



Breton Elementary
2024 - 2027
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 2024-2025 school year we will have 6 full time teachers, a 0.60 Grade 6 teacher, a music teacher who is 0.50, an SSF who is 0.60 and a full-time admin (0.75 admin and 0.25 teaching). We also have 2.5 EA's - 2 for our regular programming and 0.5 for our PreK program, which we are hoping to continue this year. We are supported by a Family Wellness Worker who is at our school two full days a week, as well as a Family Wellness Assistant/Connection Coach who is at our school each day for the morning.

Our **projected** numbers for September 2024 are as follows:

PreK	10	
Kindergarten	21	
Grade 1	14	
Grade 2	24	
Grade 3	24	
Grade 4	24	
Grade 5	27	
Grade 6	29	Total students: 172

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 setting up classroom routine, structure and instruction in a way that allows teachers to best meet the needs of students in literacy. While we made some headway in this area, some teachers found it hard this year to get something effective in place consistently. So we discussed it as a staff, and decided we'd like to keep working on this process.

My IL liaison and discussion with other admin at our May meeting helped me tweak the wording of our **inquiry question** for this year - one that is simpler and easier to support with PD and also to support as the school's instructional leader.

What instructional strategies and structures can we implement to better meet the needs of all learners in literacy (reading and writing)?

In discussing our data with my IL liaison, we are seeing growth in reading for most students - especially in the lower grades, but we do tend to see a "slow down" of progress once kids hit the upper grades. We are finding it harder to help struggling students make significant progress. So we want to continue to work on structuring our literacy time in a way that allows for small group instruction - especially in grades 4 - 6. In order to maximize small group instruction, we want to continue to help teachers understand the reading continuum so that they have a better idea of where their students are developmentally as readers (not just the level) and learn how to provide effective targeted support during small group time. We also want to provide more powerful writing instruction that can also be supported in small group instruction time.

This question **directly connects to WRSD's Powerful Learning Environment Framework** by being part of the "**purposeful instruction**" and the "**personalized learning**" facets. We are going to look at strategies that purposefully support the next level of instruction for all students - whether at, above or below grade level in reading, and will also allow for more targeted instruction in writing. This, in essence, will personalize learning for students and (hopefully) more effectively move them towards growth and mastery.

Strategies: After discussion with my IL liaison, fellow administrators and my staff, we have come up with the following strategies, some of which are the same as last year as we still don't feel we have these "mastered":

- **Determine specific strategies/structures that teachers can use in their classrooms to allow them to be able to do small group instruction/intervention** - structures like Daily 3 that have most students doing meaningful learning tasks that practice previous skills while the teacher can then work with a targeted group of students. This also extends to the physical set up of the classroom to support small group instruction. We will do some specific PD on this at the beginning of the year to make sure teachers can get this implemented right away.
- **Continue to develop teachers' understanding of the developmental continuum for reading.** This would entail PD (through Kim Wedman) as well as some professional reading/resources that would help all teachers understand the developmental progression of reading and what the key behaviors/indicators are for each stage. More importantly, help teachers learn what to do in order to move their students forward when they have hit a "rut". We want to create a simplified set of reading criteria for each grade level (based on the Fountas and Pinnell "Systems of Strategic Actions" wheel) so that teachers can more easily identify areas of need and can then better determine next steps.

- **Implement specific tools/resources that teachers can use to help them support student growth in reading and writing.**
 - Most of our classrooms already use *Words their Way* or another kind of spelling/vocabulary program and lower elementary uses *Heggerty* to support early learning of sounds and word structures.
 - We are investing in the *Sounds to Spelling* program for grades K-2 that covers all aspects of phonics instruction as well as early reading and writing resources.
 - We all now have a copy of the resource “*Text Structures from Picture Books*” as a way to weave shorter but effective writing lessons into our instructional practice. In upper elementary specifically, we can sometimes focus on longer writing styles/structures that can be arduous for reluctant writers and even challenging for teachers to teach effectively and maintain engagement. Using this resource (which all staff approved of during our PD session with Kim Wedman) we want to start using picture books as a source of engagement (a hook) and then develop understanding of a variety of text structures and writing styles through shorter writing pieces that mirror the text structure of the book. Teachers expressed the opinion that incorporating these smaller writing activities more consistently will not only be less daunting to them as teachers, but hopefully more engaging and manageable for students of differing abilities.
 - Grade 3-6 have recognized that our students are displaying difficulty in even constructing good sentences - lack of structure as well as lack of developed vocabulary. These teachers are going to use an older, but effective, program (**Style and Structure for Writing**) to specifically address this as it helps students with note-taking (summarizing a text), rewriting the text from notes, then learning how to “dress up” sentences by adding different sentence starters and vocabulary. The instruction is **very explicit** so that students can begin to internalize the ways they can take a simple sentence and turn it into a more sophisticated and interesting sentence. Our hope is that this can then translate into their writing when they are generating and expressing their own ideas.

