

# Uphill all the way! Building Leaders and Readers in a Time of Change

Significant



**Brenda Gabriel**  
Superintendent of Curriculum &  
Instruction

**Carol Mitchell, Literacy Coordinator**

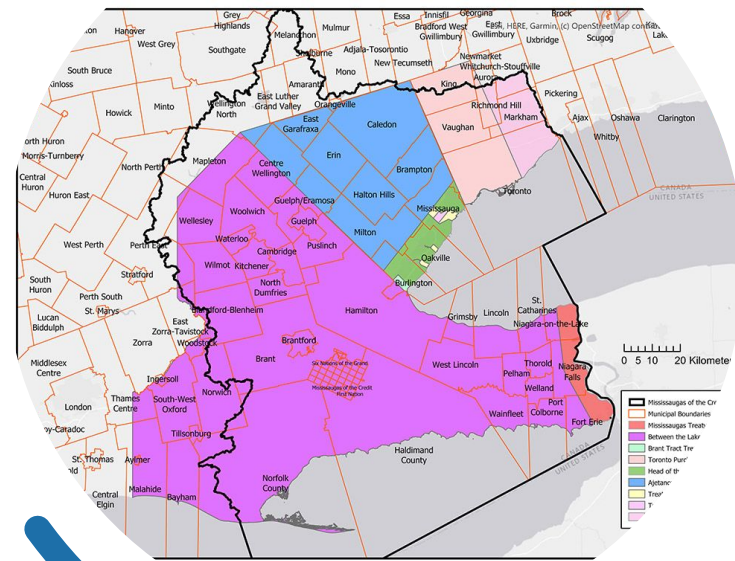
Insights Ontario –  
March 3, 2023

# LAND ACKNOWLEDGEMENT

“We would like to begin by  
acknowledging the traditional owners  
of the land on which we are meeting today.

We honour & respect the people of the Treaty and  
Traditional Territory of the Mississaugas of the  
Credit First Nation, The Haudenosaunee  
Confederacy, the Huron-Wendat and Wyandot  
Nations.

We are thankful for the opportunity to gather with  
all of you on these lands.”



Mississaugas of the Credit First Nation  
Treaty Lands and Territory



Greetings!  
Edlanete!  
...from the Treaty  
Lands of A.D.E.A.

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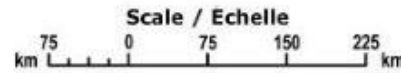
- Fond du Lac & Black Lake Denesuline First Nations Treaty 8 Territory
- Hatchet Lake Denesuline First Nations Treaty 10 Territory
- Prince Albert is located in Treaty 6 Territory.





Fond-du-Lac  
Denesuline First  
Nation

- LEGEND / LÉGENDE**
- Provincial capital / Capitale provinciale
  - Other populated places / Autres lieux habités
  - International boundary / Frontière internationale
  - - - Provincial boundary / Limite provinciale



<http://atlas.gc.ca>



Black Lake Denesuline  
First Nation

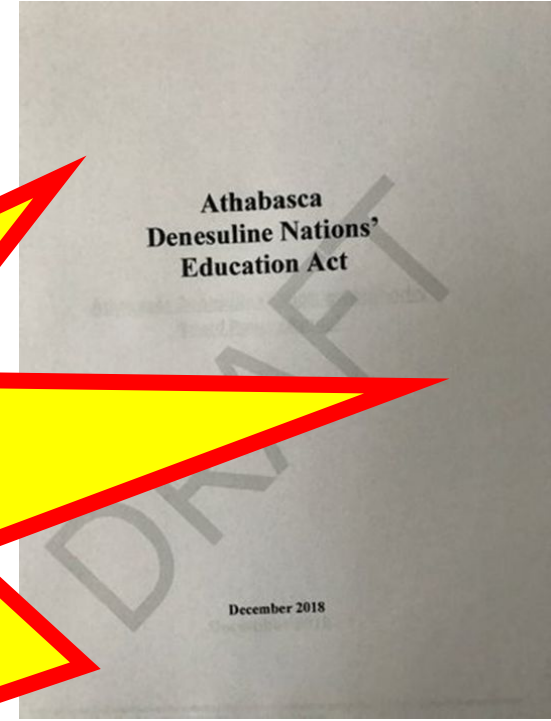


Hatchet Lake  
Denesuline First  
Nation

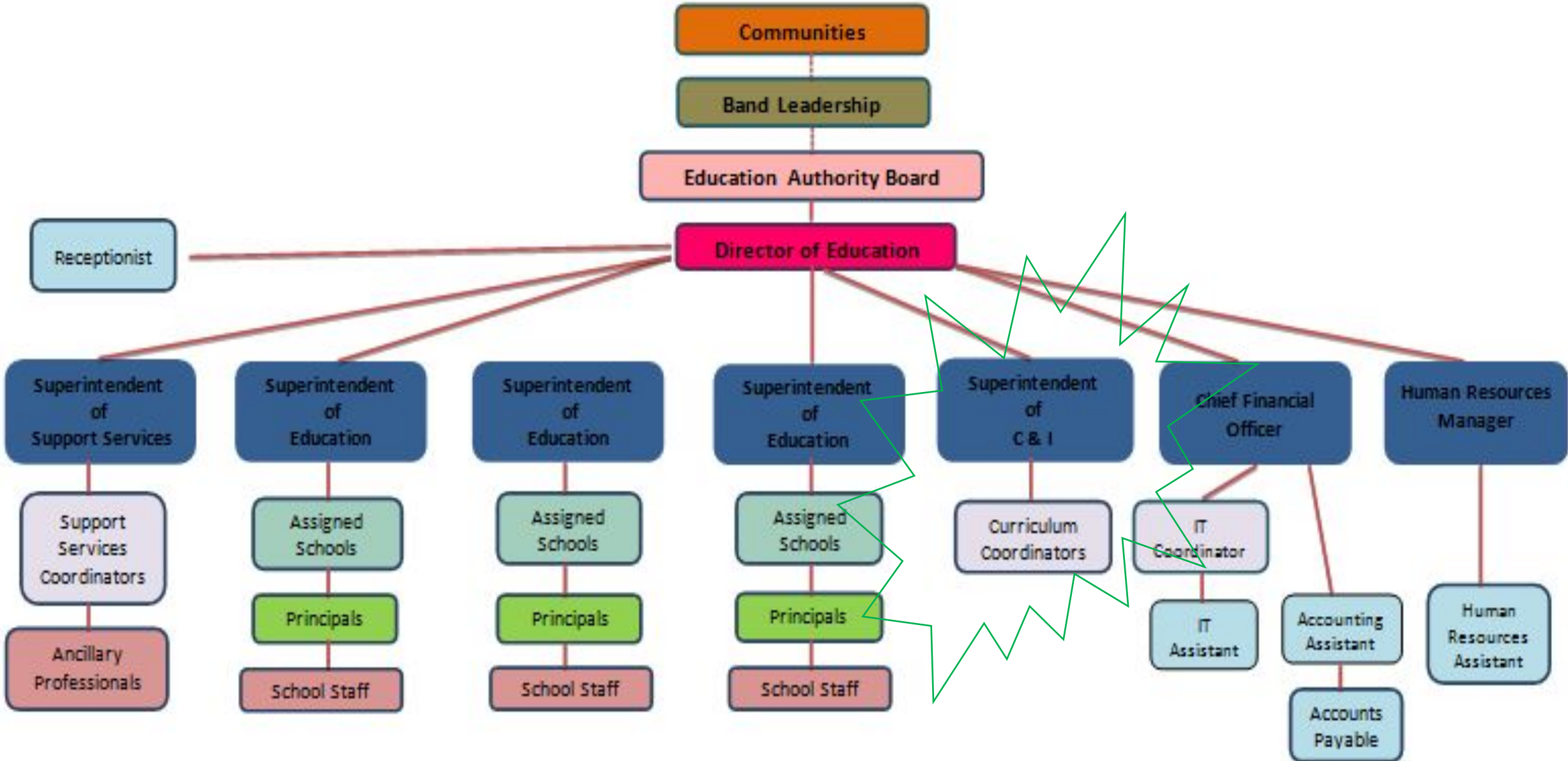
# History of ADEA

- **December 2016** - National Program Implementation on Transformation for First Nations on
- **March 2018** - Approval of agreement to the es  
adv  
bands c  
included in
- Inception A
- IV

