

**EBP PHASE 2 SUMMARY REPORT**  
**2016-2017**  
**(CENTRAL QUÉBEC SCHOOL BOARD)**

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

**Project 1 (PLC Mentoring Support-Micheline Gagné)**

**Goals and Activities:**

Micheline Gagné, principal at St. Vincent's Elementary School has extensive practice in implementation of PLC's. In cooperation with Human Resources and Instructional Services Mme. Gagné was released from 10% of her duties as principal to work with designated administrative teams as a PLC mentor. She accompanied the CQSB team who attended the Robyn Jackson coaching sessions as well as assisting new principals to develop their capacity in strategic planning and use of evidence-based practice.

**Outcomes:**

Mme Gagné worked diligently this first year in establishing relationships with the principals with whom she worked. She worked with both new and seasoned principals. For the new principals, she worked on building skills in management, and communication. With the cohort, at large she worked on PLC's, accompanied the CQSB contingent to the Robyn Jackson Coaching sessions, building skills for having conversations with teachers.

Mme Gagné has found this to be a worthwhile experience. In a number of instances, she has constructed positive attachments with her colleagues and worked on building a culture of leadership through trust. A report from Mme. Gagne is found at the end of the report. (See Appendix ONE)

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## **Project 2 (On-Going support for year two and three of the Jonquière/Trois-Rivières PLC Project, as well as Tom Hierck Presentation to TRA, MEES, SHS and DDO)**

### **Goals and Activities:**

There was a need for continued guidance and support for Riverside Regional High School and Riverside Regional Elementary School who participated in the Killingbeck Scholarship visit to Halifax Regional District School Board (Cohort One) 2014-2015. These teams had developed an action plan related to PLC's and the MESA (School Portfolio), and Educational Services continued to support the schools in their on-going growth; especially since as of this fall they merged to form one school – Riverside Regional School.

Cohort Two (2015-2016) Schools in Trois- Rivières (TRA/MEES) participated in the implementation of a special project which was to visit the Kildeer County Consolidated School District 96/Adlai Stevenson High School to observe first-hand the implementation and functioning of high-performing PLC's, Data-Team Meetings and Response to Intervention. Educational Services also continued their work here.

### **Outcomes:**

Among these four schools, the two elementary schools continued to show the way in the on-going development and implementation of their PLC's. Both principals showed the requisite leadership skills and used the right combination of tight and loose administration to move things forward. At Riverside Elementary funding was used to release teachers to build tools to track student achievement. Funding was also used to assist teachers to begin the identification of essential knowledge in Cycle Three math.

When the two schools amalgamated, an effort was made to have some subject-specific PLC's; the mathematics teachers did work to span the two levels, this work was done with the math consultant. The language arts consultant did some work in ELA and saw some desire to work on PLC principles. The ELA consultant used funding from a PDIG 'PLC-Formative Assessment to Guide ELA Instruction' to fund her work.

MEES continued in the process of data-team meetings. Funding was used to release teachers; however, this group has become more autonomous. This support was key in providing the team release time to meet together and map out the next steps that their guiding coalition would take. At MEES they have been able to establish independent cycle teams that are working and meeting on a weekly basis during our PLC block to engage in the PLC process.

At TRA, a change in leadership has given reason to hope that the total stalemate of the previous year might be set aside. The coordinator of Educational Services along with the French consultant met several times with the new principal and the PLC team. They had not developed any type of action plan, even after being shown some ideas. They did ask at one point for money to be released to do many different PLC's but none of the proposals really fit the criteria and funding was refused. There is a lack of understanding about what makes a true PLC.

Following the presentation by Tom Hierck on igniting the passion in leadership and required changes to successful implementation of PLC's at a Principals' Meeting in May of 2016, the principal of MEES, Elana MacDougall and the Educational Services jointly sponsored his return to Trois-Rivières on August 29, 2016 to present to the entire staff of four schools; TRA, MEES, SHS and DDO. This was extremely well received by all present and was a great way to get the troops fired-up for the new school year.

