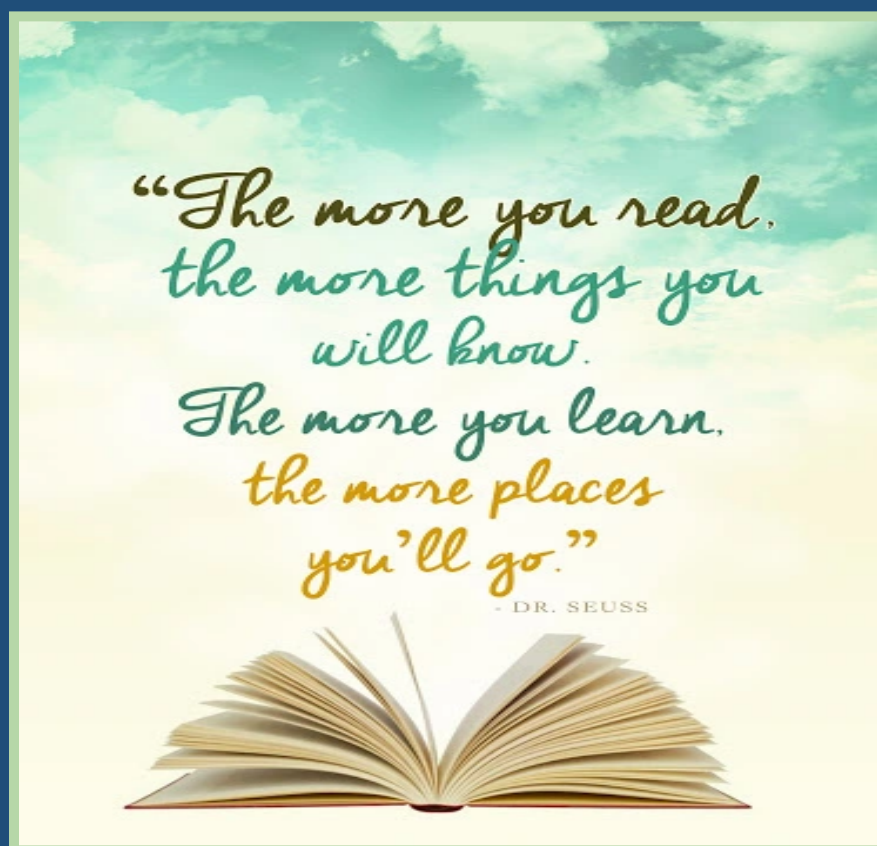


Duffield School

"To Wish to Do Well, Not for Ourselves Alone"

At Duffield School, our goal for the 2023-2024 school year was to find ways to transform learning, particularly in literacy and numeracy, so that students will be well-prepared to find future success. We know that learning is impacted by many factors, and the staff at Duffield School is committed to ensuring we look at the needs of the whole child: academically, physically, social-emotionally, and culturally. While strong pedagogical understanding is crucial, our teachers are also acutely aware of the attention to positive mental health and well-being that is necessary to create an environment for learning.



At Duffield, we are dedicated to using evidence-based data to improve our teaching practices and refine our pedagogical approaches in order to better meet the needs of our diverse student body. Data plays a central role in our collaborative meetings, where we reflect on both the successes and challenges of learning and teaching our students.. We consistently use baseline assessments in literacy and numeracy across all grade levels to guide our classroom instruction and intervention strategies. These assessments are an integral part of our data discussions, where every teacher is encouraged to share insights on best practices and how to move student learning forward.

We are open and transparent with our parent community and engage in conversations with parents to learn more about what is important to them with regards to their child’s learning and well-being in school. We have asked for honest feedback from our parents so that we can do better for their children and we appreciate the feedback we get from parents and the questions they are comfortable asking so that we can continually improve academically and socially.

We acknowledge the achievement gap within our school community and recognize that student attendance is a key factor influencing academic success. When students are absent, their learning and achievement are hindered. Our attendance data from the 2023-2024 school year highlighted the need to better understand the factors affecting student attendance. Improving attendance is crucial to enhancing student achievement, and we are committed to addressing this issue. It’s also important to note that attendance is closely linked to academic success and a student’s sense of belonging. Factors such as trust, well-being, academic rigor, and achievement all play a role in fostering consistent attendance. Our data shows a notable attendance gap for our Indigenous students, and we are focused on developing innovative strategies to close this gap and ensure all students have an equal opportunity to succeed.

Our 2023-2024 Priorities at Duffield School

<i>Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.</i>	
Primary Area of Focus:	Programming and Pedagogy -Literacy and Numeracy focus from Kindergarten through to Grade 9
Secondary Area of Focus:	Student and Workplace Wellness
Secondary Area of Focus:	Indigenous Ways of Knowing and Honouring Diversity

Duffield School Results 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.

Results Report Study Participants

- Duffield Certificated Staff - Administration of Screens and Assessments; Analysis of Data; Embedding Data Analysis into planning and programming.
- 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, Elk Island Numeracy Screen, F&P, QPAS, DIBELS, CC3, LENS, RCAT, WTW as well as classroom assessments and observations
- Division Office Staff
 - Division Principals and Facilitators (Programming and Pedagogy and Wellness)
- 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
- Classroom Profile Meetings with teachers with an Inclusive Education lens
- Initial IEP Review Meetings and bi-weekly follow-up meetings with Lynn Lang-Duffield AP
- School-Wide data collection and sharing in Literacy (F&P, QPAS, CC3, LENS, RCAT, Writing Samples and Rubrics, WTW) and Numeracy (MIPI, Elk Island Screen, 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 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 programming and pedagogy, specifically with literacy and numeracy,, as well as a focus on Workplace Wellness and Indigenous Ways of Knowing and Honouring Diversity.
- Created PGP Collaborative Proposals and a year plan to provide focus on deepening pedagogical knowledge in literacy and numeracy; Support teachers with release time, establish connected PD, expertise and instructional leadership

Who did we learn from?

- Teachers
- Students
- EAs/Support Staff
- Indigenous Lead Teacher
- School Counselor
- Parents
- 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)
 - Elk Island Screen for Math Skills
 - Brigance Screening Tool (Kindergarten)
 - Writing Sample (Narrative Writing) using Writing Continuum
 - DIBELS
- Level B Assessments
 - WIAT
 - FAR
 - FAW
- Level C Assessments
 - Educational Psychology Assessments
 - WISC
 - BASC
 - ABAS
- IEP Reviews
- 2023 Accountability Results (AERR)

