

# BRETON DOWNS ELEMENTARY SCHOOL

## 2019-2020 Annual Education Report



### EAST GRAND RAPIDS PUBLIC SCHOOLS

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

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**January 31, 2020**

Dear Parents and Community Members:

We are pleased to present our Annual Education Report (AER) which provides key information on the 2018-2019 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](mailto:ccannon@egrps.org).

The AER data is available for you to review electronically by visiting the following website [link](#) or you may review a copy in the school's main office. This cover letter is available at [breton.egrps.org](http://breton.egrps.org).

For the 2018-2019 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not given a label.

#### **PARENT-TEACHER CONFERENCES**

We are proud to report for the 2019-2020 school year fall conferences, 99% of Breton Downs' 428 students were represented by parents. For the 2018-2019 school year, 99% of our 402 students were represented by parents. For the 2017-2018 school year, 99% of our 398 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 21<sup>st</sup> 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](http://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

### MATHEMATICS 2013-2020

Breton Downs					
Growth: Math 2-5 MI 2010					
MI K-12 Standards Mathematics: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	2	69	180.1	12.7	182
Spring 2018-2019	2	66	195.8	11.2	198
Winter 2018-2019	2	66	189.2	11.7	191
Fall 2018-2019	2	66	179.1	13.0	182
Fall 2019-2020	3	69	194.9	11.5	196
Winter 2018-2019	3	47	202.3	9.4	202
Fall 2018-2019	3	47	193.9	10.3	195
Fall 2019-2020	4	51	204.7	10.4	205
Winter 2018-2019	4	70	215.1	9.7	217
Fall 2018-2019	4	70	211.3	11.4	212
Fall 2019-2020	5	67	219.1	11.0	220
Winter 2018-2019	5	61	224.0	12.2	225
Fall 2018-2019	5	62	220.3	14.6	223

Growth: Math 2-5 CCSS 2010 V2					
Common Core State Standards Mathematics: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	2	51	189.3	11.3	190
Fall 2017-2018	2	51	176.2	13.2	179
Winter 2016-2017	2	67	193.9	9.6	193
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
Spring 2013-2014	2	50	195.3	9.6	196
Winter 2013-2014	2	50	187.4	11.4	189
Fall 2013-2014	2	50	177.2	13.2	180
Winter 2017-2018	3	68	207.3	11.4	207
Fall 2017-2018	3	68	197.2	10.8	196
Winter 2016-2017	3	69	205.8	12.8	206
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
Spring 2013-2014	3	70	211.1	13.8	213
Winter 2013-2014	3	70	206.8	11.8	209
Fall 2013-2014	3	70	195.9	11.3	198
Winter 2017-2018	4	66	215.3	14.1	216
Fall 2017-2018	4	66	208.1	14.3	211
Winter 2016-2017	4	72	213.1	9.3	215
Fall 2016-2017	4	72	204.3	10.7	206
Winter 2015-2016	4	54	214.4	9.1	216

### READING 2014-2020

Growth: Reading 2-5 MI 2010					
MI K-12 Standards Language Arts: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	2	68	179.9	15.2	183
Spring 2018-2019	2	66	197.4	13.5	199
Winter 2018-2019	2	66	191.3	16.1	192
Fall 2018-2019	2	66	180.9	17.4	182
Fall 2019-2020	3	69	197.5	14.3	198
Winter 2018-2019	3	47	203.3	11.8	203
Fall 2018-2019	3	47	191.5	14.9	194
Fall 2019-2020	4	51	205.9	12.0	207
Winter 2018-2019	4	69	213.3	12.5	213
Fall 2018-2019	4	69	207.6	12.4	209
Fall 2019-2020	5	64	215.5	12.3	217
Winter 2018-2019	5	63	220.1	11.2	219
Fall 2018-2019	5	62	214.3	15.0	215

Growth: Reading 2-5 CCSS 2010 V2					
Common Core State Standards English Language Arts/Literacy: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2016-2017	2	67	194.1	13.8	196
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
Winter 2016-2017	3	69	203.4	15.3	204
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
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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
Winter 2016-2017	5	54	216.4	13.2	220
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

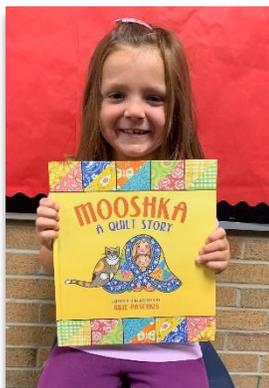


## SCHOOL IMPROVEMENT

Breton Downs Elementary 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, Specials teacher, 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.

## ENGLISH LANGUAGE ARTS

Breton Downs' M-STEP scores in the area of reading continue to be high. While the M-STEP assessment provides school level data, our instructional focus for literacy stems from the Fountas & Pinnell Benchmark Assessment System. Through this assessment, independent and instructional reading levels are determined for each student in kindergarten through grade 5. With the student's interest in mind, coupled with the student's text level and robust classroom libraries, the classroom teacher guides the student to select an engaging picture book or chapter book to read. Using the Units of Study-Reading and Writing, teachers provide their students with instruction, opportunities for practice, and concrete doable goals to help them meet and exceed any set of high standards. Classroom libraries directly support our Language Arts curriculum and 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 are given pre- and post-assessments

for each math unit. These assessments help guide teachers and drive math instruction inside the classroom. The post assessment scores are also 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 2019, we also confirmed the specific math goals written in our School Improvement Plan. We also provide teachers with math concepts to review and target in re-teaching opportunities during the school year.

## SCHOOL CLIMATE AND CULTURE

During the 2018-2019 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 learned about life in Haiti and how we can support their school. 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, resource programs, with 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 age students, ages three to five, through a variety of options. We evaluate our preschool 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.

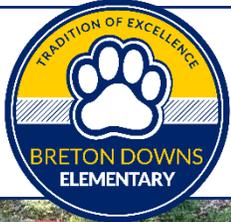
Resource program support is provided in each of our elementary school buildings. East Grand

Rapids Middle and High Schools also provide resource program 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](http://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

