

Interlake School Division: School Planning Report (2025/2026)

(Due to Superintendent’s Department: September 22, 2025)

The Interlake School Division is committed to supporting students in realizing their full potential as contributing and responsible members of society. Every student will participate in high-quality learning opportunities which are *accessible, equitable, and responsive*.

School:	Brant-Argyle	Principal:	Marlo Jeffery	Date (yyyy/mm/dd):	September 22, 2025
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Planning Process:
Who was involved in the planning process? Staff, students, Parent Advisory Council, community members.
When will the plan be reviewed during the school year? At each reporting period during staff meetings, using the progress report template.
How will progress be shared with Students/Staff/Families during the school year? The plan will be shared at PAC meetings, on the Brant-Argyle website and progress will be shared by electronic newsletter.

Looking Ahead:
In the next three (3) school years, we want to become a school that: • Uses a structured literacy approach throughout the grades, in every classroom. • Continues to be an inclusive and safe space, including our outdoor spaces, where students can interact respectfully and intentionally while also having the knowledge to regulate themselves and respond constructively to conflict. • Accesses the knowledge and experience of our diverse family and community members to enhance learning and curricular outcomes.
• This year, learning opportunities will become more ACCESSIBLE (<i>Every learner can and will learn, in their own ways, in their own time</i>) by: Making learning accessible and inclusive by focusing on structured literacy instruction for grades 3-8 using the Rewards program.
• This year, learning opportunities will become more EQUITABLE (<i>Every learner is valued and authentically represented in their education</i>) by: Enhancing the playground by adding more choice for students during outdoor play, providing opportunities for structured play through guided games and demonstrating explicit instruction of conflict resolution strategies.
• This year, learning opportunities will become more RESPONSIVE (<i>Every learner experiences relevant and responsive curriculum and programming</i>) by: Inviting all family and community members to share their knowledge and experiences with Brant-Argyle students to enhance their learning and community connections.

SCHOOL GOAL #1			
School Goal #1: All students will receive a structured literacy approach.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☑	Equity ☑	Responsiveness ☑
Evidence used to determine School Goal #1: What evidence led you to select this goal? - We have seen the growth and success our K/1/2 students have had using a structured literacy approach and the UFLI program. - We believe the Rewards program could be used to fill in gaps with older students.			
Data source(s) for School Goal #1: Which source(s) of data will you use to measure progress toward this goal? - Assessment data. - Report card data. - Teacher feedback. - Student feedback. - Classroom observation.			
High Leverage Strategy 1.1: What is one strategy that will move you toward your goal? Grade 3-8 teachers will receive instruction in the Rewards program.			
Data Target for Strategy 1.1: Describe how your data will look if this strategy is successful. - Our grade 3-8 students would begin to use structured literacy in their approach to reading and writing. - Students who have received instruction in the UFLI program will continue to build and apply their skills with the Rewards program.			

Specific Actions we will take THIS YEAR to support High Leverage Strategy 1.1:	Who will do it:	When will this happen:
1.1.1: Provide professional development on the Rewards program to grades 3-8 teachers not enrolled in the literacy learning network.	Lori-Anne Busch.	February 2 (PM).
1.1.2: Support teachers in implementing the Rewards program in the classroom.	- Classroom Teachers. - Learning Support Teacher. - Lori-Anne Busch.	- Ongoing throughout the year, as needed. - Consultation with Lori-Anne Busch, as needed.
High Leverage Strategy 1.2: What is one strategy that will move you toward your goal? Grades K-2 will continue to receive instruction in structured literacy with the UFLI program.		
Data Target for Strategy 1.2: Describe how your data will look if this strategy is successful. - Students in the East (K/1/2) class will continue to see growth and success with the UFLI program. - EYE data will reflect student growth.		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 1.2:	Who will do it:	When will this happen:
1.2.1: Continued support in structured literacy for K-2 teachers from the literacy support teacher and early literacy co-teacher.	- Lori-Anne Busch. - Early literacy co-teacher. - Classroom teachers. - Support staff.	- Ongoing throughout the year, as needed. - Daily co-teaching of UFLI with the Early Literacy Co-teacher.
1.2.2: New teachers will receive instruction in structured literacy in the Literacy learning network.	Lori-Anne Busch and Pat Crockatt.	Divisional PD sessions four times per year.

SCHOOL GOAL #2

School Goal #2: Enhance playground by adding more choice for students during outdoor play, provide opportunities for structured play through guided games and explicit instruction of conflict resolution strategies (W.I.T.S. – **W**alk away, **I**gnore, **T**alk it out, **S**eek help).

Alignment with ISD Priorities for High-Quality Learning (Check all that apply)

Accessibility ☒

Equity ☐

Responsiveness ☒

Evidence used to determine School Goal #2: What evidence led you to select this goal?