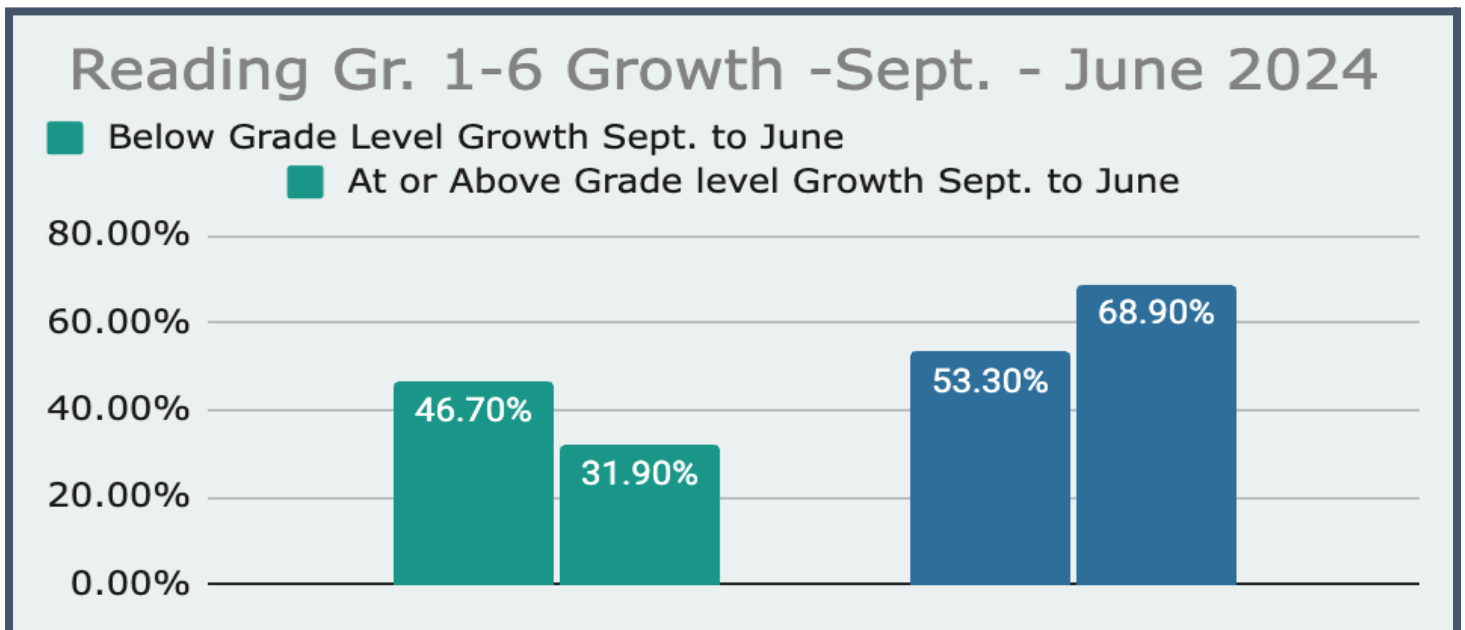
Current state of student achievement within Duffield School Formal Baseline (Data)

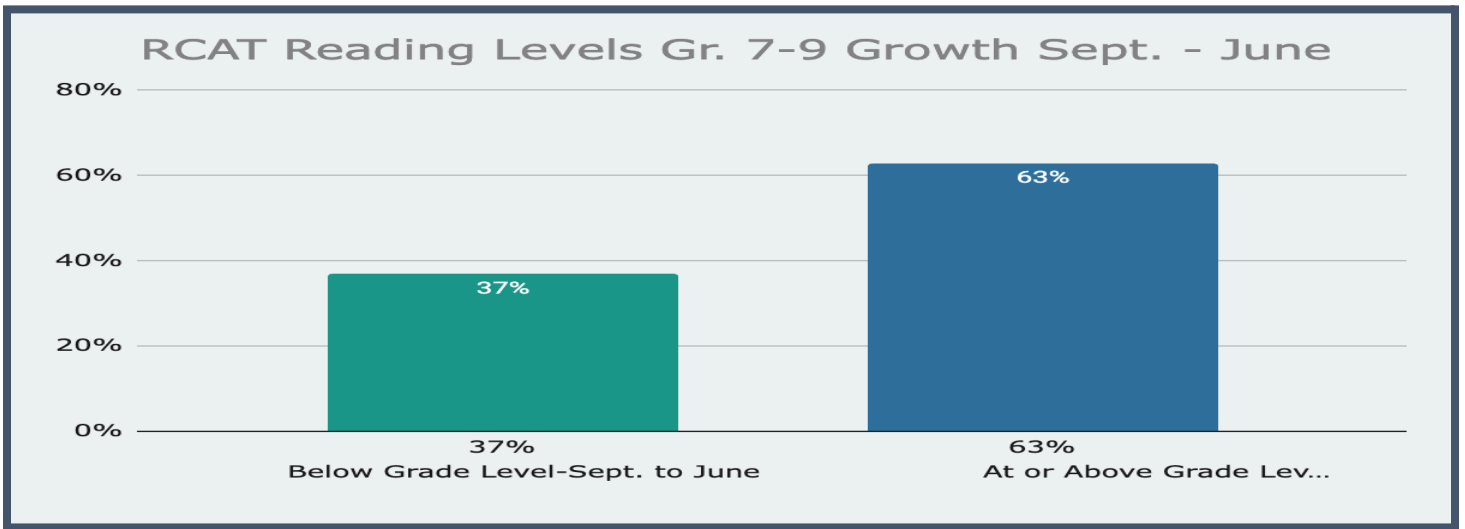
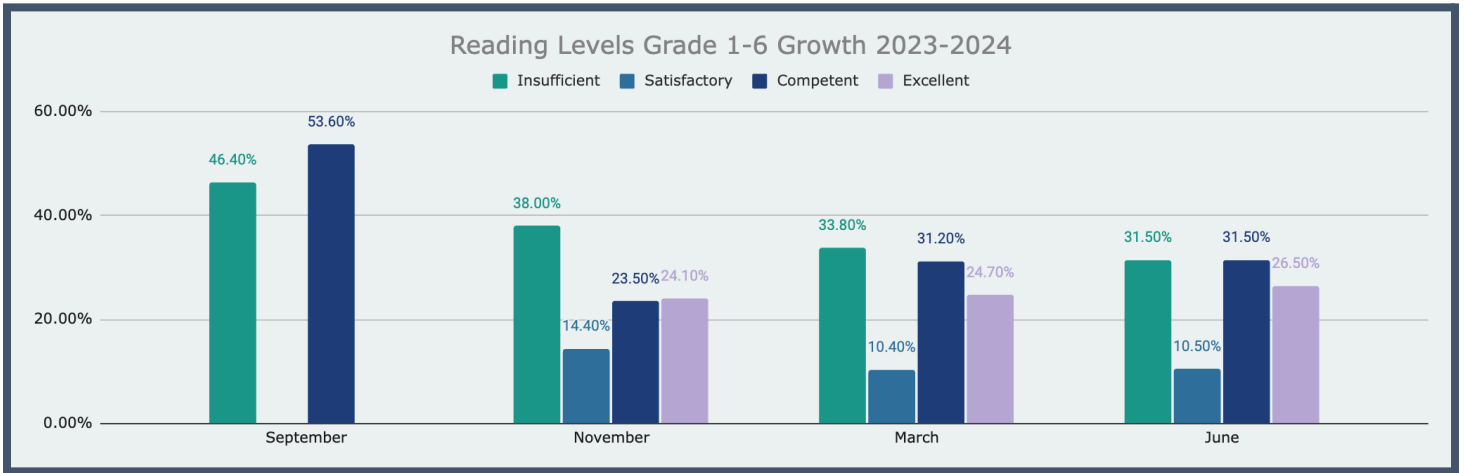
Duffield School Profile

- 285 Students, Kindergarten - Grade 9
- 18% of our learners have a code through Alberta Education, requiring extra supports and services to be successful
- 16% of our student population is an FNMI learner
- 2 % of our students are ESL learners
- 7% of our school population accesses our school counselor on a regular basis

