



Breton Elementary
2025 - 2028
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 in the Brazeau municipality. It serves the town of Breton and the greater surrounding rural area. We have several students whose parents drive them from the Warburg and Winfield areas as well. Currently, during the Breton Keystone modernization project, the elementary school serves as the bus hub transfer station for students in grades 7-12 who need to transfer to Warburg.

At this point, for the 2025-2026 school year, we will have 6.5 full-time teachers (grades 1-6 and a half-time kindergarten teacher), a music teacher who is 0.40, an Inclusive Learning Support Teacher who is 0.40, and a full-time admin (0.75 admin and 0.25 teaching). We also have 2.5 educational assistants, 2 for classroom programming in grades 3 and 5, while the other is designated to support a complex student in kindergarten. We are supported by a Family Wellness Worker who will be with us Monday/Wednesday and Friday, but have unfortunately lost funding to continue to have a Connection Coach in the building.

Our **projected** numbers for September 2025 are as follows:

Kindergarten	19		
Grade 1	21		
Grade 2	14		
Grade 3	23		
Grade 4	23		
Grade 5	24		
Grade 6	24	Total students:	148

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:

How can we use a structured collaborative response framework, along with building a universal language around challenging behavior, executive functioning, and co-regulation, to improve student success in literacy and numeracy?

This inquiry question derived from numerous conversations and observations with staff and parents around students needing more specific and targeted support for their academic, social, emotional, and behavioral skills. Not only would imbedded, consistent Collaborative Response time throughout the year give teachers the chance to discuss concerns and generate plans for student support, but a focus on actually teaching executive functioning skills and co-regulation skills could give students more strategies that would help them focus, manage their time, and be more organized, resulting in a better chance for success.

For clarity, we will define the key terms in our inquiry question:

- **Collaborative Response:** a process whereby teachers, administrators, and ILSTs meet regularly to identify, discuss, and plan interventions for challenges they are noticing in classrooms. If embedded into the school day and schedule, it allows for more consistent planning, implementation of supports, and analysis of data/observations to determine if supports are working or if new strategies are needed.
- **Co-regulation:** the process where an adult (or a more regulated peer) supports a child or youth in managing their emotions, behaviors, and attention by providing external scaffolding, a calm presence, and explicit strategies. It's the bridge to a child developing their own self-regulation skills.
- **Executive Functioning:** the ability of a student to manage themselves (time management, planning, knowing what to do first/next, organization skills and personal responsibility)

A further **breakdown of the overall purpose** behind our inquiry question is as follows:

1. Fostering Collaboration and Shared Understanding:

- Breaking Down “Silos” When educators collaborate regularly, they can share experiences, challenges, and successful strategies related to student behavior and co-regulation. This **reduces the feeling of isolation and fosters a collective sense of responsibility** through a collaborative response framework.
- Developing a Universal Language: Collaborative discussions and professional development can establish a **consistent vocabulary for describing challenging**

behaviors and co-regulation techniques. This ensures that everyone is in agreement, resulting in more consistent and effective responses across various classrooms and contexts. For example, instead of vague terms, the team might agree on specific definitions for "withdrawal," "aggression," or "seeking attention" and clearly articulate the stages of their co-regulation model.

- Shared Problem-Solving: Collaborative time provides a platform for brainstorming solutions to key issues that are prominent in classrooms. Colleagues can offer different perspectives and insights, leading to more creative and effective interventions. Shared time for planning of curriculum and time to align assessments with colleagues **ensures consistency of expectations and pedagogy, as well as creates an opportunity for vertical alignment of curricular outcomes** between grades.
- Building Consistency for Students: When **students experience a consistent language and approach to behavior and co-regulation across different adults and settings within the school, it creates a more predictable and safe environment.** This predictability can reduce anxiety and the likelihood of challenging behaviors. When students feel safe and are regulated, they are more likely to engage in meaningful learning and will make far more academic progress. In essence, Maslow's hierarchy of needs must be targeted before Bloom's taxonomy of learning.

2. Strategically Embedding Time for Collaboration:

- Embedded and Structured Meeting Times: Allocating embedded time for team meetings focused on key issues around student support, behavior strategies, and co-regulation practices signals the importance of these conversations. The structure can be embedded into collaborative team meetings, planning meetings, and then student support team meetings with the admin and school support team.
- Informal Check-Ins: Encouraging brief, informal conversations between colleagues—during transitions, lunch breaks, or before/after school—allows for quick sharing of observations, successes, and challenges related to individual students or classroom dynamics. This also helps to create a team approach and promote a positive culture that embraces and supports another, which contributes to the overall well-being of staff members and aims to reduce teacher burnout.
- Collaborative Planning: When teachers collaborate, they can plan high-impact strategies in the classroom that are based on current research and are data-driven. Planning together around assessment practices and linking artifacts that would be essential in the triangulation of data are all foundational elements of strong pedagogical practice.

