
EBP PHASE 2 SUMMARY REPORT

2016-2017

(WESTERN QUEBEC SCHOOL BOARD)

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

Project 1 - NANS Elementary Languages and Math

Goals and Activities

The priority established by the NANS group is Cycle 2 and 3 elementary Languages and Math.

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

All schools have 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

Cycle 2.1 and 2.2 Math teachers from NANS schools will continue to work together in a network to analyze achievement data, share and develop targeted strategies to address areas of concern, and evaluate the impact of the strategies both through common assessments across schools and discussion and analysis. This involves 10 teachers coming together to implement the plan and using the data teaming framework, will allow for:

- Analysis of Math performance data at Cycle 2.1 and 2.2 elementary (year end and term, use of quadrants to target instruction)
- Implementation targeted strategy (strategies) at each level
- Monitoring and evaluation
- Review, Reflect and Refine

The Math consultant will guide and support the group.

Principal participation: Principals from each school will meet and monitor for both support of teachers as well as to further develop and expand school teams. In addition, they will receive PD on formative assessment walk throughs and commit to implementation.

ELA and FSL

Cycle 2 and 3 cycle teachers will continue to work together in a network to analyze achievement data, share and develop targeted strategies to address areas of concern, and evaluate the impact of the strategies both through common assessments across schools and discussion and analysis.

Outcomes:

This involves 20 teachers coming together to implement the plan and using the data teaming framework, will allow for:

- Analysis of performance data at Cycle 2 and 3 elementary
- Implementation of vocabulary development plans across cycles
- Implementation of data team model and targeted strategy (strategies) at each level
- Monitoring and evaluation
- Review, Reflect and Refine

Meeting dates for Math, ELA and FSL:

November 2016

January 2017

March 2017

May 2017

Principal participation: Principals from each school will meet and monitor for both support of teachers as well as to further develop and expand school teams. In addition, they will receive PD on formative assessment walk throughs and commit to implementation.

Project 2 – Urban Elementary Schools

Goals and Activities

This project has been designed to extend this work and to provide an opportunity for lead core subject teachers to work with the school principal as well as to share within cycle groupings.

Lead teachers from the large elementary schools worked together with their respective school principal in a school based network to analyze achievement data; use of quadrant analysis to share and develop targeted strategies to address key areas of concern in each of the 3 core subjects.(example appendix A and B) The focus will be on how to best apply

differentiated instruction strategies and evaluate the impact of these strategies both through common assessments across schools and through on-going discussion and analysis. All schools are at different stages of a continuum of target setting.

Students are identified:

1. Above Proficient 81% - 100%
2. Proficient 66% - 80%
3. Close to Proficient 55% - 65%
4. Below Proficient 55%

Project Target and Outcome:

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.
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3. **Objective:** To continue to build knowledge in identifying effective teaching strategies and actions in each of the core subjects and how to better support learners across the quadrants identified by classroom teachers.
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4. Means:
 - Examine school and class data by quadrants using data
 - Analyse what the quadrant analysis yields in respect to alignment with curriculum, progression of learning)
 - Identify key core subject concerns at the school level that impact on instruction

- Select and use specific strategies to target learning and to accommodate the need for differentiation
- Review and evaluate the impact of the strategy
- *Review, Reflect and Refine - 3 year long-term plans

1. Principal Professional Development:

Principals receive on-going training by working with each of the core consultants to examine the use of quadrant data and its application in better understanding the learning needs of individual classrooms within each school. This was a one day training session for all school principals.

Costs: Principal travel and the 3 core consultants (WQSB expense).

*In all, 20 teachers and administrators will attend the spring RTI workshops May 10th to 12th, 2017. This will be extending best practices developed with administration workshops with RTI, Teacher Coaching and walk-throughs Robyn Jackson and Julie Hobbs.

2. Teacher Professional Development:

On-going principal training sessions, individual schools from each of the 7 large elementary schools (Lord Aylmer, Chelsea, Eardley, Greater Gatineau, Pierre Elliott Trudeau, South Hull, Wakefield, and Buckingham) as staffs worked with their respective school principal to examine student results and place students in their classrooms in quadrants in the core subjects. Costs: Professional development sessions with teachers were incorporated into after school sessions as part of staff meetings and in-school presence time. (WQSB responsibility).

Each of the 7 large urban schools will be given 4 days of teacher release for 3 core subject lead teachers to work with the school principal to examine the school's quadrant data and to determine needs and effective strategies to move each quadrant of learners forward and to greater degrees of school success in the 3 core subjects.

*Impact and number of participants to improve student learning outcomes:

School	Student Population	Administrators	Teacher Allocations
Lord Aylmer	624	2	42
Chelsea	288	1	20

Eardley	359	1	25
Greater Gatineau	449	2	31
Pierre Elliott Trudeau	561	2	38
South Hull	436	1	29
Wakefield	303	1	19
Total	3 020	10	204

Dates: school determined in consultation with their teachers beginning asap before December and completed by June 12th, 2017.

Project 3 Large High Schools and Junior High Schools

Goals and Activities

The Goal is to challenge school level leaders with the following in mind:
LEADERSHIP IS THE EXERCISE OF INFLUENCE ON ORGANIZATIONAL MEMBERS AND DIVERSE STAKEHOLDERS TOWARD THE IDENTIFICATION AND ACHIEVMENT OF THE ORGANIZATION'S VISION AND GOALS.

By: leading a team of two/three administrators/senior administrators who will schedule time with each school's leadership team and spend one/two days working through 5 areas of school level leadership while gathering data and giving objective "for" learning feedback. Production of a rubric document (360 in scope) and production of feedback data based on rubric template.

List of indicators developed and shared pre-and post meeting.

Indicators would be based on 5 areas of school level leadership.

The targets to be established will be linked to data collected in the following 5 areas:

- 1) Setting Directions
- 2) Building Relationships and Developing People
- 3) Developing the Organization to Support Desired Practices
- 4) Improving the Instructional Program
- 5) Securing Accountability

Annex A – Report

The PLC reviewed a pilot project with the Ministry (FACET program) and a school success strategy. Besides reviewing the project we will begin the planning for next year and moving the project from only grade one immersion program teachers only to all cycle one teachers in 2017/18.

Strategy: Facilitate collaboration between the ELA and FSL teachers

Description: Develop a collaborative approach to teaching languages between the ELA and FSL teachers who teach the same group of students to improve student learning in both language classrooms. Using the tools and resources from the FACET program, teachers will be able to plan together and develop learning situations that enhance student learning in both language classrooms.

June 2, 2017

The teachers met to review the different literacy strategies that had been implemented in our English stream to support our literacy targets. They compared their Soundprints and Daily Five programs and compared the writing accuracy and fluency of their respective students. They also used part of the day to quadrant map their BAS and term two ELA marks to identify students who had improved throughout the year and to provide information on which students would require more support.

The teachers spent the day analyzing the effectiveness of the Neufeld approach on individual school success. At the beginning of the year, our Neufeld team identified 50 students who were having emotional difficulties that were greatly impacting their academic success (based on term one report card). The teachers quadrant mapped the students based on their 'teachability' at the beginning of the year: Green – 'mature & attached'; Orange – 'mature & unattached'; yellow – 'immature & attached'; red – 'immature & unattached'. They reviewed the strategies of: matchmaking; alternative recesses; attachment room; focus on play, movement and nature; yoga; and anchoring each of the students with a key adult. The intent of the process was to provide information to show that the Neufeld approach was helping to move students from the Red Quadrant (effectively unteachable) and making them more available for optimal learning.

Submitted by Stewart Aitken

Date June 19th, 2017