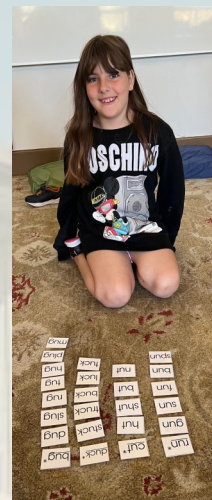



Community Report 2021—2022

FOCUS AREA # 1 – LITERACY

- ◆ This year we have continued to grow our structured literacy program. We have done some professional development to build on our understanding and have implemented sound walls in all of our ELA classrooms.
 - ◆ We have bought resources that will be used to help us make the shift to a full structured literacy program. These include a number of teacher resources, sound walls, and decodable books.
 - ◆ A focus for writing this year was to build on making writing authentic and sharing it with an audience. In order to create writing pieces that were shareable, we shifted our writing instruction to include time for conferencing with peers and instructors. We also planned for more authentic writing opportunities by integrating reading and writing into our Project Based Learning block and into our Social Studies and Science classes.
 - ◆ We recognized that asking students to slow down and produce multiple drafts and accept feedback on their writing is a skill that needs to be explicitly taught. We modeled this through small group instruction, public conferencing and modeling.



FOCUS AREA # 1 – EFFECTS ON STUDENT GROWTH

- ◆ Our structured literacy program has had significant effect on student's literacy growth! Our K to 3 students have built many decoding skills that have made them confident readers and writers. Our assessments show that all students in this age band have made significant growth and are ready to take on the challenges of the next literacy skills. In the 4 to 8 band, we are seeing more thought and focus on the conventions of writing. Students are mastering spelling patterns and are setting goals to build sight words for both reading and writing. Word investigations into word origins and the structure of language is also helping to diversify student vocabulary. This focus area will continue to be a K to 8 focus moving forward.
 - ◆ Resources taught this year will make the shift to structured literacy sustainable and manageable for teachers. We will continue to build our decodable book library and to seek out more resources through collaboration with other schools in our Division that are also making the shift to structured literacy.
 - ◆ The writing that happened at Brant-Argyle this year was far more authentic than in the past. Students have become more thoughtful when writing to communicate with others. Students have reported a higher engagement with writing when asked to write for a reason and to be able to share their writing with an audience outside their classroom. A highlight of this process was the North Classes Voices of Youth evening, where students shared their learning around a social justice issue with an audience of family and community members.
 - ◆ Conferencing and personal goal setting around writing has increased student stamina when working on a piece of writing. Students are more willing to stick with a piece of writing through multiple drafts because of this.
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- A photograph showing two young students, a girl in a pink shirt and a boy in a black shirt, sitting at a wooden table. They are working on a project involving many small, yellow and green rectangular cards with text on them. The cards are scattered on the table and some are being placed into a grid-like structure. The girl is looking down at the cards, and the boy is also looking down, focused on his work. The background is slightly blurred, showing a classroom setting.



FOCUS AREA # 2 – NUMERACY

- ◆ Based on the positive data results from last year; this year we continued to use small group instruction and co-teaching for numeracy where possible.
- ◆ Teachers have communicated learning goals and success criteria to students in order for them to monitor their own progress.
- ◆ Students were given multiple ways to show the depth of their understanding (paper/pencil tasks, conversations with teachers, and conversations with their peers with teacher observation).
- ◆ Fact fluency was a focus area this year. The evidence of learning and growth in this area was monitored by reflex, an online computer program.



FOCUS AREA # 2 – EFFECTS ON STUDENT GROWTH

- ◆ Students had more one-on-one contact time with teachers to clarify their thinking. Assessment data this year, continues to show growth and a more robust understanding of concepts.
- ◆ Students have begun to be more independent in solving problems and by taking ownership for their learning. The reliance on the adults in the room is less about interpreting questions or explaining vocabulary and more about having conversations about efficiency in strategies. Students are able to go back and correct mistakes on their own.
- ◆ Teachers feel that they have a more accurate compilation of assessments. This translates into students having a more realistic view of “where they are” and “what they need to do next”.
- ◆ Data from the Reflex dashboard, shows that students have mastered a large number of facts. Students are able to use this data to set reasonable learning goals for themselves.



FOCUS AREA # 3 – WELL-BEING

- ◆ Every class had a minimum of one Guidance class a week with Ms. Deline.
- ◆ A focus on strategies to move through the Zones of Regulation were a year long focus.
- ◆ Conflict resolution was interwoven through Restitution practices.
- ◆ All classes were given opportunities to use their growth mindset skills to practice building stamina for productive struggle/perseverance.

FOCUS AREA # 2 – EFFECTS ON STUDENT GROWTH

- ◆ Students were able to review strategies on a regular basis and became more self-aware of which strategies helped them get to their optimal learning zone.
- ◆ Students were more willing and able to solve conflict with adult supervision and were beginning to be able to independently work through conflict with their peers.
- ◆ Students are more efficient learners because they are able to stick with problems longer. This creates a learning environment that promotes rich discussions where students can disagree in a healthy way and change their thinking based on new information that they get from their peers.

