

# Teacher Leader Program Concludes with Poster Session



*Lisa Estabrook of Bishop Fenwick High School Presents Her Action Plan*

BRAINTREE, MA – On Tuesday, May 3<sup>rd</sup>, the Catholic Schools Teacher Leader Program concluded with a poster session held at the Archdiocese of Boston’s Pastoral Center in Braintree. This gathering, attended by Teacher Leader Program participants, a number of Boston Catholic School principals and several Archdiocese employees, presented an opportunity for the teacher leaders to display their actions plans. These plans were developed throughout the course of the program, which included four professional development sessions combined with many hours of out-of-classroom work. Moderated by Chris Beza, Principal of Sacred Heart Elementary School in Weymouth, the poster session presented findings on subjects including how to develop a comprehensive bullying prevention and intervention program, how to develop a student council and how to improve instructional assessment.

Throughout the poster session, the assembled educators and principals used the gathering as an opportunity to view the work completed by the teacher leaders and to ask questions regarding what was learned through the process. This included how teacher leaders would have differently approached their action plans, what difficulties were faced along the way and how the work that was completed during the program can be sustained moving forward.

The Catholic Schools Teacher Leader Program, which began in October and concluded with the poster session, aimed to provide select teachers from Archdiocese of Boston schools with the skills and experience required to take leadership roles amongst their fellow teachers. This encouraging of teacher leaders to work beyond the four walls of the classroom will continue beyond the program, as the participants will work to implement their action plans and identify potential areas of improvement for their schools.

The following schools had teachers present their work at the poster session: Holy Family Elementary in Rockland, Bishop Fenwick High School in Peabody, Blessed Sacrament Elementary in Walpole, Our Lady of Perpetual Help (Mission Grammar) in Roxbury, Quincy Catholic Academy, Sacred Heart School in Roslindale, St. Agatha Elementary in Milton, St. Joseph Elementary in Needham, St. Michael Elementary in Lowell and St. Rose School in Chelsea.

For more information regarding Catholic education, please visit the Boston Catholic Schools office website at [www.catholicschoolsboston.org/](http://www.catholicschoolsboston.org/).



## Increasing Middle School Scholar Success through Individual Impact Plans

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### BACKGROUND

This action plan was implemented at Our Lady of Perpetual Help Mission Grammar School, located in Roxbury, MA. Mission Grammar is a small urban Catholic School dedicated to reaching individual excellence in a faith-based community rooted in Gospel values. The school presently serves 203 scholars in grades K1-8. The middle school seeks to enrich the minds, bodies, and spirits of adolescent scholars in grades 6-8, focusing on admissions to successful high schools and colleges. One way the success of scholars is measured is Stanford 10 results. Mission Grammar is focusing on increasing these test scores and targeting instruction in areas of need for each scholar. Mission Grammar has recently adopted the use of an impact plan for all scholars (published by Just Ask publications). In an impact plan, teachers state scholar strengths and areas of need supported by test data. Teachers list resources and strategies to improve in and support the areas of need.

### PURPOSE STATEMENT

The purpose of this research project was to increase middle school scholar success utilizing individual impact plans. The impact plan is designed to help meet the needs of scholars performing at or below 50% on any sub test of the Stanford 10.

### GUIDING QUESTIONS

The project was directed by three questions: 1) How are teachers using impact plans (differentiating instruction, creating innovative lessons, offering additional supports)? 2) What is the evidence for scholar success, specifically on the Stanford 10? 3) What gains are scholars making in areas of need?

### METHOD

All middle school teachers were a part of the action plan, each creating individual impact plans for all scholars. All middle school scholars and families participated as instruction and resources were implemented for each scholar.

Below is the timeline for implementation:  
October, 2010: All teachers created an impact plan for all scholars

October, 2010: Impact plans were shared amongst the middle school team, including the principal. At this meeting, necessary resources and needs were addressed in order to put the individual plans into action.

November 2010-Present: All teachers are implementing individual impact plans. Scholar growth shared at Student Support Team and family conferences

March, 2010: Scholars took the Stanford 10

April, 2011: Teachers/ Principal focus groups were conducted

May, 2011: Stanford 10 results will be returned and data will be analyzed

Qualitative analysis was done with focus groups. Stanford 10 scores will be analyzed by comparing scholar individual scores in specific areas of need which were targeted by the impact plan.

### DATA ANALYSIS

Qualitative analysis of teacher focus groups was conducted through open-coding. Qualitative data indicated teachers felt they knew individual scholars better as learners. As one teacher stated, "Creating an impact plan for each one of my scholars made me analyze last year's data and use it to drive instruction. I felt prepared to give the scholars what they need to succeed." The principal also reported that, "lesson plans have directly linked to methods referred to in impact plans." Additionally, the impact plans were revisited at Student Support Team. This helped to address changing needs of scholars, adding or subtracting resources from the plan. The Stanford 10 data is expected to arrive mid May. At that time, analysis of test scores and increased success in areas of need will be completed.

### FINDINGS

Data indicated that teachers felt they knew their scholars better as learners. Although not part of the original purpose of the project, this was a definite outcome of the action plan. Lesson plans indicated teachers using resources from impact plans on a daily basis. Once the Stanford 10 data arrives, we will be able to get a firm grasp on the major outcomes of this action plan. This will allow us to identify how these areas of need were impacted.

### DISCUSSION AND EXTENSION

Findings indicated that the project most definitely had a positive influence on teaching. We look forward to analyzing the test scores. The focus group discussed ways to use the impact plan next year. Teachers are planning on creating the plans over the summer utilizing Stanford 10 data. We will also think about new ways to involve families and scholars more actively in the establishment of the plan at the start of the school year. Additionally, teachers want to have scholars and families sign off on impact plans and utilize them as a check-in tool at family conferences. The impact plan is definitely a tool we will continue to use in helping scholars achieve success at Mission Grammar School.

Poster presented at the 1<sup>ST</sup> Annual Catholic School Teacher Leaders Poster Session, Archdiocese of Boston  
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*An Example of a Teacher Leader Poster*