

BRETON DOWNS ELEMENTARY SCHOOL

2016-2017 Annual Education Report



EAST GRAND RAPIDS PUBLIC SCHOOLS

*Educating and inspiring each
student to navigate successfully
in a global community*

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**2016-2017
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February 7, 2017

Dear Parents and Community Members:

We are pleased to present our Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Breton Downs Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance at ccannon@egrps.org.

The AER is available for you to review electronically by visiting the following website [link](#) or you may review a copy in the school main office. This cover letter is available at [link](#).

For the 2016-2017 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school was identified as a Reward School.

PARENT-TEACHER CONFERENCES

We are proud to report for the fall of 2016, that 99% of Breton Downs' 378 students were represented by parents at conferences. For the 2015-2016 school year, 99% of Breton Downs' 386 students were represented by parents at fall and spring conferences. For the 2014-2015 school year, 99% of our 394 students were represented by parents.

SCHOOL PLACEMENT

Placement in any of our three elementary buildings is based on attendance area, availability, and class size. At the secondary level, we have one middle school for students in grades 6-8 and one high school for students in grades 9-12.

CORE CURRICULUM

As part of our Strategic Plan, East Grand Rapids Public Schools' teachers, parents, administrators, and community members work together to align all curriculum areas with state and national standards. The Common Core State Standards have been embedded into our K-12 ELA, K-12 mathematics, and 6-12 social studies and science curricula. Our goal is to develop an integrated framework for 21st century student outcomes that encompasses curriculum, instruction, and assessment, which ultimately affect student learning. All curriculum documents are available on our website: www.egrps.org/District/Curriculum/index.html.

Through collaboration at every level, East Grand Rapids stands out as a model of public school success and we have received many state and national accolades, honors, and awards in our long history. We view these achievements as a challenge as we endeavor to continually improve our curriculum and instructional practices to meet the needs of all students.

STUDENT ACHIEVEMENT RESULTS FOR LOCAL AND NATIONALLY NORMED ACHIEVEMENT TESTS

MATH
2016-2017, 2015-2016, & 2014-2015

Breton Downs					
MAP: Math 2-5 Common Core Common Core Mathematics					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2016-2017	2	68	181.8	11.7	183
Winter 2015-2016	2	71	194.4	11.5	195
Fall 2015-2016	2	69	181.3	14.9	184
Winter 2014-2015	2	68	191.2	10.4	194
Fall 2014-2015	2	69	176.7	14.6	180
Fall 2016-2017	3	69	193.0	13.3	194
Winter 2015-2016	3	74	202.6	9.5	204
Fall 2015-2016	3	73	193.5	10.1	196
Winter 2014-2015	3	52	202.6	9.7	206
Fall 2014-2015	3	52	193.7	11.0	195
Fall 2016-2017	4	72	204.3	10.7	206
Winter 2015-2016	4	54	214.4	9.1	216
Fall 2015-2016	4	53	204.0	9.3	206
Winter 2014-2015	4	68	217.9	13.7	219
Fall 2014-2015	4	70	210.2	12.9	210
Fall 2016-2017	5	54	218.8	10.9	219
Winter 2015-2016	5	67	221.5	13.1	222
Fall 2015-2016	5	68	216.5	12.4	217
Winter 2014-2015	5	69	222.3	11.6	222
Fall 2014-2015	5	69	217.9	12.2	217

ENGLISH LANGUAGE ARTS
2016-2017, 2015-2016, & 2014-2015

Breton Downs					
MAP: Language 2-12 Common Core Common Core English Language Arts					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2016-2017	2	68	181.5	13.7	182
Winter 2015-2016	2	71	193.9	15.1	197
Fall 2015-2016	2	69	182.0	17.2	183
Winter 2014-2015	2	68	192.0	13.6	195
Fall 2014-2015	2	69	179.1	15.6	181
Fall 2016-2017	3	69	196.2	14.7	197
Winter 2015-2016	3	74	205.0	12.4	207
Fall 2015-2016	3	73	196.7	12.6	197
Winter 2014-2015	3	52	203.1	10.9	206
Fall 2014-2015	3	52	194.3	12.9	196
Fall 2016-2017	4	72	205.9	11.5	207
Winter 2015-2016	4	54	211.2	9.6	213
Fall 2015-2016	4	52	203.8	10.2	207
Winter 2014-2015	4	68	213.9	11.3	213
Fall 2014-2015	4	69	207.1	12.0	209
Fall 2016-2017	5	54	212.1	11.5	214
Winter 2015-2016	5	72	219.0	9.5	220
Fall 2015-2016	5	70	214.6	9.4	216
Winter 2014-2015	5	69	218.3	8.4	220
Fall 2014-2015	5	69	212.8	8.8	214



SCHOOL IMPROVEMENT

Breton Downs Elementary's professional staff selected school improvement goals after a gap analysis was performed using data from NWEA Measure of Academic Progress (MAP), Fountas & Pinnell Benchmark Assessment System, and district math assessments. Goals were determined by our Shared Leadership Team (SLT) comprised of teachers (grade level representatives from kindergarten through fifth grade), special education teacher, reading teacher, para-educator representative, and our PTO President which meets once a month to help support our school improvement goals and discuss specific building topics. Minutes of our SLT meetings are sent to all Breton Downs staff for discussion. Ongoing conversations about student achievement, curriculum, and assessment also occur during grade level planning, Child Study Team meetings, staff meetings, and district grade level meetings.

