

Brant-Argyle School

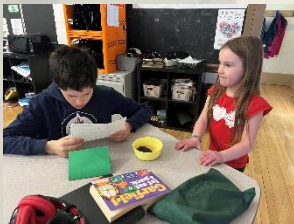
Community Report 2023 - 2024

F o c u s A r e a # 1 – L i t e r a c y

- ◆ We continued to use the University of Florida Literacy Institute (UFLI) resources for structured literacy and small-group interventions.
- ◆ Staff participated in professional development on structured literacy.
- ◆ We continued to provide speaking opportunities for students through communication classes, school-wide assemblies, drama programs and various special events throughout the year.



- ◆ We continued to Integrate cross-curricular reading and writing instruction.



F o c u s A r e a # 1 – E f f e c t s o n S t u d e n t G r o w t h

- ◆ Continuing to use 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. This resource has also been used with students receiving individual learning support.
- ◆ Our focus on speaking in front of an audience has continued to have a profound effect on our students. They have gained public speaking skills and confidence while presenting. Our students know how to present to a variety of audience types in a variety of genres.
- ◆ Continued professional development in Structured Literacy 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 cross-curricular reading and writing instruction 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 communications.



Focus Area # 2 – Numeracy

- ◆ Staff attended professional development on Building Thinking Classrooms in Mathematics, which informed numeracy instruction.
- ◆ KeyMath testing was completed for students in grade 8 and those requiring support.
- ◆ We continued with small group instruction for numeracy. There were opportunities for students to work with the learning support teacher, individually or in small groups.
- ◆ Project-based learning connected numeracy instruction to real life experiences. Cross-curricular connections with math gave students the opportunity to apply financial skills while running the canteen and budgeting for hot lunches.



Focus Area # 2 – Effects on Student Growth

- ◆ Cross-curricular connections allowed students to apply their learned knowledge to real-life scenarios.
- ◆ Our Divisional professional development on Building Thinking Classrooms in Mathematics had a profound effect on our numeracy learning. Students continued to be given opportunities to make their learning visible by using vertical whiteboard spaces, explaining their thinking to their peers, and solving problems in multiple ways.
- ◆ Our Project Based Learning created authentic ways to practice our numeracy skills. Students were able to continue 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

- ◆ We were excited to work with Elder Mary this year on ideas for moving forward with nature- and land-based learning and Reconciliation. Initiatives included, creating a Three Sisters Garden, building a new chicken coop for proper shelter for our chickens and the use of Treaty Education kits in the classroom.



- ◆ This year, Brant-Argyle focused on the conflict management strategy, “WITS”, where students practiced ways of managing conflict with others by using the strategies of **Walking away**, **Ignoring**, **Talking it out** and **Seeking help**.
- ◆ Professional development focusing on self-regulation helped teachers learn the language and strategies around the Zones of Regulation.



Focus Area # 3 – Effects on Student Growth

- ◆ Students in the South class combined project- and land-based learning and replanted the Three Sisters Gardens.
- ◆ Teachers used the Treaty kits during Social Studies lessons to explore the shared history of Indigenous peoples and newcomers. They also explored ideas around Reconciliation and what that means to our students.
- ◆ Students were able to practice using “WITS” to become more thoughtful in their interactions and managing conflicts, increasing a positive school culture.
- ◆ Professional development on self-regulation strategies helped teachers use the language of Zones of Regulation to create a common language throughout the school.

