



**Breton High School**

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**“Creating RICHER Learning Environments”**

2021-2024 Breton High School  
3 Year Educational Plan



**Wild Rose School Division**

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**“Improving Life Chances”**

## 2021-24 Three Year Education Plan Template for Schools

### Demographic Information

Breton High School is a grades 7 to 12 school which caters to students in the Wild Rose School Division. It currently has 158 enrolled students, 10 FTE Teaching Staff, and 7 FTE Support Staff. We are situated between two school divisions and the high schools of Buck Mountain and Warburg. Our community members are highly engaged within the lives of their children, and relationships between school and community have enabled the school to run a variety of extracurricular and sporting activities which cater to the development of our students. The socio-economic base of our community is farming and the oil and gas industry.

### Breton High School

#### Vision:

Creating “**RICHER**” Learning Environments

RESPECT

INTEGRITY

COURAGE

HARD WORK

EXCELLENCE

RESPONSIBILITY

#### Mission:

To develop responsible students through positive partnerships in RICHER and safe learning environments with empathetic staff enabling all students the opportunity to achieve one's full potential

#### Inquiry Question, Strategies & Measures

1. **Inquiry Question:** How do we create personalized learning for students that are struggling, need support or excelling with curricular outcomes?
  - We want to find out where students are having a disconnect or how we can challenge them.
  - This question is aligned with the [Powerful Learning Environment Framework](#) through Personalized Learning -----Purposeful Learning-----Connected Outcomes
  - Data
    - Collaborative Response (CR)
      - a. Students at risk
      - b. Not able to apply skill
        - i. Powerschool

- Accountability Pillar Results
- Parent Feedback
- Staff Feedback

## 2. Strategies:

- Working with Shelley Moore
  - How we can differentiate within a classroom
  - Universal Accommodations
- Collaborative Response
  - Discussing students and where they are at
  - PPT's
  - Data tracking sheet for course marks, benchmarking and characteristics of confident, engaged high school students
  - Parent Communication early regarding students that are struggling

## 3. Measures:

- Accountability Pillar
- CRM
  - GLA
  - LLI
  - Mipi
- PowerSchool
  - At Risk
    - a. Social/Emotional
    - b. Attendance
    - c. Academics

## 4. Implementation:

- Literacy
  - Literacy Committee for ELA teachers (Annual Literacy Goals)
  - Fountas and Pinnell Benchmarking for all junior high students, and support of students in senior high without level Z
  - Levelled Literacy Intervention
  - HLAT (Highest Level of Achievement in Writing)
    - a. Teacher training
    - b. Collaboration with BE and DVCOS
- Numeracy
  - Numeracy Committee for Math Teachers (Annual Numeracy Goals)
  - MIPI Benchmarking for grades 7-10 students
    - a. Breaking apart the mipi based on outcomes
    - b. Assessing students twice in a year
  - Emphasis on Numeracy Vocabulary and Word Problems
- Collaborative Response Model
  - Discussing students and where they are at
    - a. PD Days & Team Meetings

- PPT's
- Data tracking sheet for course marks, benchmarking and characteristics of confident, engaged high school students

- Disciplinary Literacy School Wide Professional learning plan



## BHS 2022-2023 Professional Learning Plan at a Glance

The majority of the non-instructional days should include time for staff to work through the Collaborative Response Team Meetings for their students. BHS will be addressing the following areas during PD Days throughout the school year:

### Assessment Practices

- Zeros
- “Raw scores”
- Timeline for assessing
- Authentic assessment
- Timely and meaningful feedback
- Universal Accommodations

### IPP Goal Writing

### Report Card Comments

### CRM:

- Assessment
- Parent Contact
- Addressing “red flags” early

### FNMI Opportunities

- Staff will work in Grade level groups to plan school wide activities
- Each group will be responsible for 2 activities for the year focusing on First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Resources will be made available to grade level groups

Date	Plan	CAAMSE Staff Attendance
August 29	<ul style="list-style-type: none"> <li>● Teacher Growth Plan Time</li> <li>● Collaborative Response</li> <li>● School Based Professional Learning</li> <li>● Organizational Tasks and Meetings               <ul style="list-style-type: none"> <li>○ Staff Meeting</li> <li>○ Setting up Powerschool</li> </ul> </li> <li>● Complex Needs/ Modified Transitions</li> </ul>	ASI, AS II, SBC & SDLF
August 30		All CAAMSE
August 31		All CAAMSE

September 23 (north)	<b>School Based Day:</b> Focus Transitions/IPP/ELL Benchmarks/Growth Plans Assessment 2021-2022 Awards Organization FNMI Activity Planning for School Wide	All CAAMSE
October 21	<b>School Based Day:</b> <b>CRM:</b> -Social/Emotional -Attendance -Academics	EA, FWW, FWWA, SLPA, LCF & LT
November 1 (north)	<b>School Based Day (am)</b> <b>CRM:</b> -Red Flag Phone Calls prior to PTI's -Updated PowerTeacher Public School Works Modules (pm)	All CAAMSE
November 28 (north)	<b>School Based Day</b> - Learning Disruption Middle School Day (Writing & Number Sense sessions planned) Optional - South PO, North HWP  Writing Report Card Comments	EA, FWW, FWWA, SLPA, LCF & LT
January 30	<b>School Based Day</b>	All CAAMSE
February 9 & 10	<a href="#">North Teachers' Convention (ATA)</a>	
February 17 (north)	<b>School Based Day</b>	
March 10	<b>School Based Day</b> Support Staff Conference	All CAAMSE Staff - Support Staff Conference
April 28	<b>School Based Day</b>	EA, FWW, FWWA, SLPA, LCF, LT & SDLF
May 19	<b>School Based Day</b> Awards Discussion- <b>AM</b> <b>CRM:</b> -Red Flag Phone Calls -Review Power Teacher	
June 2 (north)	<b>School Based Day - Transition Focus</b>	All CAAMSE
June 26 <b>K-9 Only</b>	<b>School Based Day</b>	All CAAMSE
June 27 <b>K-9 Only</b>	<b>School Based Day</b>	ASI, AS II, SBC & SDLF
June 28	<b>Organizational Day</b>	ASI, AS II, SBC & SDLF

Stakeholder Involvement:

- Feedback from Board Tours to address throughout the school year
  - Working predominantly to assess diversity of needs amongst students (FW, Cafe Brew Haha, GSA/Diversity Club, Students Union).
  - Working to successfully meet diversity of academic needs in the classroom ( remedial and enrichment, multiple streams in one classroom).
- Working to create a more involved, stronger Parent Council
- Reaching out to Breton Community to support our students
  - Occupational Information
  - Supports available to students/ Outside agencies
  - Extracurricular