**Schools Closed  
Until further Notice!**



Athabasca Denesuline Education Authority- Administrative Structure





**April – June 2020**

**September – December 2020**

**January – June 2021**

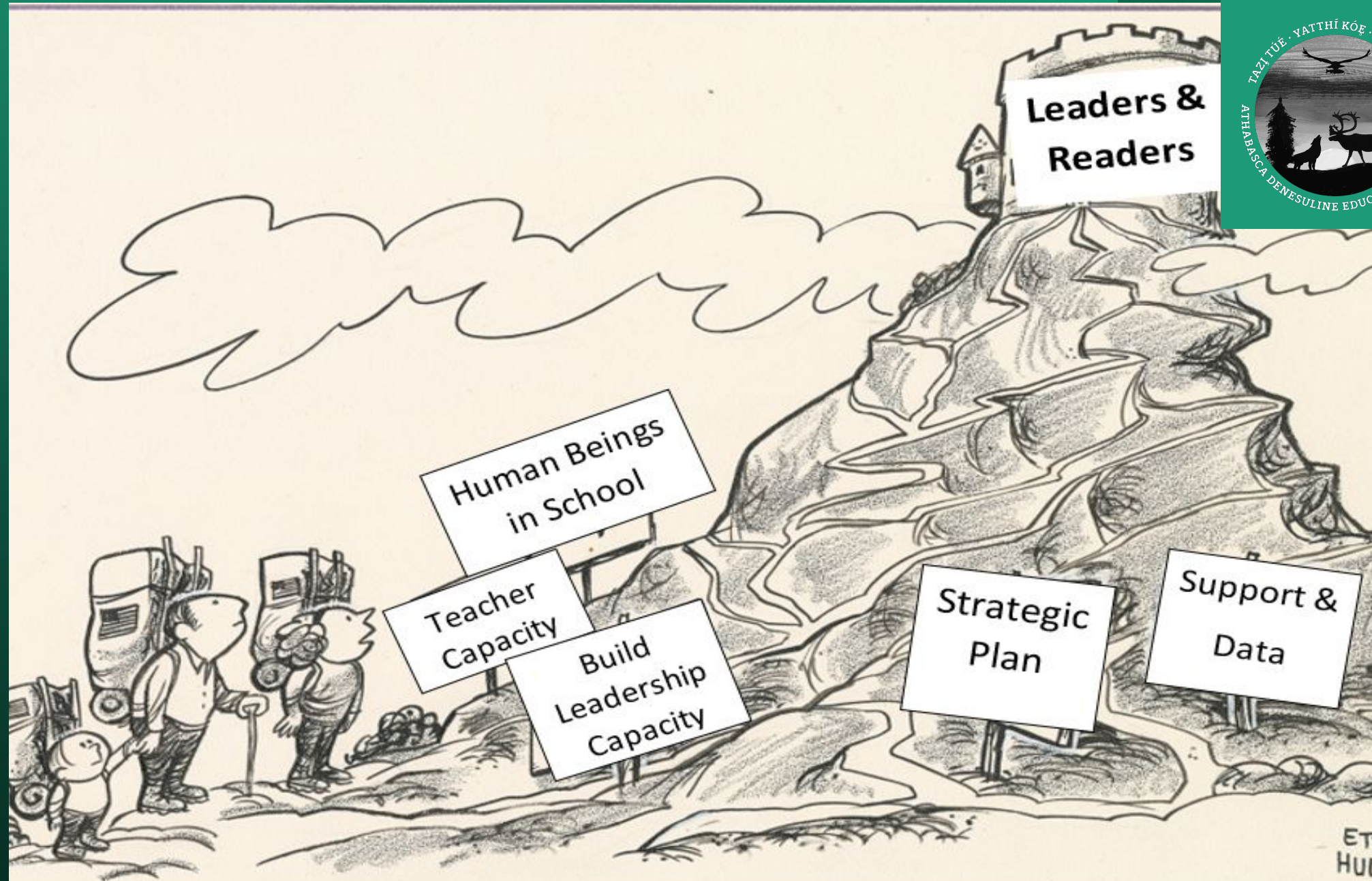
**September – December 2021**

**January – June 2022**

# Model for Managing Complex Change







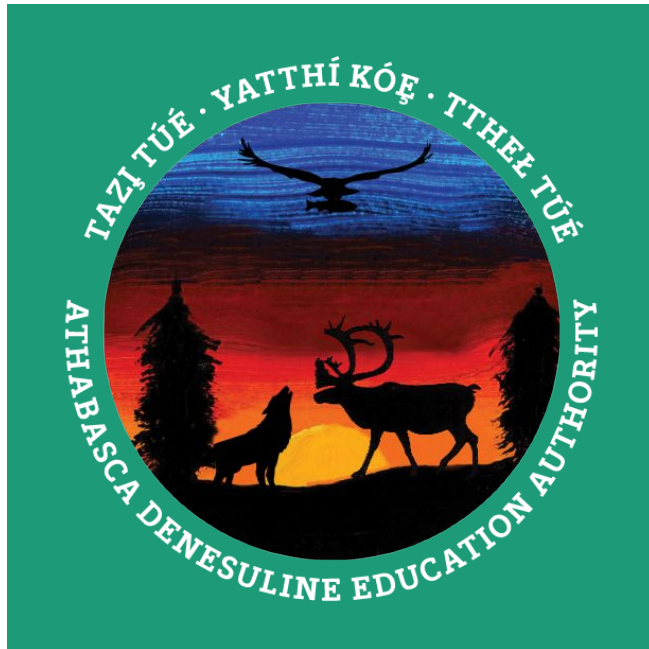
"ANY WAY WE GO, IT'S GOING TO BE UPHILL"

ET  
HUL



ADEA Leadership Team June 2022

# A.D.E.A. Leadership Team “Our Priorities & Our 15 Tight Expectations”



Our Priorities	Our Fifteen Tight Expectations
Evidence-Based Leadership at All Levels	<ol style="list-style-type: none"><li data-bbox="1658 165 2407 472">1. ADEA Leadership Team will share collective responsibility of all students by progress monitoring literacy data at every leadership meeting.</li><li data-bbox="1658 472 2407 779">2. ADEA Leadership Team will increase the use of data to determine next steps for instruction, intervention and professional development.</li><li data-bbox="1658 779 2407 1086">3. ADEA Leadership Team will model the use and progress monitoring of SMART Goals in all leadership plans and meetings.</li></ol>

## Our Priorities

## Our Fifteen Tight Expectations

Instructional Leadership at All Levels

1. ADEA Leadership Team will deepen personal and collective understanding of effective literacy lessons and literacy instructional strategies as modeled in the Science of Teaching and Science of Reading.
2. ADEA Leadership Team will conduct effective observation and feedback sessions with teachers intentionally focused on effective literacy instruction.
3. ADEA Leadership Team will lead the development and implementation of instructional expectations and induction of all new teachers.
4. ADEA Leadership Team will lead the development and implementation of professional learning focused on core instruction.

## Our Priorities

Culture-Focused Identity at All Levels

## Our Fifteen Tight Expectations

1. ADEA Leadership Team will increase access to resources to support FN (Dene) learning.
2. ADEA Leadership Team will increase Dene curriculum content across K-12 in all schools.
3. ADEA Leadership Team will share best practices from school-to-school modeling events, activities, programs, resources, Elder involvement and any things that supports the growth of cultural identity.

## Our Priorities

Shared Leadership through the collaborative PLC Process

## Our Fifteen Tight Expectations

1. ADEA Leadership Team will model collaboration, effective communication and shared leadership through their own professional discussions, agendas and focus.
2. ADEA Leadership Team will model build a PLC through learning together and from one another, becoming familiar with each other's schools and communities.
3. ADEA Leadership Team will ensure time is provided for collaboration and protected from interruptions.
4. ADEA Leadership Team will provide support to teachers to understand the PLC process.
5. ADEA Leadership Team will bring artifacts/evidence of the PLC process from their schools to their leadership team meetings.



# Educational Prosperity in ADEA

Training for Education Catalysts

Prince Albert, Saskatchewan

7-8 June 2022

Dr. Norma St. Croix and Dr. Doug Willms

*A catalyst is a person who causes great change to happen*



Athabasca Denesuline Education Authority

## Tuesday, 7 June 2022

0830-0835	Brenda	Opening Prayer and Land Acknowledgement	
0835-0850	ALL	Welcome and Introductions	
0850-1000	Doug	Science of Reading	Learning-to-read in Three phases Scope and sequence for Phase 1
1015-11:45	Norma	Best practices for teaching reading I	Phonological Awareness Phonics
11:45-12:45	<b>Lunch</b>		
12:45-14:15	Doug	Systematic Assessment	PARA training
14:30-1600	Norma	The Professional Learning Committee	PLC Process PLC Meetings



## Wednesday, 8 June 2022

0830-1000	Doug	The Science of Teaching	High-yield teaching strategies Structured lessons Spaced learning Cooperative learning
1015-11:45	Norma	Best practices for teaching reading II	The 50-minute literacy block Read Aloud Shared Reading Guided Reading
11:45-12:45	<b>Lunch</b>		
12:45-14:15	Doug	Proactive classroom management	Knowing your students
14:30-1600	Norma and Doug	Ten Foundations for Success Shifts in Daily Practice Role of the Literacy Mentor	Final Q &A



**TO BE SUCCESSFUL, YOU MUST  
ACCEPT ALL CHALLENGES  
THAT COME YOUR WAY. YOU  
CAN'T JUST ACCEPT THE ONES  
YOU LIKE.**

**- MIKE GAFKA**

September 2022– We  
started our climb...

