

## **EBP PHASE 2 SUMMARY REPORT**

**2014-2015**

### **SIR WILFRID LAURIER SCHOOL BOARD**

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

#### **Project 1: Dropout Prevention**

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

The intention of this project was to set up a Dropout Prevention Team in each of our High Schools. Although each school had the liberty to customize the team related to their reality, our recommendation was that each team be made up of an administrator, teachers, guidance counsellors, behaviour technicians, and professional if necessary.

Each team was to establish a system in which they used the Dropout Prevention Interface (A research-based interface designed by SWLSB that displays lists of students that demonstrate behaviours associated with dropping out of school. Each team defines their own strategies to work with identified students, but based on research an adult – student mentoring program is highly recommended as the single most effective strategy.

##### **Outcomes**

Check and Connect Mentoring Intervention:

The Check and Connect program, developed by the University of Minnesota, is an evidence-based comprehensive student engagement intervention which involves matching adult mentors with students at high risk for dropping out of school. Extensive research carried out over the past 15 years supports the efficacy of the Check and Connect approach. <sup>i</sup> <sup>ii</sup> <sup>iii</sup> Check and Connect is implemented based upon data drawn directly from the school population in which the intervention will be used. In the case of the SWLSB, we accessed relevant student data through our Dropout Prevention Dashboard.

At the beginning of the 2014-2015 school year the Check and Connect adult mentoring/student advising system was recommended to all of our high school principals as part of their MESA planning. This year, three high schools participated fully in the Check and Connect project and two initiated discussions and planning for the intervention but were not able to fully implement it. The remaining four high schools (two Laval junior schools and two Laval senior schools) were unable to initiate the intervention because of the demands of organizing for the mergers of the junior schools and senior schools next year.

##### **Overall statistics in brief:**

- In total, 24 adult mentors supported 36 at-risk high school students throughout the year
- A detailed analysis of results will take place over the summer months. Current anecdotal evidence collected indicates that the initiative in was very successful in three high schools.

---

SWLSB\_EBP Phase 2 Summary report - 2015\_MODEBP

NOTE: this report template is based on Riverside School board 2013-2014 report)

- In total, Ingrid Hove led or participated in 15 meetings with administrators, teachers and staff related to Check and Connect implementation at either the school or board level.
- 126 individuals (teachers, staff, parents) participated in a variation of the workshop: *Motivating Students Who Don't Care*

**Representative comments collected from mentors:**

- “I have fallen in love with this program and believe that it is the only way to meet the needs of some particularly high-risk students.”
- “Success is defined differently for each student, but mentee certainly found success this year. Marks have gone up and attendance and organizational skills have improved.”
- “Mentoring is not for everyone, but I would definitely volunteer again next year.”

**Details of ESD services provided to the five schools that began to implement or fully implemented the program:**

**Joliette High School**

Joliette High School has been using the Check and Connect intervention model for the last six years, and generously provided information and support to ESD and other high schools.

One ESD meeting took place at JHS to debrief with Mentor Coordinator Vicky Perrault and each of the eight teacher mentors to gather their feedback about the program and advice for other schools.

**Lake of Two Mountains**

Three meetings supported by ESD

- Initial meeting with Principal as part of MESA planning
- Two start-up meetings in school; one with the Principal and one with Guidance Counsellor for guided analysis of the DPP dashboard. A package of resource materials for the mentoring project was provided to the Principal and Guidance Counsellor, including a guide to using the DPP Dashboard and Check and Connect: Implementing with Fidelity. Dropout Prevention interventions and programs were initiated by LTM, but not in the context of the Check and Connect program.

**Laurentian Regional High School**

Two meetings and one workshop supported by ESD

- Initial meeting with Principal as part of MESA planning
- Initial team meeting in school with the Principal, Guidance Counsellor and special education consultant Anne Nicholson. Guided analysis of DPP Dashboard results and discussion of nature of Check and Connect program. A package of resource materials for the mentoring project was provided to the Principal and Guidance Counsellor, including guide to using the DPP Dashboard and Check and Connect: Implementing with Fidelity. The program was not initiated this year, but initial planning has begun for next school year, 2015-2016.

- A motivational workshop for supporting students at risk was conducted for interested teachers and copies of Motivating Students Who Don't Care (Mendler, 2000) were distributed to interested teachers.

### **Rosemere High School**

#### Four meetings supported by ESD:

- Initial meeting with Principal as part of MESA planning
- Initial team meeting in school with all three Administrators (Principal and two VPs), Guidance Counsellor (GC) and two special education technicians; guided analysis of DPP Dashboard results for RHS. Discussion of each at-risk student at each of the 5 grade levels. A package of resource materials for the mentoring project was provided to the Principal and Guidance Counsellor, including guide to using the DPP Dashboard and Check and Connect: Implementing with Fidelity
- Follow-up team meeting with 3 administrators, GC, and Adriana Pace; additional planning and clarification of roles for mentors took place. Copies of the book Motivating Students Who Don't Care (Mendler, 2000) provided for each of the 10 teacher mentors
- Debriefing meeting with all 3 administrators, two special education technicians, two GCs and 8 out of 10 teacher mentors.

