



Duffield School 2022/2023 Baseline Report

Principal: Cherie Lovsund

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Primary Area of Focus:	Teachers and Leaders Promote Literacy and Numeracy
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We recognize that there is an achievement disparity for our Indigenous learners. A significant avenue for exploration is to review student attendance. Student achievement is diminished when students are absent from school. Our attendance rates for 2021-2022 indicate that a significant contributing factor to increasing student achievement would be to improve our understanding of the factors that keep students from attending. We recognize that the ongoing pandemic created challenges for many families across the Division. To be clear, however, we also recognize that attendance concerns existed prior to the pandemic. Given the recognizable impact that attendance has on learning – it is important that our schools follow up with all students to quickly determine strategies to improve attendance. It is also critically important to recognize that student attendance will be impacted by each student’s academic success and sense of belonging – these factors (belonging, achievement and attendance) all contribute to the overall success of our students. Students who are absent for a considerable portion of their learning are at a heightened risk for dropping out of school. As our results demonstrate, we have a gap in attendance rates for our First Nations, Métis and Inuit students that requires innovative strategies toward minimizing and, ultimately, eliminating the gap.

Duffield School Baseline Report

Our Vision:
Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission:
We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Baseline Study Participants

- Duffield Certificated Staff - Administration of Screens and Assessments; Analysis of Data; Embedding Data Analysis into planning and programming.

Screening Tools: MIPI, Numeracy Interviews, Mine the Gap Diagnostics, RCAT, F&P, QPAS, LENSs, CC3, WTW Inventories, Brigance & Teacher narratives

- Duffield Non-Certificated Staff - Providing input into understanding individual students who are outliers to the data
- Students grade K-9 - Completing formative and summative assessments such as the MIPI, F&P, QPAS, CC3, LENSs, RCAT, Brigance, WTW as well as classroom assessments and observations
- Division Office Staff
 - Division Principals and Facilitators
 - Numeracy and Literacy*
- Stakeholders (Parents, Students, Teachers) - Observations, Standardized Assessments, Conversations, Questions, Home-School Connection for Literacy and Numeracy

Understanding Student Achievement

What have we done to gain clarity of understanding?

- Data Meetings
- Initial IEP Review Meetings
- School-Wide data collection and sharing in Literacy (F&P, QPAS, CC3, LENSs, RCAT, Writing Samples, WTW) and Numeracy (MIPI, Numeracy Interviews, Mine the Gap Diagnostics) in weekly Collaborative Response Meetings
- Review Timetables to ensure minutes of instruction are being maximized; Discussion about what needs to be taken off the plate to ensure that our instruction is most meaningful and effective
- Review Timetable to ensure time is provided for teachers and leaders to collaborate
- Evaluated current PD practices to understand if PD aligns with promoting Literacy and Numeracy, K-9
- Reviewed PGPs with staff to ensure their goals align with the school goal of promoting literacy and numeracy, as well as a focus on Wellness and Indigenous Ways of Knowing.
- Created PGP Proposal and Plan to provide focus on deepening pedagogical knowledge in literacy and numeracy; support teachers with release time, support in connected PD, expertise and instructional leadership

Who did we learn from?

- Teachers
- Students
- EAs/Support Staff
- Indigenous Lead Teacher
- School Counselor
- Parents
- IEL
- Division Principals
- Literacy and Numeracy Facilitators

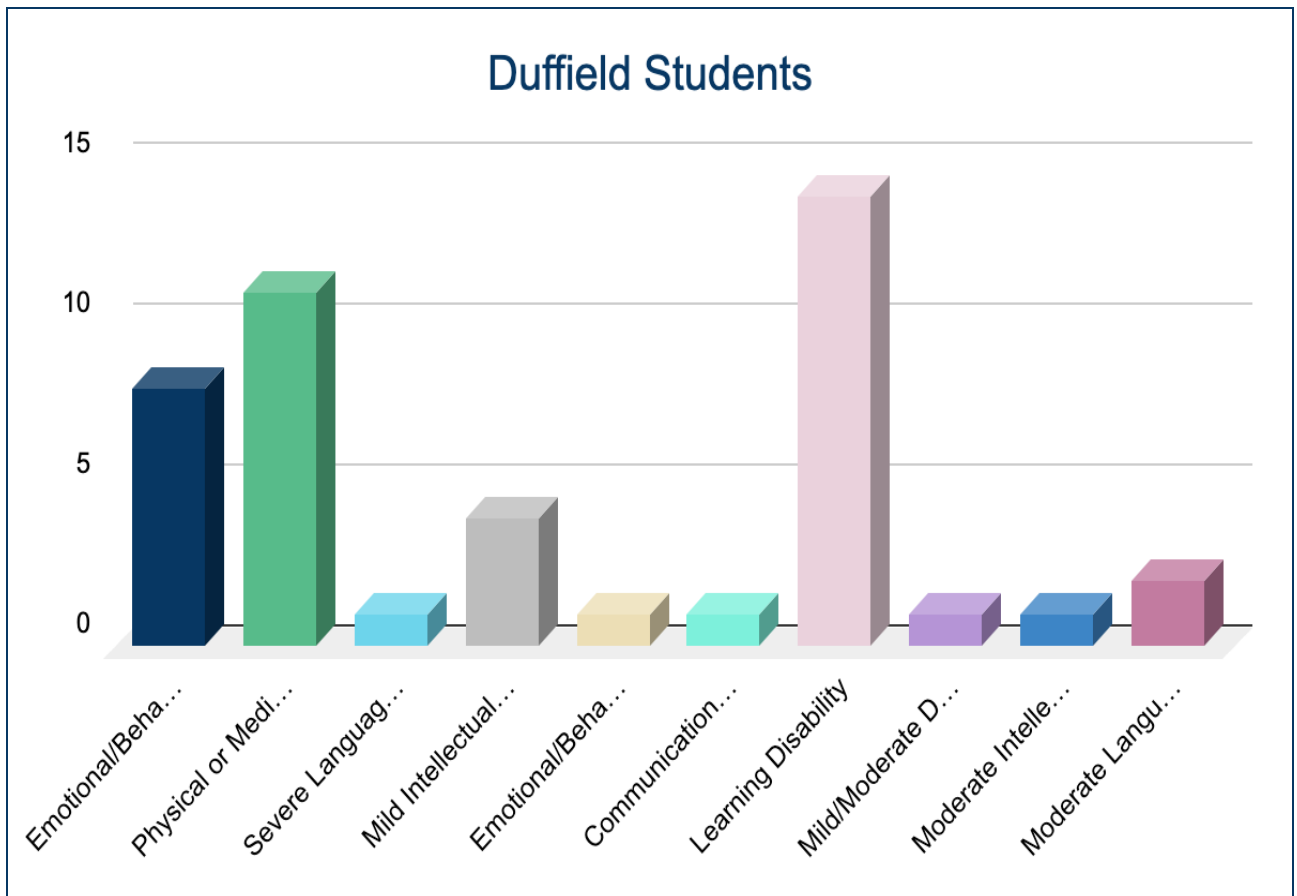
What formative/summative data did we access?

