

**2015-16 Community Report  
Sir Robert Borden Junior High**

<b>Provincial Assessments</b>		
	<b>School (%) 2015-16</b>	<b>Board (%) 2015-16</b>
<b><u>Literacy Assessments</u></b>		
<b>Grade 8 Provincial</b>		
Reading	75%	76%
Writing - Ideas	90%	91%
Writing - Organization	76%	80%
Writing - Language Use	78%	82%
Writing - Conventions	71%	70%
<b><u>Math Assessments</u></b>		
<b>Grade 8 Provincial</b>		
Mathematics	67%	63%

During 2015-16, our teachers were involved in putting our “Student Success Plan” in place. All teachers participated wherever logically possible with the two school wide goals. The goals involved teachers working with literacy to improve writing with a particular focus on the development and organization of ideas. Our math teachers worked on improving student’s communication and problem solving. The work around these goals resulted in the creation of a universal problem solving model. This model, which is posted on our website, allows our students to use a strategy which can be used in each class. We are excited to see how the use of the model will improve the students’ ability to generate and organize ideas as well as clearly communicate their thinking.

In the last school year our teachers committed to improving their formative assessment practices. Formative Assessment is an effective for teachers to evaluate students while they are working within the classroom setting. The information gained by the teachers allows them to better plan lessons and determine the next steps that they will take with the students.

Our teachers also had the opportunity to work with board math and literacy coaches. The work involved teachers learning new techniques and strategies to improve student learning. The staff also spent time learning culturally relevant teaching strategies that would benefit all of our learners. They worked hard to improve their understanding of what each of our students need to be successful. We are very proud of the work that we have started. We also recognize that more needs to be done.

The results of the provincial assessments in grade 8 reading, writing and mathematics (see table above) showed our students making significant gains. In particular, our students went from 38% meeting or exceeding the outcomes in 2014 to 67% meeting or exceeding the outcomes last year. This is a significant improvement. Our students, who were 20% below the board’s percentage the year before, find themselves 4% above the board’s average now. The staff’s commitment and hard work coupled with focused

lessons and our students desire to take on the challenge of improving their skills all played a role in the improvement we saw in Math.

In literacy our scores also improved in dramatic fashion. Our teachers worked with the literacy coaches and attended professional development sessions to create new ways of improving reading skills and increasing comprehension. The result of this work is that our reading score improved 18% from the previous year. The work in writing, also netted our student's scores that were either just above or below the board's averages. Our goal of developing and organizing ideas is helping our students develop more focused, organized work. Our goal remains to improve in each of the areas of the assessments

In 2016 the SRB math teachers introduced the new provincial math program. The new program is a continuation of the work done in elementary school. Professional development for the teachers involved high leverage sessions both at the board and at the school. The teachers in the math PLC (professional learning community) stated that they see the students adapting and learning with the new program. The teachers will continue to use the board math coach, as well as independent professional growth plans to improve the students' performance in math.

The language arts teachers continued to build on the previous year's use of Google docs for educators. The feedback from the Literacy PLC shows that this approach has improved the completion of work for the students. The ability of the staff to edit student writing in real time has also improved the quality of the student's work. Our teachers are working with the literacy coaches to develop strategies designed to improve the reading and writing of our students.

Many of our staff continued using their own professional growth plans to become more culturally proficient. Research clearly indicates that culturally responsive teaching is one of the most important factors in improving school performance. The staff used the book *Teaching Children of Poverty*, as a means of looking at their own individual practice. Time was allotted during our Professional Development days to discuss the important points from the book. They want to continue exploring ways to involve reach and ultimately succeed with all of our students.

Sir Robert Borden welcomes the challenge of changing and improving our student's learning. We feel confident that we address the needs of our students through a strong, collective effort, based on best practices. The staff is committed to improving their teaching and using the most effective strategies and techniques to help our students learn. We accept the challenge of improving our student's learning and are proud to be a community of learners at SRB.