“Becoming a Reader” &  
“Phonics Advantage  
Reading Assessment”  
(PARA) in Grades 1 to 5 –

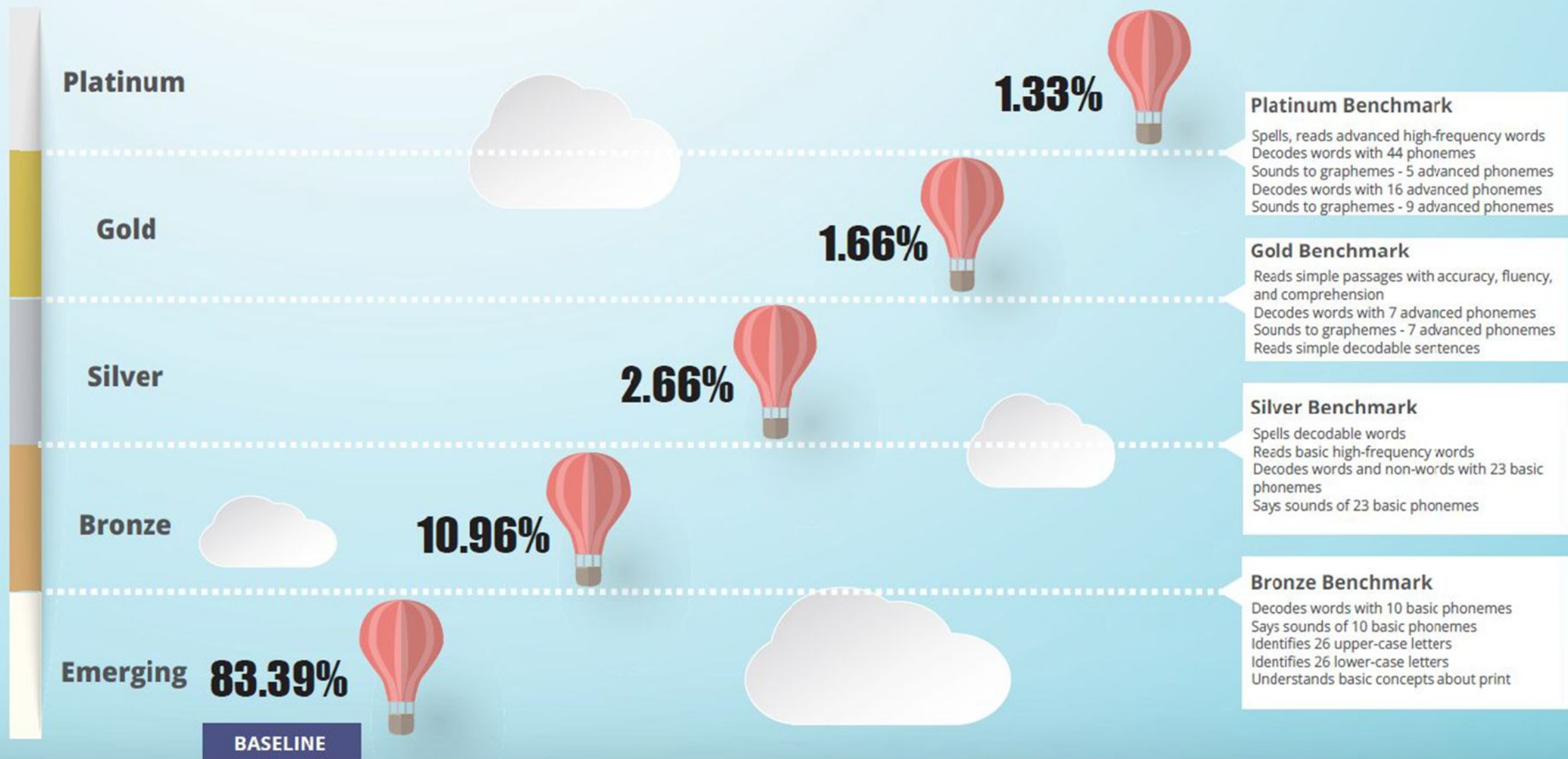
- ✓ PD to all teachers &
- ✓ initial assessments to  
all students.

Our Benchmark Data ...

# Reading Achievement

in Athabasca Denesuline Education Authority

Fall Baseline - Sept 30, 2022



This graph includes data from 301 children who completed the PARA as of Friday, Sep 30, 2022.

Teachers'  
Initial  
Response...  
(October  
2022)

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“When I was first introduced to the PARA Program, I was not happy. I was reluctant to do this work. I really thought this was an extra add-on we had to do with our students.”

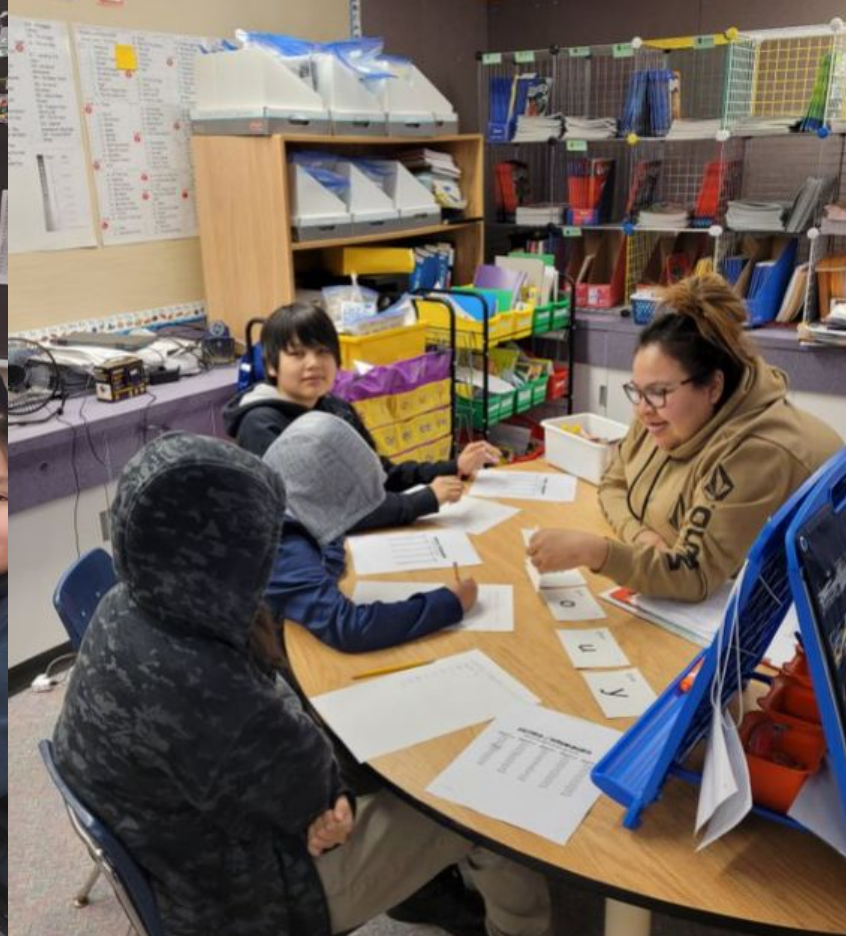
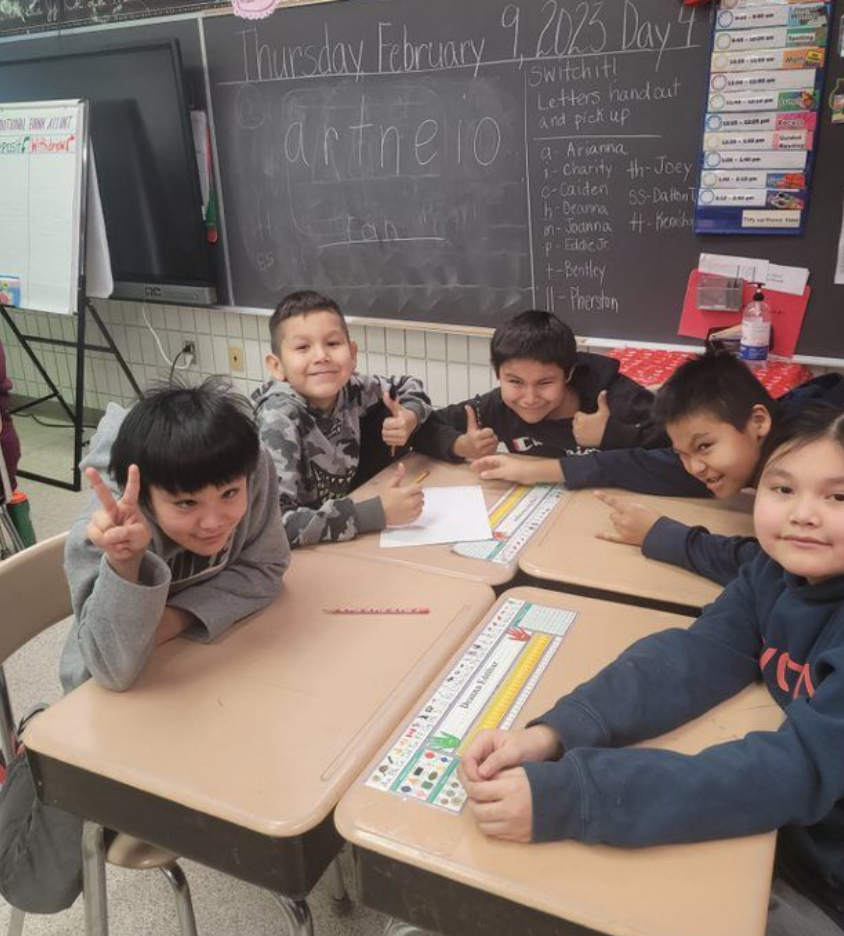
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“We were unsure about the program and how it worked when we first started. There were lots of teachers who were reluctant and did not want to use the program.”