- Level A Assessments
 - Words Their Way Spelling Inventory (WTW)
 - Fountas & Pinnell Reading Assessments (F&P)
 - Quick Phonological Awareness Screening (QPAS)
 - Castle and Coltheart 3 Literacy Screen (CC3)
 - LENs Screening Tool (English Letters and Sounds)
 - Math Intervention and Programming Instrument (MIPI)
 - Brigance Screening Tool (Kindergarten)
 - Writing Sample (Narrative Writing) using Writing Continuum
- Level B Assessments
 - WIAT
 - FAR
- Level C Assessments
 - Educational Psychology Assessments
 - WISC
 - BASC
 - ABAS
- IEP Reviews
- 2021 Accountability Pillar Results

Current state of student achievement within Duffield School Formal Baseline (Data)

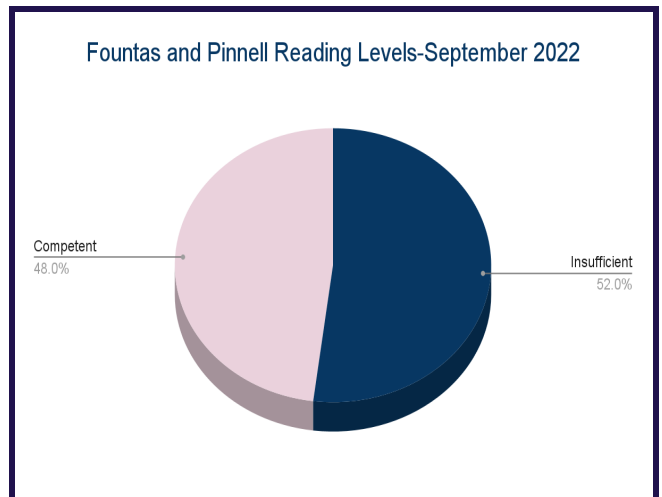
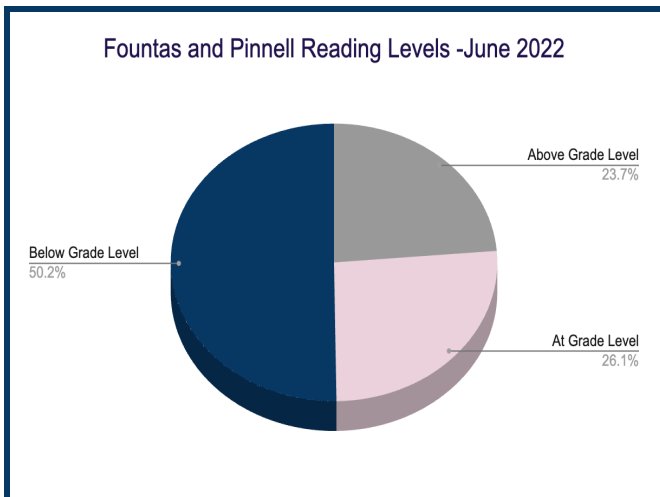
Duffield School Profile

- 311 Students, Kindergarten - Grade 9
- 7% of our student population is coded with Mild or Moderate Learning Disabilities
- 7% of our student population is coded with Severe Learning Disabilities
- 24.8% of our student population is an FNMI learner
- 5% of our students are ESL learners