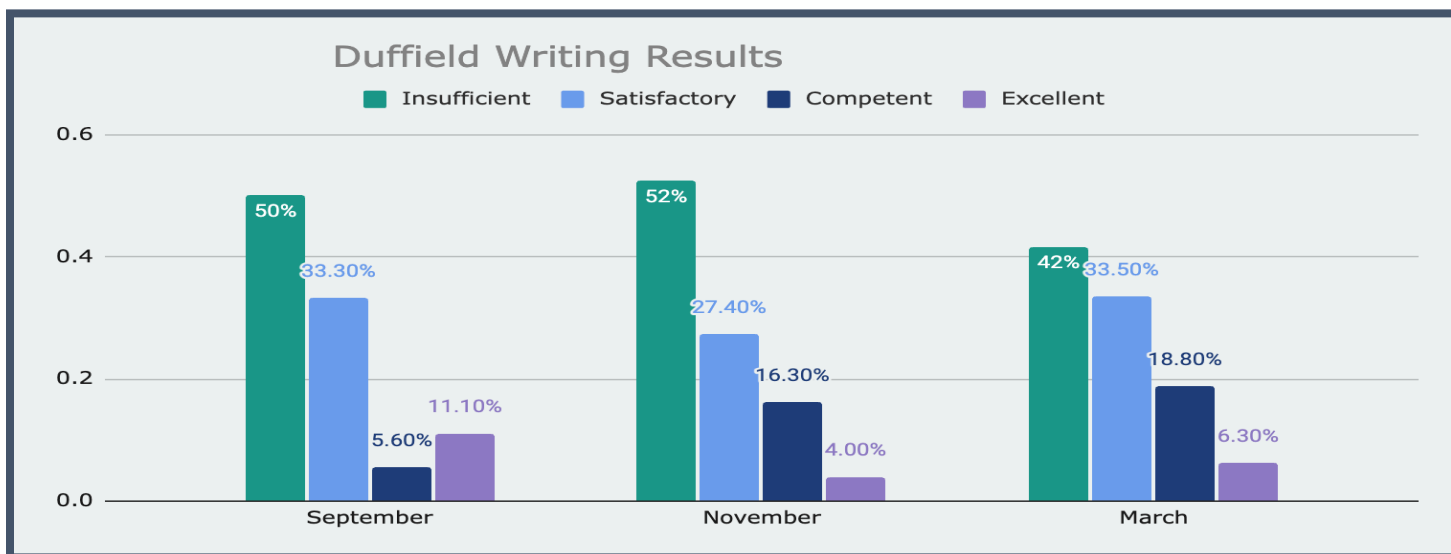
Results Report Summary: Literacy

Literacy growth at Duffield School is measured using a variety of evidence-driven data. We started with using Fountas and Pinnell Literacy Benchmarks to determine a baseline for reading fluency, accuracy and comprehension. The graph below represents growth from the beginning of the 2023-2024 school year to the end. In September, 46.7% of our grade 1-6 learners were below grade level and 53.3% were “At Grade Level” but by the end of the school year, we saw growth such that only 31.9% of students were still insufficient but 68.9% were now at grade level. This is a 14.8% increase in students reading at grade level, an increase we are very proud of as a staff. This growth adds to our growth from the 2022-2023 school year as well. In September 2022, we had 53.7% of learners below grade level.



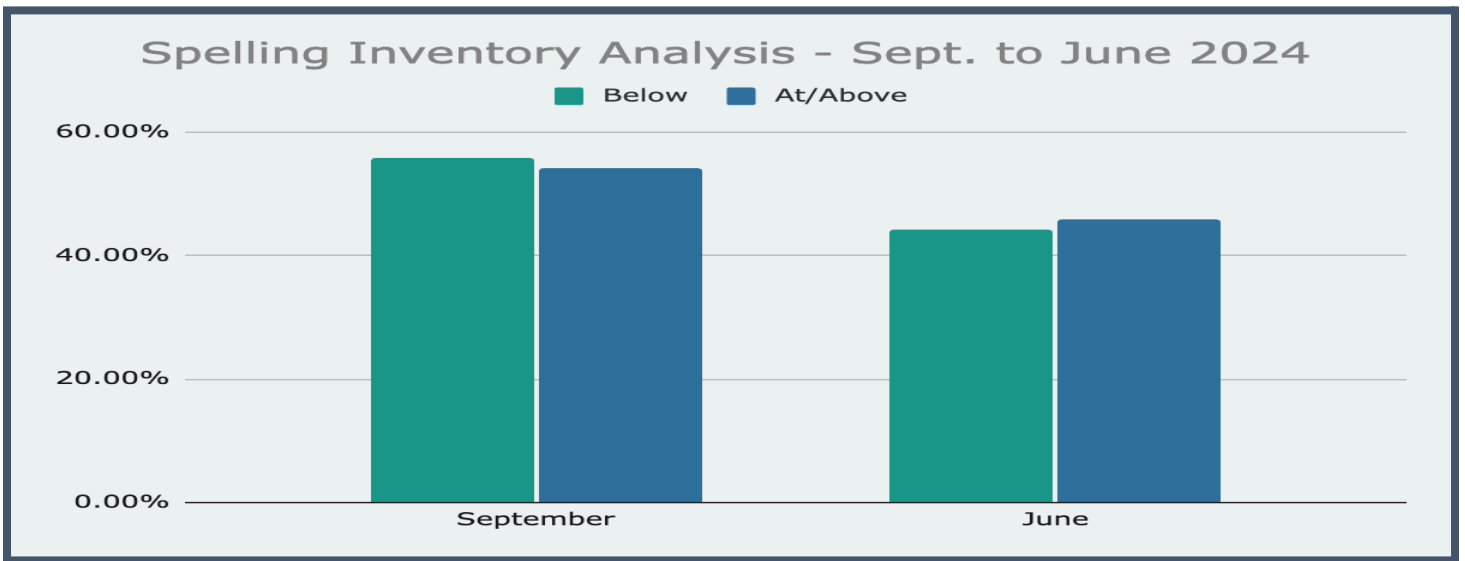


As noted in the data above, our school saw 37% of students reading below grade level (based on the RCAT screening tool) at the beginning of the year but we saw the same numbers at the end of the year. This begs the question about why there was no apparent growth using the RCAT screen as our measure of success. We know that there were a significant number of new students enrolled in Duffield in September 2023, in the Grade 7-9 classes, who were reading below grade level. We added intervention teachers for Grades 4-9 after Christmas to address the issues of reading fluency, accuracy and comprehension through intensive intervention, effective classroom pedagogical approaches, and a literacy lead with time in every classroom for mentorship, instructional leadership, and problem solving. As you can see, our model was very effective for our younger students and while the RCAT results did not show growth with our older students, teacher observations and classroom assessments showed growth. We have explored different assessment screens including the DIBELS Maze and this was an effective measure for showing gaps in achievement and also growth through the year. We have continued this practice in September 2024, as well as adding in the CORE Phonics Screen. We know that our numbers are still lower than division averages and this will continue to be a main focus for the 2024-2025 school year.



As evidenced in the above graph, our writing did improve significantly from the last school year. We saw a 10.9% decrease from September to March in students who were writing at an insufficient level and we also noticed an 8.4% increase in student writers who were competent and excellent. These are results to be celebrated but we have evaluated our data as a staff and have made the decision to focus differently and more intentionally on writing this year. Every month, teachers will be collaborating together, from Kindergarten to Grade 9, to evaluate writing samples from the same genre, using exemplars and a collective rubric. Our goal is to build understanding about what students need to be good writers and to work on a writing progression to improve our writing results.