# We focus on **Student Learning** as we climb...



	Challenge	Content	
Emerging	1	Concepts about print	83.39%
	2	Lowercase letters	
	3	Uppercase letters	
	4	Sound-letter correspondence for 10 basic phonemes	
	5	Decode words with 10 basic phonemes	
Bronze	6	Sound-letter correspondence for 13 basic phonemes	10.96%
	7	Decode words with 23 basic phonemes	
	8	Decode non-words with 23 basic phonemes	
	9	Read basic high-frequency words	
	10	Spell decodable words	
Silver	11	Read simple decodable sentences	2.66%
	12	Sound-grapheme correspondence for 7 advanced phonemes	
	13	Decode words with 7 advanced phonemes	
	14	Read Passage 1 with accuracy	
	15	Read Passage 1 with fluency	
	16	Comprehend Passage 1 content	
Gold	17	Sound-grapheme correspondence for 9 advanced phonemes	1.66%
	18	Decode words with 16 advanced phonemes	
	19	Sound-grapheme correspondence for 5 advanced phonemes	
	20	Decode words with all 44 phonemes	
	21	Read advanced high-frequency words	
	22	Spell advanced high-frequency words	
Platinum	23	Read Passage 2 with accuracy	1.33%
	24	Read Passage 2 with fluency	
	25	Comprehend Passage 2 content	



“We are on our way up that hill!”



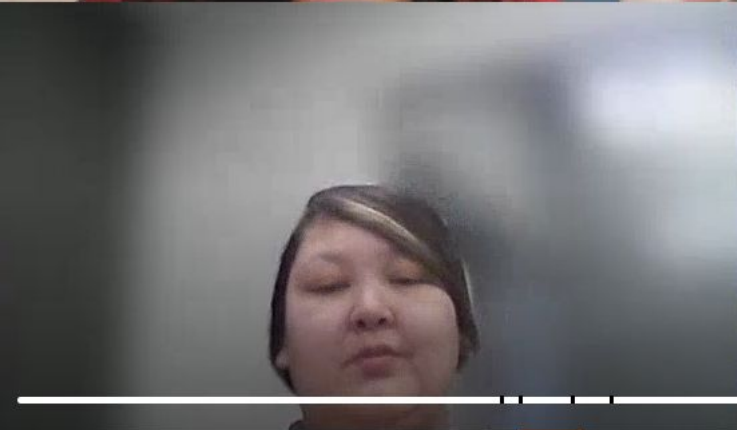
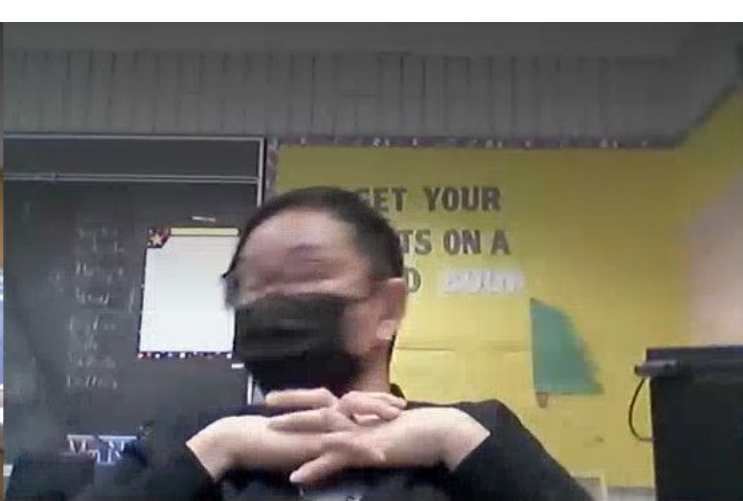
Introducing ADEA  
Literacy Coordinator,  
Carol Mitchell



We LOVE to Celebrate!!!

We are improving our “climbing” skills and are on the move!





Kim Hagarty



Shealyn Joseyoun...



Mercy Mol Araldas



Sharon Hart



Sharon Denechez...



Colette (Guest)



Helen Hugarth



Janette Desharnais



Cheryl Mercredi



Martha Josie



Lisa Case

Grade 3/4

Teacher: Cheryl Mercredi

Number of students:

Plan for Two Weeks-Assess when completed -

Grade 3/4 December Groups

Group 1: Bentley, Bailey, Joey, Eddie, Dalton, Garren, Deanna, Joanna, Rodney, Jenica, Pherston, Kenisha, Dalton T, Jayren, Angelina, Kesler, Jay J, Jeremiah.

**Module 4 completed: Unit 2 Basic Phonemes Module 5 - First Two Short Vowels (ī, ō)**

- Lesson 5-a What's my Sound?
- Lesson 5-b Same or Different?
- Lesson 5-c Letter Switch
- Lesson 5-d 1, 2, 3 Match!

Group 2: Charity, Arianna, Maximus, Caiden

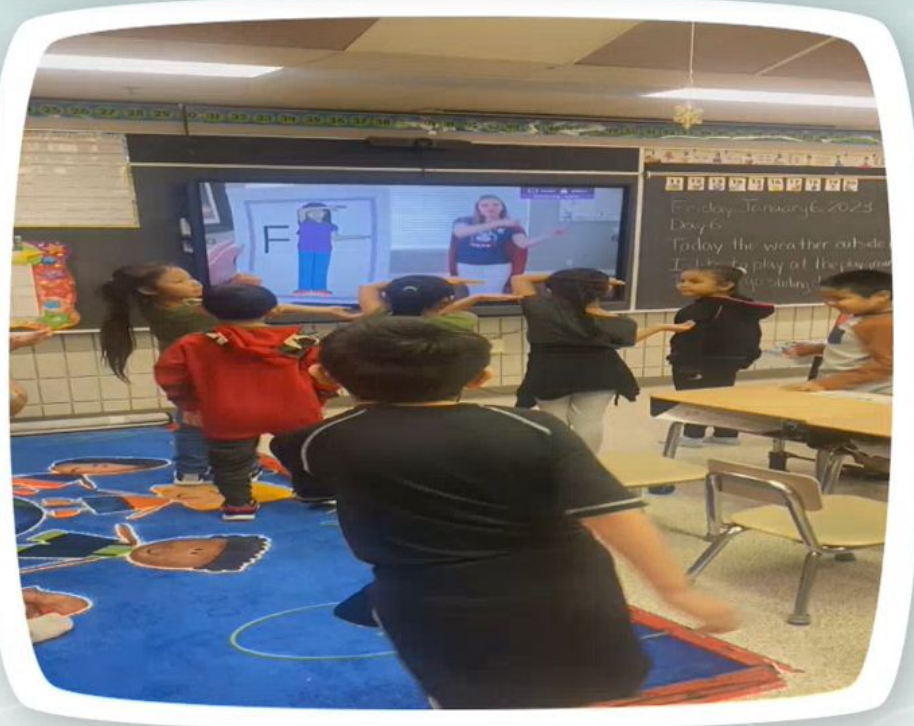
**Module 5 completed: Unit 2 Basic Phonemes Module 6 - Three Phonemes, Soft and Hard c (m, k, s) (soft c, and hard c)**

- Lesson 6-a Letter Action
- Lesson 6-b Make a Rhyme
- Lesson 6-c Scrambled Letters
- Lesson 6-d Read and Draw





- Reading Party- grade ones enjoying hot chocolate with cookies, and gummy worms. They each got a book from the First Book Canada that was sent up Carol.