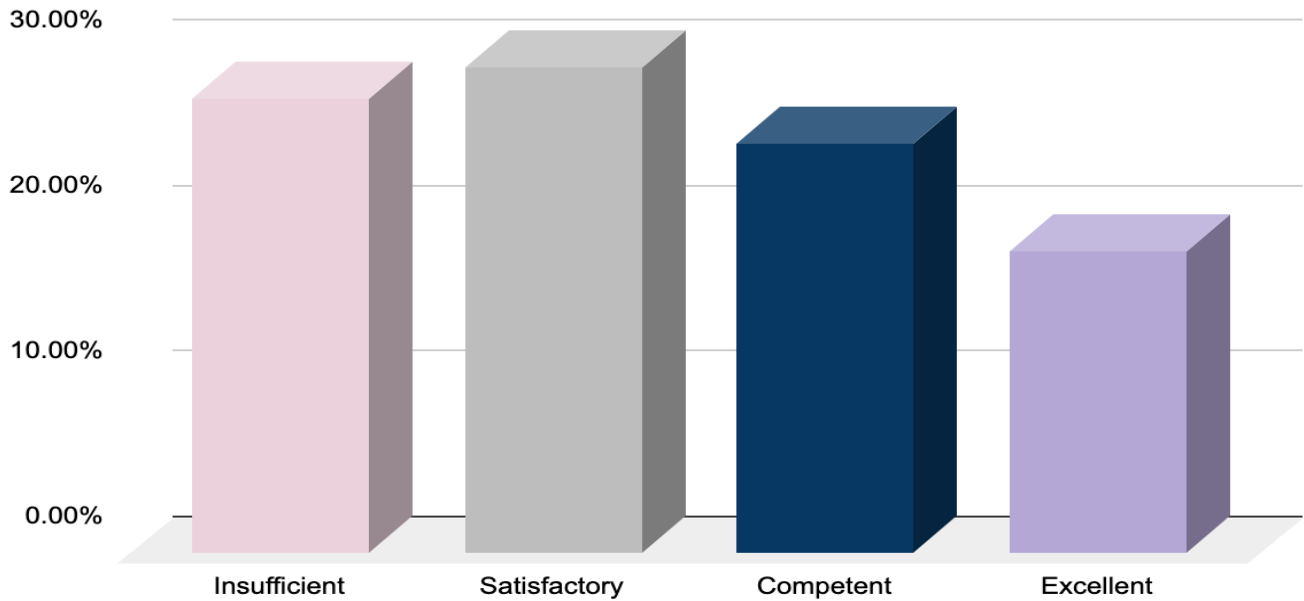


Baseline Summary: Literacy

Literacy

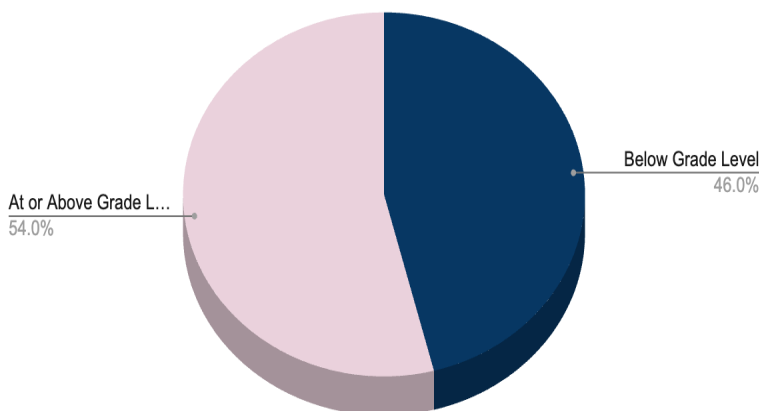


RCAT Data: September 2022 Grade 6-9



RCAT is a brand new assessment screen for us this year and we have found the initial data informative. We look forward to comparison at the end of the school year.