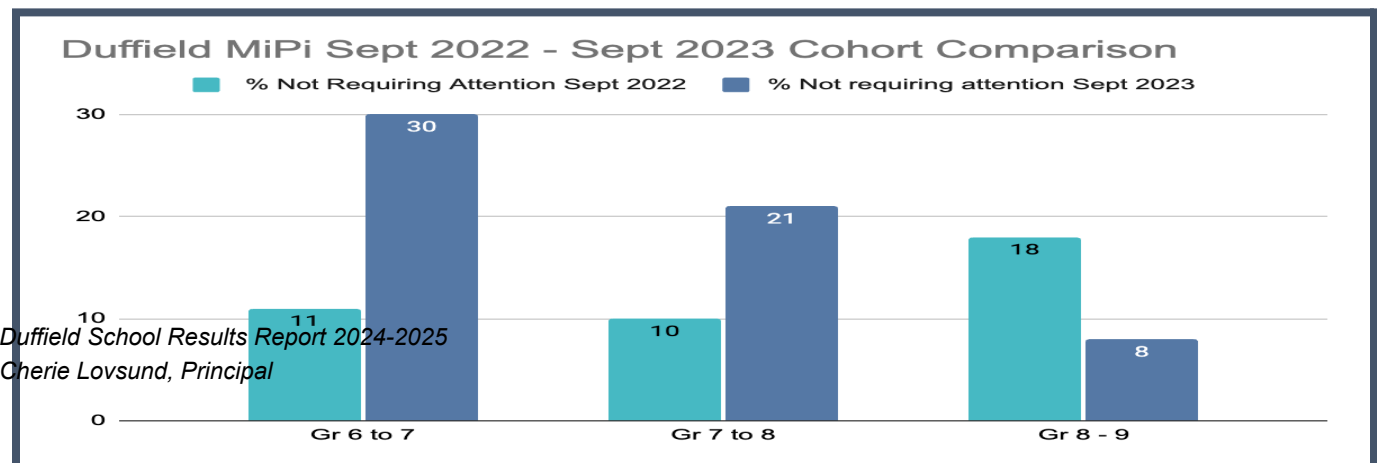
This year, our collective focus will be on Powerful Writing Structures in every classroom, making it one of our priorities for each of our professional development days. Our goal is to use carefully selected anchor texts to guide our teaching strategies, followed by purposeful writing lessons—both whole group and small, targeted groups—integrated into daily literacy instruction. Teachers will utilize standardized writing rubrics to assess student progress and will collaborate regularly to discuss writing samples. A writing continuum will be followed to ensure that writing skills are taught in a meaningful, coherent progression. This approach will help us identify gaps in student understanding while also providing opportunities to strengthen lessons in key areas such as content development, organization, voice, sentence structure, fluency, and conventions. Writing will be a major focus for our collaborative efforts and will serve as a school-wide initiative. We are looking forward to reviewing writing data as a whole staff and exploring intentional ways to enhance writing instruction in all classrooms.



This data suggests that we have more work to do in the area of word work and spelling. Our focus as a staff has shifted to include intentional morphology, orthography, etymology and patterned phonics within every classroom. Our hope is that our results will be more impressive in the 2024-2025 school year with such an intentional focus on words, spelling, and vocabulary.

Baseline Summary: Numeracy

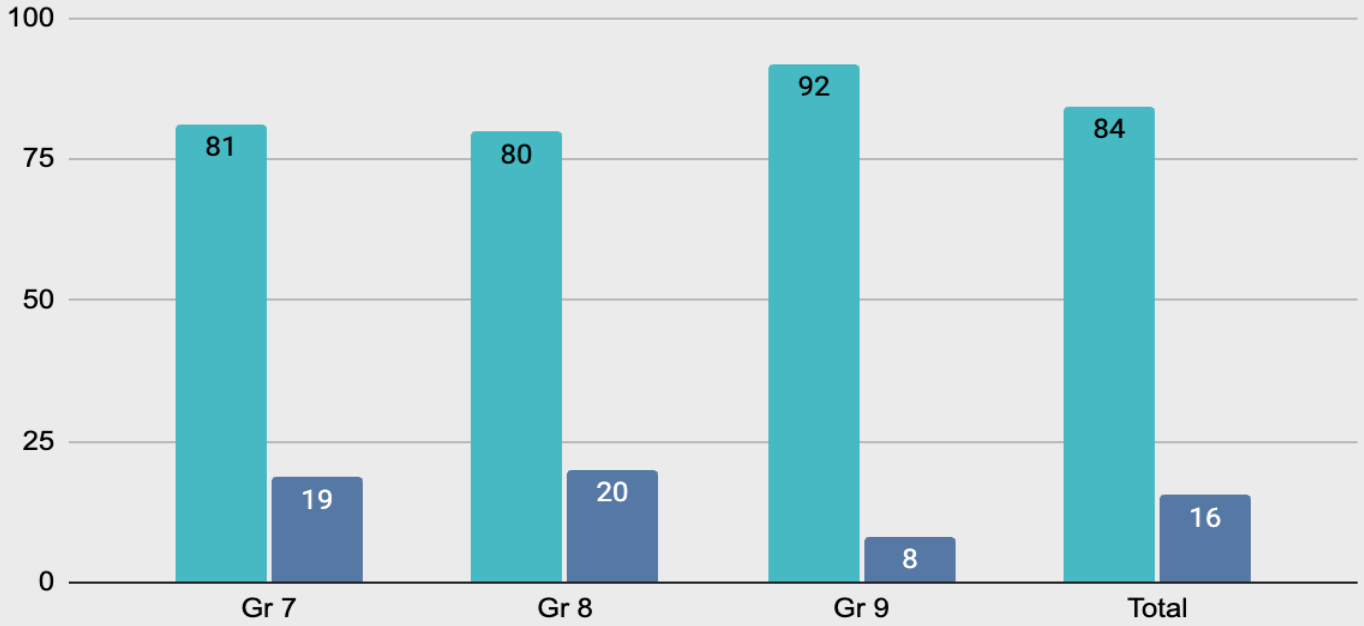
With a significant number of new students last year, each with a variety of diverse learning needs, I have noted an increase in the number of students who require support in numeracy. We addressed this with a change in our pedagogical approach in numeracy as well as significantly increased support with numeracy intervention, K-9. All of our teachers will continue to focus on diagnostics to address gaps in understanding and then each teacher is focusing on targeted intervention within a small group structure. We are continuing with an emphasis on a “Building Thinking Classrooms” model, recognizing that each student must be an active problem solver. We focused our 2023-2024 PD on this model, as well as teaching using an “open thinking questions” approach. Our goal is to extend thinking, while differentiating math learning so that each student develops a deeper understanding of how to do math. As the graph below would suggest, we have made some growth in understanding from Sept. 2022 to Sept. 2023 but more importantly, we need to examine the growth from September 2023 to June 2024, looking specifically at our Mipi results.