BE the Alphabet-Youtube video

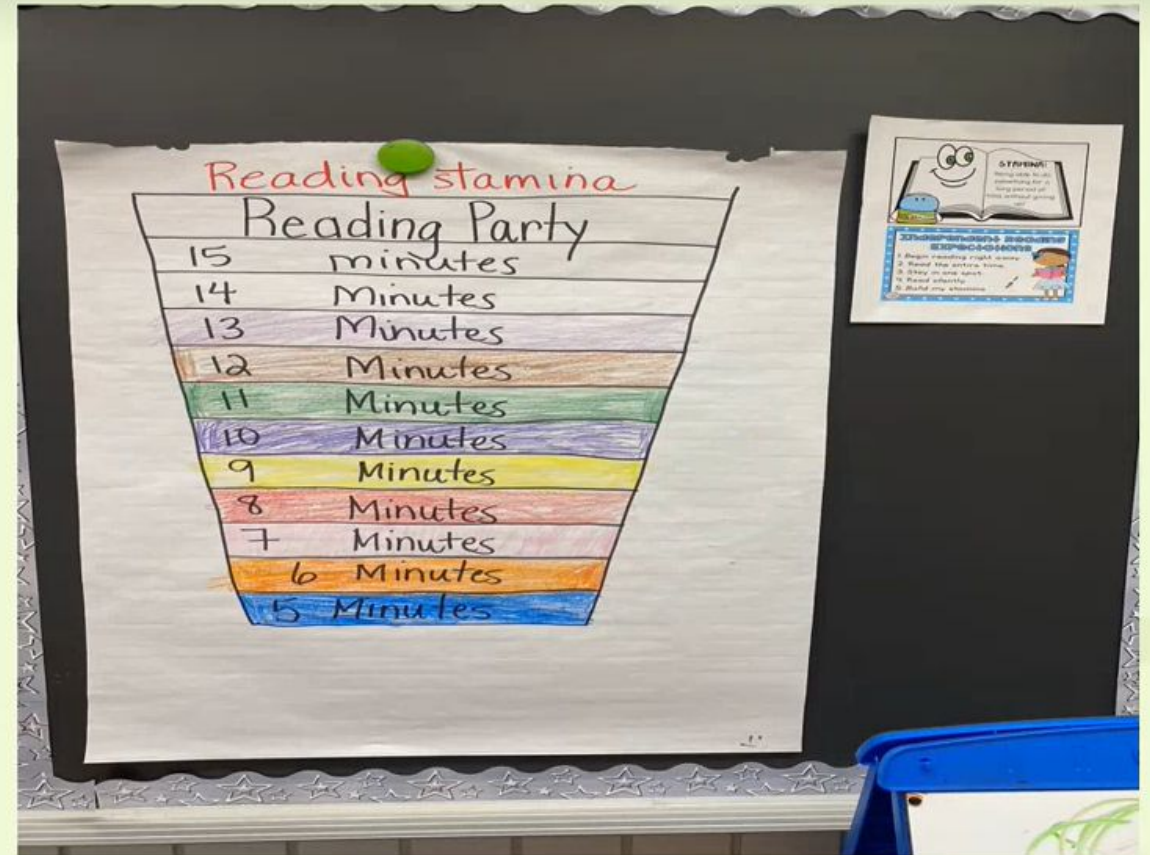
<https://www.youtube.com/watch?v=1UEYy9d0Fic>

Module 3 - Letter Knowledge  
Lesson 3-c Alphabet Body Shapes



# Reading Stamina

- Grades 1-5
- I Pick Book
- Introduced with “stamina” meaning
- Started with 5 minutes (silent Reading)
- Goal 15 minutes
- Students coloured each section
- Students celebrated by having a buddy to read with along with hot chocolate, cookies, book worms (gummy), and a book.



## WHAT THE TEACHERS ARE DOING TO BUILD READER

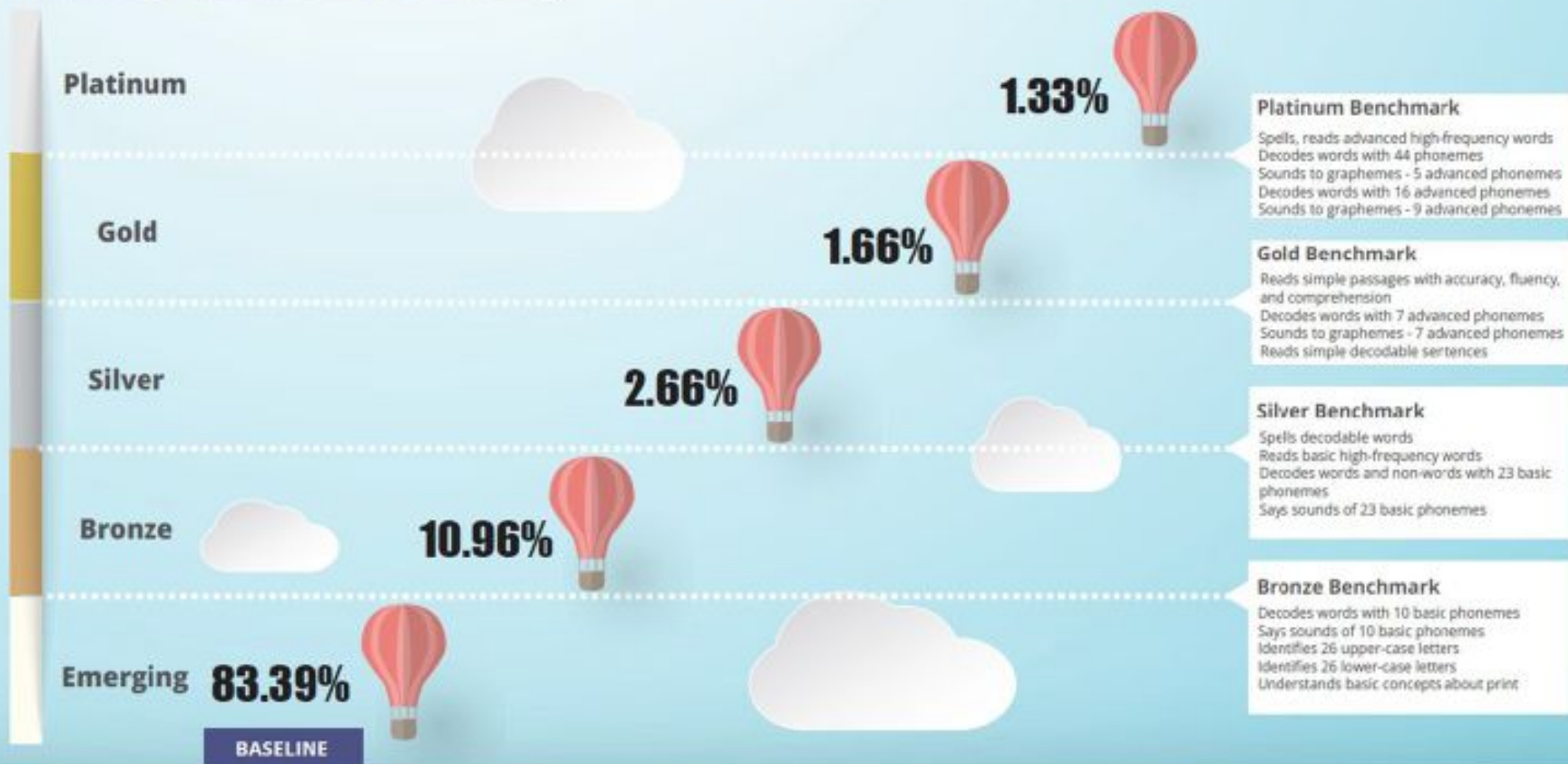
- Teachers test every two weeks or when students are for testing.
- Teachers submit their SMART goals to the Admin.
- Teachers plan and write their structured lesson base on the PARA data and the need of their students.
- Encourage teacher to finish their modules.