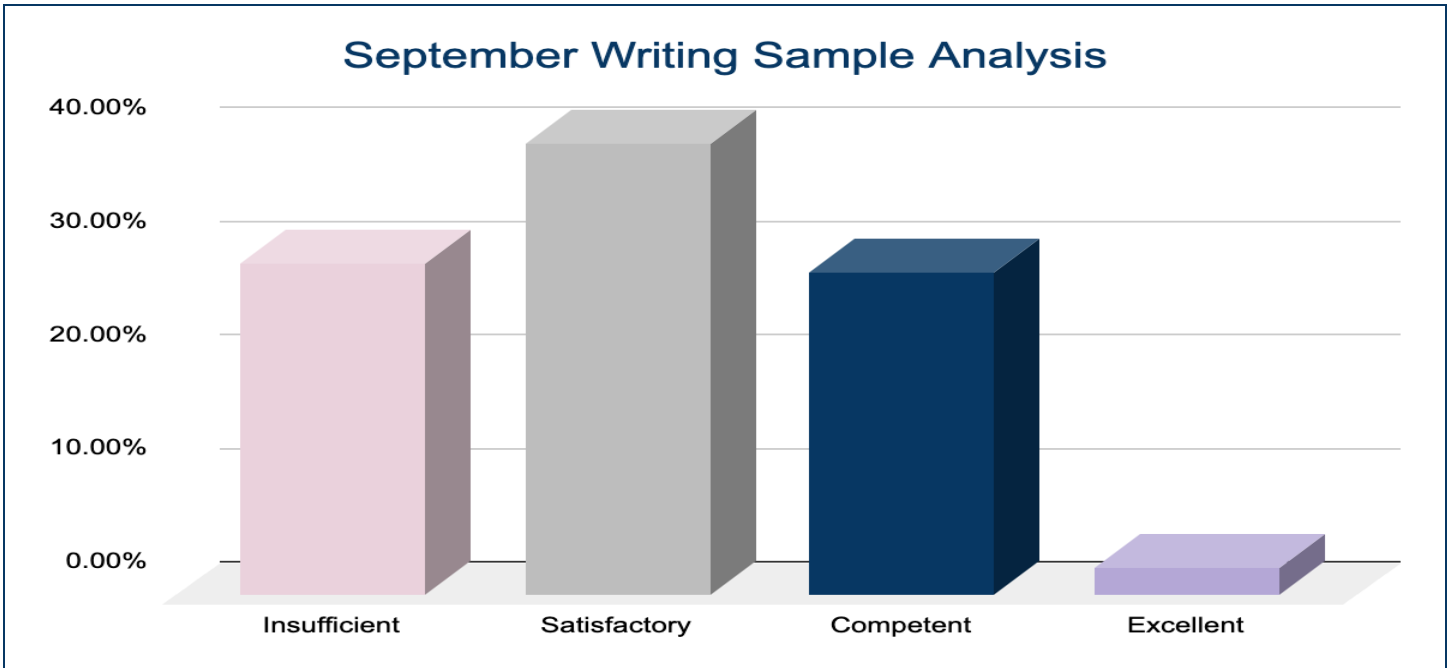
Words Their Way September 2022



Literacy: Words Their Way (WTW) September 2022

We have shown growth in our Words Their Way Inventories, Grade 2-9. Last year, in September, 54.7% of students were below grade level and this year, our data reflects 46% below grade level. Our dedicated work with Word their Way and focused word study will continue for the 2022-2023 school year.

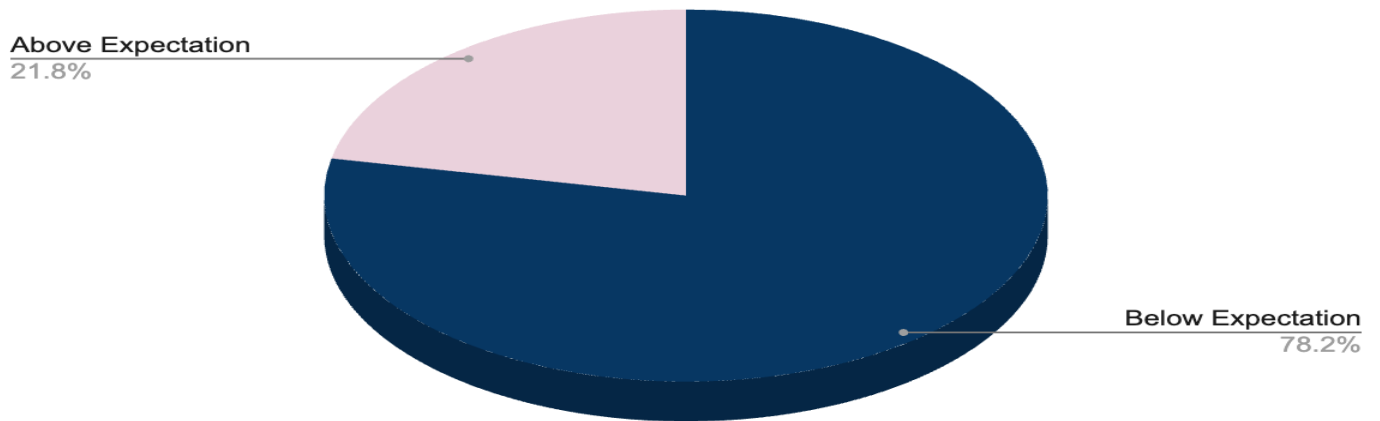
Literacy: Narrative Writing Sample Analysis



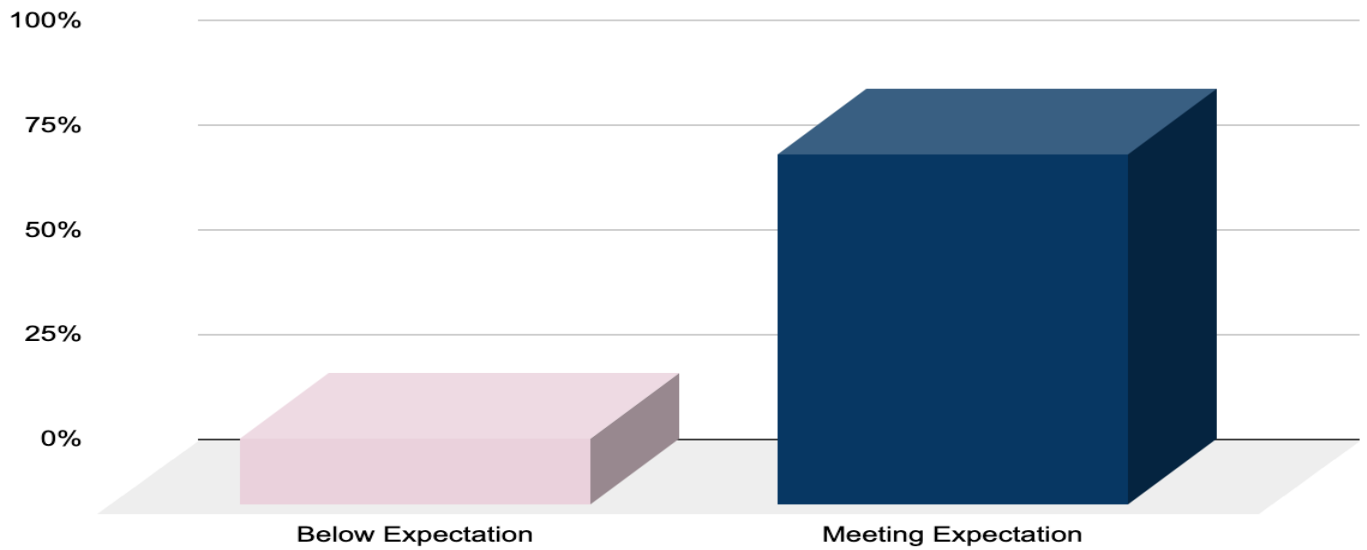
This year, we will focus as a collective on Powerful Writing Structures in every classroom. Our focus will be to use meaningful anchor texts to focus teaching strategies and then incorporate purposeful writing lessons into daily literacy instruction. Teachers will use standardized writing rubrics to evaluate growth and will collaborate to engage in dialogue about writing samples. Teachers will follow a writing continuum to ensure we are teaching writing skills in progression.