## **Project 2- PLC Support Mauricie and Saguenay + Tom Hierck**

### **EBP-Substitution**

## **Project 3 (PLC-Data Team Project with DDO School. Killingbeck Cohort Three)**

### **Goals and Activities**

Implementation of the third cohort (2016-2017) of the joint Killingbeck/EBP PLC accompaniment with DDO School in Valcartier was to visit the Buffalo Trail School District to observe first-hand the results of Tom Hierck's work with that school division. The targeted competencies centered on the preparation of the terrain for implementation of PLC's, establishing the why and how of a school's mission, vision and mantra. Educational Services professionals accompanied the school teams on the visit. Support will be provided to the implementation team during the year for them to meet and plan and consultants will be available to assist them as needed.

As previously stated, Tom Hierck also presented in Trois-Rivières in August to the Mauricie Schools; Shawinigan High, MEES and TRA as well as Dollard-des-Ormeaux School from Valcartier. Some evidence-based funding supported this measure. Tom Hierck worked as an advisor to our work at CQSB this year and will continue in 2017-2018.

### **Outcomes**

Following the school's visit to Alberta, the team from DDO was extremely motivated to take what they had seen and to implement it. They met and mapped out a plan to introduce PLC's to the staff and then took the elements from Tom Hierck's book to work with the staff to discover the culture of the school, the building of a new vision and mantra, and to work on the building blocks of a PLC.

The team sponsored several PLC days at the school, published PLC newsletters and even created a PLC primer. The team attended the RTI Institute in May of 2017. Following that, Evidence- Based Project supported several subject area PLC's to work on establishing team norms, and doing the initial; work of implementing PLC's. A brief summary of their work is included in Appendix B.

## Project 4 (Conceptual Math-Resources and Support)

### Goals and Activities:

Central Québec School Board has embarked on a five-year plan to support the Math Summer Institute Initiative. The plan involves extensive work in the schools with teams of teachers to extend their work on the teaching of mathematics conceptually. Central Québec School Board provided resources in this regard to be placed in the CQSB Resource library. Teachers had been asking for the books that were produced by the presenters so that they could use them as a reference as they moved forward with these shifts in practices. CQSB provided the resources and the Math consultant visited schools to do support. These visits coincided with specific PDIG Grants dealing with Conceptual Math.

### Outcomes:

The math consultant for the CQSB has worked in various schools to do the enrichment of the concepts presented at the Math Summer institute. With her collaboration CQSB had applied for and received several PDIGS;

Daily Math at St. Vincent 1 day

Conceptual Math Games at St. Vincent 1 day

Supporting Shifts in Math Practices through Coaching and C0-Teaching Model at CQSB 12 days

DDO School-New Horizons in Mathematics at DDO 1.5 Days

Developing Early Childhood Number Sense at St. Vincent 2 days

Total equivalent of 17.5 days

## **Project 5: (RTI Institute)**

### **Goals and Activities:**

Central Québec School Board hosted an RTI Institute in May of 2017. In order to support the participation of as many school teams as possible, Evidence-Based Practice Project provide support for teachers who wish to participate in the form of subsidizing some registrations and teacher-substitution.

### **Outcomes:**

The excitement generated by the 120-strong CQSB team at RTI was palpable. As a result school teams have expressed the desire to explore the topic of unwrapping the essential knowledge (PLC Question # 1- What is it the students need to learn?) This will be the focus of the work next year that Educational Services undertakes with school teams.

### **Comments**

Project 2 and 3: Kesi Walters was involved in a CQSB PDIG-PLC-Formative Assessment to Guide ELA Instruction for an amount of \$ \*\*. This amount has not been used in the calculation of other expenses.

\*Committed expenses: An estimation of any expenses carried out but for which the invoice has not been received and should appear in the year 2016-2017.

