

The
LeaderinMe™
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**Breton Elementary
2022 - 2025
Education Plan**

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.

At this point, for the 2022-2023 school year we will have 8 teachers and 5 EA's. We are supported by a Family Wellness Worker who is at our school two full days a week, a Family Wellness Assistant who doubles as our Learning Commons Facilitator.

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".

Our **projected** numbers for September 2022 are as follows:

Kindergarten	20	
Grade 1	28	
Grade 2	20	
Grade 3	24	
Grade 4	28	
Grade 5	23	
Grade 6	28	Total students: 171

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!"

Inquiry Question, Measures and Strategies

Inquiry Question: Our inquiry question last year was around gathering and starting to analyze data around student writing, in order to better understand where our students main areas of needs were, and then figure out best practices to address those areas of weakness. The continued restrictions around Covid-19 meant that all the meaningful PD that we had planned (which required being able to be together to assess and discuss student work) got put on hold.

However, during this time we began to think about broadening our inquiry question and shifting its focus. Instead of focusing on writing, and gathering/analyzing data around that, we decided that our professional development focus should be on how to better use the data we are collecting in all our academic areas so that we can plan more effectively and target student needs more specifically.

Our new inquiry question for this 3 year plan is:

How can we analyze and use data from our benchmark and classroom formative assessments to more effectively inform our planning for instruction in order to better meet student learning needs?

In essence, we want to dig deeper into how to use our F&P, MIPI and HLAT results, as well as the LeNS, CC3 and the Alberta Education Numeracy Screener data **in order to plan more specifically and effectively for student learning**. We want to get better at not just seeing the results (who is above, at or below grade level), but how to **better identify “common threads” of need between groups of students, and between grade levels**. We want this to enable us to plan and teach “smarter, not harder” - **making sure we are truly teaching for the needs of the students in our classroom**, not just broadly covering curriculum in the same way each year. While we have made progress in this area with our F&P testing, we don't have the same knowledge and experience on how to dig deeper into the other assessments in a way that can help us see what we need to work on, and how.

This question **directly connects to WRSD's Powerful Learning Environment Framework** by being part of the “**purposeful instruction**” and the “**personalized learning**” facets. By learning more about how to effectively use assessment results and data to notice specific areas of need, and larger trends among students, we **aim to improve our planning of instructional strategies and activities to best meet the needs of our students**. Knowing which concepts most students already know, which need to be taught to the whole class, and which need to only be taught to smaller groups, can help us with planning our lessons and structuring our classroom to best be able to switch between whole group and individual or small group instruction. It also can prevent instructional time being somewhat “wasted” on teaching concepts that most kids already know, but we tend to teach anyway as it is part of our year or unit plans. Digging into data and understanding how to better analyze it **can also personalize the learning for students**. Teachers can realize that students who do not need to review/learn a concept can be doing other activities, while students who need extra help or re-teaching can work with a teacher or EA to build those skills. Teachers will be better able to plan for the students they actually have right in front of them, instead of “teaching to the middle” and hopefully be able to offer challenges to students who are ready for more complex concepts, as well as adapt content/process for those who need extra time, help or a different way to show their learning.

And, just like last year, we hope that by pursuing this inquiry question it will **positively impact teacher practice**. Not only will it help them better understand the learning needs of their students, but also **learn better ways to plan for instruction that can allow them to differentiate to meet those various needs**. While some of my staff feel comfortable and have more experience in differentiating instruction, others need more support and scaffolding to help them achieve this kind of learning environment. We know that this won't happen overnight, which is why this is a 3-year inquiry question. It may take us most of year one just to become more proficient in analyzing the data we have in order to notice trends within grades, and across grade levels. We will most likely find it easier to differentiate for reading (since we already use the Daily 5 structure), but will need more PD on how to begin to plan differently in order to differentiate for math and writing. We are excited about this learning journey and we know that it will make a big difference in the growth of our students!

Strategies:

