

Duffield School Development Plan 2022-2023





School Profile

Duffield School is a rural school in Parkland School Division with a student population of 286. Our school supports students from kindergarten to grade 9. Our school is focused on rich learning experiences in a setting that focuses on students' needs as individuals. Respect, resilience, creativity, imagination, collaboration, cooperation, and powerful thinking are qualities that highlight the culture we are striving to build at Duffield School.

DUFFIELD SCHOOL

2022-2023

PRIORITIES



1. Developing Strong Comprehensive Literacy

Teachers embed rich, evidence-based learning strategies in classrooms to develop comprehension, accuracy, and fluency in reading, writing, and vocabulary.

2. Developing Competency in Numeracy Understanding

Teachers create a numeracy-rich, thinking environment in which students develop a conceptual understanding of math that relates to the real world.



3. Valuing Diversity in our Learners

We embrace diversity and seek to understand and respect the feelings and ways of knowing of others in our community.

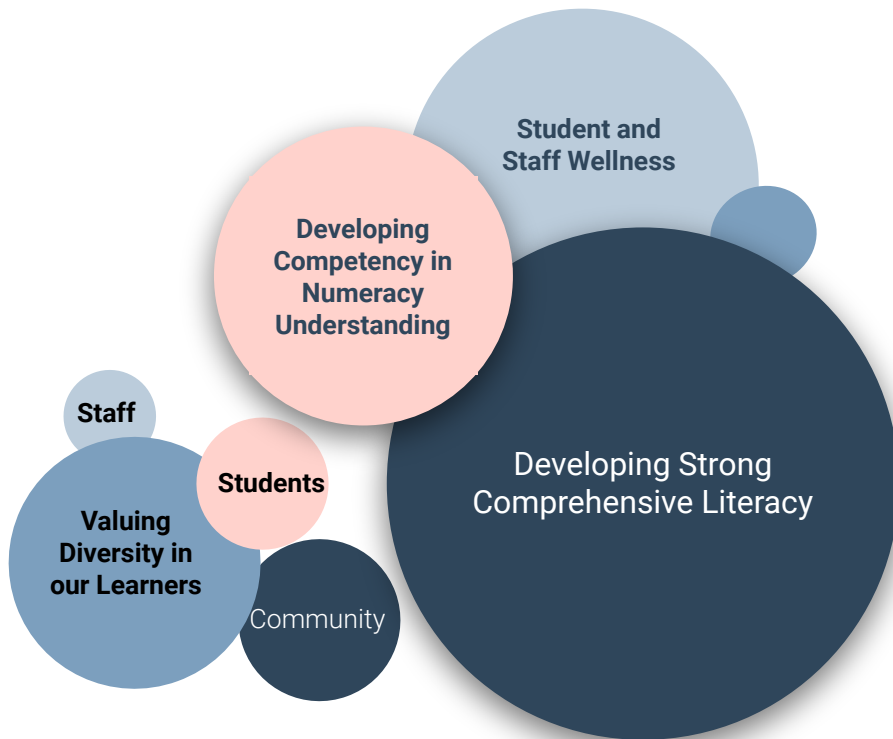
4. Student and Staff Wellness

For our children to be well, the adults who work with them need to be well. Our staff and students appreciate the importance of positive mental health.



Duffield School
CHERIE LOVSUND, PRINCIPAL

Our Priorities



Highlighting our Achievements

Our goal is to provide learning opportunities in an environment that stimulates curiosity and deep thinking. We can measure success in academics by examining the data and observing each learner as an individual. We recognize that each student has unique needs and we can measure social emotional well-being when our students show resilience and engagement throughout the school day.

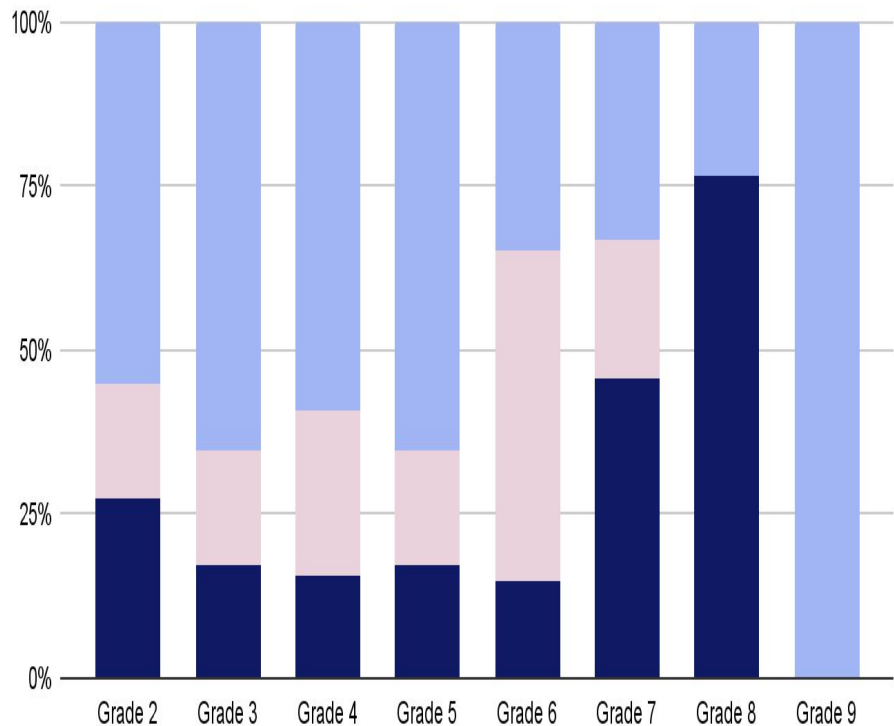
Developing Strong Comprehensive Literacy