**APPENDIX ONE:**
**Report on PLC Mentoring – 2016-201**

Planning/Visits	Scho ols	Activities	What worked well	What did not go as	Proposed follow-up
August (1)		Discussed expectations with Pierrette and Stephen			
September (2) & October (1)  (3 days)		Discussed expectations with Mark and Jill. Prepared my individual meetings with Jason Barwise, Stephen Renaud and Faisal Doctor			
October 12	TRA	Individual Meeting (see report)	Getting to know the principal and his school		
October 15	TRA	Feedback on PLC organization	Needs support, needs to share, needs to understand his priority, needs to be patient		Full of energy, wants it to work NOW!
November 8	LaTuque	Individual Meeting (see report)	Getting to know the principal and his school		
November 10	LaTuque	Feedback on PLC organization	Needs support, needs to share, needs to understand his priority. Knows his school and community well. Needs to develop a More participative leadership.	He gives the impression of knowing what he wants to do and how to do it but might not have the right approach	Needs to tweak his leadership model to get more feedback from the staff in the decision-making process
December 9	ASJ Memorial	Individual Meeting (see report)	Getting to know the principal and his school		

**EBP PHASE 2-REPORT TEMPLATE**

JUNE 19, 2017

December 12	ASJ	Feedback on PLC organization	Was happy to share, and better understand his priorities. Stephen is progressing well and enjoys sharing on his school and asks a lot of questions		He really enjoyed the visit and is looking forward to our meetings in TRA
January 9		Planning meeting with Jason, Faisal and Stephen in TRA			
February 17	Riverside	Individual Meeting (see report)	Getting to know the principal and vice-principal and their school	A lot of tension.	No
February 24	TRA, LaTuque and ASJ	Meeting with the three Principals	Worked on strengths and challenges. First PLC question was discussed (see report)		A need to share their own process and exchange on strategies to face challenges
March 30	TRA, LaTuque and ASJ	Meeting with the three Principals	Finance Calendar of Activities A PLC Graphic Organizer A need to share their own process and exchange on strategies to face challenges		I suggested they make requests when they want more personalized interventions so we could meet and target a specific area of their work.
April 13	TRA	Meeting with Faisal	Open Infini for the first time and discussed Financial aspects of his school needed...		Understands better but was not a priority this year...

April 25	Planning				
May 5	TRA, LaTuque and ASJ	Meeting with the three Principals	A PLC Graphic Organizer, Tier 1, 2 and 3 Behaviour approach and interventions An overview of the behaviour procedures and access to services		A need to share their own process and exchange on strategies to face challenges
June 6	Planning				
June 8	TRA, LaTuque and ASJ	Meeting with the three Principals	RTI and PLC... Where are we going next year? How will you get the feedback from your staff on the measures? How will RTI have an impact on how you will distribute this money?		A need to share their own process and exchange on strategies to face challenges

### **Feedback from the Principals:**

- Very useful to align practices
- Very useful to exchange ideas and to take some time to reflect together on PLC
- Very useful to plan the next steps
- Very useful to share the challenges they face. Were not shy to discuss problems in front of each others.
- Liked to received some of the documents I prepared for my school that could be starting points for them
- Feel isolated in their respective schools and these meetings were a nice moment to take the time to share with other Principals the problems they face. These meetings were great opportunities to plan PLC meetings they would have at their school and how to better structure those.

## **Appendix Two:**

### **Link for Recap of PLC's at DDO**

Reflecting on our Pilot PLCs

[https://cqsb-my.sharepoint.com/personal/lucie\\_gingras\\_cqsb\\_qc\\_ca/\\_layouts/15/guestaccess.aspx?docid=09789d936a03d44e6bf3a0ff86ec2dc4a&authkey=AeQEFT84akA3q6PJxnXzFn8](https://cqsb-my.sharepoint.com/personal/lucie_gingras_cqsb_qc_ca/_layouts/15/guestaccess.aspx?docid=09789d936a03d44e6bf3a0ff86ec2dc4a&authkey=AeQEFT84akA3q6PJxnXzFn8)

Micheline Gagné

June 2017