3. Cultivating a Positive Classroom Environment:

- Proactive Strategies: A positive classroom environment, built on connection and relationships and informed by a universal language around student behavior and student achievement, emphasizes proactive strategies. This includes clear expectations, consistent routines, positive reinforcement, and teaching social-emotional skills explicitly, all coming from the perspective that “kids do well if they can”.
- Building Strong Relationships: When educators understand and consistently weave co-regulation into the seams of their classroom culture, they build stronger, more trusting relationships with students. Students feel safe and supported, making them more receptive to learning and less likely to exhibit challenging behaviors.
- Creating a Culture of Understanding and Empathy: A shared language around behavior helps shift the focus from simply "managing" behavior to understanding the underlying need or a child's lagging skill and communicating empathy. This fosters a more compassionate, inclusive, and supportive classroom culture for all students.
- Modeling Co-Regulation: When educators consistently model calm and regulated responses to challenging situations, they teach students valuable self-regulation skills. A shared understanding of co-regulation ensures consistency in these adult responses.

Connection to the WRSD Powerful Learning Environment Framework

1. Well-being (Safety, Connection, Being Cared For, and readiness to Learn):

- Direct Connection: The "universal language around challenging behavior, executive functioning, and co-regulation" directly addresses student well-being. When educators have a shared understanding and consistent approach to supporting students' emotional and behavioral regulation, it creates a safer, more predictable, and caring environment.
- Impact: Students who feel safe, understood, and supported in managing their internal states (emotions, attention) are better able to engage in learning. A child struggling with dysregulation or executive function challenges cannot fully access literacy and numeracy instruction, no matter how good the teaching. Co-regulation, in particular, is about actively fostering a sense of calm and safety, which is foundational for learning.

2. Relationships (Safe, Healthy, Respectful, and trusting):

- Direct Connection: The "structured collaborative response framework" inherently builds stronger relationships. It fosters trusting relationships among staff as they openly discuss student needs, share expertise, and collaboratively problem-solve. This collaborative culture then permeates into the classroom, strengthening teacher-student relationships.
- Impact: When teachers understand challenging behaviors through the lens of executive functioning or co-regulation needs (rather than just defiance), it shifts their approach to more empathetic and supportive interactions. This builds trust, which is essential for students to take risks in learning, ask for help, and engage in academic tasks, especially in literacy and numeracy, where foundational skills can be challenging.

3. Culture (Welcoming, Safe, Caring, Respect, Trust, Joy in Learning):

- Direct Connection: The establishment of a "universal language" transforms school culture. It moves away from subjective, potentially blaming language to a more objective, strengths-based, and compassionate understanding of student challenges. This creates a more inclusive and less judgmental environment for both students and staff.
- Impact: When a school fosters a culture that prioritizes understanding *why* a student is struggling (e.g., "they have difficulty with working memory" vs. "they're not paying attention") and *how* to support them collaboratively, it creates a positive ripple effect. It allows for more proactive and less reactive responses to student needs, leading to more joy and less frustration in the learning process for everyone.

4. Learning Design & Instruction (Engagement, Growth, Deep Understanding, Personalized Learning):

- Direct Connection: The core purpose of the inquiry is to "improve student success in literacy and numeracy." The collaborative response framework, with its data-driven decision-making and tiered interventions, ensures that instruction is responsive and personalized. The universal language provides the lens through which to design targeted and effective literacy and numeracy interventions.
- Impact:
 - Challenging Behavior: By understanding the function of behavior, teachers can modify literacy/numeracy tasks or environments to

prevent outbursts or disengagement, thus keeping students in the learning flow.

- **Executive Functioning:** Knowing a student struggles with planning or organization means teachers can explicitly teach these skills *within* literacy (e.g., essay planning) and numeracy (e.g., multi-step problem organization). Co-regulation strategies can help students sustain focus during demanding academic tasks.
- **Personalized Learning:** The CRF allows teams to differentiate instruction and provide targeted supports that directly address the underlying behavioral and EF barriers impacting a student's ability to acquire literacy and numeracy skills. This moves beyond a "one-size-fits-all" approach to truly personalized learning paths.