Teachers embed rich, evidence-based learning strategies in classrooms to develop comprehension, accuracy, and fluency in reading, writing, and vocabulary.



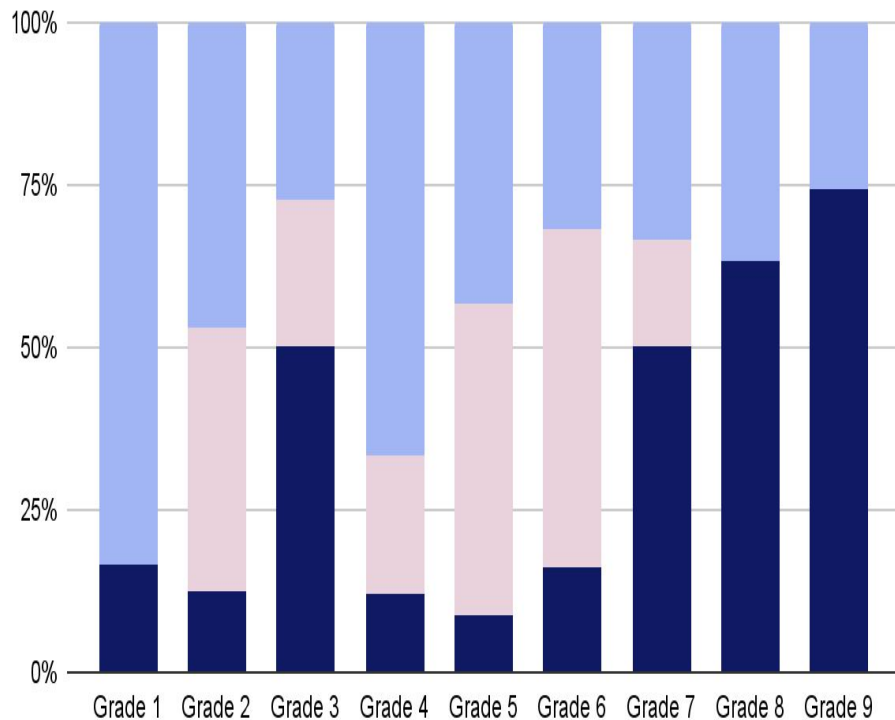
Fountas and Pinnell Start of Year

Below Grade Level Above Grade Level At Grade Level



Fountas and Pinnell End of Year

Below Grade Level Above Grade Level At Grade Level



Literacy Intervention Results



Based on 16 weeks of small group, targeted literacy intervention

Developing Strong Comprehensive Literacy

Our Goals	Predicted Outcomes	Evidence of Success
Small group reading instruction targeting specific skills in comprehension, accuracy, fluency and expanding vocabulary. Kindergarten-grade 9.	Build strong foundational skills in literacy with targeted strategies to build confidence in reading skills.	Benchmark Assessments; Observations and Running Records monitor growth; Deeper literacy skills in all subject levels (Summative Assessment)
Shared reading to model and transfer specific strategies using Adrienne Gear's Reading Powers: Connect, Visualize, Question, Infer, Transform.	Modelling of specific strategies will be transferred and embedded into individualized and small group reading.	Student work samples; Student specific data.
Continued focus and expansion of vocabulary strategies including Words their Way and Word Study activities.	Strong vocabulary, with a focus on word meanings in all subject areas, will deepen comprehension skills and background knowledge for learners.	Student work samples and data collection (WTW).
Implementation of embedded poetry in classrooms and throughout the school to highlight the importance of strong vocabulary and comprehension.	Strengthening vocabulary and comprehension in a meaningful way.	Vocabulary improvement and enjoyment.
Implementation of a comprehensive writing program using strong anchor books and a developed kindergarten-grade 9 scope and sequence for writing.	Students will develop confidence and skill in different writing forms, as well as developing sentence structure and correct grammar and punctuation.	Student writing samples; Collaboration when evaluating writing; Use of comprehensive rubrics.
Prioritize use of research-based phonological awareness and phonics lessons embedded into daily small group reading lessons and classroom mini lessons.	We will foster the development of strong phonological and phonetic skills, building foundational skills for strong reading and writing.	Student work samples and student specific data.
Comprehensive literacy as a school-wide theme; Literacy connecting our community, our classrooms, and our students.	Students will use a shared language about literacy practices and in turn, our families will also focus on specific themes in our home reading program. The predicted outcome would be shared reading enjoyment.	Parent survey data; Observation of student enjoyment of literacy.
Literacy intervention as a priority for our school, incorporating both a pull-out model and a push-in philosophy. We will access the expertise of our literacy lead and we will become immersed in conversations in collaborative group meetings to further growth.	As a staff, we will address gaps in literacy understanding and knowledge by focusing on research-based, high quality literacy instruction. We will work collaboratively with the literacy lead to discuss areas of concern and find solutions to areas of weakness.	Data collection-months behind in reading (measure growth). Less students who require intervention outside of the classroom setting.
Collection and analysis of data to support growth in reading, writing, and vocabulary. We will use the data to respond to student need in a timely manner.	The data will drive our instruction and our intervention. The data will provide us with a starting point and also will measure our success.	The data will show continual progress, with gaps in learning lessening with evidence-based learning practices.

