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.
- 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 lifestyles 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.

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achieve	Improve	Overall	2017	2018	2019
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.	77.5	77.1	82.4	84.2	89.7	80	Very High	Improved	Excellent	80	80	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.8	73.7	78.7	80.0	81.3	80	High	Maintained	Good	80	80	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.1	90.9	92.5	95.5	90.5	80	Very High	Maintained	Excellent	80	80	80

Comment on Results

(an assessment of progress toward achieving the target)

Our results in this area have been satisfactory.

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)

2016-19 Three Year Education Plan

I. Student Wellness

- Breton Elementary has a half time Family Wellness Work who can work with identified students on personal wellness issues. She is also running a ten week parenting course called “Connect” which will increase the skill set of participants. There are currently 13 families registered.
- Our Family Wellness Work facilitates our “Big Buddy” program. This program, sponsored by FCSS, connects adults from the community with students from the school. “At risk” students are identified in Grades 4 - 6. Two students are partnered with an adult and they do two activities per month. This relationship building activity creates a bond between the school and the greater community.
- Student wellness is enhanced by our Leader in Me program. Using the “Seven Habits of Highly Effective People”, students are taught a skill set of personal responsibility and community awareness.
- At Breton Elementary, we have student leadership teams as a part of our Leader in Me program. Students can join to gain skills, experience personal responsibility and contribute to the school environment. Leadership Teams are mentored by a staff member so those students have a connection with a staff member.
- We recently have a SRO who can give as much as four hours per week to BES. He has participated in a positive capacity in activities in the school, giving a friendly face to the RCMP in our school.
- Staff members have “at risk” students flagged. Daily check in’s take place in a casual manner between the staff member and the student.

Measures to be Completed:

- a. In our Leader in Me evidence binder, we will be at 75% completion rate of the rubric
- b. We will complete the Leader in Me progress report in May of 2017
- c. We will score in the green or blue level on the Accountability Pillar survey in the area of safe and caring.

II. Pedagogy

Depending on the grade level and subject area, we will encourage staff to use one or more of the following strategies to help students link their daily activities to the curricular outcome/skill that they are intended to learn.

- Listing unit outcomes at the beginning of unit (handouts in binders) for older grades and revisiting the list as outcomes are covered. Students can also use this as self-assessment checklist when reviewing content or studying.

- Correlating assessment questions/tasks to specific curricular outcomes (on tests or assessments the exact outcome(s) are stated) so students and parents can easily see how the assessment (or which questions/parts of the assessment) measured understanding of which specific outcomes
- “I can” statements in lower grades - either posted on the wall or written on the board for the lesson
- Directly sharing with students how the activity they are doing will help them learn/understand the outcome (“This cheque writing activity will help you realize the importance of being able to write number amounts in words.”)

Measures to be Completed:

- d. All staff will demonstrate a direct link between curriculum, chosen resources, and learning activities in Language Arts and Math. .

III. Collaborative Response Model

- IPP’s established for students with identified needs
- PPT meetings and discussions held to collaboratively brainstorm ideas / programming for students with identified needs

Measures to be Completed:

- e. All IPP’s completed and signed by October 31, 2016. Review and updates every reporting term

IV. First Nations, Metis, Inuit

- Participate in meaningful activities which provide multi-modal learning opportunities for students in FNMI culture
 - David Bouchard - author visit
 - Pow Wow
 - Orange Shirt Day
 - Access to FNMI library resources - children’s books, non fiction
 - FNMI themed art activities
 - FNMI cultural games in PE, intramurals, and fun activity days
 - Exposure to FNMI traditional foods at Food Fear Factor
 - Make connections with FNMI groups, elders and resource people to assist in implementation
 - Wellness grant to help cover costs of the programming

Link to [BES FNMI Plan 2016 2017](#)

Measures to be Completed:

- f. Wellness grant reconciliation report in June will demonstrate completion of all outlined activities

V. Focus on Literacy and Numeracy

In order to support Literacy and Numeracy at Breton Elementary we will employ the following strategies:

- Fountas and Pinnell assessment for all students 3 times a year
- School wide goal and data tracking of at home reading minutes to support literacy. Reading minutes are tracked weekly and publically displayed. A school wide reading ticket draw promotes reading at home.
- Buddy reading on a weekly basis (Grade 5's buddied with Grade 1's)
- Consistent practice on daily basic facts
- RAZ kids is used to supplement our in class reading program
- Use of online supplementary apps such as Spelling City to provide multimodal supports for students
- Outcome based assessment and reporting
- Use of parent volunteers to listen to students read
- Use of Precision Reading program to target students not at grade level

Measures to be Completed:

- g. 90% of students will score at (or above) grade level expectations in Fountas and Pinnell by June 2017.
- h. Math data tracking is TBD

BES Professional Development Plan 2016-2017

August 29	Teacher Growth Plan Day (ATA)	
August 30	School Based Day	
August 31	Organizational Day	CAAMSE
September 19	FNMI Rally Day	CAAMSE
October 21	½ School Based Day (Leader in Me); ½ Division Day - Assessment and Powerteacher Pro	
November 3	5 Learning Goals Sessions Hosting FNMI Session - blanket ceremony, and Resource Exploration (Leah Odinski)	CAAMSE
November 4	School Based Day - Potential Follow Up & Sharing - FNMI, Leader in Me, Continuing Conversations with Dr. Carrington & Lorna Hewson <ul style="list-style-type: none"> - Lighthouse Team - Powerteacher Pro 	CAAMSE
February 3	Teacher Growth Plan Day (ATA): review TQS and progress towards PGP goals	
February 9 & 10	North Teachers' Convention (ATA)	
February 23 & 24	South Teachers' Convention (ATA)	
March 10	Half day: RTI Half day: Powerteacher Pro	
April 24	School Based Day: Leader in Me Reflection/Planning John Flockstra coming. Lighthouse Team in AM, all staff in PM	
May 19	Staff Wellness AM/Student Wellness PM	CAAMSE
June 2	School Based Day - Transition Meetings; RTI Review and finalization of IPP's; Powerteacher Pro Review; review of F&P results for the year	CAAMSE
June 30	Organizational Day	

Our School Plan has been developed collaboratively with the school community and is submitted to the Superintendent for review

Principal

Date

School

We the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.

Teacher Representative

Date

Chairperson, School Council

Date