Duffield School Results Report 2024-2025
Cherie Lovsund, Principal

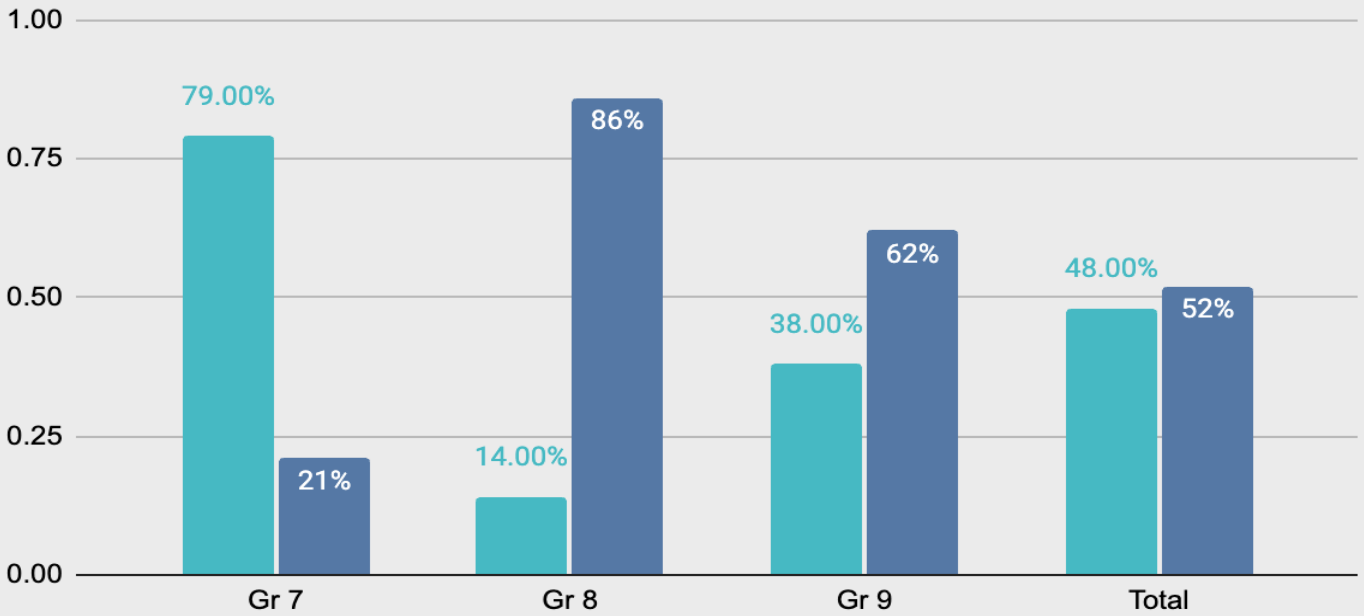
Duffield School Mipi Data Sept 2023

■ % of students requiring attention ■ % of students not requiring attention

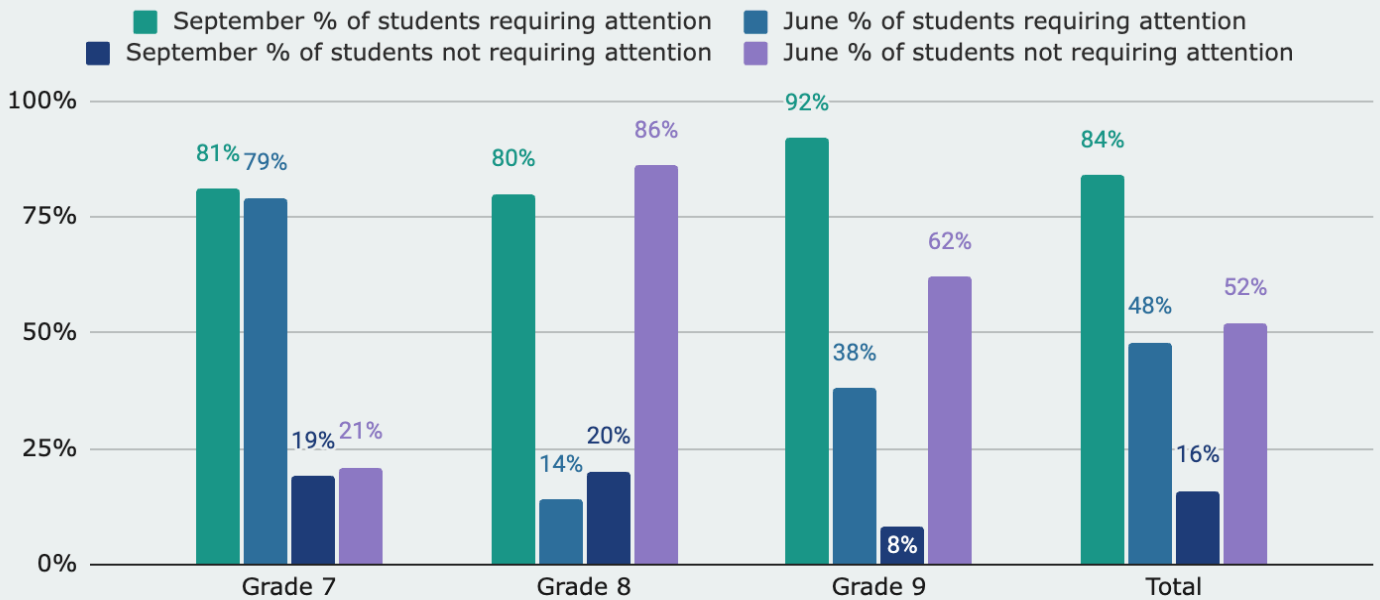


Mipi Results Gr. 7-9 June 2024

■ % of students requiring attention ■ % of students not requiring attention

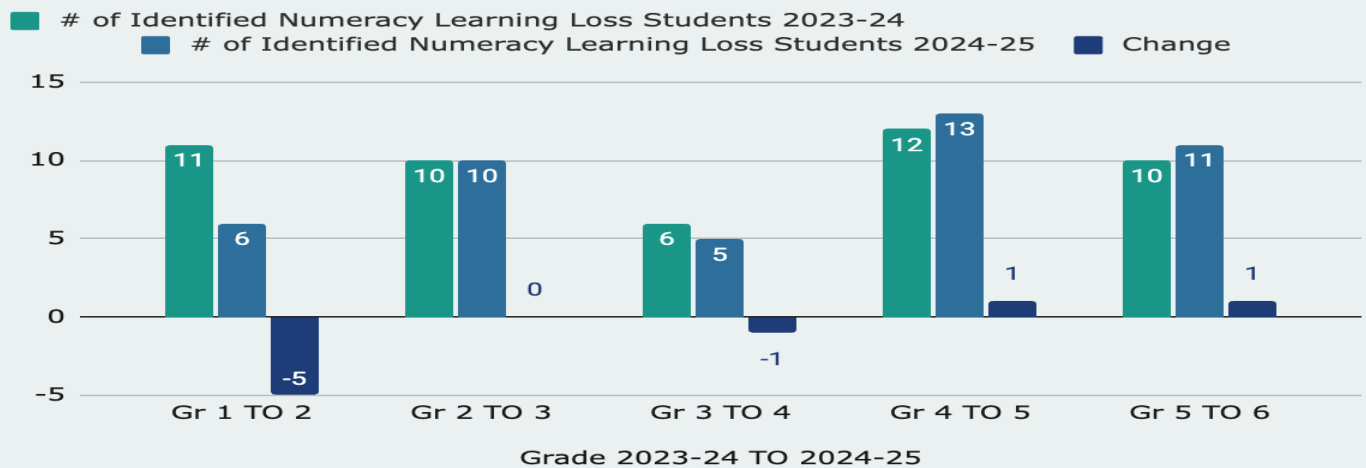


Mipi Results Grade 7-9 September-June 2024

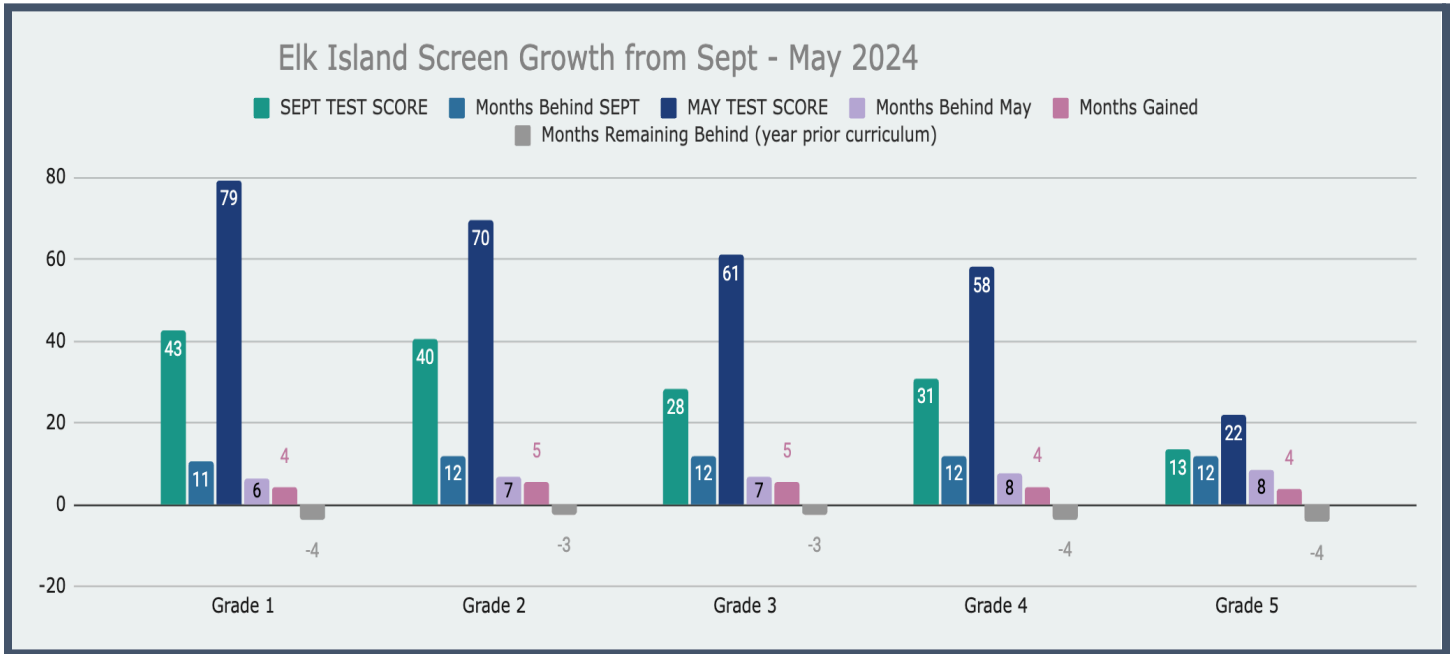


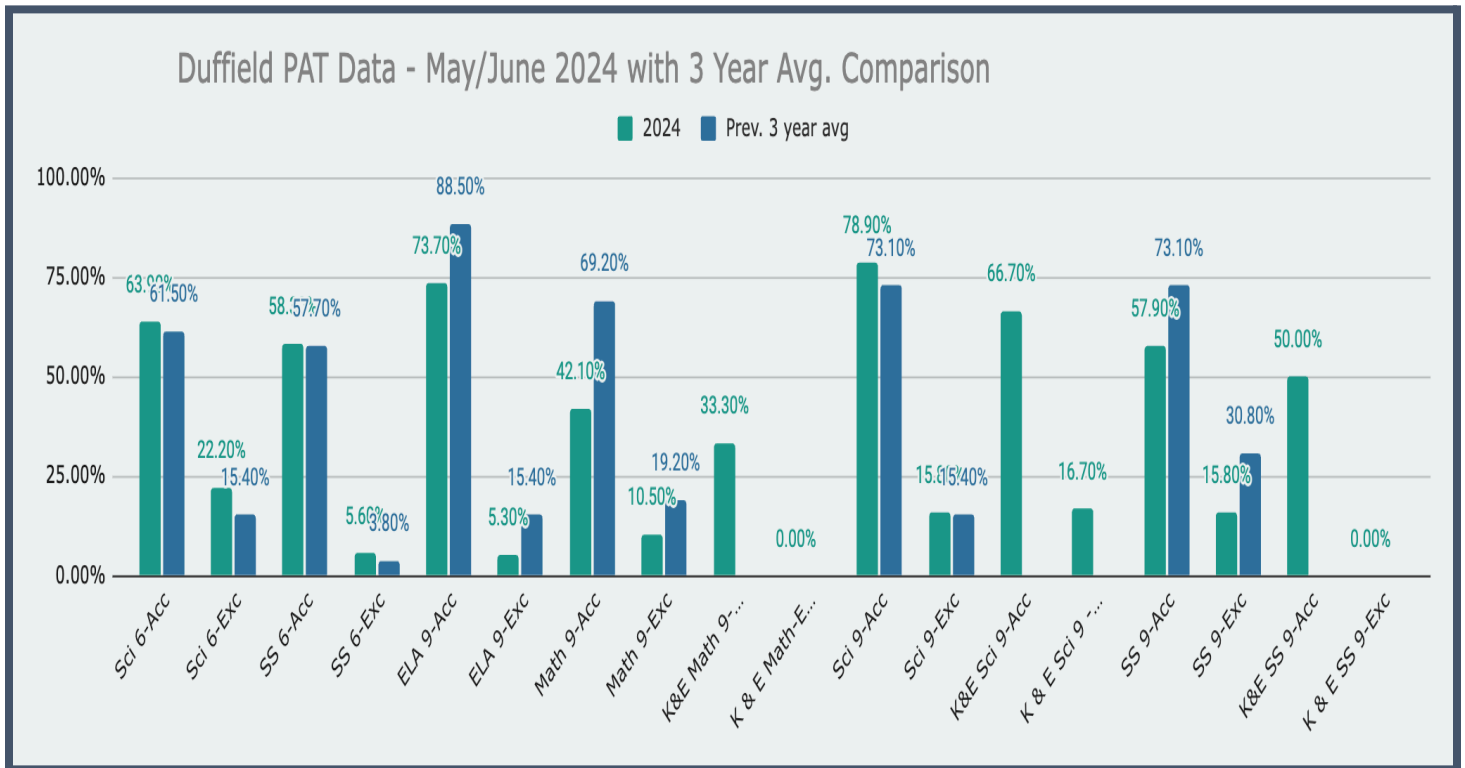
There was significant growth in both Grade 8 and Grade 9 in the number of students requiring attention, moving from 80% in Grade 8 and 92% in Grade 9 requiring attention in September to 14% in Grade 8 and 38% in Grade 9 requiring attention in June. To see such exponential growth, we needed to ask the question Why? Ms. Stumbur is our math teacher and she utilizes the Building Thinking Classrooms model, as well as incorporating thin slicing into each differentiated lesson. This pedagogical approach has made a significant difference in our results and also in students' conceptual understanding of math. We will continue to build capacity for all teachers in our building so that students all have an entry point when solving problems in math and they are able to build on their understanding as they move through increasingly difficult problems, working collaboratively with classmates.

Identified Learning Loss Students: Numeracy



We are hoping that with the addition of intensive intervention specifically targeting students identified in our learning loss, we will continue to see the number of students requiring extra supports decline. We will continue to compare the Elk Island screening data as we are now completing this screen Grade 1-Grade 9. The Elk Island data does show growth for each grade level including in the screen. The range was between 4 and 5 months growth but it is important to note that this is an examination of previous grade curriculum.





We know that we have work to do in Grade 6, across all core subjects. Our results reflect a change of teacher in November, with substitute teachers in until Christmas and then a brand new teacher in the classroom from January to June. While this is only a part of the whole, pedagogy definitely impacted the results for us last year in Grade 6.

We saw improvement and very high results in Science 9 and I believe this is, in large part, because of the interactive, labs-based approach to teaching and learning within the Grade 9 curriculum. Students were actively engaged in learning about science, finding meaning and understanding through exploration, and it showed in the results.

