

2015-16 Community Report
Brookside Junior High School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 6 Provincial		
Reading	68%	76%
Writing - Ideas	84%	82%
Writing - Organization	63%	68%
Writing - Language Use	70%	72%
Writing - Conventions	69%	65%
Grade 8 Provincial		
Reading	64%	76%
Writing - Ideas	91%	91%
Writing - Organization	76%	80%
Writing - Language Use	85%	82%
Writing - Conventions	71%	70%
<u>Math Assessments</u>		
Grade 6 Provincial		
Mathematics	57%	72%
Grade 8 Provincial		
Mathematics	58%	63%

The 2015-16 year marks our second year of our Student Success Plan (SSP) and we have continued to work hard to reach our goals for Literacy and Math in order for our student's achievement to improve. As indicated in the chart above, our Grade 6 and 8 Writing scores are in line with the Halifax Regional School Board (HRSB) average while the reading scores are below the HRSB average. We will continue with our Literacy goal focusing on reading in order to improve student achievement in these areas. Our Math scores have improved from 2014-15, however, remain below average in HRSB, therefore, our Math goal will remain focused on number sense.

Our SSP goals for 2016-17 will be as follows:

Literacy Goal: Students will demonstrate improvement in reading comprehension with a focus on critical thinking skills

Mathematics Goal: Students will demonstrate improvement in the area of number sense through higher order thinking and problem solving.

The strategies that we developed are streamlined and will be very effective in helping us achieve the two above goals. They include:

- **Implementing balanced assessment strategies on a regular basis through observation, conversation and student work**
- **Teachers will utilize the workshop model approach to reading on a daily basis with an emphasis on conferencing strategies.**
- **Teachers will provide students clear learning targets to students for every workshop lesson to support student learning in reading comprehension.**

- **Teachers will use ongoing classroom assessment to identify students not meeting benchmarks, plan and implement interventions for these students, and reflect on the effectiveness of these interventions**
- **Integrating technology to enhance student engagement**
- **Incorporating brain based learning / growth mindset strategies into all classes with all students**

We are carefully looking at the strategies that teachers are using in the classroom and responding to the needs of those students who are not meeting expectations. Our Professional Development this year has been focused on balanced assessment (product, conversation, observation), technology integration and differentiated instruction.

The teachers have noticed that with the increased conferencing, students (and teachers) were better able to see exactly where they were in their learning and gain that important feedback piece from their teacher as to where to go next. With a more student-led approach to instruction, teachers are finding they have more time to circulate and have those critical conversations with their students and provide the help and feedback immediately.

Our English Language Arts, French Language Arts, Math and Grade 6 teachers met weekly as a Professional Learning Community within their own subject areas. These times allow teachers to work collaboratively to analyze data, plan, share instructional and assessment strategies and discuss possible responses to support students. Meeting weekly has allowed our teachers to continuously improve their classroom instruction as well as their assessment practices throughout the year but most of all, it allows them to discover if something is not working – they have to change it! The teachers continue to differentiate instruction to meet the learning needs of students and support them to be successful in all subject areas. The math teachers also worked with the HRSB Math consultant to incorporate technology into their math classes and to discuss some differentiated strategies for the varying levels of academic achievement within each class.

In terms of technology integration, our iPad cart and two Chromebook carts have been used every day by all teachers. We were able to receive some additional technology PD at the beginning of the school year when Brookside had a delayed opening. Teachers had an opportunity to learn about and set up Google classroom before they even met their students and have hit the ground running with the technology since September! By using more technology, game play and a constructivist approach to learning, students are more engaged in the lessons and their participation has increased which has improved achievement.

A more effective resource support model resulted from increased teacher conferencing with students. The more comprehensive information we have on student learning enables us to effectively direct and target specific supports.