Ida Clarke, Literacy Catalyst

# Reading Achievement

in Athabasca Denesuline Education Authority

Fall Baseline - Sept 30, 2022

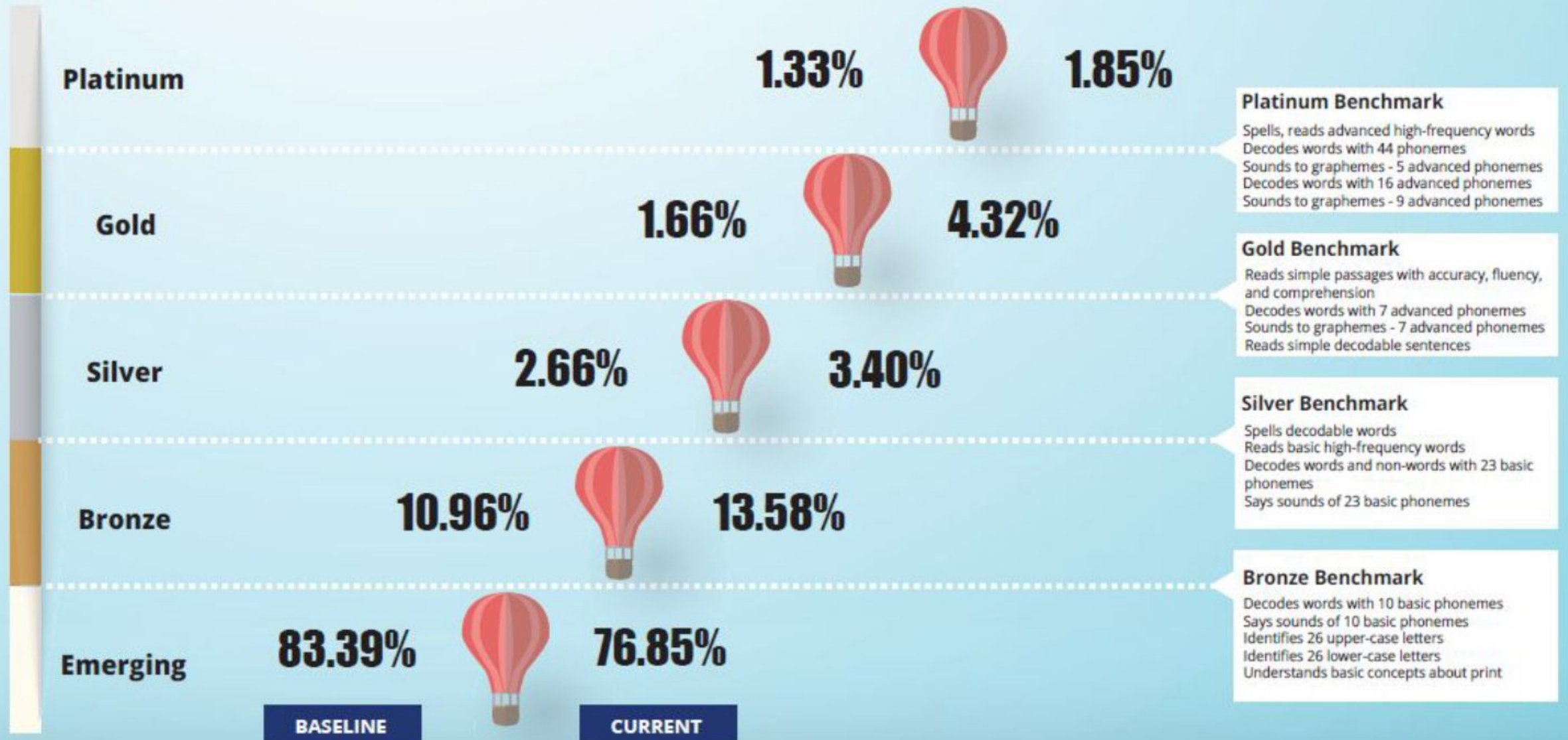


This graph includes data from 301 children who completed the PARA as of Friday, Sep 30, 2022.

# Growth in Reading Achievement

in Athabasca Denesuline Education Authority

**BASELINE to CURRENT**

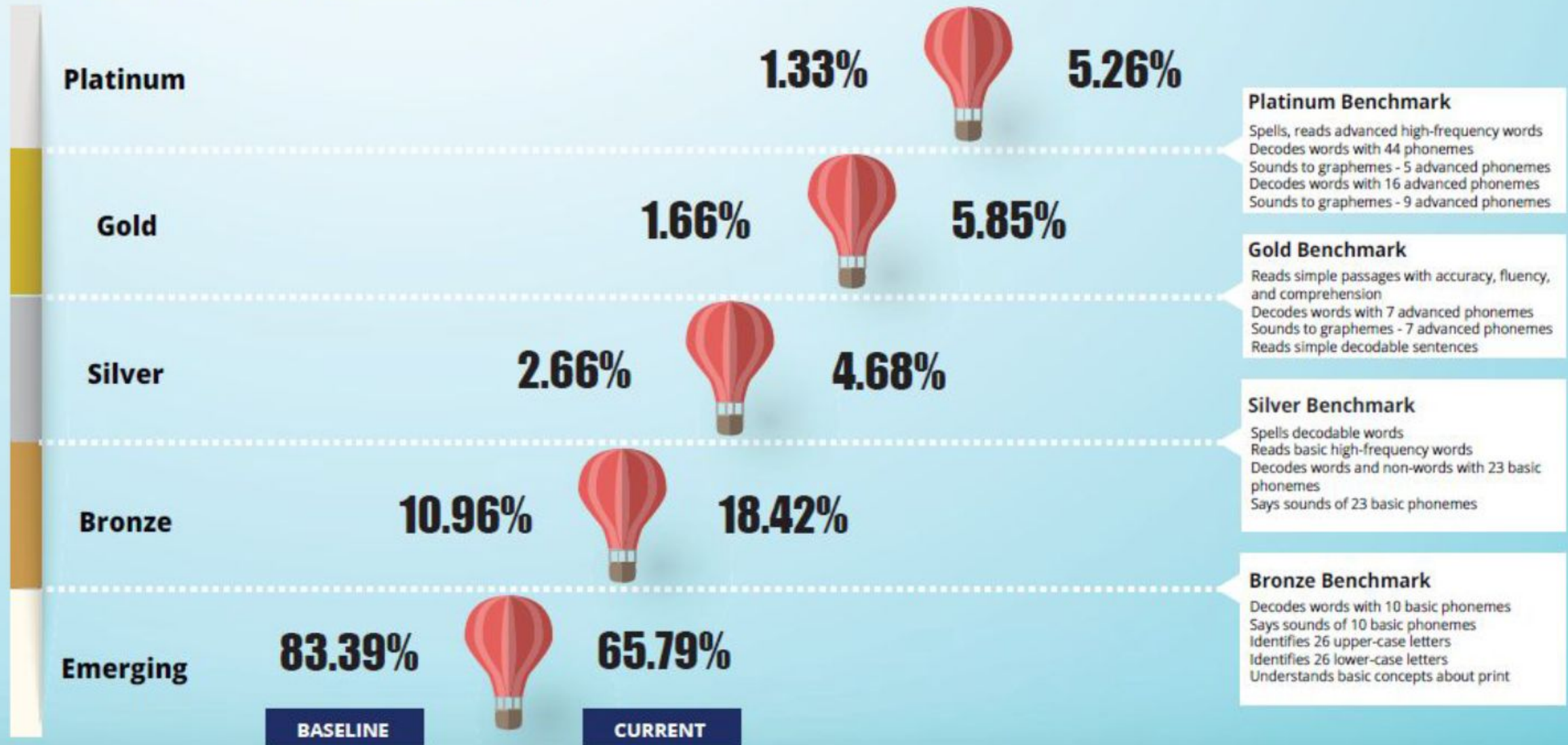


*This graph includes data from 324 children who completed the PARA as of **Friday, Oct. 21, 2022.***

