
EBP SUMMARY REPORT

2017-18

(WESTERN QUEBEC SCHOOL BOARD)

**Note to reader: Modified version of report submitted by board. Financial information has been removed for sharing purposes.*

Project 1 - NANS Elementary Languages and Math

Goals and Activities

The priority established by the NANS group in 2017-2018 was Cycle 2 and 3 elementary Languages and Math.

Schools involved in the project were: Dr. Wilbert Keon, G. Theberge, Noranda, Golden Valley, Maniwaki Woodland, Namur, Onslow, Poltimore, St. John's, and Queen Elizabeth

All schools set Math and Languages (ELA and FSL) as priorities in their Management and Educational Success Agreements. All have Math improvement plans as well as vocabulary development plans in both ELA and FSL. All included the EVB project in their Professional Development Plans.

MATH

Cycle 2.1 and 2.2 Math teachers from NANS schools continued to work together in a network to analyze achievement data, share and develop targeted strategies to address areas of concern, and evaluate the impact of the strategies both through common assessments across schools and discussion and analysis. This involved 10 teachers coming together to:

- Analyse Math performance data at Cycle 2.1 and 2.2 elementary (year end and term, use of quadrants to target instruction)
- Implement targeted strategy (strategies) at each level
- Monitoring and evaluation
- Review, Reflect and Refine

The Math consultant guided and supported the group and principals met and monitored the initiative for to local support for teachers as well as to evaluate effectiveness of the approach and ensure it was meeting needs

2017-2018 core sessions: December 6th and March 14th. Additional sessions in between these two for followup.

FSL

Cycle 2 and 3 cycle teachers continued to work together in a network to analyze achievement data, share and develop targeted strategies to address areas of concern, and evaluate the impact of the strategies both through common assessments across schools and discussion and analysis.

Outcomes:

This involved approximately 20 teachers coming together to implement :

- Analysis of performance data at Cycle 2 and 3 elementary
- Vocabulary development plans across cycles
- Targeted strategy (strategies) at each level
- Monitoring and evaluation
- Review, Reflect and Refine

Supported and guided by Board consultants and principals from each school met and monitored for both support as well as to ensure initiative was meeting needs and to adjust if necessary. This initiative was included in Professional Development Plan of each participating school. In addition, they will receive PD on formative assessment walk throughs and commit to implementation.

Sessions dates: September 27, 2017, January 17, 2018, May 23, 2018. In addition all teachers also participated in training in approche sigNature.

Project 2 – Urban Elementary Schools

Goals and Activities

The on-going project this year extended this work and to provide an opportunity for lead core subject teachers to work with the school principal as well as to share within cycle groupings. Special emphasis went towards school professional development plans.

Lead teachers from the large elementary schools worked together with their respective school principal in a school based network to analyze achievement data; use of quadrants analysis to share and develop targeted strategies to address key areas of concern in each of the 3 core subjects. The focus will be on how to best apply differentiated instruction strategies and evaluate the impact of these strategies both through common assessments across schools and through on-going discussion and analysis. All schools are at different stages of a continuum of target setting.

The difference this year was a focus on the school's professional Development Plan . Each school had its' own goals and the support from consultants was to support their plans. There was more on-site professional development at the schools. Release days allowed teacher / administrator teams to reflect on current practices and plan ahead.

Students are identified:

1. Above Proficient 81% - 100%
2. Proficient 66% - 80%
3. Close to Proficient 55% - 65%
4. Below Proficient 55%

Attachment : Example2018 - WQSB results and school data

Project Target and Outcome:

1. The prime focus is to facilitate principals to collaboratively work with their teachers in understanding what areas of core subject instruction was needed to improve success . It is derived from the analysis of their quadrant data, and then to examine strategies and actions that will more effectively support development in the prime area/s identified by this data. This work will include differentiation and what it looks like in the classroom in the core subjects.
2. The prime focus for the lead teachers is to review the student data to identify the specific learning needs of each quadrant group of students and to refine teaching strategies enhance the learning and skill acquisition of each of the 4 student groups defined by their quadrant data analysis.

3. **Objective:** To continue to build knowledge in identifying effective teaching strategies and actions in each of the core subjects and how to better support learners across the quadrants identified by classroom teachers.
4. **Means:**
 - Examine school and class data by quadrants using data
 - Analyse what the quadrant analysis yields in respect to alignment with curriculum, progression of learning)
 - Identify key core subject concerns at the school level that impact on instruction
 - Select and use specific strategies to target learning and to accommodate the need for differentiation
 - Review and evaluate the impact of the strategy
 - *Review, Reflect and Refine - 3 year long-term plans

1. **Principal Professional Development:**

Principals receive on-going training by working with each of the core consultants to examine the use of quadrant data and its application in better understanding the learning needs of individual classrooms within each school. This was a one day training session for all school principals.

Costs: Principal travel and the 3 core consultants (WQSB expense).

This will be extending best practices developed with administration workshops teacher coaching and walk-throughs Robyn Jackson and Laura Lipton .