Areas of Priority for PATS for 2024-2025

- Analyze Past PAT Data: Begin by analyzing past results to identify common trends, areas of weakness, and strengths, working collaboratively with Grade 6 and Grade 9 teachers.
- Targeted teaching and learning with specific focus on areas of growth identified in Gap Analysis. This will be a priority during our collaborative meetings and teachers will identify areas in which they need support.
- Focused vocabulary teaching that moves beyond “definitions” and instead prioritizes meaningful exploration to solidify meaning.
- Collaboration with other teachers and division facilitators to embed meaningful learning and practice in Language Arts, specifically targeting reading comprehension and strong writing practice.
- Projects and hands-on activities that engage students in all subjects

- Strong attendance for students is promoted so that we do not have results that are impacted by missing/absent students. In May/June 2024, our results showed 5.3% of students in Grade 9 who simply did not attend for the tests.
- Strong Professional Development to build foundational skills and to learn new pedagogical approaches to teaching curriculum.
- Formative assessments to provide data to inform instruction, allowing teachers to adjust their teaching strategies before students encounter the PAT.
- Focus on developing higher-order thinking skills like analysis, synthesis, and application, as these are often emphasized in the PATs, particularly in reading comprehension and writing.
- Build up students' skills gradually through scaffolding, where lessons start with simpler concepts and progress to more complex ones, with a thoughtful approach to assess understanding.
- Prepare students for the PAT by familiarizing them with the format of the test, especially our Grade 6 students. Practice with **mock PAT tests** or sample questions, particularly focusing on the multiple-choice, written response, and short-answer formats, will be a focus for the upcoming school year.
- Review and Consolidate Learning: In the weeks leading up to the PAT, consolidate learning by revisiting core concepts and focusing on areas where students have shown weaknesses. Make use of review sheets, practice questions, and group study sessions, as well as involving parents to build a community approach to the test writing.

Interpreting our AERR Results

Quality of Learning

	Duffield School									
	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%
Overall	159	89.6	65	87.1	70	81.1	57	87.6	78	82.9
Parent	5	*	7	75.6	7	76.2	3	*	10	71.2
Student	145	87.5	42	87.7	53	83.8	43	81.1	54	82.4
Teacher	14	91.7	16	97.9	10	83.3	14	94.0	14	95.2

Our Quality of Learning continues to be very high from the perspective of teachers in our school and also with students. Our parent perspective is somewhat lower and that is a question we have discussed at our School Council meetings. We are encouraging parents to volunteer in our classrooms so that they can see the rich pedagogical approaches teachers are using and the learning that is happening.

Citizenship

	Duffield School									
	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%
Overall	159	72.7	65	80.6	71	69.5	57	66.6	78	69.4
Parent	5	*	7	74.3	7	71.4	3	*	10	66.0
Student	145	61.4	42	76.2	54	57.4	43	49.0	54	57.9
Teacher	14	84.1	16	91.3	10	79.6	14	84.1	14	84.3

We know that citizenship is a main area of concern for us at the school. We experienced some growth in citizenship from 2023-2024 but it continues to be top of mind for staff. We are finding effective ways to deal with conflict, particularly on the playground but also within classrooms and in our hallways. We are actively working as a staff to build ways to be positive citizens including actively promoting kindness, how to be a good friend, and how to develop resilience and grit to tackle problems, even when they are difficult. We have built a mindfulness room to encourage positive regulation and we use restorative practices to resolve friendship conflict.

School Improvement

	Duffield School										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	159	76.6	65	74.3	70	55.8	56	57.6	74	70.9	Intermediate	Improved	Good
Parent	5	*	7	57.1	7	42.9	3	*	9	44.4	Very Low	Maintained	Concern
Student	145	74.6	42	72.0	54	58.0	43	53.6	54	68.1	Low	Improved	Acceptable
Teacher	14	78.6	16	93.8	9	66.7	13	61.5	11	100.0	Very High	Improved Significantly	Excellent

While I was thrilled with our evaluation measures for school improvement from a teacher and student perspective, I am concerned about parent feedback about school improvement. I will seek feedback from our parent collective to see why this number remains low.

Welcoming, Caring, Respectful and Safe Learning Environments

	Duffield School									
	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	65	88.0	71	76.4	57	74.2	78	73.0
Parent	n/a	n/a	7	87.5	7	80.4	3	*	10	69.7
Student	n/a	n/a	42	78.2	54	61.6	43	59.6	54	60.8
Teacher	n/a	n/a	16	98.2	10	87.1	14	88.8	14	88.5

We maintained our strong data for Welcoming, Caring, Respectful and Safe Learning Environments at Duffield for the 2023-2024 school year. We are working as a staff to improve these levels even more for the upcoming school year.

Duffield School Results Report 2024-2025

Cherie Lovsund, Principal

Access to Supports and Services

	Duffield School									
	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	64	76.2	71	69.9	57	76.4	78	67.2
Parent	n/a	n/a	7	60.0	7	76.5	3	*	10	56.3
Student	n/a	n/a	41	76.2	54	69.4	43	64.3	54	65.4
Teacher	n/a	n/a	16	92.5	10	64.0	14	88.4	14	80.0

There is some decline in our data overall in the area of access to supports and services. This is perplexing because we added in significant intervention and also completed 35 educational assessments, brought in support for Speech Language, Behaviour Consultation and Occupational Therapy for our students supported through Jordan's Principle. It is an area that we need to dig into further to find out why our teachers and also our parents and students feel that there is a decline in supports for our students. There were some parent concerns about a decline in service for speech and language for our younger students so that may have impacted our results overall.

Parental Involvement

	Duffield School									
	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%
Overall	14	90.0	23	63.5	17	73.3	14	88.6	24	71.0
Parent	5	*	7	38.2	7	66.7	3	*	10	59.2
Teacher	14	90.0	16	88.8	10	80.0	14	88.6	14	82.9

Our parent involvement data from our parent cohort is quite low and when I engaged in conversation with our parents, there is some frustration from our School Council and our DPAC fundraising groups that there are very few parents who volunteer with school activities and fundraising initiatives. We are hopeful that parents will recognize the importance of volunteerism but we also recognize that many of our parents are working and volunteering within the school day becomes increasingly difficult with other important commitments. We will make sure that parents understand how much we love having them in our classrooms and we are being intentional about showing gratitude for their support!

Why did we choose Programming and Pedagogy as our main focus for Duffield School for 2023-2024?

Literacy and Numeracy Data

Our data clearly shows we need to improve student achievement in both literacy and numeracy. We know, through the collection of data based on evidence and our results, that we are doing the right work with intervention, strong pedagogical approaches in the classroom, and collaboration with the whole staff. Our AERR data shows that students and staff believe that the QUALITY OF LEARNING has increased which encourages staff to continue with our pedagogical approaches and targeted intervention. Teachers and support staff have shared concerns about gaps in achievement and the diverse learning needs in every classroom.

Our Rationale

Duffield School has a very strong model of Collaborative Response that allows teaching staff to establish structures and processes 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. Our PD is centered in strong pedagogical approaches to improve reading fluency, accuracy and comprehension, writing skills, numeracy with conceptual understanding and procedural fluency, and strong problem solving skills.

Structures Currently in Place to Promote Literacy and Numeracy

- Weekly collaborative planning and/or meeting times available to all teachers, K-9; whole group and small groupings
- Weekly opportunities for school based support team (SBST) meetings (Tier 2) every Thursday
- Support and PD from in both Literacy and Numeracy from Administration with guidance from Division Principals
- Literacy Lead Teacher identified and provided with time to support teachers and provide literacy intervention
- Numeracy Lead Teacher identified and provided with time to support teachers and provide numeracy intervention
- 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 we added “Student and Workplace Wellness and Indigenous Ways of Knowing and Honouring Diversity” as secondary areas of focus for the 2023-2024 school year

Our AERR Data clearly suggests that there is work to be done to improve citizenship in our school and in daily conversations with staff, we know that our students are struggling with mental health and well-being. We also know that staff are finding the job of teaching more difficult and therefore, our area of focus for the school year needs to be on Workplace Wellness as well.