5. Collaboration (among Teachers, Support Staff, Parents, Students):

- **Direct Connection:** Your inquiry explicitly names a "structured collaborative response framework" as a central component. This is the mechanism by which all stakeholders work together.
- **Impact:** When staff collaboratively discuss student needs using a shared language, they can leverage collective expertise, pool resources, and ensure consistency across settings. This collaborative approach extends to parents, who can then use the same language and strategies at home, reinforcing learning and regulation.

In essence, our inquiry question is about building the foundational conditions (through shared language, understanding, and collaborative structures) necessary for a truly powerful learning environment to flourish, ultimately leading to improved academic outcomes in literacy and numeracy. It recognizes that students' social-emotional and self-regulation capacities are inextricably linked to their ability to learn.

Indicators of Success:

When these elements work together, the impact on student success can be profound, and several measures of success would be.

- **Improved Behavior:** A consistent, proactive, and understanding approach to behavior reduces the frequency and intensity of challenging behaviors, creating a more conducive learning environment.
- **Enhanced Social-Emotional Learning (SEL):** Explicit teaching of SEL skills and executive functioning, reinforced through consistent language and co-regulation practices, empowers students to understand and manage their emotions effectively.

- **Increased Academic Engagement:** With fewer disruptions and a greater sense of safety and belonging, students are able to focus more effectively on their learning and academic tasks.
- **Stronger Student-Teacher Relationships:** Mutual trust and positive relationships, fostered through consistent and supportive interactions, are foundational for student well-being and academic progress.
- **Greater Teacher Efficacy and Well-being:** Collaboration and shared responsibility can reduce teacher stress and burnout, leading to more effective and sustainable teaching practices.
- **More Equitable Outcomes:** A universal language and consistent approach can help ensure that all students, regardless of their background or challenges, receive the support they need to thrive.

In essence, by deliberately establishing structures for collaboration and embedded time, in conjunction with a shared understanding of behavior and co-regulation within a positive classroom environment, **we establish a powerful environment that fosters the academic and social-emotional development of all students, resulting in greater overall success.**

Alberta Education Assurance Measures Results:

Assurance Domain	Measure	Breton Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.1	82.1	83.0	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	77.3	87.6	84.6	79.8	79.4	80.4	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT6: Acceptable	n/a	57.1	58.9	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	4.8	5.4	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
	Education Quality	88.0	90.8	92.7	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE)	84.4	88.7	87.8	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	66.9	82.6	83.0	80.1	79.9	80.7	Very Low	Declined Significantly	Concern
Governance	Parental Involvement	61.8	68.1	76.6	80.0	79.5	79.1	Very Low	Declined	Concern

Results Breakdown: We were very surprised with the results of this year's AEA survey. There is a significant reduction in satisfaction in some key areas:

- **Student engagement** - This one was surprising, though we have some thoughts around part of this possibly being due to the new curriculum in science and social studies. Science has become slightly more “disjointed,” with key themes/units being repeated in all grades but with increasingly complex or new ideas added each year. This movement away from 5 cohesive larger units of study per grade (Sky Science, Boats and Buoyancy, etc.) has made it more challenging for students to get as invested and interested in a topic and for teachers to really dig deep with students into the topic. As for social studies, this year we piloted the new curriculum in grades 4 and 6 and found it highly problematic, with concepts,

general vocabulary and terms being more complex than most students could understand. It was challenging to make it relevant and interesting, which could have contributed to the lack of student engagement. However, while we know our teachers do try their best to make learning interesting and relatable, it's always good to reflect on our practices and make sure they are evolving with students and with the times as well. It can be easy for teachers to get into a “rut” with how they have done things in the past and not realize that what worked a decade ago, may no longer appeal to or be engaging for kids in the 21st century. Perhaps we need to evaluate our practices and change how we do some things in the classroom to make sure kids are feeling engaged, challenged, and interested in their learning.