### **Sainte-Agathe Academy**

Three meetings support by ESD, with additional support via phone/e-mail:

- Initial meeting with Principal as part of MESA planning
- Initial team meeting in school with Principal, Guidance Counsellor and one teacher representative. Guided analysis of DPP Dashboard results; discussion of each at-risk student at the senior high level. A package of resource materials for the mentoring project was provided to the Principal, GC and teacher rep., including guide to using the DPP Dashboard and Check and Connect: Implementing with Fidelity.
- Copies of the book Motivating Students Who Don't Care (Mendler, 2000) provided for each member of the high school staff.
- Debriefing meeting with Principal, all six mentors (5 teachers, one special education technician) and the Guidance Counsellor.

#### **In addition, Ingrid Hove delivered five workshops on motivating at-risk students, as follows:**

- Two sessions at ENGAGE All: attended by approximately 60 teachers/staff
- Two sessions at the SEAC Spring Conference: attended by approximately 50 parents
- One session at Laurentian Regional High School attended by 16 teachers/staff

### Representative comments from workshop participants:

- *Focusing on the relationship* ⇨ *I always ask the students “How can I help you? What can I do better?”*
- *Focus on the relationship first.*
- *Perseverance – Keep working on the relationship. Humor. Giving children choices.*

### Board level DPP Committee

Two meetings of the board level DPP committee took place this year: one with a small core group from ESD/CSD and one with the participation of a school principal. A goal was set to develop a portrait of our school leavers (students who have actually left our schools, as opposed to those we consider at-risk for dropping out). Under what circumstances are they leaving school? Do we have policies and practices in place that serve to either “push” them involuntarily out of the system, or to “pull” them back into the system to continue school?

### Consultant Training

The DPP consultant attend a Check and Connect, two day training and was certified as an official Check and Connect Trainer.

### Next steps:

- Plan for full implementation in between 5 high schools for the 2015-2016 school year and all 7 high schools for the 2016-2017 school year. More specifically, use the Check and Connect Model where appropriate.
- Provide more frequent information and updates to Complementary Services and Educational Services teams.
- Continue, and expand, the involvement of Guidance Counsellors and Special Education Technicians in the planning and implementation of the program.
- Offer regular, short (one to two hour) training sessions on specific topics of interest to mentors, principals and other stakeholders to improve implementation fidelity and confidence in the program. Topics will be drawn from feedback gathered at debriefing sessions and from those recommended by the University of Minnesota Check and Connect project team.
- Firmly establish the Board level DPP committee and carry out a detailed analysis of our current “school leaver” statistics and profiles of school leavers.

<sup>1</sup>Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*, 95-113. doi: 10.1016/j.jsp.2004.01.002

<sup>1</sup>Christenson, S. (2009). The relevance of engagement for students at-risk of educational failure: Findings and lessons from Check & Connect research. In J. Morton (Ed.), *Engaging young people in learning: Why does it matter and what can we do?: Conference proceedings* (pp. 36-84). Wellington, New Zealand: NZCER Press.

<sup>1</sup>Sinclair, M. F., Christenson, S. L., Evelo, D. L., Hurley, C. M., Kau, M. Y., Logan, D. T., Thurlow, M. L., & Westberry, D. (2001). *Persistence Plus: Using Check & Connect procedures to improve service delivery and positive*

SWLSB\_EBP Phase 2 Summary report - 2015\_MODEBP

NOTE: this report template is based on Riverside School board 2013-2014 report)

*post-school outcomes for secondary students with serious emotional disturbance*. Final Report (CFDA No. 84.237H) to Office of Special Education Programs, U.S. Department of Education. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

## **Project 2: Data Team Support – Elementary Math Goals and Activities**

Funding from the EBP Project was also used to support the implementation of new data teams, or the continued support of data teams already established. These efforts existed at the Elementary School level, and for the subject of Math as per our Partnership Agreement.

Teachers met with the math consultant throughout the year to implement and in some cases develop formative assessments, analyze results and discuss instructional interventions. The consultant also was available for the classroom coaching of individual teachers.

The following schools participated during the 2014-2015 school year:

- McCaig (5 meetings)
- OLP (4 meetings)
- Franklin Hill (4 meetings)
- Jules Verne (4 meetings)
- Souvenir (2 meetings)

## **Outcomes**

In all but one school (Souvenir Elementary School) the data teams functioned very well. Due to changes in teaching and direction staff, we will not know how much support these teams will need next year. We will, however continue with the same process.

## **Overall reflection/observation**

For the subject of math, we have now made available exams at all of the elementary levels except grade 1. Teachers have had the opportunity to use these common assessments to reflect upon their instructional practices, refine how they evaluate their students, and align their teaching with the curriculum. We will continue to promote, establish and support data teams or professional learning communities in all of our schools, but specifically related to the goals in our PA.

### **Project 3: Data Teams: Self-Evaluations**

#### **Goals and Activities**

In the fall of 2015 the EBP made a request to the Lead Data Team to assess the existence and level of data teams in their school. At SWLSB we had our principals do a self-assessment. These assessments were given to the EBP as requested.

#### **Overall reflection/observation**

The activity itself was very good for our team to experience, and it gave the Educational Services Department some insight as to what is happening in the field. Even though the data team process has been slowly implemented for the past 5 years, the wide range of responses was expected. Based upon our submission, we are hoping to have a report from the EBP to help us analyze our results and along with their school visits help us move forward with this process.

There were no funds used from the EBP for this event.

Submitted by G. Hippias, Assistant Director of Educational Services

Project 1: Submitted by Ingrid Hove

Date July 14, 2015

---