

EBP PHASE 2 SUMMARY REPORT
2015-2016
(CENTRAL QUÉBEC SCHOOL BOARD)

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

Project 1 (Support for Established Data Teams-MEES/TRA/DDO/Elementary Math teachers Cycle 3-St. Vincent's)

Goals and Activities:

Central Québec School Board continued to build on the expansion of the PLC model and the use of Data-Teams to drive student success. The Educational Services Team met with the data-teams at MEES, TRA, DDO, as well as the elementary Cycle 3 Math Teachers at St. Vincent's Elementary School.

Outcomes

The data team at MEES continued to grow in number with more teachers wanting to get involved. The use of data to drive instruction continued to be at the forefront of their work. TRA is in the very early stages of their PLC-Data Teams journey. Both MEES and TRA were selected to be the 2nd cohort involved in the joint EBP-Killingbeck Scholarship project.

The elementary math consultant met with teachers from St. Vincent's school on a number of occasions. The teachers made use of their data to look at strategies to improve their instruction and to look at a conceptual understanding of the teaching of mathematics. EBP Project funding was used in conjunction with a PDIG.

The ELA consultant worked with a teacher at DDO looking at his History & Citizenship results.

21.5 days of substitution
CQSB travel and materials

Project 2 (On-Going Support for Year 2 of the Jonquière Schools –RRES/RRHS)

Goals and Activities

The two schools in Jonquière had participated in our first joint Killingbeck Scholarship-EBP venture. The original plan called for a three year accompaniment of the schools. This was year two of the plan. Educational Services consultants visited the two schools and worked with the administrators in the elaboration of an implementation plan for data-teams and PLC's. The team travelled to Jonquière on numerous times to work with the staffs either at staff meetings or by cycle or curriculum area.

Outcomes

Progress has been satisfactory at the elementary school. The core members of the data team continue to meet and investigate their use of data analysis to improve instruction. A particular area of interest has been mathematics where the team has met on a regular basis with the math consultant to mine their data and plan responses.

At the secondary school, the resistance from a small pocket of teachers continues to affect the progress of the project. The principal and his core team have continued to meet and do min-presentations with the staff. There has been the implementation of three PLC groups among the staff but they are not sure of the "what" or the "why". Board staff has done refresher information sessions on basic PLC principles.

Project 3 (Accompaniment of the QHS Evidence-Based Project)

Goals and Activities

Québec High School had a project in place with the EBP team at the Ministry. The goals of the project continued to be to an action-research model investigating the perseverance and success of the population of special-needs students. The development of a tool to predict graduation or qualification of this population was to be part of the outcomes. CQSB provided a small amount of release-time support for the project team.

Outcomes

The CQSB team will be meeting with EBP and QHS in July to do a de-briefing of the project.

Substitution for L. Gingras

Project 4 (PLC Data-Team Project Cohort Two-Year 1: TRA/MEES)

Goals and Activities

This project brought together two school teams from the Trois-Rivières area along with a team from Educational Services of the Board to undertake a visit to the Kildeer Consolidated School District 96 near Chicago, Illinois. The purpose of the visit was to observe data-teams in action along with an extensive use of RTI within the framework of Professional Learning Communities. The long-range objective of this particular project was to have the school teams take best-practices observed and to translate them into their particular milieu.

Outcomes

Overall the results of this particular project have been positive. At MEES (Mauricie English Elementary School) the data-team that was already functioning there had received support from Evidence-Based Practice Project. The team has incorporated planning time across the school for the 2016-17 academic year and is moving forward with RTI and school-wide use of data to drive instruction.

TRA (Three Rivers Academy) has been slower to react following their visit. Although the team remains excited following their work the pressure tactics by the teachers' union substantially blocked any work moving forward. Following the settlement of the labour situation, the Board consultants did travel to the school to work with the principal and staff to kick-start the required follow-up from the travel part of the experience. Part of the difficulty has been a leadership that is not committed to this particular model of school improvement. Moving forward into year two of our accompaniment, there will be a new principal who should be more "on-board". Board staff will work with him to prepare the terrain to move the team forward.

Evidence-Based Contribution

CQSB Contribution

School Expenditures

Project 5 (Data-Teams Refresher for new Staff)

Goals and Activities

The original project called for Educational Services to develop and deliver a one-day refresher course on data teams and data-driven decision making for teachers new to our system.

Outcomes

This project did not happen due to the teacher pressure-tactics.

Overall reflection/observation

1. Things did continue to move forward in spite of the pressure-tactics of teachers. At the elementary level there is a greater degree of openness toward data-driven decision making and teachers were more willing to 'defy' their union to meet. Secondary teachers have been slower to embrace the concept and were content to use the labour issue to avoid PLC work. The experience generally has reinforced the importance of a committed and resolute leadership team within the schools to move PLC's forward. The Educational Services team did spend considerable time and resources to work on the school-culture piece. Our efforts here have shown some initial progress but a long-term effort with outside resources will likely be a part of our vision.
2. The projects mounted within the framework of the Phase 2 EBP project have been an integral part of the Central Québec School Board's vision to implement professional learning communities in all of our schools.

Submitted by Mark Sutherland
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