

## **EBP PHASE 2 SUMMARY REPORT**

**2015-2016**

### **NEW FRONTIERS SCHOOL BOARD**

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

As the provincial government was in negotiations with the teachers' union, the first half of the 2015-16 school year proved to be a challenging reality. The second part of the school year allowed for administrators to continue to build with their school and centre teams, using evidence-based practices.

#### **Project 1 Collaborative MESA Development**

##### **Goals and Activities**

Providing school and centre teams the time to reflect and collaborate for their school MESAs while receiving guidance and support from Educational Services.

##### **Outcomes**

February 5<sup>th</sup>, 2016 - elementary, secondary and adult centre MESA teams met for a collaborative full day session for Goals 1 and 2 of the Strategic Plan.

April 29 – Elementary MESA team half-day session with a focus on Goal 3.

June 2 – Secondary and adult education centre teams team half-day session with a focus on Goal 3.

On-going: release for team members to work at their respective school.

On-going from September to December – MEES student data entry on DBMS and grade results

This information is connected to the expenses in the next table.

#### **Project 2 Introducing Common Formative Assessments in Secondary School**

##### **Goals and Activities**

Building upon the success and validity of the use of common formative assessments at the elementary level for math, French and English, secondary cycle 1 teachers will be introduced to using CFAs in their classrooms.

##### **Outcomes**

April 27 – the CFA teams from the 10 elementary schools met and shared their best practices with a math, English and French teacher from each high school.

## **Overall reflection/observation**

As a school board, there has been a heightened focus on the use of evidence-based practices, that are currently being shadowed at the school level by both administrators and teachers. By building the capacity of our staffs, in locating, applying and reflecting on the evidence that is available, all parties are empowered to share in the decision-making process.

The evidence-based funding has allowed the NFSB to scaffold the annual efforts to build the Common Formative Assessments at the elementary level and to continue to move it forward in the secondary schools. This year allowed for the beginning of this valuable process in secondary 1, in hopes of developing CFAs at the senior level.

The NFSB will continue to work with our staff, through the continued effort to build PLCs starting in the secondary schools and will also continue to provide the tools that administrators and teachers need to make evidence-based decisions, ie: DBMS, data in Lumix such as success rates and subject-results as well as GRADE assessments.

Board-wide ped days have been dedicated to the evidence-based efforts in order to reduce substitution costs and to allow for all staff to participate. Using evidence-based practice as the theme of these days communicated the importance of this focus. MESA from within the school board has also offset the balance needed to support these efforts.

Submitted by Mike Helm

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