



Breton High School

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“Creating RICHER Learning Environments”

2024-2027 Breton High School
3 Year Educational Plan



Wild Rose School Division

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“Improving Life Chances”

2024-27 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 5 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 a culture to increase student engagement and motivation for a positive learning environment to ensure success?
 - 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
 - This will be collected through Collaborative Response (CR) and we will look at:
 - a. Students at risk
 - b. Examining PowerSchool. Student grades and attendance

- Accountability Pillar Results
- Parent Feedback
- Staff Feedback
- Student Feedback
 - a. Through the Student Union and a survey
- Board collected data

2. Strategies:

- Staff will focus on creating a classroom culture that fosters engagement
 - Strategies and support discussed during August days so they can implement at the beginning of the year
- How we can differentiate within a classroom
 - Universal Accommodations. Not every lesson or delivery of lesson will be for every student. Staff will look at various ways to reach those students that are struggling to engage.
 - Separating -1 and -2 streams for Math and Science to allow for more individual instruction and support
 - Offering Sr. tutorial in the schedule where students can go to for additional support and not miss core instruction
- Collaborative Response
 - Discussing students and where they are at
 - PPT's. These are meetings with teachers, SSF, family wellness, and admin to create a plan of action for students
 - Data tracking sheet for course marks, benchmarking, and characteristics of confident, engaged high school students
 - Parent Communication early regarding students who are struggling
 - Providing hands-on, skill-based opportunities for students
 - Offering additional opportunities for students to take courses other than what Breton High has to offer

3. Measures:

- Examining BHS Accountability Pillar for what pillars need to be addressed
 - Areas to address
 - a. 3 yr completion rate. More students are choosing to complete their education over a longer period of time for many reasons such as academic difficulty, workload, or other commitments on top of school.
 - b. Creating a safe and caring environment. Focusing on the strategies above Breton High wants to ensure that it is providing a safe and caring environment to all students.
 - c. Student Engagement. For a 2nd year this continues to be our Inquiry question. For the 2023-2024 school year Breton High implemented the following to support this.

- i. Field trips to Olds College, Drayton Valley Hospital and Red Deer Poly Tech to show students what post high school can look like
 - ii. Career presentations
 - iii. Discussion with students to see what they need to be successful in the classroom
 - Examining WRSD Board Survey from the student lens and the parent lens. What areas can be addressed?
 - Collaborative Response Model
 - In addition to supports put in place for student engagement Breton High had implemented supports for mental health though
 - a. Cafe Bru Haha
 - b. Additional counseling with a social worker “in house”
 - c. Speakers to address:
 - i. Anxiety & depression
 - ii. Trauma
 - iii. Social Media concerns
 - iv. Sexual Coercion
 - PowerSchool
 - At Risk
 - a. Social/Emotional. Students who come to school with trauma, at-home issues, depression, anxiety etc are struggling in the classroom. Without these needs met, they won't be able to learn.
 - b. Attendance. Students struggle coming to school for a reason and we want to assist with the hurdles students are facing.
 - c. Academics. A student who isn't “well” won't be able to learn. If there are factors as mentioned above hindering their success in academics, we need to be able to address those.

4. Implementation:

- Students Union
 - This was changed for the 2023-2024 school year but due to some staff changes this wasn't carried out as well as it could have been. Ensuring this is a focus will best support students
 - Creating a culture where students want to be at school
 - Creating a fun environment where students feel they belong
 - Class challenges
- Celebrating Students and their Success
 - Recognizing and celebrating excellence throughout the year, not just during awards ceremonies.
 - a. Having staff and students “nominate” a student to highlight for the week. Doesn't have to be academic-focused, it can be something outside of school that the student is doing well.

- Student birthdays on the announcements. Showing students we care
- Emphasis on creating opportunities for student success
- Collaborative Response Model
 - Discussing students and where they are at
 - a. PD Days & Team Meetings
 - PPT's/weekly meetings
 - Data tracking sheet for course marks, benchmarking, and characteristics of confident, engaged high school students



BHS 2024-2025 Professional Learning Plan at a Glance

The majority of the non-instructional days should include time for staff to work through Collaborative Response Team Meetings for their students. If schools have embedded CRM time in their timetables, this may allow for additional professional learning time. In addition, each school must provide 6 hours of time for Indigenous Education professional development throughout the school year. This must be provided over a minimum of 4 separate days ranging from 1-2 hours per session. These sessions will be fully planned and delivered by the WRSD Indigenous Education Team. These sessions can take place on non-instructional days or during school staff meetings.

Instruction/Assessment

- Zeros
- Multiple ways for assessing
- Student choice for assessment
- Timeline for assessing
- Authentic assessment
- Timely and meaningful feedback
- Universal Accommodation

CRM:

- Academics
- Social/Emotional
- Attendance
- Parent Contact
- Addressing “red flags” early

FNMI Opportunities

- Staff in collaboration with Students Union and the WRSD Indigenous team will organize activities for Indigenous Peoples Day focusing on First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Get support from the Indigenous Team to implement activities and support for staff and students

Date	Plan	CAAMSE Staff Attendance
August 27	Focus: <ul style="list-style-type: none"> ● Teacher Growth Plan Time ● Collaborative Response <ul style="list-style-type: none"> ○ Inquiry Question ● School Based Professional Learning <ul style="list-style-type: none"> ○ Differentiation of learning ○ Indigenous focus for year ● Organizational Tasks and Meetings ● Complex Needs Transitions 	AS II, SBC & SDLF
August 28		AS II, SBC & SDLF
August 29		All CAAMSE
August 30		All CAAMSE
September 20	School Based Day: Focus: Transitions/IPP/ELL Benchmarks/Growth Plans Staff Meeting	All CAAMSE
October 11	School Based Day Focus: CRM Academic Data “Red Flag” calls to parents/guardian Inquiry Question	
October 25	School Based Day Focus: CRM -Attendance Concerns -Social/Emotional Staff Meeting Indigenous Education	EA, VA, FWW, SLPA, LCF, LT
November 1 (North)	School Based Day Focus: CRM Staff Meeting Public School Works (pm)	All CAAMSE
November 29	School Based Day Focus: CRM -Attendance Concerns -Social/Emotional Staff Meeting CRM	EA, VA, FWW, SLPA, LCF, LT
February 5 North Only	School Based Day Focus: Indigenous Education	AS II, SBC & SDLF

February 6 & 7	North Teachers' Convention (ATA)	
March 7	School Based Day Focus: CRM Academic Data "Red Flag" calls to parents/guardian	EA, VA, FWW, SLPA, LCF, LT
April 17 (North)	7-12 School Based Day Focus: CRM -Attendance Concerns -Social/Emotional Staff Meeting	
May 16	School Based Day Focus: Staff meeting CRM -Assurance Survey -Student placements Wellness	EA, VA, FWW, SLPA, LCF, LT
June 6	School Based Day Focus: Transitions Awards	All CAAMSE
June 26	Organizational Day	AS II, SBC & SDLF

Stakeholder Involvement:

- Students
 - Data examined from:
 - Assurance Survey
 - WRSD Board Survey
 - Breton High provided all students with the Assurance Survey, not just the selected group. Students were made aware that information gathered from this survey would influence our education plan to move Breton High forward
- Staff
 - Data was reviewed with staff briefly on June PD Day however, a more in depth discussion is needed and requested during August PD Days
- School Council
 - This will be discussed during the September school council meeting as there was no meeting held for June prior to this education plan being submitted
 - Parent feedback from both surveys above however, influenced our change to streaming Math and Science for the 2024-2025 school year as well as Sr. Tutorial implemented in the schedule