

Caledonia Junior High
2015-16 Community Report

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 8 Provincial		
Reading	77%	76%
Writing - Ideas	93%	91%
Writing - Organization	87%	80%
Writing - Language Use	81%	82%
Writing - Conventions	70%	70%
<u>Math Assessments</u>		
Grade 8 Provincial		
Mathematics	63%	63%

Literacy Goal: *Students will demonstrate improvement in reading comprehension, across all content areas, with a specific focus on non-fiction text.*

In 2015-16, Caledonia Junior High School teachers continued to develop a common understanding of what explicitly taught reading strategies look like across all subject areas related to our literacy goal, and implemented these strategies across all content areas. English and French Language Arts teachers supported our staff with reviewing reading strategies. Within professional learning communities (PLCs) sample lessons that incorporated reading strategies were shared. Through PLC reflection feedback, teachers felt they were more mindful regarding selection of texts that had embedded visual reading strategies. English and French Language Arts teachers continued their focus on the workshop model when instructing and using non-fiction text (modeling, independent practice, conferencing, student feedback, sharing and reflection). This further strengthened our focus on improving reading comprehension through the application of various reading strategies.

Provincial assessment results indicate an improvement in Reading as compared to last year. There has also been an improvement in the area of ideas and significantly so in Language Use as compared to 2013-2014 school results. This improvement is a result of targeted professional development and teacher collaboration and commitment to move students' literacy skills forward.

Math Goal: *Students will demonstrate improvement in number sense through skill application and higher level thinking.*

Our math team continued their work to develop a common understanding of a constructivist approach to teaching and developing student flexibility in working with numbers. Math teachers applied this approach to learning for various concepts across grade levels. Teachers attempted various means of offering formative feedback such as visual representation of understanding, peer-to-peer and student-teacher conferencing through verbal and written feedback. Referencing real-life application and career connections was also explicitly added to concept lessons. Professional development was supported

through an HRSB Math Support Teacher to expand the math team's application of the constructivist approach. This is an approach that will be used throughout junior high math from grade 7 through to grade 9.

It is clear from our Provincial Assessment results that the work our math teachers have been doing is resulting in improved student achievement. Our students demonstrated a 5% improvement in the area of math as compared to last year, representing two years of improving results on this assessment.

In 2015-16 we incorporated professional development targeting classroom strategies and practices to improve student engagement – such as brain-based learning, and building positive relationships, climate and culture throughout our school community. We have also worked intentionally to improve our understanding of culturally relevant pedagogy, our ability to teach to students' strengths, interest, talents, and abilities. We want to ensure we are meeting all of our students' needs in a way that supports them as individual learners.

Our Student Success Planning (SSP) lead team was a great support to our staff along the journey of reaching these goals. Each year, we will continue to outline our plan in offering professional development to all staff in preparing them to better support our students to improve in the goals outlined above. We will continue to provide updates during our School Advisory Council meetings as a standing agenda item.