Literacy: CC3 and LENS Screens

Castles and Coltheart 3 Data: September 2022

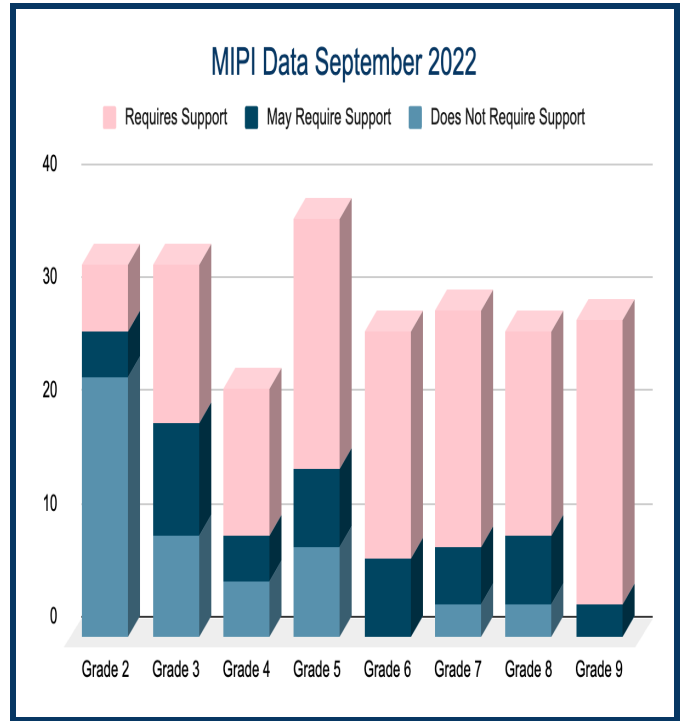
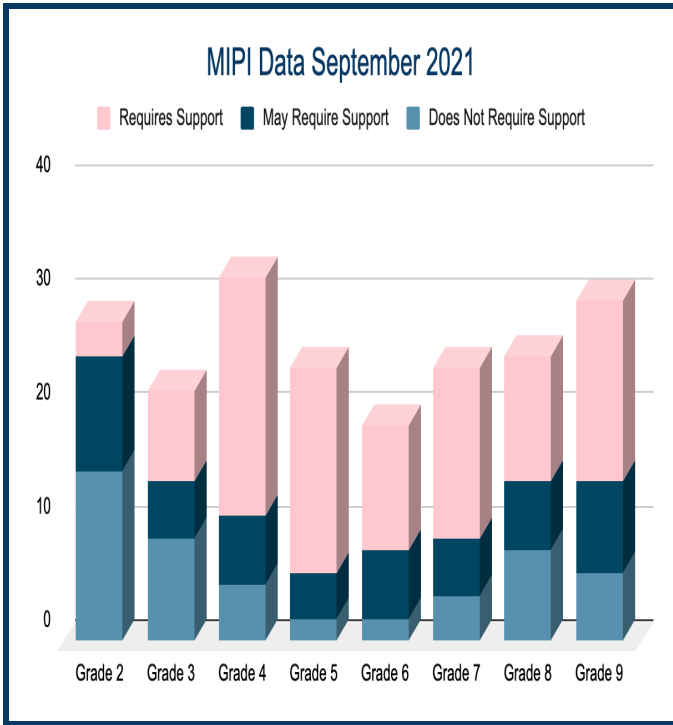


English Letter Names and Sounds (LENS)



