

Breton Elementary
2020-2021
AERR Report



School Profile

Breton Elementary School is located in the village of Breton (a town of around 500 people) at the crossroads of Highway 20 and secondary highway 616. It serves the town of Breton and the greater surrounding rural area. We have a number of students whose parents drive them from the Warburg and Winfield areas as well.

For the 2021-2022 school year we have 9 teachers (most full-time, some part-time) and with the government's Learning Disruption Grant we have been able to support 3 full time EA's and 1 half time EA. Through PUF funding we also have half-day EA support 4 days a week for 2 Pre-K students.

Our numbers as of November 2021 are as follows:

Pre-K	2	
Kindergarten	26	
Grade 1	21	
Grade 2	24	
Grade 3	30	
Grade 4	23	
Grade 5	30	
Grade 6	20	Total students: 176

We are a "Leader in Me" school, meaning that we teach, model and support students in learning and practicing the "7 Habits of Highly Effective People".

Before the restrictions imposed by COVID, our school ran a variety of cross-graded "leadership groups" that students could join as a way to connect with other students and adults, and contribute to the greater school community. Some of these included: Beautification Team, Intramural Leaders, Library Leaders, Recycle Club, Safety Patrol, Assembly Team, and Bottle Brigade. We typically have a "Student Lighthouse Team" who work together with adult mentors to plan and promote school spirit days. Our school typically is involved in supporting "greater causes" outside of our school and we use our 7 Habits to set goals in raising money or collecting items for things such as the Terry Fox Foundation, Breton Food Bank and homeless shelters in the Drayton Valley or Edmonton area. When possible we also try to connect with the local seniors by visits to the care facility at Halloween and Christmas and other holidays when possible.

Vision:

To develop connected, empowered and engaged citizens.

Mission:

To provide students with opportunities to engage in meaningful learning experiences, positive relationships, and leadership development so that they can participate with confidence in their community.

Motto:

"You can't spell BEST without BES!"

October 2021 Assurance Survey Results

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

School: 3203 Breton Elementary School

Assurance Domain	Measure	Breton Elementary School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	88.9	n/a	n/a	85.6	n/a	n/a
	Citizenship	92.1	89.0	91.3	83.2	83.3	83.0
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8
	PAT: Acceptable	n/a	n/a	87.4	n/a	n/a	73.7
	PAT: Excellence	n/a	n/a	23.3	n/a	n/a	20.3
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1
Teaching & Leading	Education Quality	93.4	96.2	97.9	89.6	90.3	90.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.3	n/a	n/a	87.8	n/a	n/a
	Access to Supports and Services	88.2	n/a	n/a	82.6	n/a	n/a
Governance	Parental Involvement	91.4	90.0	91.3	79.5	81.8	81.4

2020-2021 School Inquiry Question/Strategies

Our inquiry question for the 2020-2021 school year was as follows:

“How can implementing the “daily 5” activities during a dedicated literacy block allow teachers the ability to effectively run guided reading groups and literacy intervention in their classrooms, resulting in improved support for all students, and an increase in the number of students reading at grade level by the end of the year?”

Strategies:

- Continued PD with Kim Wedman on Literacy - how to assess and plan for powerful literacy learning and help in implementing the Daily 5, as well as deeper instruction on how to implement LLI
- Staff meeting and PD day collaboration/discussions on Literacy Block - reflection/next steps
- Unfortunately, with our staggered schedule last year we couldn't have the same consistent “lit block” that each class had across the board (like last year), but we encouraged a consistent and daily routine
- Encouragement and coverage for less experienced Daily 5 teachers to observe those teachers who have got their routines smoothly and effectively running - seeing something in action is much more powerful than just talking about it!
- Last year I bought each staff member the Daily 5 book - I have 2 new staff so I made sure they had it as well.
- Last year most staff members also bought their own copy of “Reading Strategies” by Jennifer Serravallo. I bought enough copies for all the staff, especially new teachers.

The **data** we collected around this initiative was of course **Fountas and Pinnell results**, but also **anecdotal observation of reading behaviours** during literacy times, etc.

Results: Looking at our results, we noticed that we were able to advance many students by 2 or more reading levels by the end of the year, but that overall, a low percentage of students ended the year reading at grade level. We know, based on how our students have performed in the past, that a lot of the challenge came from the interruptions to learning due to COVID. Students had to finish the 2019-2020 school year from home, and we had a number of mandatory switches to online learning during the 2020-2021 school year as well. We believe this significantly impacted the rate of reading progression and development in many of our students.

We also noticed that in our lower elementary K-3) it was easier to move students up two or more reading levels, but more difficult to advance older students (4-6) two or more reading levels. Some of this is due to the increasing difficulty of the upper reading levels (it takes more learning and skill development in order to move up a level), but we realize we need to look at finding out what specific challenges older students face as they work to improve their reading and find better strategies to address these in the upcoming school year.

We had most of our teachers consistently using the Daily 5 format, and some were newly building this into their classroom routines and needed a bit more guidance and support. Those teachers who had used the "Daily 5" in the past, and had those routines established to use this year, reported a more noticeable increase in student skill progression in reading. Those teachers who were still newly implementing this program had less significant gains, but are trusting the process that in the upcoming school year they will be able to get more students to experience significant improvement in reading.

In summary what we learned is that the Daily 5 format DOES make a difference in increasing student reading performance. Teachers that have used it for more than 1 year and are becoming proficient are seeing gains in their students' reading abilities, which is encouraging to those teachers who more recently "got on board" with this literacy structure. We are going to continue with this program, knowing that there will be some growing pains and need to adjust from time to time, as we can see the powerful results. Our F&P results may look less than optimal, seeing as many students did not quite make it to "grade level" by June, but almost all of our students did progress, and with the challenges of teaching and learning in a pandemic, we are happy to see that we were able to do this. Now that we have a strategy to keep addressing our students' reading needs, we will be starting to look at how to address their writing needs in the coming school years.

Comments on Survey Results Chart: With COVID disrupting the writing of Grade 6 PAT's we did not have any current data to help us see how our students were doing academically compared to previous years, or compared to other students in the province. We were very pleased, however, with the high percentage ratings we received in the areas of Student Learning Engagement, Citizenship, Education Quality, Welcoming, Caring, Respectful and Safe Learning Environments and Parental Involvement. This affirmed that our staff is still doing a commendable job of teaching and helping students learn, making them feel safe and supported, and connecting with parents and the greater community.

Stakeholder Involvement: Once we received our 2020-2021 AERR, we shared the results with all stakeholders. Results were shared with staff at a staff meeting where we celebrated our areas of strength and discussed how we were going to keep moving forward academically to combat the “disruption to learning” caused by COVID, even though the chart did not have specific information on PATs or academic achievement. Results were also shared with our Parent Council at the monthly meeting, and parents were given the opportunity to give any feedback or comments.