# Growth in Reading Achievement

in Athabasca Denesuline Education Authority

**BASELINE to CURRENT**



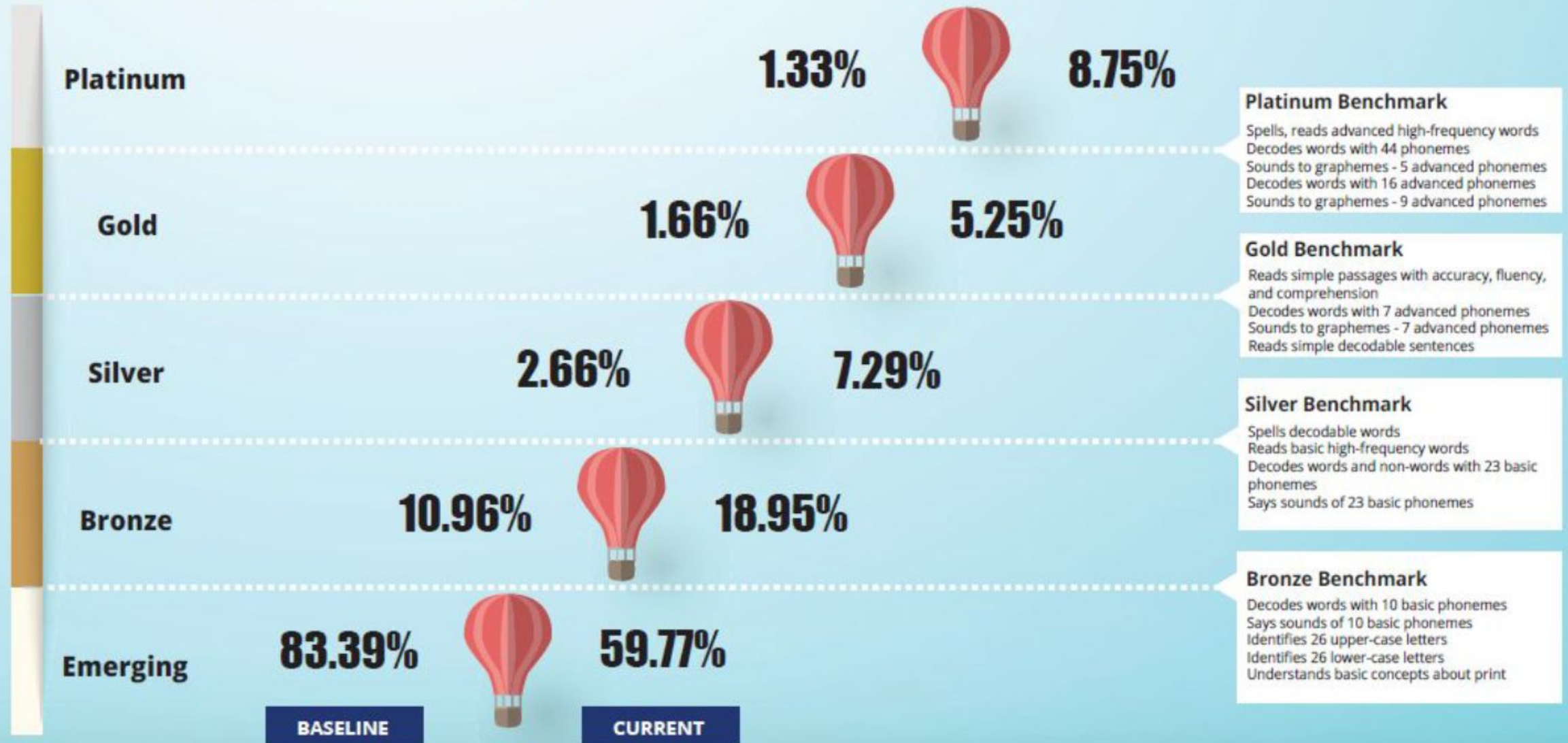
*This graph includes data from 342 children who completed the PARA as of **Friday, Nov. 25, 2022.***



# Growth in Reading Achievement

in Athabasca Denesuline Education Authority

**BASELINE to CURRENT**

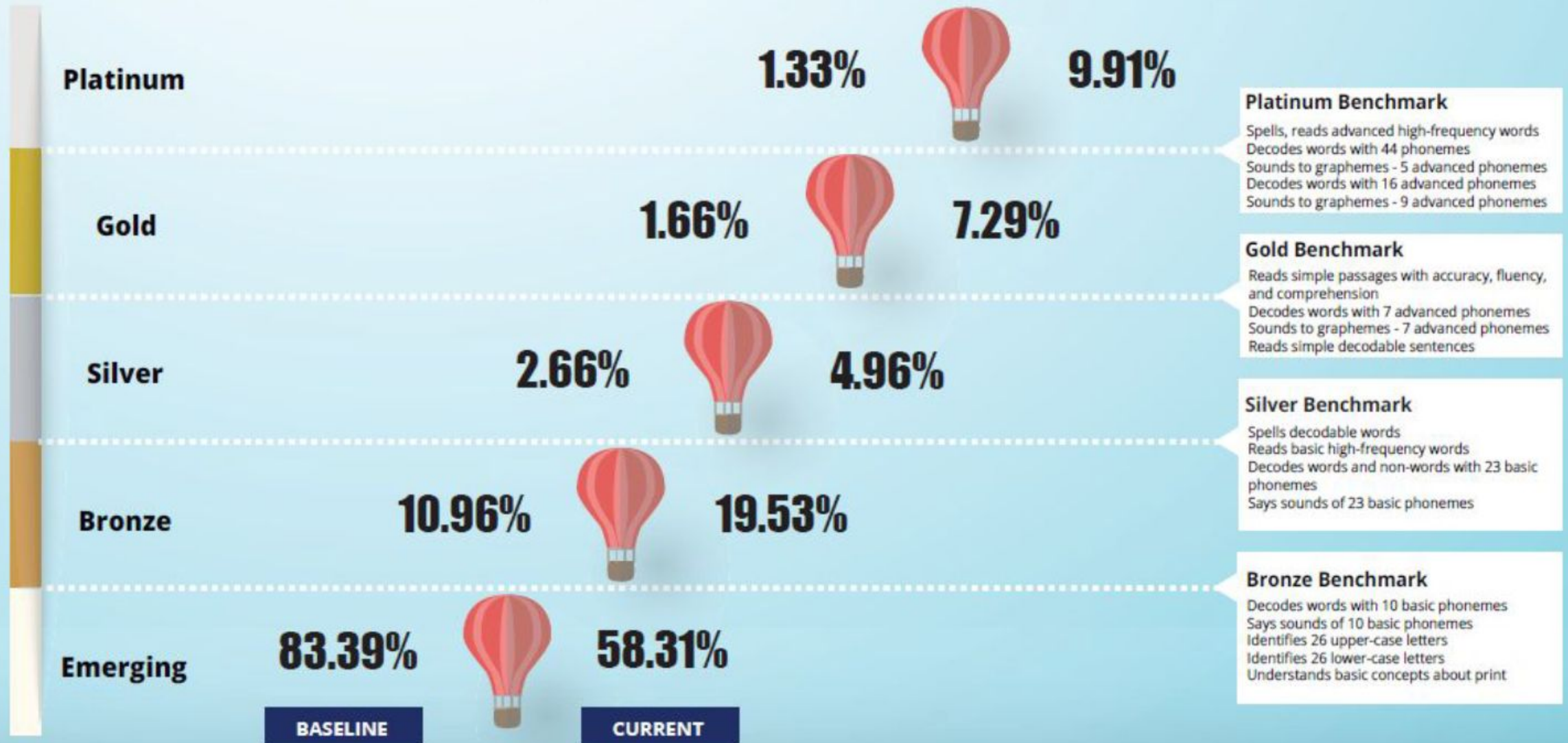


*This graph includes data from 343 children who completed the PARA as of **Monday, Dec. 19 2022.***