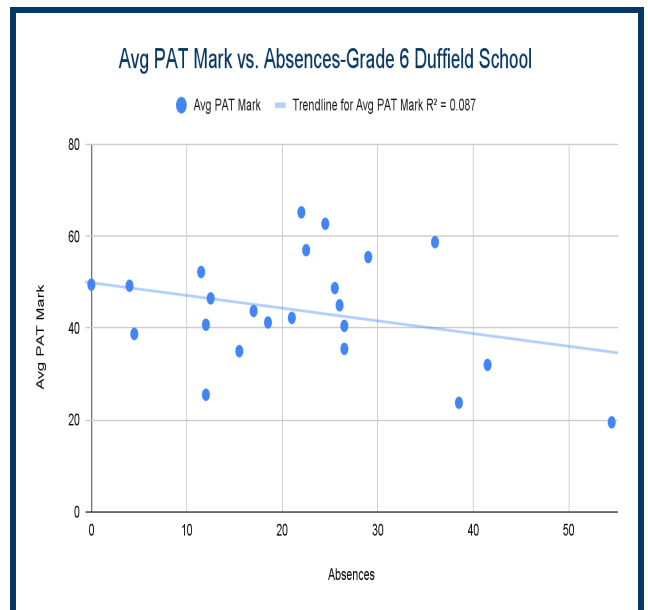
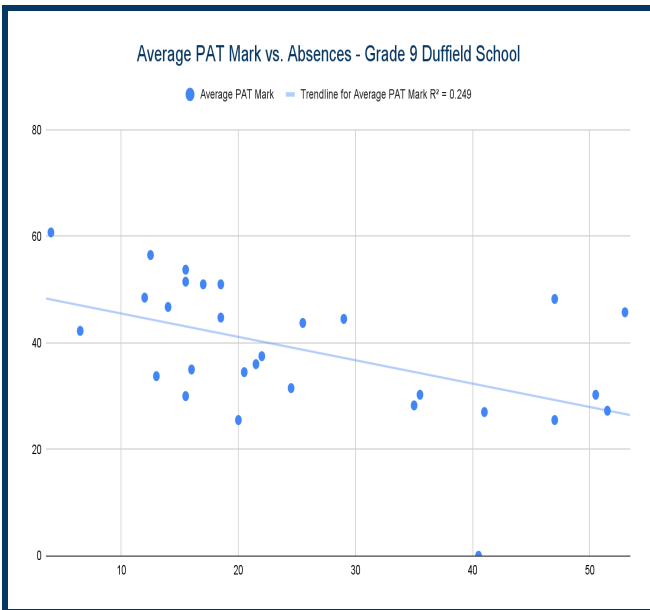
Both the CC3 and LENS screening tools are new to our school and therefore they will be used as a starting point for literacy instruction and intervention.

Baseline Summary: Numeracy

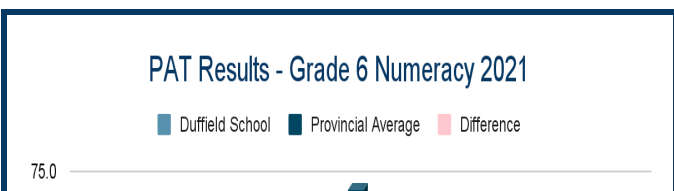


With 27 new students this year, I have noted an increase in the number of students who require support in numeracy. We are addressing this with a change in pedagogical approach in numeracy as well as significantly increased support with numeracy intervention, K-9.

How does attendance impact our PAT results?

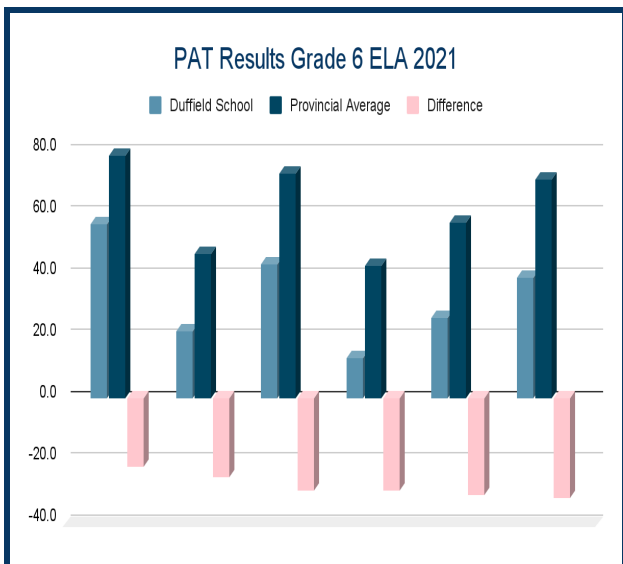


Baseline Summary: PAT Results May/June 2022



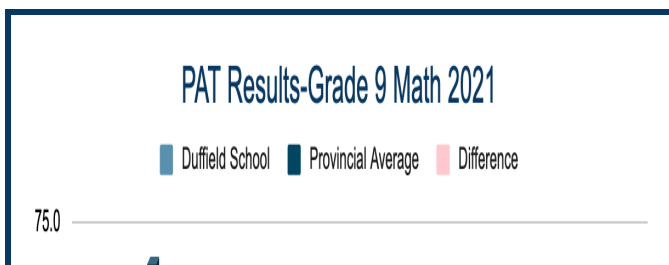
Areas of Priority for 2022-2023

N.2 - Solve a problem involving subtraction of decimal numbers, with regrouping (Gr.5, N.11)
N.8 - Demonstrate an understanding of division of a decimal number by a 1-digit natural number divisor
Determine a representation of percent from a real-life scenario
N.8 - Demonstrate an understanding of multiplication of a decimal number by a 1-digit whole number multiplier
N.8 - Demonstrate an understanding of division of a decimal number by a 1-digit natural number divisor
N.2 - Solve a problem involving multiplication of a 2-digit whole number by a 2-digit whole number (Gr.5, N.5)
N.8 - Demonstrate an understanding of division of a decimal number by a 1-digit natural number divisor



Areas of Priority for 2022-2023

Recall a detail from an informational article
Synthesize information to draw a conclusion about an idea of the author's in an informational article
Synthesize ideas and details to determine the mood in an excerpt from a novel
Recognize the purpose of an apostrophe in context in a cartoon
Recall an explicit detail found in an informational article
Draw a conclusion to determine the main idea of an informational article



Areas of Priority for the 2022-2023 School Year

Apply a scale factor to a 2-D shape and determine a side length of the resulting shape

Solve a linear equation (Gr.9, PR.3)

Determine the missing value in a table of values that represents a linear pattern

Solve a problem involving powers with negative bases (Gr.9, N.1)

Solve a linear equation involving brackets (Gr.9, PR.3)

Find the given points that satisfy a given linear inequality (Gr.9, PR.4)