2. **Teacher Professional Development:**

On-going principal training sessions, individual schools from each of the 7 large elementary schools (Lord Aylmer, Chelsea, Eardley, Greater Gatineau, Pierre Elliott Trudeau, South Hull, Wakefield, and McDowell) as staffs worked with their respective school principal to examine student results and place students in their classrooms in quadrants in the core subjects. Costs: Professional development sessions with teachers were incorporated into after school sessions as part of staff meetings and in-school presence time. (WQSB responsibility).

Each of the 7 large urban schools will be given 4 days of teacher release for 3 core subject lead teachers to work with the school principal to examine

the school's quadrant data and to determine needs and effective strategies to move each quadrant of learners forward and to greater degrees of school success in the 3 core subjects.

*Impact and number of participants to improve student learning outcomes:

School	Student Population	Administrators	Teacher Allocations
Lord Aylmer	659	2	42
Chelsea	273	1	18
Eardley	354	1	24
Greater Gatineau	469	2	33
Pierre Elliott Trudeau	569	2	39
South Hull	449	1	29
Wakefield	306	1	20
McDowell	216	1	21
Total	3295	11	226

Dates: school determined in consultation with their teachers beginning asap before December and completed by June 15, 2018.

Project 3 Large High Schools and Junior High Schools

Note : The grant was used for projects 1 and 2 . It was determined by the WQSB that the grant would be distributed under the goals and guidelines indicated in projects 1 and 2.

Annex A – Report

The PLC reviewed a pilot project with the Ministry and a school success strategy. Besides reviewing the project we will begin the planning for next year and moving the project from only grade one immersion program teachers only to all cycle one teachers in 2018/19.

Strategy: Facilitate collaboration between the ELA and FSL teachers

Description: The schools developed a collaborative approach to teaching languages between the ELA and FSL teachers who teach the same group of students to improve student learning in both language classrooms. Using the tools and resources from the FACET program, teachers will be able to plan together and develop learning situations that enhance student learning in both language classrooms. By June, 2018, the teachers will meet to review the different literacy strategies that had been implemented in our English stream to support our literacy targets. They compared their Soundprints and Daily Five programs and compared the writing accuracy and fluency of their respective students. They also used part of the day to quadrant map their BAS and term two ELA marks to identify students who had improved throughout the year and to provide information on which students would require more support.

The teachers spent the day analyzing the effectiveness of the Neufeld approach with Debra McNamara on early literacy. At the beginning of the year, our Neufeld team identified students who were having emotional difficulties that were greatly impacting their academic success (based on term one report card). The teachers quadrant mapped the students based on their 'teachability' at the beginning of the year: Green – 'mature & attached'; Orange – 'mature & unattached'; yellow – 'immature & attached'; red – 'immature & unattached'. They reviewed the strategies of: matchmaking; alternative recesses; attachment room; focus on play, movement and nature; yoga; and anchoring each of the students with a key adult. The intent of the process was to provide information to show that the Neufeld approach was helping to move students from the Red Quadrant (effectively unteachable) and making them more available for optimal learning. A group of 6 teachers were released using to work on School Success strategies for the day on March 8th. -teacher teams worked on the following topics and then shared and gathered input from whole group Math/Language Arts data reviewed and forms created for overall student performance

UDL best practice presentation planned (Power Point presentation for all staff/ Home and School/ Governing Board) and Classroom Design template prepared for homeroom teachers
School Success Grant –Planning of purchases based on input from all cycles and French teachers.
At Chelsea, the days were used for the following to release the resource teacher and a representative from each cycle to:Review the results of a staff consultation on school values, areas of strengths, challenges and the identified best teaching practices Development of a PD planMapping out the PD schedule for 2018-2019.Review of the collaborative approach and set up at school (I.E. designated meetings and structured approach to guide cycle discussions)Review of the School success plan and alignment with PD plans
Evidence:Once discussed at school council (later this month), I will forward the PD plan. The school success has been finalized and approved by GB. The other documents can't easily be shared as everything is on large anchor sheets!In the end, we used some of our days. Analysis of data from June 2017 exams and 1st term results. Review of previous year SSP. Update or re-write Mission, Vision, Values, Motto, School and Community, Students, Classroom, School, Staff and Analysis of the Situation sections. Elaboration of grids to present to Teacher Council and GB. Following consultations in Cycle-meetings, going over actions and strategies in our School Success Plan in order to determine which are still pertinent and to see if there are strategies and/or actions used in class that we should add to our SSP. Elaboration of the School Success Plan to present to Teacher Council and Governing Board. Updating of the SSP and new information entered in

Skovision. Discussion and analysis of June 2016 exam results compared to 1st term for the same students. Continued analysis of success rates and strategies and actions. Grade 4 teachers meeting to discuss and guide new teachers through exam marking in order to ensure standardised and consistent results from one class to another.

Submitted by Stewart Aitken

Date June 19th, 2017