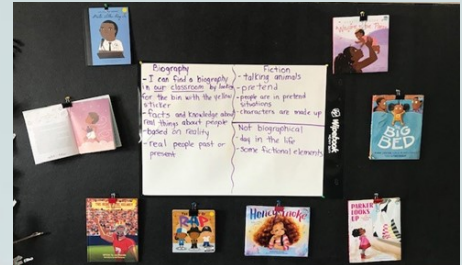


Brant-Argyle School

Community Report 2022—2023

FOCUS AREA # 1 – LITERACY

- ◆ Adopted school-wide scope and sequence
- ◆ Bought University of Florida Literacy Institute (UFLI) resources for structured literacy and interventions
- ◆ Professional Development on structured literacy for learning support teacher, Early Literacy Co-teacher, and the K—2 classroom teacher.
- ◆ Integrated reading and writing instruction into social studies and science
- ◆ Provided speaking opportunities for students through communication classes, school-wide assemblies, and drama programs
- ◆ Connected with writing teachers within our Division to discuss feedback for students.

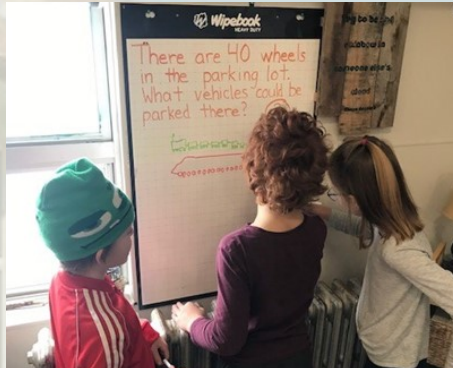


FOCUS AREA # 1 – EFFECTS ON STUDENT GROWTH

- ◆ Adopting a school-wide scope and sequence for literacy instruction allows teachers to meet students where they are at, regardless of their grade. Students work on a continuum to master skills. This allows better communication between classroom teachers and the learning support teacher. An added benefit for students is that they feel less anxious being instructed at their own pace and we see less learning gaps. Students' mastery of skills allow students to become stronger readers.
- ◆ Purchasing UFLI resources has allowed us to structure our literacy groups to include more adult support. A consistent language amongst adults has improved student understanding of the structure of words and their rules.
- ◆ Continued professional development has allowed Brant-Argyle staff to have a deeper understanding of reading acquisition skills. This translates to more efficient, intentional instruction for our young readers.
- ◆ Integrating reading and writing instruction into science and social studies has allowed us to make learning more authentic. Students get more practice at the skills that they are learning in reading and writing. This not only allows practice, but also demonstrates to students "why" they are learning comprehension and communication skills.
- ◆ Our focus on speaking in front of an audience has had a profound effect on our students. They have gained a lot of public speaking skills and confidence while presenting. Our students know how to present to a variety of audience types in a variety of genres.
- ◆ Our connection to other writing teachers in our Division has given us an opportunity to experiment with new ways to share writing feedback with students. Students benefit from this by receiving regular feedback in a variety of delivery methods. This keeps feedback in the forefront of their minds to utilize during future writing.

FOCUS AREA # 2 – NUMERACY

- ◆ Linking critical thinking professional development with numeracy instruction
- ◆ Project-Based Learning connected numeracy instruction and practice to our PBL topics: Service to Others, the Environment, and Financial Literacy
- ◆ Continuation of small group instruction for numeracy
- ◆ Cross-curricular connections with math and science through our Science Share event. Students collected data, analyzed and displayed the data, and



drew conclusions based on their findings. Students used mathematical skills to build structures and arcade games, and applied financial skills during bake sales, canteen and hot lunches.



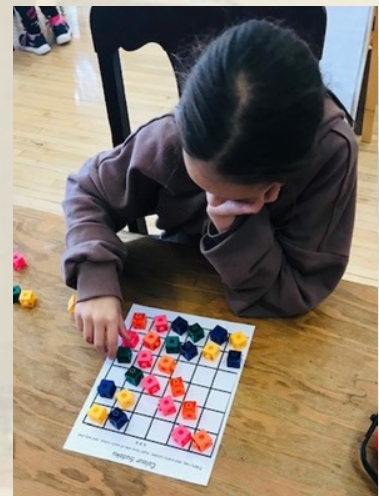
FOCUS AREA # 2 – EFFECTS ON STUDENT GROWTH

- ◆ Cross-curricular connections between math and science allowed students to apply their learned knowledge to real-life scenarios. They used the design process to think critically about their designs and practiced higher order thinking skills such as analysis and developing conclusions.
- ◆ Our Divisional professional development on creating thinking classrooms had a profound affect on our numeracy learning. Students were given more opportunities to make their learning visible by using vertical

whiteboard spaces, explain their thinking to their peers, and to solve problems in multiple ways.

- ◆ Our Project Based Learning created authentic ways to practice our numeracy skills. Students were able to use the big topics, or themes during PBL to explore the necessity of numeracy in today's world. They could connect global citizenship with the importance of being numerate.
- ◆ Brant-Argyle has continued to intentionally timetable and deploy human resources to support numeracy learning. This allowed all students to work in

smaller groups and have more instructor contact time.



FOCUS AREA # 3 – WELL-BEING

- ◆ Classroom teachers provided opportunities for students to engage in learning about connections to the land through Indigenous teachings.
- ◆ During weekly assemblies, students met in their Clan Group, where they participated in student-centered activities which focused on wellness and executive functioning skills.
- ◆ The school focused on the theme THINK, where students practiced being mindful of the words they use to others. Students learned to pause, and reflect if their words are true, helpful, inspiring, necessary, or kind.
- ◆ The North students learned how to mediate conflict by strengthening their communication skills. With this knowledge, the North students were Peer Mediators during the activity breaks, where they assisted the younger students resolve simple conflicts and miscommunications.
- ◆ Professional development focusing on teacher clarity provided teachers the tools to clearly outline expectations for student success.

FOCUS AREA # 3 – EFFECTS ON STUDENT GROWTH

- ◆ Connections to the land for students has led to a better understanding of how interwoven we are, which has increased a sense of belonging. Many of our students are using the outdoors to help them regulate throughout the day.
- ◆ Students were able to benefit from the modeling provided by other students. Belonging to a clan was another way that students felt connected to their school.
- ◆ Students were able to become more thoughtful in their interactions, increasing a positive school culture.
- ◆ North peer mediators increased their own conflict management skills and students in other classes learned by their example. Working out conflicts with little adult assistance is a skill that will serve our students well as they continue to grow.
- ◆ Better teacher clarity has led to students having a thorough understanding of what is expected of them. They are able to set personal learning goals and assess themselves based on clear criteria. All of this together, equals less anxiety and stress for students.