Our students are dealing with a variety of significant barriers to learning including:

- Sleep
- Nutrition and Food Scarcity
- Family Dynamics
- Access to transportation to get to school
- Attendance
- Anxiety and Depression
- Family Trauma
- Cyclical and Generational Trauma
- Social Emotional Difficulties
- Learning Disabilities including dyslexia, dysgraphia, dyscalculia, dysphasia, and dysorthographia
- High percentage of students with ADHD diagnoses
- Low incidence of physical activity outside of school
- Cognitive disparities

Indigenous Ways of Knowing and Honouring Diversity

We are incredibly grateful for the strong relationship we have with our PFN community and with Elder Violet Poitras. Elder Violet continues to visit our school every other week and she shares her stories with our students, as we record her life stories to commemorate her life's work. We have been fortunate to be invited to Wihnenme School to participate in their Pow Wow and we work closely with the community to ensure our students have access to Indigenous traditions and culture. We have many conversations with our PFN parent community to build understanding about intergenerational trauma and we are quiet listeners so that we can learn from their experiences.

In the 2023-2024 school year, we were very intentional about Indigenous teachings and used Indigenous anchor texts to facilitate discussions about ways of life, seasons, the land, traditions, culture, and honouring diversity. Our students engaged in a month-long Artist in Residency with Angela Hall, an Indigenous artist from Stony Plain. Every student in our school participated in the art project and we are very proud to display the art in our hallways.



DUFFIELD ACTION PLAN 2024-2025

September 2024-June 2025

- PD Progression: [Duffield PD Plan - 2024-2025](#)
- Writing Continuum and using Powerful Writing Structures in each classroom, K-9
- Developing reading comprehension that extends to all subject areas
- All teachers incorporating small group reading and writing instruction; Comprehensive Literacy
- Targeted instruction to build morphology and vocabulary development, as well as phonics and phonological awareness, K-9
- Small Group Numeracy in all classrooms
- Literacy and Numeracy Intervention teachers Kindergarten-Grade 9
- Student Leadership Club
- Monthly Assemblies that focus on character development
- Elders in Residence Program
- Indigenous Lead sharing stories and Indigenous ways of knowing throughout the school
- Access to a wide variety of clubs and sports (build engagement and also lessen playground conflict)
- Recess Buddies program to build capacity for leadership with older students and to develop conflict resolution skills with younger students.
- Bi-weekly meetings with IEL and teachers to discuss strategies to support student mental health and behaviour
- Weekly collaborative prep times for teachers who are teaching similar subjects/grades
- Weekly whole certificated staff collaborative time to discuss pedagogical approaches and assessment data as a collective [Collaboration Template 2024-2025](#) [Collaboration Documentation 2024-2025](#)
- Weekly EA meetings to build capacity for our support staff and to share strategies to support students.
- Focus on Workplace Wellness with a variety of initiatives and positive incentives.

RESOURCES

- Fountas & Pinnell Vocabulary Structures for Middle and Secondary School Students
- Morpheme Magic (developing morphology in K-9) and Morphemes for Littles
- Adrienne Gear: Reading Power, Powerful Writing Instruction and Powerful Poetry
- Flyleaf Literacy Instruction for Grades 1-3
- UFLI (University of Florida Literacy Institute)
- Thinking Classrooms- use of vertical whiteboard surfaces in every classroom
- Mine the Gap Diagnostics

- Leveled Literacy and Extensive Decodable Readers
- Novels- small group us only and highlighted by theme/level
- Use of manipulatives to teach numeracy with conceptual understanding
- Developing procedural fluency in Numeracy
- Building Thinking Classrooms - Numeracy through Problem Solving and Collaboration
- Open Middle Thinking - Math with conceptual understanding
- Building Powerful Numeracy by Pamela Weber Harris
- Word Connections for literacy intervention
- Sarah Powell [Intensive Mathematics Intervention: Training Modules | NCII](#)

PEOPLE

- Literacy Lead: Colleen Shukalek
- Numeracy Lead: Cherie Lovsund
- Intervention for Numeracy and Literacy: Tracey Leavell/Linnea Kulak/Evelyn Matthews/Mei Satermo
- Teachers
- Support Staff
- Students
- Indigenous Lead and Division Facilitator/Elder Violet
- Administration: Instructional Leadership and Classroom Observations

ORGANIZATIONAL STRUCTURE AND CONTEXT

Literacy and Numeracy Intervention:

We have established 116 spaces for students Grade 1-9 to receive Literacy and/or Numeracy Intervention in the first round (September - December 2024). This intervention is considered a “double dip” with very targeted intervention, specific to gaps in understanding. 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.

Community: 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. We are also actively promoting school community by having students, K-9, sorted into seven colour groups. We are committing to monthly assemblies to highlight character development. Students have all been gifted t-shirts in their respective coloured group. Throughout the year, students will be encouraged to work collaboratively with their teams to earn points and rewards while acknowledging the importance of being good citizens.

School-Wide Initiatives: To ensure that all 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 focus on a specific literacy strategy connected to visible thinking and the effect size of each on student learning.

Improving literacy and numeracy results in a school setting that spans Kindergarten to Grade 9 requires a multifaceted approach, as the needs and developmental stages of students vary widely. We are focusing on creating a strong foundation in both literacy and numeracy by looking at learning from many different lenses. Our goals are as follows:

Duffield Goals for the 2024-2025 School Year

Professional Development:

- Regular professional development focused on evidence-based literacy and numeracy strategies, differentiating instruction, and using data to inform practice.
- Collaboration: Foster a collaborative approach to teaching by encouraging teachers to plan together, share resources, and discuss challenges.

Data-Driven Instruction:

- Regular Assessments: Implement formative assessments regularly (both formal and informal) to identify student needs and gaps in knowledge. Use this data to inform lesson planning and grouping.
- Progress Monitoring: Use tools like student portfolios, reading fluency assessments, and math diagnostic tests to track progress and adjust instruction accordingly.

Intervention Programs:

- Early Intervention: Identify struggling students early on and provide additional support through remedial programs, tutoring, or differentiated instruction.
- Small Group Instruction: Provide small-group interventions for students who need additional help, focusing on their specific needs in either literacy or numeracy.
- Peer Tutoring: Implement peer tutoring or buddy reading programs to provide students with additional support from their peers.
- Math Challenges & Competitions: Organize school-wide math challenges or competitions to encourage friendly competition and highlight math achievements.
- Real-World Connections: Incorporate projects that connect math to real-world applications, such as designing a small business, creating a budget, or measuring for a DIY project.

Family and Community Engagement

- Parent Involvement: Engage parents in supporting literacy and numeracy development at home through newsletters, workshops, or volunteer opportunities. Encourage reading at home by setting up family reading nights or providing take-home books.
- Community Partnerships: Partner with local libraries, businesses, and community centers to provide additional resources and experiences that can support literacy and numeracy growth.

Reflection and Student Participation:

- **Reflect on Practices:** Encourage teachers to regularly reflect on their teaching strategies and make adjustments based on what is working and what isn't.
- **Student Voice:** Actively seek student feedback about what helps them learn and what challenges they face in literacy and numeracy, then incorporate their insights into teaching practice.

Summary of the Duffield School Results Report

There were many successes to be celebrated at Duffield in the 2023-2024 school year. The culture is such that everyone is committed to student success and well-being. There is dedication from all staff to differentiate learning and provide each student with unique opportunities for learning and social-emotional well-being. We know that we have a lot of work to continue to do in this school year. We recognize that the academic diversity in our population continues to broaden and we also know that academic successes are minimized when trauma is prevalent. Attendance continues to be an issue we deal with that impacts our PAT scores and also our school-wide data. We have students coming to school less than 50% of the time and we know this needs to improve so that we can ensure students are learning and thriving in our environment. We need to continue to accentuate quality learning environments with high expectations for our students while recognizing the need to build resilience, grit, and regulation.

Each day we welcome our students to a safe place to learn, feel connected, know kindness, and feel cared for!



PARKLAND
SCHOOL DIVISION