- We had a **PD session on June 3 of 2022** where our Leader in Me coach walked us through some **ways to analyze data in order to get a baseline**, as well as **how to set a goal for each term**, etc. We used “dummy data” to practice the techniques and using the leading questions to sort students and notice trends. We intend to **apply this to our other school-wide assessments** in the fall.
- **PD and instruction on how to use/implement the HLAT writing assessment**. Kim Wedman is providing PD in the fall to introduce us to this assessment, and there will be PD session on how to mark the writing and analyze it.
- Have students complete an HLAT assessment in the fall, and **have Kim walk us through the assessment/marking process**. We want to do this as either a whole group, or as Div I and Div II so that we can **develop a better sense of the appropriate progression of writing skills**, and be able to more consistently and accurately assess student writing. (We want to all have the same sense of what is “acceptable” writing at each grade level, etc).
- **Continue to use the MIPI and Fountas and Pinnell** in the fall to get some baseline data. Then we will apply the data sorting/analyzing strategies we learned in June in order to notice some broad trends and see where we need to focus our instructional efforts.
- **Based on what we notice, look for and book PD opportunities** that will support the areas we notice are lacking. This could be speakers we bring in, sessions at Convention, or organizing visits to other schools/classrooms in the division where powerful writing instruction is taking place.
- Based on what we see or learn during our PD, **choose one or two strategies that we think will have the biggest impact** and start trying them in our classrooms. Use CRM time or PD days to reflect and review on how this is going.
- **Continue to have Kim Wedman touch base with us throughout the year** - on PD days or through school-based visits, to help us with our learning.
- Work together to **develop “behaviour checklists” for reading, writing and math**. Though F&P have these lists, they are very extensive and not great for making quick observations. We intend to work on creating lists that have similar skill categories that align with all grade levels, that teachers can use to gather anecdotal evidence as they work with students. This will continue to help us see which areas need more support and which are progressing.
- Have students **complete the HLAT, MIPI and F & P at later dates** and re-evaluate student progress. Has there been improvement?

Measures:

- Our main way of measuring our improvement will be through **the HLAT writing assessment**, **MIPI** data and **Fountas and Pinnell** data. We are learning to look beyond the “score” though, and look at specific areas/skills in math, reading or writing that will help us see if students are progressing.

- Teachers will also **note student success in classroom assignments and assessments**, for example, writing assignments, reading group observations and math assessments.
- We can use PAT results from the 2021-2022 school year to get some data on how we stand in math, reading and writing, and then compare it to our 2022-2023 results and see if we are noticing improvements.
- We can also **try getting some “qualitative” measures, such as surveying students** on how they feel about their writing, reading and math, and use this to also inform our planning and instruction.

Implementation:

- We will begin with using one of our **staff days in August to “re-focus” staff on our inquiry question and our “why?” behind choosing this.** I want to engage staff in discussion on what they are thinking they may want/need to know more about, what type of support and resources they anticipate needing. (And at this point we may not yet know what we don’t know and so this will change and evolve as we work through this process). I want to get their **feedback and input on some timelines and expectations** - for example **“What is our “center line”** - the aspects that we all agree to as we explore and learn and try new things in our classroom and are somewhat non-negotiable? And then **where are the “white lines” on the sides...what are the boundaries that we all have to stay within when moving our practice forward?** (Allowing for some “voice and choice”, yet staying true to our inquiry question).
- **PD Days: Kim Wedman is hosting one (or two) PD Days around the HLAT** that we will attend. Kim will also be visiting our school periodically to check in and support us, just as she has done with our reading instruction.
- **Math PD:** We intend to bring in or attend some more math PD (CARC has some great sessions) that can support teachers in how to build foundational math skills through easy daily structures like “number talks” and “number strings” as well as creative and effective ways to build greater number sense in students.
- **School Visits:** Hopefully we can have staff visit other WRSD schools where some powerful learning strategies are being implemented in reading/writing/math so we can see what it looks like in action, and ask those teachers questions about how they planned for and set up their instructional programming.
- We would dedicate at least 2 (maybe 3) half-days on PD days to participate in **“group marking” of writing samples to build our collective understanding of developmental writing progression** as well as to analyze our data in reading and math.
- **Decide on how to best monitor progress** (besides the HLAT, MIP and F&P)...do we collect a sample/complete a checklist every 6 weeks? Every 2 months? What type of samples or assessments are effective yet also efficient to collect? This will be part of our growth and journey with our question this year because we don’t yet have the answer for this.

2022-2023 Professional Learning Plan:

Here is our “tentative” PD Plan. I call it “tentative” as some of the sessions still need to be booked, and I also want to be flexible enough to respond to any new needs that emerge, or need for extra PD on a topic. So I have set out a plan, with the understanding that it may change a bit if need be.

Link to Tentative PD Plan:

https://docs.google.com/document/d/1a5Llo6mb5AVCO5GkFw_QDJLYOPtxbZaJNDoJGixiyFg/edit

Stakeholder Involvement

In creating our Education Plan for the 2022-2023 school year we did our best to involve all stakeholders. As a staff we discussed how learning to better analyze our data would impact our abilities to plan and program for our students. We agreed that expanding the scope of our Inquiry Question would be more beneficial than just focusing on writing. We involved the Parent Council by asking them what aspects of our learning, wellness and leadership that they felt were going well, as well as what areas they felt we could improve on. I introduced our staff's interest in focusing on data and how to use it effectively to program and plan and there was no disagreement with that. They trusted our judgment about deciding to focus on more effectively using data to respond to student needs and plan appropriate learning activities and structures.