



## 2015-16 Community Report for Ridgecliff Middle School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<b><u>Literacy Assessments</u></b>		
<b>Grade 6 Provincial</b>		
Reading	77%	76%
Writing - Ideas	70%	82%
Writing - Organization	57%	68%
Writing - Language Use	63%	72%
Writing - Conventions	57%	65%
<b>Grade 8 Provincial</b>		
Reading	68%	76%
Writing - Ideas	82%	91%
Writing - Organization	64%	80%
Writing - Language Use	70%	82%
Writing - Conventions	59%	70%
<b><u>Math Assessments</u></b>		
<b>Grade 6 Provincial</b>		
Mathematics	68%	72%
<b>Grade 8 Provincial</b>		
Mathematics	51%	63%

### Mathematics Goal:

Students will demonstrate an improvement in their understanding, knowledge and application of the four operations (+, -, x, ÷).

### Literacy Goal:

Students will improve in the area of Comprehension of non-fiction texts.

Ridgecliff Middle School is in Year 4 of our school's 'Student Success Plan (SSP).' This process, formally known as the Continuous School Improvement (CSI) process, has recently evolved into a more adaptable & flexible improvement initiative, giving schools increased autonomy over determining how/when to move forward within our own school improvement plan. The staff at RMS has decided to complete the final year of our 5 year improvement plan, rather than change gears. We plan on collecting valuable year 4 & 5 student assessment data, and we are looking forward to analyzing/interpreting this data and providing an accurate story of student growth and achievement for our school community.

The 2015-2016 school year has brought forth a 'Changing of the Guard.' New staff, new Administration, and a refined commitment to student learning & engagement, has infused the school community with new ideas, expectations, and innovation. Our staff has focused their SSP work this year on two main strategies that support our school goals in numeracy and literacy:

a) To establish a school culture & 'Positive Effective Behavior Support' plan (PEBS) where student success and respectful decision making regarding: behavior, learning, and the school environment is celebrated, rewarded, and shared throughout the school community.

b) To implement best instructional practices with respect to the integration of more innovative 21<sup>st</sup> Century learning strategies fostering increased levels of student engagement, motivation, and ultimately student success.

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The staff at RMS has worked endlessly this year on establishing a focus and commitment to student engagement with respect to learning, academics, school/community citizenship, athletics, school spirit, and improvement. Our PEBS assemblies throughout the year have provided both staff and students the opportunity to come together to celebrate, honor, and recognize the hard work & dedication that students have demonstrated within each of these fields. We have seen an increase in the number of students meeting requirements in all three academic achievement categories: Principal's List, High Honors, & Honors. We have also noticed an increase in student engagement within extra-curricular activities, and clubs /committees. Improvements made by individual students are also being acknowledged by classroom teachers and these students are being recognized on a larger scale during our PEBS assemblies. This devotion to improving and refining a focus on academic success and student engagement has had a very positive impact on the overall culture and climate of our school. The push to make Ridgecliff Middle School an Academic Beacon within the HRSB has been a commitment that the staff has made this year, and will serve as our school goal for many years to come.

RMS has also made a push this year to infuse our classrooms with 21<sup>st</sup> Century instructional practices and learning tools. Teachers have received two levels of professional development pertaining to Google Docs, an interactive online learning space that both teachers and students can access from anywhere in the world. Through Google Docs, teachers have started implementing the use of "Google Classroom," an online collaborative learning space, where they can communicate with students individually or as a group, provide assessment updates, notifications, and interactive classroom-based learning activities. Students can work live, online, in the classroom or at home, provide each other instant feedback, and submit assignments/assessments to their teachers online. In support of this innovative practice, RMS has fully committed to the integration of Google Chrome Books within the classrooms. We have allocated funds and resources to ensure that this technology will ultimately find its way into every room, and into the hands of all students. This year, RMS has also allocated resources to a complete wireless connection upgrade which allows for faster connections in even more areas of the school, more efficient/engaging lessons and activities, and a more seamless transition for teachers and students into more technologically infused teaching & learning practices.

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Our staff has worked very hard this year with regards to professional development and implementing changes in daily practice that correspond with new learning. We have explored the impact of implementing 'Brain-Compatible Learning' strategies in the classroom, and how purposeful engagement of strategies, that apply to how our students' brains work, allow students to reach their

full potential. Teachers have also had the opportunity to learn about how 'Trauma-Informed' schools and practice can mean significant improvement in the way children manage stress, frustration, and social conflict, leaving them better able focus and learn in the classroom. Teachers explored what it means to be trauma-informed at school, and the key role of understanding sensory and affect management difficulties in order to achieve success with trauma-impacted children and youth.

Finally, another big step that the RMS family has taken towards improving student engagement and school culture/climate has been the introduction of our Friday morning Breakfast Program. This program, facilitated by our Learning Center staff, provides interested students with a healthy snack first thing in the morning. Food choices such as granola bars, smoothies, yogurt, and fresh fruit have been provided to students each Friday before school. The intention of the program is, of course, to provide students with healthy meals and snacks that provide the energy they need to stay alert and engaged throughout the school day. This has also helped to promote a healthy and happy school culture and environment. Ultimately, it is our goal to be able to offer this Breakfast program service more often, and to include students in the operation and facilitation of the program. We will continue to work towards this goal.