



Community Report

2025-2026



Brant-Argyle School's Continuous Improvement Plan Goals

Accessibility

Responsiveness

Equity

Goal # 1

Ensure that all students receive instruction through a Structured Literacy approach.

Actions Taken

- New teachers received professional development in Structured Literacy using the UFLI and Rewards programs.
- The Learning Support Teacher provided ongoing support to classroom teachers in implementing these programs during instructional time.
- Rewards teacher guides and student manuals were purchased for students in Grades 3–8.



Evidence of Student Growth

Student data demonstrated growth in reading, writing, and spelling skills across Grades 1–5.

Next Steps

- Continue providing Structured Literacy support through the Early Literacy Co-Teacher and Learning Support Teacher.
- Offer additional professional development in Structured Literacy for middle years teachers.

Goal # 2

Enhance student engagement and choice during outdoor play through guided activities while explicitly teaching conflict resolution strategies to reduce behavioural incidents and strengthen student advocacy and problem-solving skills.



Actions Taken

- Students were taught team sports during Physical Education classes, including basketball, baseball, and soccer, which could be played during outdoor recess.
- Students had access to skis and snowshoes during the winter months to encourage participation in seasonal outdoor activities.
- Classes used the skating rink weekly for skating and hockey activities.
- Guidance lessons reinforced the W.I.T.S. strategy (Walk Away, Ignore, Talk It Out, Seek Help) and focused on developing social skills and conflict resolution strategies.
- A recess reporting system was implemented for supervising staff to document incidents and identify students involved.

Evidence of Student Growth

- Students increasingly used conflict resolution strategies, including W.I.T.S., to independently resolve peer conflicts.
- Behavioural incidents during outdoor recess and other unstructured times decreased.
- Students engaged in more purposeful use of the playground by participating in group games, organized seasonal sports, and club activities.

Next Steps

- Continue using the W.I.T.S. program to provide students with consistent language and strategies for resolving conflicts.
- Develop a plan to redesign the grounds and aging play structure to maximize the use of space and provide additional opportunities for student engagement and play.
- Maintain vigilant supervision practices to ensure all areas of the playground are monitored and students remain actively engaged in safe, positive activities.



Goal # 3

Provide opportunities for family and community members to share their knowledge, experiences, and cultural traditions with students and staff.

Actions Taken

- Teachers invited parents into their classrooms to share aspects of their culture, including preparing traditional foods with students.
- Micheline Bedard, a Jingle Dress dancer, and her daughter visited the school to perform and teach students about the significance of the Jingle Dress tradition.
- Ray “Coco” Stevenson, an Indigenous drummer and singer, performed for the entire school community.
- Dave Lavallee and his family shared traditional Métis songs, introduced students to basic Métis language, and provided traditional bannock.
- Eight parent volunteers led 4-H groups throughout the year, sharing their expertise in cooking, crafts, money management, and outdoor survival skills.
- Elders Grace Schedler and Joyce Noonon were consulted during the planning and creation of the school’s Medicine Garden.

Evidence of Student Growth

- Students gained a greater understanding and appreciation of diverse cultures, traditions, and ways of knowing.
- Students participated in planting and caring for the Four Sacred Medicines in the Medicine Garden, deepening their understanding of Indigenous teachings and connections to the land.
- Students contributed to the garden by designing and painting individual rocks that became part of the garden space, fostering a sense of ownership and community pride.

Next Steps

- Older students will take on leadership roles by working alongside younger students to care for and maintain the Medicine Garden.
- Throughout the 2026–2027 school year, students will explore one of the Seven Sacred Teachings each month while making connections to the Circle of Courage principles of Belonging, Independence, Generosity, and Mastery.
- Student groups will share their learning by presenting the monthly teaching and its significance during school assemblies, fostering leadership, communication skills, and community engagement.

Brant–Argyle School

Small School, Big Heart

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frequently!

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trips,, projects,
and day to day
life posted!

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