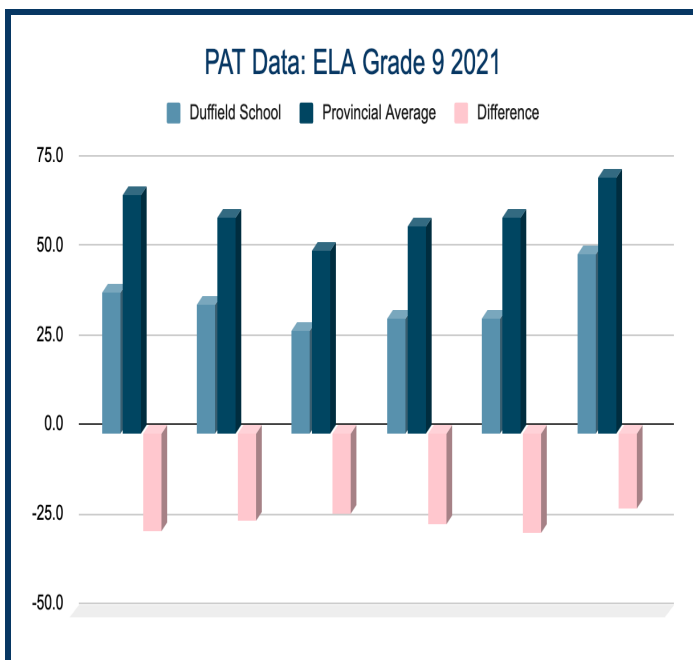
Identify the linear expressions that represent a given context

Evaluate and order square roots of rational numbers less than one from least to greatest (Gr.9, N.5)

Solve a linear equation involving rational numbers (Gr.9, PR.3)

Apply order of operations to evaluate and order expressions including exponents and perfect and non-perfect square roots (Gr.9, N.4; Gr.9, N.6)

Solve a problem involving order of operations and square roots of perfect squares (Gr.9, N.5; Gr.8, N.1)



Areas of Priority for the 2022-2023 School Year

Form a generalization regarding the manner in which the writer enhances the portrayal of events in an excerpt from a novel. (SO 2.2)

Form a generalization regarding the main focus of the ideas presented in a poem. (SO 2.2)

Synthesize ideas to determine the central focus of the speaker's thoughts in a poem. (SO 2.2)

Identify the reason underlying the writer's inclusion of a parenthetical comment in specified lines of an excerpt from a novel. (SO 2.2)

Identify the purpose underlying the writer's use of italics in specified lines of an excerpt from a novel. (SO 2.2)

Identify how the writer adds suspense in the exposition provided in specified lines of an excerpt from a novel. (SO 2.3)

Structures Currently in Place to Promote Literacy and Numeracy

- Weekly collaborative planning and/or meeting times available to all teachers, K-6 and 7-9
- Weekly opportunities for school based support team (SBST) meetings (Tier 2) every Thursday
- Collaborative Response meetings with Admin bi-weekly to discuss results and teaching practices currently in place to achieve results; Evidence-based conversations with Action Plan Creation and follow through
- Support and PD from in both Literacy and Numeracy from Administration with guidance from Division Principals
- Literacy Lead Teachers identified and provided with time to support teachers and provide literacy intervention (1.0)
- Numeracy Lead Teacher identified and provided with time to support teachers and provide numeracy intervention (0.7) and also one support staff member has been trained to provide intervention (0.5)
- Targeted and Scheduled Literacy/Numeracy Intervention blocks Kindergarten-Grade 9
- Literacy and Numeracy intervention providing targeted and differentiated instruction focused on lessening gaps in achievement by working with evidence collected from literacy and numeracy screens
- Research based resources purchased to support literacy and numeracy intervention and conceptual understanding within the classroom
- School wide focus in Word Study (Fountas and Pinnell, Words Their Way), small group instruction in literacy, Intensive Phonological Awareness, and Heggerty Phonics, Poetry and Vocabulary
- School wide focus in conceptual and procedural understanding in Numeracy using Building Thinking Classrooms (Peter Lillejahl), Numeracy Interviews, Mine the Gap Diagnostics, and Number Talks
- School-Wide Literacy and Numeracy Initiatives

Why did we choose “Teachers and Leaders Promote Literacy and Numeracy” as a focus for Duffield School?

Literacy and Numeracy Data

- Our data clearly shows we need to improve student achievement in both literacy and numeracy
- Currently more than 50% of our students are achieving below grade level in both literacy/numeracy
- Parent surveys indicate that they understand that literacy and numeracy levels have dropped significantly due to significant absences related to COVID and school closures.
- Teachers and support staff have shared concerns about gaps in achievement and the diverse learning needs in every classroom.

Our Rationale

Duffield School is beginning to develop, implement and refine the Collaborative Response Model to establish structures and processes that allow staff to work as a collective to change and shift practices based on evidence-based research. We know that based on the data we have collected, there is a lot of work to do to lessen the gaps in achievement and build foundational skills in literacy and numeracy so that our students are successful in the world. We have been given the opportunity to work closely with Division Principals in Literacy and Numeracy. Their expertise will be pivotal in moving our learning forward by providing PD opportunities and mentoring of teachers. We know that Literacy and Numeracy understanding is essential for success but we also know that it is an issue prevalent in all PSD schools and because many other schools in PSD are also focusing on Literacy and Numeracy, teachers and administrators will be able to support, discuss, plan, and collaborate together.