Measures:

- In order to track reading progress we will rely on our **F&P data as well as our CC3 and LENS** data.
- To track our writing progress we intend to **gather a writing sample in September** (prompt and format to be determined) and then have students submit another sample in late **November, February** and then again in **May**. As a staff we will decide on the common traits we want to track to determine if writing has improved - things like spelling/syntax, sentence structure, quality of idea, clarity of ideas, etc. We will keep it simple so that assessing isn't arduous and can give a quick snapshot of general writing progression. We can use some of the HLAT criteria to help us.
- We will use **anecdotal evidence as well** - such as perception of student engagement in the reading/writing process as well as what we are seeing in our daily classroom interactions with reading and writing.

Implementation:

- We will begin with using one of our **staff days in August to “re-focus” staff on our inquiry question**. This will involve:
 - **discussing and committing to a plan to create classroom structures that support small group/intervention work**. We will start the year discussing and planning for ways to design their classroom instruction so that they are able to have small group time without relying on another adult to supervise students. We will discuss how to easily incorporate the Daily 3 (using September to train students in the routines) and also how to have some similar structure in math - maybe something like Math Center Friday where there are games or practice activities that students can do while the teacher focuses on small groups for that day. **I will be direct about the expectation that each teacher will implement a structure that allows for daily small group instruction.**

- Take time to go over the **Style and Structure in Writing basics** (which may be more focused on grade 3-6 instruction but will be beneficial for all to understand). Then hand out the “**Text Structures from Picture Books**” manual to all teachers and have them take time to **pick 1 picture books/lesson that they really like** (and they think their kids would like) and commit to implementing it within the first 3 weeks of school.
- **Collaborate with Kim Wedman (or other experts) again** to implement some PD on recognizing specific reading behaviours and “what to specifically do” when kids are not demonstrating those behaviours. We want to keep building our capacity to understand the reading continuum, but more importantly feeling confident on what we do during small group time to address areas of weakness. As part of this process we would like to **create a simplified version of the F&P “reading behaviours checklist”** for each grade level so that it is easier for teachers to notice which behaviours students are struggling with so they can target their interventions. We have set aside time at the September PD day for this.
- **In regards to writing**, we will utilize the “Text Structures from Picture Books” resource, and the Style to Structure process for supporting the development of not only well-structured sentences, but also of well developed ideas. We plan on getting a **sample of writing** from students in mid **September**, then getting another sample in **November, February** and early **May**. We will work as a group to **analyze these samples according to some key elements** (content/ideas; organization; sentence structure; vocabulary and syntax) and look for areas of improvement as well as areas that are showing improvement.

Based on our **Alberta Education Assurance results** we also want to add another aspect to our Ed Plan and that involves parent involvement. For some reason, this year’s survey indicated a **significant decline in parent satisfaction with their involvement in their child’s school and education**.

We were surprised at this response as we feel we are always open to having parents help out with school events and in classrooms and have welcomed parent conversations about concerns or suggestions for our school. Our PAC has also specifically targeted this area over the last two years and has worked tirelessly to give parents more ways to contribute to discussions about the school and what is going on with their child’s education. They created a “parent suggestion box” as well as tried to drum up better attendance at meetings so that we can get a greater variety of ideas and opinions. We have done Facebook posts and parent emails encouraging people to attend meetings so we can hear parent voices, and we do not get a great response. So we were surprised that our survey results stated a low satisfaction rate in regards to opportunities to have a voice.

However, perception is reality, so we definitely want to change this perception in our community. Therefore we want to add a second part to our Ed Plan to explore this question:

In what ways can we support parents in feeling that they have some say and involvement in our school and in their child’s education?

Strategies:

- Bring this up at our next PAC meeting and directly ask parents what things make them feel like they do or do not have a say in their child’s education and the school in general.
 - What opportunities can we give you to help you have your ideas and voice heard?
 - Is the dissatisfaction due to not getting a chance to express your ideas, or the fact that the ideas are not always acted on/accepted?
 - What can we do differently that would make you feel better about your voice in your child’s education and school?
 - Is there a way we can increase parent involvement in our school and at PAC?

- Perhaps create a survey that goes out to the entire parent community and ask the same questions as above.
- Implement any reasonable recommendations that we receive from the PAC meeting and/or survey.

2024-2025 Professional Learning Plan:

Here is our tentative PD Plan. I call it “tentative” as I had to do some rearranging of sessions based on the IET directive that came out after my first draft, as well as our new focus for our question.

Link to Tentative PD Plan:

[BES 2024-2025 PD Plan](#)

Stakeholder Involvement

I presented this Ed Plan for final approval at our June 7 staff meeting, as we had previously discussed and agreed upon the inquiry question, but I wanted further input and agreement around strategies and measures. The strategies and measures presented in the plan are a result of that discussion. Staff seem quite excited about some of the new resources for writing and the opportunity to learn more about how to teach writing effectively.

I also presented this Ed Plan at our June 11 PAC Meeting, including asking the question about parental involvement and what we could do differently. We had a larger turn out than usual and I presented our AERR data on parental satisfaction with involvement, etc. The feedback I received from the parents present was that they feel the opportunities that we give parents to have their voices heard are quite extensive and that we are doing a good job. So at this point we will continue to encourage parental involvement with the school through volunteering and through attending PAC meetings, and in the fall I'll get help in making a survey that can go out to parents to determine which other strategies we can implement to help parents feel their voices are heard.