

EBP PHASE 2 SUMMARY REPORT

2016-2017

(NEW FRONTIERS SCHOOL BOARD)

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

Continued support to Secondary School Lead Data Team (Dept. Heads), to Common Formative Assessment at the elementary level and the first steps in the development of common formative assessments in cycle 1 of high school.

Goals and Activities

During the course of the 2016-17 academic year, funding from EBP allowed for school data team leaders to meet twice as a whole team and once as a school team. These meetings provided support to teacher teams as well as supported the goals developed by the principals through the Network for Administrators. These whole group meetings acted as an informal diagnostic tool between school departments and the Educational Services Department. Open discussions with these school leaders uncovered a need to clarify the roles and responsibilities of Department Heads and led to the collaborative development of a document outlining these roles and responsibilities. This funding provided the opportunity to reflect, clarify and plan for continued development of PLCs in each high school. Teachers were released to work with consultants to continue to build Common Formative Assessments in Middle School. It also provided the opportunity for a number of new teachers to meet with consultants in order to be introduced and supported in the practice of using CFAs. In May, a team of 35 NFSB teachers and administrators attended the Solution Tree RTI training in Quebec City. 10 secondary school representatives were able to attend due to this financial support. Lastly, NFSB facilitated 3 marking centres for the MEES elementary end-of-cycle examinations as well as 8 marking centres for secondary schools. The decision to invest time and resources in these centres stemmed from the Lead Data Team and they desire for interschool collaboration and professional dialogue.

Outcomes

- a) The actual number of activities that occurred. Examples include:
 - Whole group Lead Data Team meetings (twice)
 - School team meeting with principal (once at each school)
 - Attendance at RTI conference (10 participants from the secondary-level)
 - Development of CFA in grade 7 math, English, and French (2 meetings)
 - Continued support for elementary CFAs
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- b) An appreciation or a reflection about the activities carried out
 - More direct input of who attended the RTI conference (more representation from HSB Dept. Heads)

I am very pleased with the outcome the work and progress made with the Lead Data Team. The development of the responsibilities and common release will hopefully create more clarity and appreciation of their efforts. Furthermore, this team has taken a more confident leadership role in their departments, most noticeably in requesting and using data to support their efforts.

Planning and the next reasonable steps:

In 2017-18, the NFSB plans to build upon the structures that are in place to strengthen our Professional Learning Communities. While recognizing that each school has varying strengths and needs, Educational Services will continue to support common meeting times (routine PLCs, Lead Data Teams, Correction Centres), using data to influence practice (CFAs and all available data), and the gradual implementation of the RTI model, primarily focusing on the development of a “Guiding Coalitions” within each school. Through a board-level “Guiding Coalition” consisting of the principal and one member of each school, Educational Services will provide professional development and localized support to administrators and school staff, with the main focus being, “Collective Responsibility”. Administrators will be provided with time during administrator meetings to meet with other NFSB principals (as a PLC) and to plan for school-based needs. The two board-wide pedagogical days in October will allow all support staff, teachers and administrators to receive a common message while being provided with time to collaborate within their school teams. It is hoped that a Solution Tree facilitator, will kick-start and inspire school teams to recognize their personal role in the NFSB mission statement, “Success for All Students”. It is hoped that each school will be subscribed to Solution Tree’s Global PD Video Library, which will provide professional development and support through virtual coaching session.

Furthermore, NFSB will be continuing to support CFAs in elementary and secondary schools. The need to revisit the purpose and implementation of these assessments have led Educational Services to plan for meetings with new teachers and to maximize the experiences and practices of “mentors” (teachers who are masters of using CFAs) during these sessions. New principals will also be invited to attend. Educational Services recognizes the need to take a step back in the implementation of CFAs in Middle School, due to the reluctance of teachers to take part in this process. In doing so, we will be inviting willing teachers to participate, with a partner, in sessions that will emphasize the value of using assessment to influence purposeful instruction, to develop common formative assessments and to participate in suggested conferences (using personal PIC).

Project 2 – Data Entry

The data for the MEES Sanctions exams was entered into the DBMS over the summer months.

Although we will be continuing with this initiative, NFSB is now aware that this funding can be found through another MEES source and will be using this support in 2017-18.

Additional comments and observations

The chart below reflects the request made for EBP funding, with the actual amount used in **green**.

Activity	NFSB Funding	EBP Requested Funding
Ped day meetings Lead data teams meet to review DBMS, plan for correction centres, align their curriculum and common formative assessments	No additional funding	
Release days for secondary department heads (LDT) to meet collectively, through Educational Services.		<i>2 meetings x 10 teachers</i> <i>2 whole team meetings x 10 teachers</i> <i>1 school based meeting at each high school x 10 teachers</i>
Release days for elementary and secondary teachers in CFA development and support with the consultants		<i>3 meetings x 20 teachers</i> <i>2 meetings x 20 teachers</i> <i>individual release to work with consultants, 8 teachers x ½ day release</i>
Solution Tree RTI training in Quebec City		<i>conference attendance</i>

Submitted by Kara Johnstone

Date **June 30th, 2017**