DUFFIELD ACTION PLAN 2022-2023

TIME

- PD Days: August 26-29, 2022
October 7, 2022
January 30, 2023
February 17, 2023
March 24, 2023
April 28, 2023
May 19, 2023
- Writing Continuum and using Powerful Writing Structures: In place K-9 by October 2022
- All teachers incorporating small group reading instruction - September 2022
- Small Group Numeracy: In all classrooms by October 2022
- Collaborative Response Weekly [Collab Response 2022-2023](#)

RESOURCES

- Fountas & Pinnell Vocabulary Structures for Middle and Secondary School Students
- Adrienne Gear: Reading Power, Powerful Writing Instruction and Powerful Poetry
- Flyleaf Literacy Instruction for Grades 1-3
- UFLI (University of Florida Literacy Institute)
- Building Thinking Classrooms- use of vertical whiteboard surfaces in every classroom
- Mine the Gap Diagnostics
- Leveled Literacy and Extensive Decodable Readers
- Novels highlighted by theme and also level
- Use of manipulatives to teach numeracy with conceptual understanding

PEOPLE

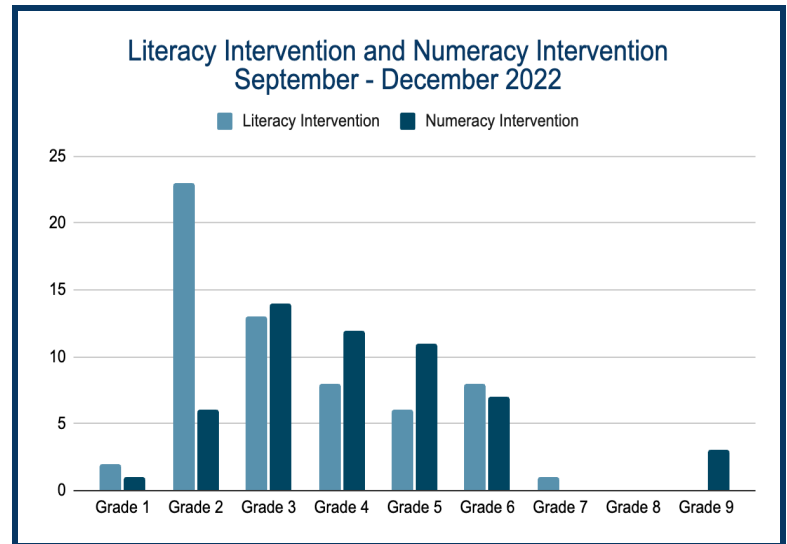
Literacy Leads: Linnea Kulak, Kerri Nesbitt, Emma Enns
Numeracy Leads: Eiko Gyorgy, Rhonda Neron
Teachers
Support Staff
Students
Indigenous Lead Teacher and Division Facilitator/Elder Violet
Administration: Instructional Leadership and Classroom Observations

ORGANIZATIONAL STRUCTURE AND CONTEXT

ORGANIZATIONAL STRUCTURE AND CONTEXT

Literacy and Numeracy Intervention:

17.5% of students are receiving Literacy and/or Numeracy Intervention in the first round (September - December 2022). All students receive intervention in times that do not affect their classroom literacy and numeracy instruction so it would be considered a “double dip” for literacy/numeracy instruction. The intervention is very targeted on specific skill development, using a variety of manipulatives and tools dedicated to creating maximum impact on learning.



Classroom Pedagogy: Teachers at Duffield have committed to building classroom structures that promote engagement and active collaboration. They are working together in collaborative response groups to enhance pedagogical approaches and discuss specific data and evidence of learning. They are sharing best practices with each other and are opening their classrooms to colleagues so that they can learn from one another. Literacy and Numeracy lead teachers are observing in classrooms to provide valuable insight about pedagogy and how we can access the best learning opportunities for students.

Diverse Learners: While our teachers are committed to lessening the gaps in achievement in literacy and numeracy, we also recognize that we are working with very diverse learners. The diversity in classrooms ranges from two to eight years below grade level and this makes the work of teachers even more challenging. Our work this year must address multiple levels of learning, and how best to work with students with learning disabilities in reading, writing, and mathematics. We are also closely monitoring how learning challenges in the classroom correlate with disruptive behaviours because we know that when learning is difficult, our students become less engaged. Our focus this year is to ensure we are teaching in such a way that all students are actively engaged and learning has multiple entry points for all our learners.

Attendance: COVID has had a significant impact on student and staff attendance. This, without a doubt, negatively impacts learning. Teachers have adapted to this by ensuring they include lessons in Google Classroom but we know that students are not actively engaged in learning from home. Difficulty with understanding, lack of engagement, lack of support, and also being sick, affect learning negatively. While we are no longer requiring staff to be absent for a specified time due to COVID symptoms, we are still acknowledging that staff has had a significant number of absences in September-October 2022. While teachers plan effectively for substitute teachers, we know that learning is different with an alternate teacher than with a classroom teacher, also negatively affecting the learning environment for students.

Community: We recognize that COVID restrictions allowed less interaction with our families and our focus this year is to find ways to bring families into the school and to encourage them to be an active part of their child’s learning. We plan to have literacy and numeracy family evenings in which we invite families to join us for reading fun and math games.

School-Wide Initiatives: To ensure that all of our students understand the importance of strong literacy and numeracy skills, as well as to highlight that math can be fun, we have implemented school-wide literacy and numeracy initiatives. Each month, teachers highlight a specific literacy strategy that is connected to visible thinking and the effect size of each on student learning.