- **Parental involvement** - Again, this one is surprising. I have brought this up at our Parent Council meetings a number of times in the past year, and asked what we could possibly be doing wrong, or what we could do differently, to increase satisfaction with parent involvement. At those meetings, everyone seems satisfied with the opportunities for parents to have a voice, and with opportunities to help out at school, meet with their child’s teacher, etc. so I am not sure how to address this. It is hard to determine if a parent was thinking about a specific situation where they felt uninvolved or unheard, or if they feel that “overall” parents are limited in their involvement. Moving forward, we will need to find a way to survey or collect information from parents that gives us more insight into why this has been an area of concern for the past 2 years.
- **Access to supports and services** - this one was not as surprising as many staff and parents have expressed concern over the lack of EA support in classrooms, and have at times found the process to get other supports and services in place to be slow and sometimes cumbersome. This, too, would be worth digging deeper into with parents (through a survey) to pinpoint what specifically the dissatisfaction relates to.

Our inquiry question would help us have the time and processes to better notice, collaborate about, and implement strategies in the classroom to better address the struggles with student engagement, the need for differentiation and supports

Strategies/Implementation:

****Breanna and one staff member (Tammy Pierini) attended the Collaborative Response Retreat together in May of 2025 with the goal of building efficacy and leadership from within the teaching staff.**

1. The timetable allocates a **weekly block** specifically for teachers to participate in embedded collaborative response time. This will be broken into groupings as follows:

- (K, Gr. 1, Gr. 2)
- (Gr. 3, Gr. 4),
- (Gr. 5, Gr. 6).

The Collaborative Response plan will be structured into instructional rounds on a **six-week cycle**, with a new focus being presented every six weeks. The objective is to continuously **build capacity around topics of the inquiry question to enhance student success, which will be assessed through a collection of data** throughout the academic year.

The first cycle will concentrate on understanding co-regulation approaches, fostering a positive classroom culture, and the value of relationships and connections in learning. Executive functioning will be the focus of the second cycle, which will be followed by the ongoing development of balanced assessment practices and pedagogy that always monitors student understanding. While powerful foundations for math learning will include the use of Mathology and Math Up and bringing hands-on math learning and number sense games across grade levels, literacy and numeracy planning will adhere to the Layers of Reading and Layers of Writing approaches that have already been a focus in the 2024/25 school year.

Measures: How will we assess progress on our question?

Assessing the progress of our inquiry question involves looking at three key areas:

1. How well are we implementing our collaborative response framework and using universal language?
 - Implementation Fidelity: Are we consistently following the steps of our collaborative response framework (e.g., holding meetings, using data to inform next steps, continuum of supports, pre-meeting organizers, meeting norms)
 - Language Adoption: Are staff consistently using the agreed-upon terms for challenging behavior, executive functioning, and co-regulation in discussions and documentation? (e.g., surveys, document reviews).
 - Staff Perceptions: Do staff feel confident and supported through the collaborative response framework and language? (e.g., staff surveys, interviews).
2. Are students showing improvements in behavior, executive functioning, and co-regulation?
 - Behavioral Shifts: Are there fewer challenging behaviors and more positive behaviors school-wide and for targeted students? (e.g., discipline data, behavior tracking).
 - Executive Functioning Growth: Are students demonstrating improved skills like planning, organization, and self-control? (e.g., rating scales, observations).
 - Co-regulation Responsiveness: Are students responding better to co-regulation strategies from adults? (e.g., observational data).

3. Is this work leading to improved literacy and numeracy success?

- Academic Gains: Are students showing measurable progress in reading comprehension, fluency, math skills, and problem-solving? (e.g., standardized tests, curriculum-based measures, grades).
- Individual Growth: Are individual students, especially those targeted for support, demonstrating significant academic growth?
- Are students able to show their learning in various ways, using balanced assessment practices?

2025- 2026 Professional Learning Plan:

Link to Tentative PD Plan:

 [Draft BES PD Plan 2025-26](#)

Stakeholder Involvement

After our previous discussions and agreement on the inquiry question, the Education Plan was submitted for final approval at the May 16 staff meeting. I sought additional input and agreement regarding the strategies and measures. The strategies and measures outlined in the plan stem from the discussion. Staff express enthusiasm regarding the new resources for writing and the opportunity to enhance their teaching methods for writing instruction.

I presented this Ed Plan at the May 12 PAC Meeting, during which I inquired about parental involvement and potential alternative approaches. The turnout exceeded expectations, and I presented our AERR data regarding parental satisfaction with involvement, among other aspects. Parents present provided feedback indicating that they perceive the opportunities for their voices to be heard as extensive and commend the quality of our efforts. At this stage, we will persist in promoting parental engagement with the school by encouraging volunteering and participation in PAC meetings. In the fall, I will seek assistance in creating a survey to distribute to parents, aiming to identify additional strategies that can be implemented to ensure their voices are acknowledged.