- Observation of conflicts between students during outdoor/unstructured times.
- Observation of misuse of the field, surrounding woods and play structure by students (violent games/inappropriate activities, arguments over forts, lack of student knowledge of organized games).

Data source(s) for School Goal #2: Which source(s) of data will you use to measure progress toward this goal?

- Staff feedback.
- Student feedback.
- Observation during outdoor/unstructured times.
- Recess log data.
- Behaviour log data from current and previous years.

High Leverage Strategy 2.1: What is one strategy that will move you toward your goal?

- Explicit teaching of outdoor games and activities.

Data Target for Strategy 2.1: Describe how your data will look if this strategy is successful.

- Less negative behaviours/incidences during unstructured times.
- A more focused approach to outdoor activities.
- A more purposeful use of the field, play structure and surrounding woods.

Specific Actions we will take THIS YEAR to support High Leverage Strategy 2.1:

Who will do it:

When will this happen:

2.1.1: Explicit teaching of games and activities, related to each season.

- Teachers.
- Support staff.
- Students.

- During Physical Education classes.
- During in-class guidance periods.
- During outdoor times.

2.1.2: Reinforcement of games and activities during times when students are outside.	• Staff on outdoor supervision. • Staff who teach Physical Education. • Students.	• Ongoing throughout the year.
2.1.3: Use of a recess log to take notes of incidents during outdoor time.	• Teachers and support staff on outdoor supervision.	• Ongoing throughout the year.
High Leverage Strategy 2.2: What is one strategy that will move you toward your goal? • Use of the W.I.T.S. program.		
Data Target for Strategy 2.2: Describe how your data will look if this strategy is successful. • Observation of less negative behaviours at outdoor and unstructured times. • Observation of students being better able to regulate and problem-solve. • Observation of students being better able to resolve conflicts when they arise. • Feedback from support staff and teaching staff on supervision. • Feedback from students.		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 2.2:	Who will do it:	When will this happen:
2.2.1: Instruct new, and remind current, students of the W.I.T.S. program.	• Teachers. • Support staff. • Guidance Counselor.	• Explicit teaching of strategies during in-class guidance lessons at the beginning of the year. • Reinforce the WITS program at weekly assemblies.
2.2.2: Train support staff to implement the W.I.T.S. program and remind students of the strategy.	• Learning Support Teacher.	• At the initial EA meeting to begin the year. • At subsequent EA meetings throughout the year.

SCHOOL GOAL #3

School Goal #3: Provide opportunities for any family and community members to share their knowledge with students and staff.

Alignment with ISD Priorities for High-Quality Learning (Check all that apply)

Accessibility ☑

Equity ☑

Responsiveness ☑

Evidence used to determine School Goal #3: What evidence led you to select this goal?

- Lack of parental involvement at the classroom level which is an untapped source of knowledge and skills that could enhance student learning.

Data source(s) for School Goal #3: Which source(s) of data will you use to measure progress toward this goal?

- Observation of parental/community involvement in classrooms.
- Teacher feedback.
- Parent/community feedback.
- Parent Advisory Council feedback.

High Leverage Strategy 3.1: What is one strategy that will move you toward your goal?

- Personally invite family and community members to share their knowledge and skills around curricular topics being taught.
- Inform parents of opportunities to be involved in assemblies and school celebrations.

Data Target for Strategy 3.1: Describe how your data will look if this strategy is successful.

- More parental/family involvement.
- Positive feedback from parents/community members.
- Improved/more meaningful relationships between staff and families.

Specific Actions we will take THIS YEAR to support High Leverage Strategy 3.1:	Who will do it:	When will this happen:
3.1.1: An invitation to families/community members to share their knowledge and skills with our students throughout the year.	- Administration. - Classroom teachers.	- At the beginning of the school year. - Throughout the school year as needed.
3.1.2: Encourage teaching staff to keep parents informed of opportunities to participate in classroom activities.	Classroom teachers.	- At the beginning of the school year. - Throughout the school year as needed.
3.1.3: Encourage parents/community members to be involved in assemblies and school celebrations.	- Administration. - Classroom teachers.	- At the beginning of the school year. - Throughout the school year as needed.
High Leverage Strategy 3.2: What is one strategy that will move you toward your goal? Outline the process for volunteering in the school handbook.		
Data Target for Strategy 3.2: Describe how your data will look if this strategy is successful. - An increase of parents/community members willing to volunteer for different school events. - A streamlined and timely volunteer process with clear steps.		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 3.2:	Who will do it:	When will this happen:
3.2.1: Edit the school handbook to include a section on the volunteer process.	- Administration. - Administrative Assistant.	- At the beginning of the school year. - Throughout the school year as needed.
3.2.2: Embed links for the Child Abuse Registry and Criminal Records Checks into the school handbook.	- Administration. - Administrative Assistant.	At the beginning of the school year.