

## EBP PHASE 2 SUMMARY REPORT 2015-2016



Western Quebec School Board

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

### Project 1 (Project A: NANS; Project B: Urban Schools)

N.B. The grant was split between projects A & B.

#### Project A (NANS/Rural Schools)

Schools involved : Dr. Wilbert Keon, G. Theberge, Noranda, Golden Valley, Maniwaki Woodland, Namur, Onslow, Poltimore, St. John's, Queen Elizabeth, Buckingham

All schools set Math and Languages (ELA and FSL) as priorities in their Management and Educational Success Agreements. All have Math improvement plans as well as vocabulary development plans in both ELA and FSL.

#### MATH

Overview of project orientations:

- Analysis of Math performance data at Cycle 2.1 and 2.2 elementary
- Implementation of data team model and targeted strategy (strategies) at each level
- Monitoring and evaluation
- Review, Reflect and Refine

Each school was provided with 4 release days per teacher (a total of 11 teachers). Teachers came together for four days at the board to work with the Math consultant on data analysis, resource development, assessment development and a review of strategies implemented and outcomes.

February 4- 5, 2016

Cycle 2.1 and 2.2 Math teachers met to analysis data from Term 1 and review what strategies agreed upon in August had been effective. In addition teachers focused on the following:

- Teachers shared updated math spreadsheets to help calculate marks

- Reviewed data from assessment, assigned quadrants to help determine areas for review
  - Explored websites/tools: explore learning, prodigy, IXL
  - Reviewed the Manipulative math binder as a strategy for use
  - Creation of over 20 Math lessons to be used between February and April.

April 25, 26, 2016

Orientation of the two days: Making Teaching Visible

Discussion focused on:

- How do you know when a student has learned something?
- The Learning Pit, Acceleration, Teacher Clarity, etc.
- Mindsets (Growth Mindset vs Fixed Mindsets)
- Making learning visible in class
- Shared outcomes from lessons used since Feb.
- Analysis of areas of struggle of struggle for students
- Next steps – 2016-17

ELA and FSL

This aspect was not carried out to the fullest for several reasons: funding shortage, teacher work action, necessity to have principals strengthen understanding of what data telling them.

What did happen:

Principals met 3 times to focus on the data from BAS results, ELA assessments and information gathered from teachers and board consultants.

Principals worked together to analyze achievement data, complete and revise vocabulary strategic development plans for vocabulary. Principal group used S. Pepper Rollins, “Learning in the Fast Lane” as a resource and guide to development of targeted plans. All principal attended PD session by Pepper-Rollins in May. In addition, each principal worked with a key teacher to examine the data, the vocabulary development plans and the possible support required to implement. All schools began the implementation of plans for full implementation in 2016-2017.

Some Specifics:

G. Theberge, Golden Valley and Noranda held Vocabulary development Pd sessions.

Maniwaki Woodland implemented a language enrichment program. The principal and teacher tracked student outcomes using BAS and Term results.

## **Project B (large urban elementary schools)**

### **Target:**

1. The prime focus is to facilitate principals to collaboratively work with their lead teachers in understanding what areas of core subject instruction need improvement that is derived from the analysis of their quadrant data, and then to examine strategies and actions that will more effectively support development in the prime area/s identified by this data. This work will include differentiation and what it looks like in the classroom in the core subjects.
2. The prime focus for the lead teachers is to review the student data to identify the specific learning needs of each quadrant group of students and to refine teaching strategies enhance the learning and skill acquisition of each of the 4 student groups defined by their quadrant data analysis.
3. **Objective:** To continue to build knowledge in identifying effective teaching strategies in each of the core subjects and how to better support learners across the quadrants identified by classroom teachers.

### **Outcomes:**

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

##### **Chelsea School:**

- The head teacher was released to work with the principal for 7 days prior to his departure for surgical leave. During the 7 days the Educational Plan was discussed and worked on and updated in Skovision, completely revamped the schedule and timetables (2016) for the Chelsea staff to account for ELA, FSL and Math every day.

\* A new principal was named at the beginning of term 3 who shortly thereafter went on medical leave.

##### **Eardley School:**

- **7 April: Data Group –met to review and revise last year’s data sheets and agreed to streamline the format. We met o consider TTFM results** and see if there were links between anxiety and school performance. We also reviewed our outcomes from class marks

and exams. In math we focussed on G6 results and noted that students were having difficulty with measurement and conversion. We also looked at what the staff has been working on, feedback, and how it links to our revised IQAs.

- 6 May: Data Group –completed IQAs for class groups from G3 up and identified exemplars of students on the cusp that could be moved from “yellow” to “blue”. (In general, the staff liked the new format and could easily see how they could identify students on the cusp given the “feedback on feedback”) to be discussed in a consequent staff meeting. Cycle 1 and Kinder were to complete their own IQAs.
- 17 May: revised MESA 2016 (year 3 of 4 year plan) approved by Governing Board
- June PD days: teachers will use coloured portions of IQAs as a basis for reviewing and revising class lists for next year (IQAs follow the groups).