# Growth in Reading Achievement

in Athabasca Denesuline Education Authority

**BASELINE to CURRENT**

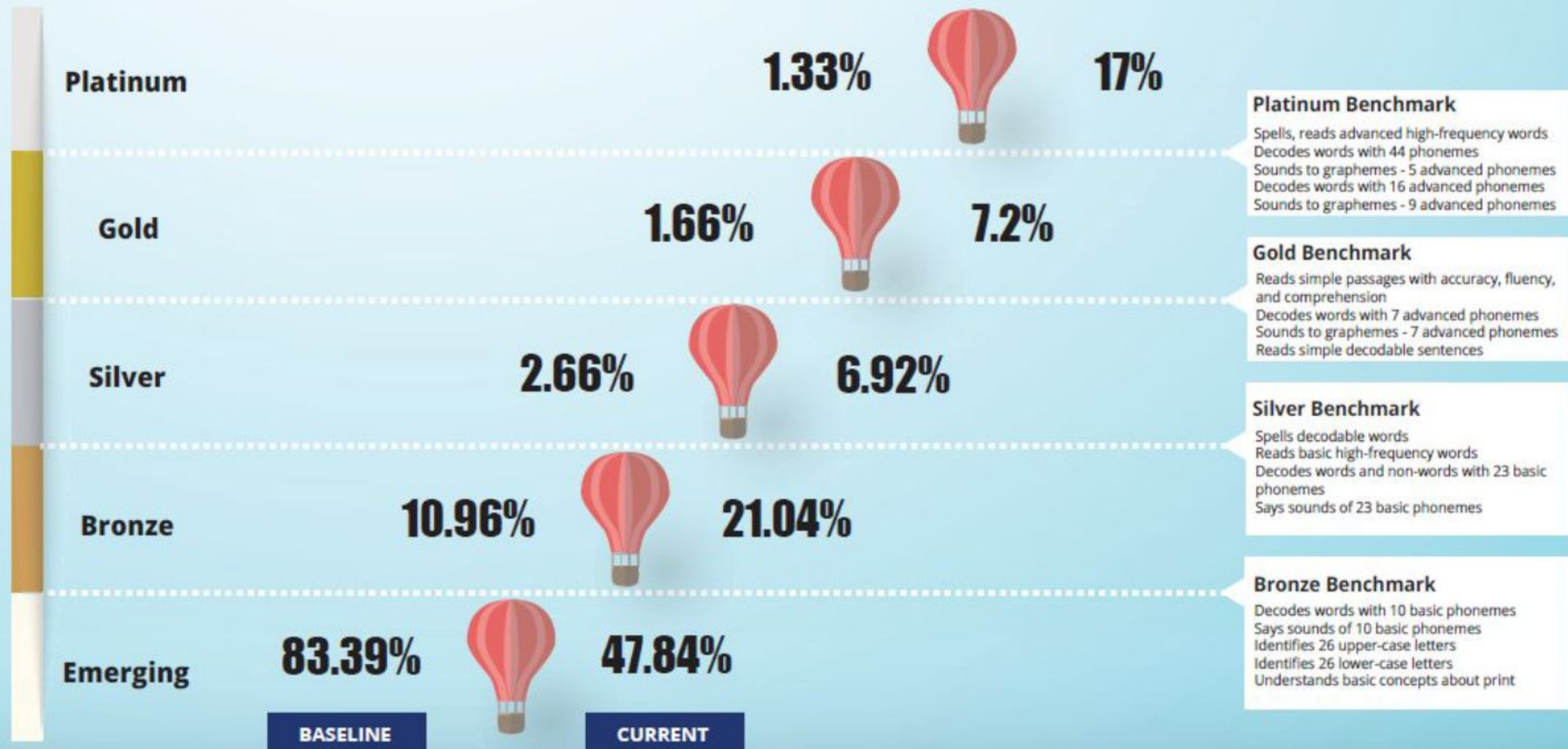


*This graph includes data from 343 children who completed the PARA as of **Monday, Jan. 30, 2023.***

# Growth in Reading Achievement

in Athabasca Denesuline Education Authority

**BASELINE to CURRENT**



*This graph includes data from 347 children who completed the PARA as of **Friday, Feb. 17, 2023.***

# Movement to Success...Reflections



Once I became familiar with the program and with the help from our Literacy Catalyst, I began to understand PARA. Ida held after school meetings to discuss the PARA Program and helped us to understand how this program works. After having the meetings, I did my own homework on the Science of Reading on my own time at home. I soon realized this was worth a shot to do and was mandatory. (Teacher)

...the Educators thinking has shifted and they are starting to adopt the skill-based sequence approach to teaching reading. (Literacy Catalyst)

The Learning Bar has helped my students to reach their potential in Reading. Each challenge I did with the students shows me where they are lacking their ability to read... with that, there are lessons in the program that we do with our students. Having the lessons right there on the slides is extremely helpful. If I need other ways of teaching, I would look for other lessons that match the student's PARA Data. (Teacher)





# Celebrating Literacy With Our Families



# ADEA is a Professional Learning Community

Shared Leadership Team

Focused on Collaboration, Learning and Results



# Each school is a Professional Learning Community

Teachers, Literacy Catalyst,  
Principals, Vice Principals,  
Superintendents

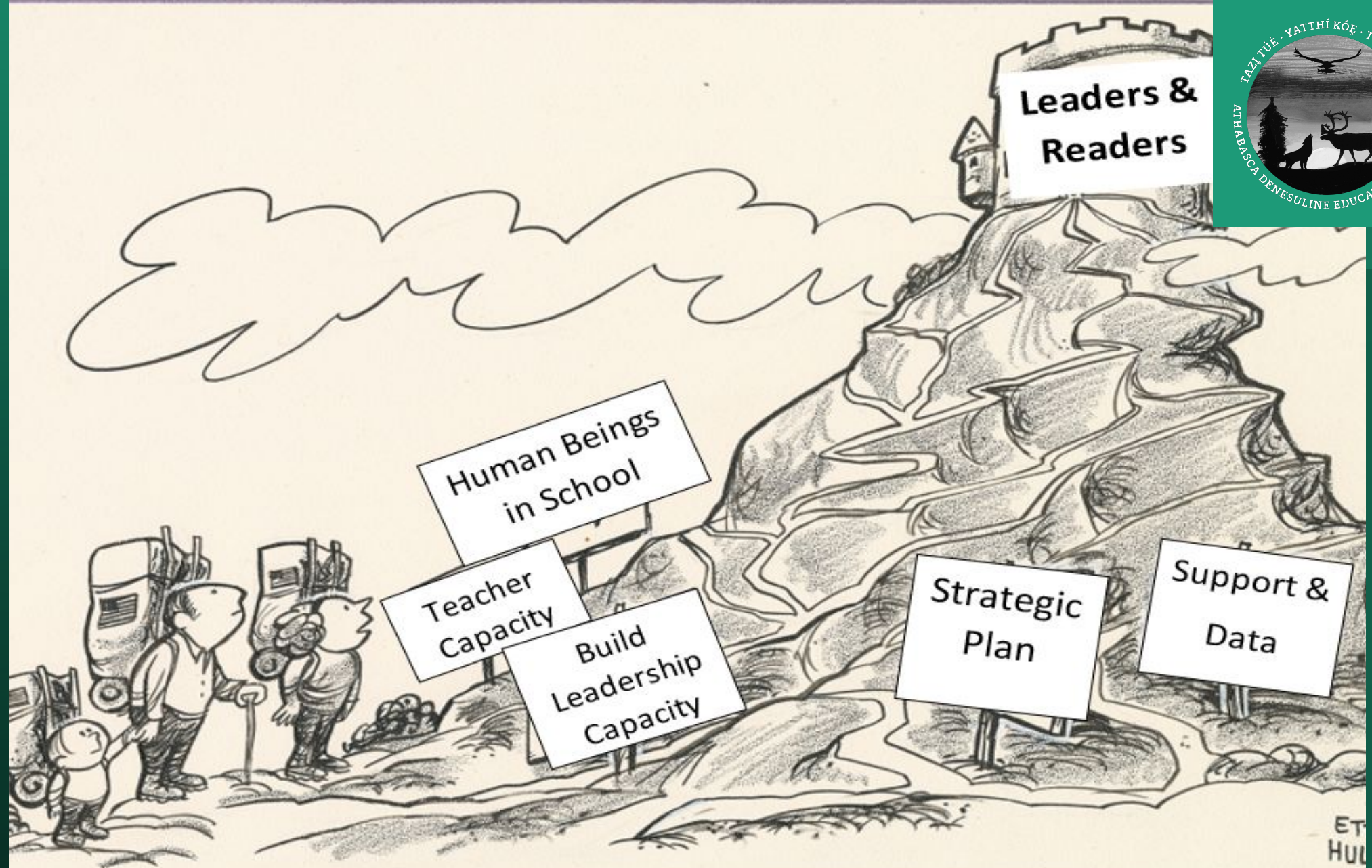
Focused on Collaboration, Learning and Results



# Each teacher is part of a collaborative team

Teachers, Principals, VPs,  
Literacy Catalyst

Focused on collaboration, Learning and Results



**Leaders & Readers**

**Human Beings  
in School**

**Teacher  
Capacity**

**Build  
Leadership  
Capacity**

**Strategic  
Plan**

**Support &  
Data**

**"ANY WAY WE GO, IT'S GOING TO BE UPHILL"**







Maşı  
nuhenεsthen!

Thank you!



The screenshot shows the top navigation bar of the Athabasca Denesuline Education Authority website. The navigation menu includes: Athabasca Denesuline Education Authority, About Us, Our Schools, Students Families, Programs & Services, Culture, Careers Staff, and We Are Hiring. The main content area features a large illustration of a caribou on the left and a coniferous tree on the right. In the center, there is a circular logo with a caribou silhouette and the text 'ATHABASCA DENESULINE EDUCATION AUTHORITY'. Below the logo, the text reads: 'Employment opportunities for 2022-2023 school year' and 'Click HERE to get more information'.

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