

EBP PHASE 2 SUMMARY REPORT

2016-2017

SWLSB

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

Project 1: School-based PLCs

Over the past several years we have devoted many resources to the development of school-based PLCs. We have emphasized the need for principals to make data-driven decisions with their staff, and our consultants have offered support related to the various subjects. In September, our elementary school principals responded to a self-assessment regarding where they are at in terms of establishing PLCs in their school.

The establishment of PLCs / Data Teams in SWLSB Elementary Schools			
SELF-ASSESSMENT			
Not yet there	Beginning	Partially Successful	Successful
4	4	16	2

Goals and Activities

Goal 1: The Director and Assistant Director will visit school-based PLC meetings and provide feedback to the principal.

Activity 1: School-based PLC meetings

Outcomes

- This goal was achieved for only 7 of our elementary schools, and the rubric was used to provide the basis for a conversation with the administration. One reason that this could not take place in more of our schools was the difficulty of coordinating schedules. We realized this late in the fall, and therefore abandoned this idea and funded meetings based on the recommendations and needs of the consultants. All PLC funding through the EBPP therefore was a result of a request from teachers and led by a consultant.
- Upon reflection of our goal for distributing funds, we have hypothesized that we have not gained the trust of our principals in their ability to receive feedback on their skills at data analysis and pedagogical conversations with their teachers. There is a cultural shift in our school board in which we are building the capacity for principals to enact the leadership of pedagogy in their school, but we have not yet built their confidence in how they do this.

That being said, we trust our consultants in their approach to working with school teams and trying to establish a culture of professional learning communities.

Project 2: SCIENCE PLCs

Curriculum alignment of Science is still a focus in our board.

Over the past several years there has been the development of a comprehensive curriculum map for the elementary level, including resources linked to the progressions of learning. Teachers at the elementary level were exposed to the Science Curriculum Map as a means for helping them align their practices with the curriculum, and the consultant promoted a move to inquiry-based learning. At the high school level teachers worked in school teams to use such analysis in hopes of developing a stronger sense of the power of formative assessment.

Activity 1: Elementary teachers will be brought together to take part in a science PLC.

Activity 2: High school teachers will be released to take part in school-based PLCs with a particular focus on developing

Outcomes

The actual number of activities that occurred. Examples include:

- Since most of our elementary schools have very few science teachers, only one dedicated to the entire school, or one per cycle, it is very difficult to create an in-school PLC. Therefore, 3 official PLC sessions took place involving 12 teachers with subsequent individual follow-up in schools.
- One HS has established a working PLC that will continue for the next year.

The Science consultant has built a strong base of teachers who are willing to come together and share their practices in schools. Next year, he will continue to work with a central PLC and follow-up with individual supports. The need for promoting inquiry science fairs has grown out of this year's work with teachers and this will be a focus for discussion.

Project 3: STAY – Students Thrive All Year

The Drop-out prevention plan, otherwise known as STAY, is a systematic attempt to target potential student leavers is now in its third year of implementation. This year, our consultant focused on training identified staff as SAGE (Support, Advocate, Guide, Enrich) mentors with follow-up support as needed.

Goals:

- High school staff will be released to attend a SAGE mentor training session.
- High school staff will be released for follow-up support on particular case studies.
- Our consultant will attend the Canadian National Mentoring Symposium in November.

Goals and Activities

Goal 1: Train teachers on how to be a mentor to at-risk students.

Activity 1: Six workshops were given in order to train

Goal 2: Provide ongoing support teachers as they mentor at-risk students

Activity 2

Reflections

Throughout the 2016-17 school year, over **100 teachers**, support staff and administrators received formal mentor training in one of six workshops. Teachers are expected to work with a mentee for 2-3 years, or until the student is succeeding and no longer feels the need for further support. By the end of Term 1, 67 mentors were working with 76 at-risk students.

Established Mentor / Mentee Relationships 2016-17 School Year		
School	Mentors	Mentees
JHS	18	26
LRHS	8	9
LSA	12	12
RHS	19	19
LJA	10	10
TOTALS	67	76

Once mentoring pairs were established, the priority became working one-on-one with mentors to help them develop strong relationships with students based on the principles of strength-based mentoring. The blog <http://sagementors.blogspot.ca/> was posted to provide information, documentation and inspiration for new SWLSB mentors. The DPP Coordinator visited mentors once per term and discussed actions that might help develop strong, supportive relationships that mentors can sustain for two to three school years.

Meetings between school administrators and the DPP coordinator helped to literally put a face to the names of students identified by the DPP Dashboard. In most schools, the students at the top of the list with three or more DPP “flags” were considered for mentoring. Although there are not nearly enough teacher volunteers to mentor all students at risk, almost all of the students who are being mentored have at least three flags.

The 2016-17 school year finished with a Board-wide meeting of mentors on March 16, and staff meetings of mentors at LSA and LJA. At these three meetings, The consultant presented *Trauma Informed Mentoring* to help mentors gain perspective on the effects of Adverse Childhood Experiences on student success. Mentors also had a chance to support one another, reflect on the first year of SAGE Mentoring and provide useful feedback for improving the program next year.

Submitted by Geoffrey Hipps

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