READING
2016-2017, 2015-2016, & 2014-2015

Breton Downs					
MAP: Reading 2-5 Common Core Common Core English Language Arts					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2016-2017	2	68	177.8	16.2	179
Winter 2015-2016	2	71	191.6	16.4	195
Fall 2015-2016	2	69	179.6	18.5	183
Winter 2014-2015	2	68	191.4	16.7	194
Fall 2014-2015	2	69	173.6	17.3	175
Fall 2016-2017	3	69	193.1	17.0	192
Winter 2015-2016	3	74	205.0	13.6	205
Fall 2015-2016	3	73	193.3	14.8	195
Winter 2014-2015	3	52	202.9	12.6	206
Fall 2014-2015	3	52	191.4	13.4	196
Fall 2016-2017	4	72	205.8	13.4	207
Winter 2015-2016	4	54	213.4	10.9	215
Fall 2015-2016	4	53	201.9	14.0	204
Winter 2014-2015	4	68	215.1	12.5	216
Fall 2014-2015	4	70	206.4	13.2	208
Fall 2016-2017	5	54	212.6	14.5	214
Winter 2015-2016	5	72	220.3	11.4	221
Fall 2015-2016	5	70	215.7	11.9	216
Winter 2014-2015	5	69	218.9	10.3	218
Fall 2014-2015	5	69	213.3	11.6	215

ENGLISH LANGUAGE ARTS

Breton Downs' M-STEP scores in the area of reading continue to be high. From the Fountas & Pinnell Benchmark Assessment System, independent reading levels and instructional reading levels are determined for each student. With the student's interest in mind, coupled with the student's text level, the classroom teacher provides an engaging picture book or chapter book for the student to read. The Fountas & Pinnell Benchmark Assessment System also provides a starting point of instruction for the classroom teacher. We are excited to have this system in place for all our K-5 students.

Through the support of the Breton Downs PTO, we were able to purchase quality literature, both fiction and non-fiction, for the Breton Downs Book Room. The Book Room is instrumental in supporting our literacy instruction. The East Grand Rapids Schools Foundation also supported the purchase of The Best Friend Fiction Collection in kindergarten through grade five. This collection directly supports our Language Arts curriculum and will greatly enhance our teachers' ability to motivate, engage, and evaluate their students in the areas of reading and writing.



MATHEMATICS

While Breton Downs students score high overall on the math portion of the M-STEP, math continues to be one of our school improvement goals. Our K-5 students were given pre- and post-assessments for each math unit. These assessments will help guide the teachers and drive math instruction inside the classroom. The post assessment scores will also be used by the classroom teacher and our Child Study Team to help identify students who need additional interventions or re-teaching opportunities. Through a careful data analysis conducted in the spring of 2016 by members of the Breton Downs Shared Leadership Team, we also confirmed the specific math goals written in our School Improvement Plan should continue into the 2016-2017 school year. We also provided teachers with math concepts to review and target in re-teaching opportunities during the school year.

SCHOOL CLIMATE AND CULTURE

Our students and staff continue to work closely

with the Power of Education Foundation (PEF). During the 2015-2016 school year, our Breton Downs staff and students continued to work closely with the Power of Education Foundation (PEF). The PEF is a global, non-profit organization that has built a primary school in Port-au-Prince, Haiti. Our students helped support this school and their students by participating in special activities and fundraisers throughout the school year. The money raised helped provide textbooks and reading books to the Haitian students.

In addition, our school social worker presented an Anti-Bullying curriculum in our first through fifth grade classes. This is a nine-week program with specific lessons aimed at giving students strategies if they encounter a bully, explaining the difference between ratting and reporting, and the students' responsibility when being a bystander. Lessons were also presented in our kindergarten classrooms on the ALERT program and speaking kindly to others.

SPECIAL EDUCATION

Our district provides educational interventions, opportunities, and support for students with special needs. Special Education services include early childhood, self-contained, and resource room programs, and occupational therapy, physical therapy, psychological, school social work, speech and language, and teacher consultant services. The Individualized Education Program (IEP) Team, including administrators, parents/guardians, teachers, and students when appropriate, meets at least once per year to decide what is required for each eligible student to make educational progress.

Services are provided for our preschool students, ages three to five, through a variety of options. We evaluate our pre-school age children at our Early Childhood Assessment Center. A continuum of services are provided, based on student need, including Early Childhood Home and Community, Early Childhood Special Education Classroom, and related itinerant services.

Resource room support is provided in each of our elementary school buildings. East Grand Rapids Middle and High Schools also provide resource room services for eligible students. By their sixteenth birthday, all East Grand Rapids special education students plan transition activities to reach their post-secondary vision.

Our district also offers self-contained classrooms for students with moderate cognitive impairments at the middle school and high school buildings. Additionally,

through cooperative agreements with other school districts, East Grand Rapids Public Schools provide programs and services for our youngest students, from birth to age three, and for our students who require more specialized programs.

For additional information, please contact the Special Education Department located in the James E. Morse Administration Center at Woodcliff, or refer to the Special Education section on our website: www.egrps.org/District/Special-Education/index.html.



BULLDOG BEHAVIOR — THE BRETON B's:

Be Kind • Be Caring • Be Respectful

Bulldogs are responsible for what they say and what they do.



As always, the Breton Downs staff is committed to providing a quality education and a safe and healthy learning environment for all of our students. We are so fortunate to have a public school system that embraces the whole child and has motivated students, involved parents, a highly qualified and caring staff, and outstanding community members. Together, we work collaboratively to support, encourage, and educate our students. The entire Breton Downs community works to ensure that our school is one where kind, caring, and respectful behavior toward all people is practiced.

Sincerely,

Caroline Breault-Cannon, Ph.D.
Principal