



## Brant-Argyle Community Report

### 2020-2021



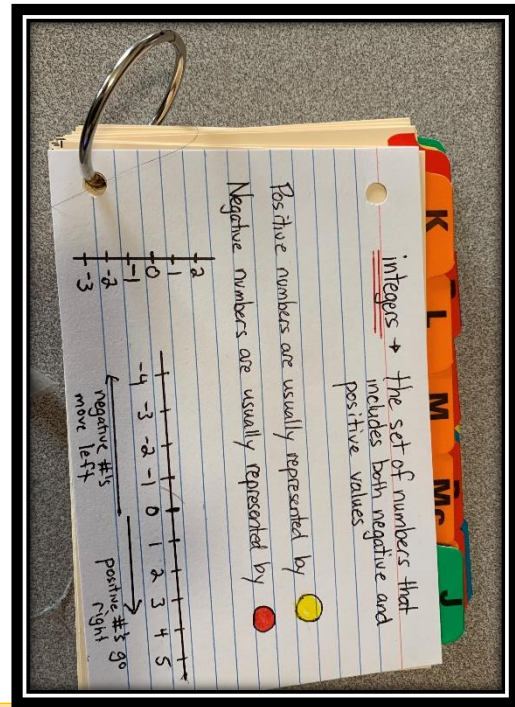
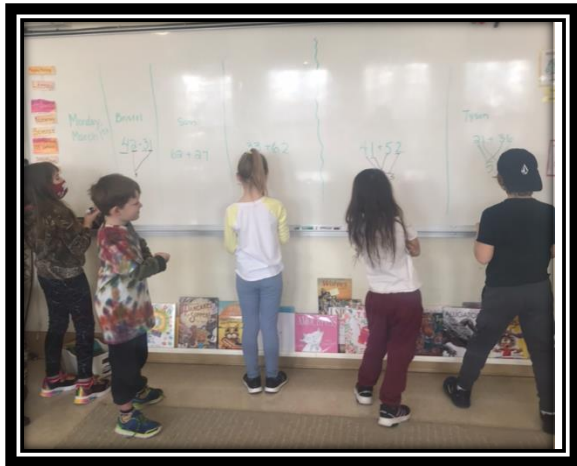
#### Focus Area #1-Literacy

- Our literacy programs have undergone a transformation this year. We have moved away from whole class instruction in order to meet the needs of all students by offering them opportunities to collaborate in small groups. Each small group was formed based on the needs of students and revisited often throughout the year using well thought out school wide assessments in both reading and writing.
- Another focus in literacy this year was the use of clear expectations for student's learning. Teachers planned lessons that provided students with clear learning targets. Students and teachers created the success criteria together so that students knew where they were at with their learning and how to continue to improve.
- In our East class (K,1)- we moved towards a more structured literacy model that included explicit phonics teaching (connecting letters to sounds) in both reading and writing. This shift included the addition of an Early Literacy Co-teacher that supported learning in the East.
- Building writing stamina was another area that Brant-Argyle staff and students focused on this year. Students were given daily, authentic reasons to write in a variety of genres.

#### Focus Area #1-Effects on Student Growth

- Through small group instruction, students received more time with the teacher. Students reported that they had a better understanding of content taught, more opportunities to ask questions, and were better able to talk about their literacy learning.
- Giving students clear expectations and allowing them a voice in what "success" looks like has allowed them to better understand what they need to do to improve. They are also able to look critically at their own work and offer feedback to others.
- East students who received explicit phonics instruction are able to decode words without guessing and can use their knowledge of the sound/letter connection to communicate in writing.
- Writing stamina is an area where teachers have seen a lot of growth. Students have demonstrated that they can spend more focused time on a writing project and are beginning to understand that going back and making changes to their writing is important to increase written communications.





### Focus Area #2-Numeracy

- Numeracy this year has also moved to small group instruction. We have seen many of the same benefits as in Literacy using this approach. We have also piloted a “push in” model of learning support that has the Learning Support teacher working in the West classroom (4, 5, 6) every day during numeracy time.
- One of our goals this year was to provide students with opportunities to work on more open-ended, real-life numeracy experiences. This was achieved in our North class through our financial literacy learning running a business. This year’s North class ran a tie-dye clothing company, “Reckless While Young.” This provided rich opportunities to apply their math curriculum to the success of their business.
- Increasing the use of numeracy vocabulary was a focus in Brant-Argyle this year. This was achieved through the creation of math dictionaries, bulletin boards, math scrapbooks, and through many rich number talks.

### Focus Area #2-Effects on Student Growth

- Small group instruction and the “push in” model have allowed students to spend more time having conversations with each other and with teachers about numeracy. Students were able to show the depth of their understanding in multiple ways (written, conversations, and through teacher observation).
- Students in the North class report that the financial literacy learning was valuable in many ways that far exceed numeracy. They enjoyed the hands-on experience, the collaboration with peers, and the problem-solving that they were able to engage in. They made a healthy profit; they used it to donate to charity, leave seed money for next year’s class, and for an end of year class celebration.
- Teacher observations and student self reports indicate that students have a better understanding of math terms and are able to recall them even after the unit of study is completed.



### Focus Area #3-Well-Being

- Our well-being focus areas this year were Growth Mindset and Self-Regulation. All classes have been exposed to a program called “Zones of Regulation” and have begun to learn about the different zones and how being in those zones affects their learning. Some classes have started practicing some strategies to move them through the zones so that they can be in the GREEN zone, which is “ready to learn”. Growth mindset and the science behind learning and making mistakes has been investigated in all classrooms. Students are practicing having a Growth Mindset when working on challenging problems.

### Focus Area #3-Effect on Students

- Student incidents of being dysregulated in class and on the playground have been significantly decreased.
- Students are able to remain in class, working on challenging assignments more often.
- Students are beginning to use the language of Growth Mindset and understand that making mistakes is an opportunity. They understand the power of “yet”.