### **Greater Gatineau School:**

- Project consisted of looking at BAS reading data from November, and plotting students into 4 quadrants; targeting students who would need extra support to move forward. We also looked at ELA/Math and French data from the previous year to determine areas for improvement, and the teaching strategies to be implemented to help students move forward in the quadrants.
- Using the quantitative data from the 3 core subject levels, and combining this with the qualitative data of the TTFM survey; we focussed on creating a classroom that reaches the needs of all learners by implementing UDL strategies. After the lead team attended PD on UDL, a half day workshop was presented to staff; with follow up activities that will help to address the needs of various learners, in order to move them forward in their quadrants.
- The June final exam results will be studied by the data team, producing a data profile of each student; and targeting global areas that need to be addressed during the 2016/17 school year. Each teacher will start the new year with their data profile of each student, including their socio-emotional attitude to learning component. The 2016-17 PD plan was finalized by the data team, which will be a vital component to our Educational Project.

### **Lord Aylmer School:**

- The lead core subject teachers worked with the principal on developing charts to indicate where students fell in accordance to their performance. Strategies were also developed in the core subjects to help students advance.
- These materials were shared earlier in the year with DEEN CARE.

### **Pierre Elliott Trudeau Elementary School:**

- looked at evaluation across the core subjects as the school was noticing that from grade two to six that there was a wide variance between term marks and exam marks. The planning days were spent looking at the variance and having professional conversations about standards of evaluation and trying to determine why exam marks were much lower than term marks. Bringing this discussion on variance to the consciousness of teachers was a very important exercise.

### **South Hull School:**

- Day 1, April 12: Teacher and principal worked on entering term two results (student)s into ELA, French, and math quadrants.
- Day 2, April 13: teacher finished entering the students into the quadrants. We then made some comments on a few of the students who were falling into the 3<sup>rd</sup> and 4<sup>th</sup> quadrants.
- Day 3, May 2: 3 teachers and the principal looked at the quadrants in relationship to the school's goals in ELA, FSL, and math.
- Day 4 - yet to be scheduled: we will enter the 3<sup>rd</sup> term and exam results (students) into the quadrants. We will add all spec ed codes and other relevant info into the comment areas. Then check to see how many students moved from a lower quadrant to a higher quadrant.

We will then look at the results to see if our goals were met.

Goal 1: ELA to spend more time on reading responses and to create for next year (experimented in some classes this year) visual (video) short stories so as to allow more time for discussions and reduce the obstacle of reading for our below level readers.

Goal 2: FSL to spend more time on oral language (vocabulary) so as to give the students more “word knowledge” for reading and writing.

Goal 3: Math to apply MMCP's twice a month in certain classes (those teachers who were working on a grant to create MMCP's for all levels in French and English). The other classes did apply MMCP's more often than they did in previous years but not twice a month.

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**Wakefield School:**

- April 4- continuation of our plan of finishing the curriculum maps this year (aligning them K-6, same format, by subject); revamped transition form for team meetings in June; discussion of next steps – school success plan: how to use data; goals and targets
- April 25- look at how we present and use data in August- exams, creating class profiles using data, drilling down with individual students who are a mystery to us. Create documents for class and individual profiles. How does this connect with our school success goals and targets?
- May- focus on three core subjects- lead teachers met with their cycle teams in the 3 core subjects and finalized their curriculum maps, examining areas of overlap and gaps, and agreeing on a common format. Our next steps will be to look at the key area(s) we will focus on specifically after looking at our data to improve results in the three core subject areas. Then we will align our professional development plan to support this direction and set realistic targets for our MESA agreements. This will be our continued focus into 2016-17.
- A new angle arose when the team examined their Tell Them From Me survey results: is there a more effective tool that we could use to capture student voice? We are working to develop a short survey with some open ended, qualitative questions as an extension of the TTFM survey.

**Outcomes**

- Each of the large urban elementary schools in WQSB has used the funds from the Evidence Based Project as shown above. Each school is working under a common understanding but individually applying the over- arching strategies of using quadrants to meet their identified individual school needs.
- Overall reflection/observations made by the principals when I met with them in late spring was to begin to also more examine and factor in students' emotional/behavioural readiness as learners.
- This new exploration will form the basis of the schools' work next year in school success.

**Comments**

Project A and B: This project included travel costs for the principals to attend central meetings, plus consultation with the core the subject consultants. There is also the Director's time used to meet with the principals to plan, discuss, and review this project and its outcomes with the school principals. This time was not factored into the costs but is a board contribution in kind.

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