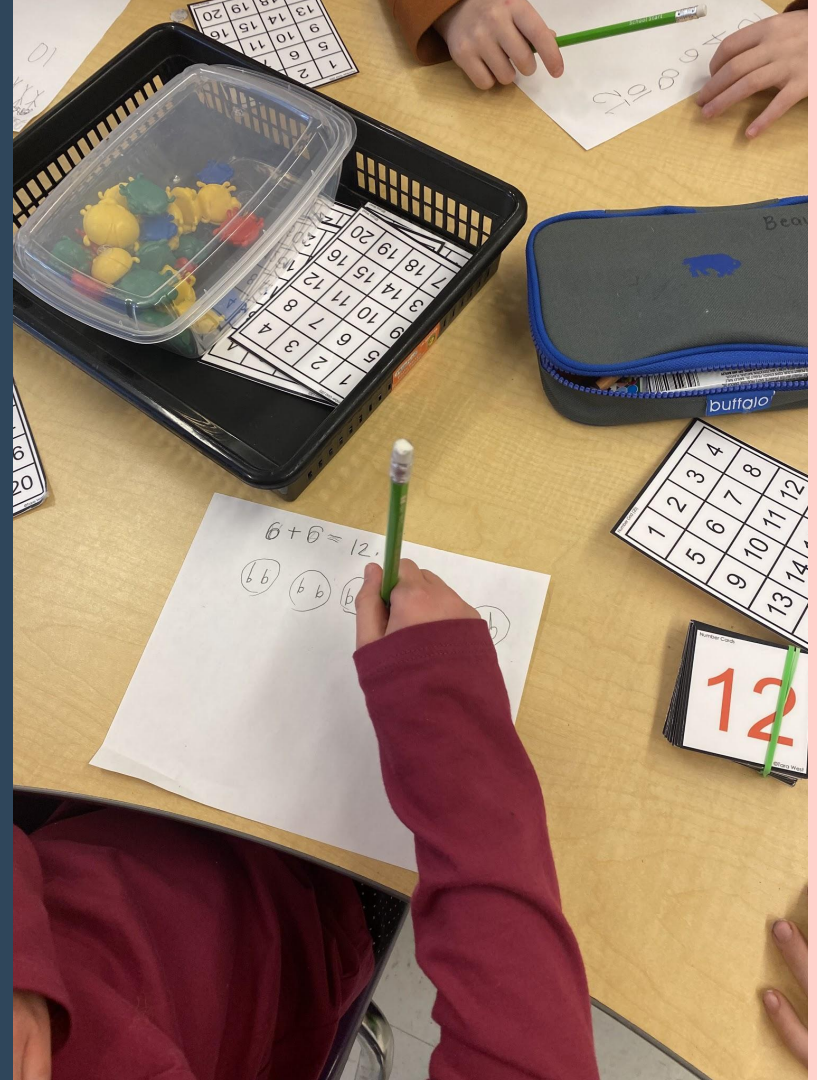
Professional Development: Strong Comprehensive Literacy

- ❑ Review of Small Group Reading Instruction: Focus on reading behaviours and using running records to formatively assess and guide instruction
- ❑ Implementation of RCAT Screening Tool for Grade 6–9 Literacy
- ❑ Implementation of Comprehensive Writing Program
- ❑ Using Adrienne Gear anchor books to build capacity for Shared Reading and developing comprehension strategies
- ❑ Beyond Words their Way: Developing Vocabulary in all subject areas
- ❑ Implementation and Support: New Curriculum



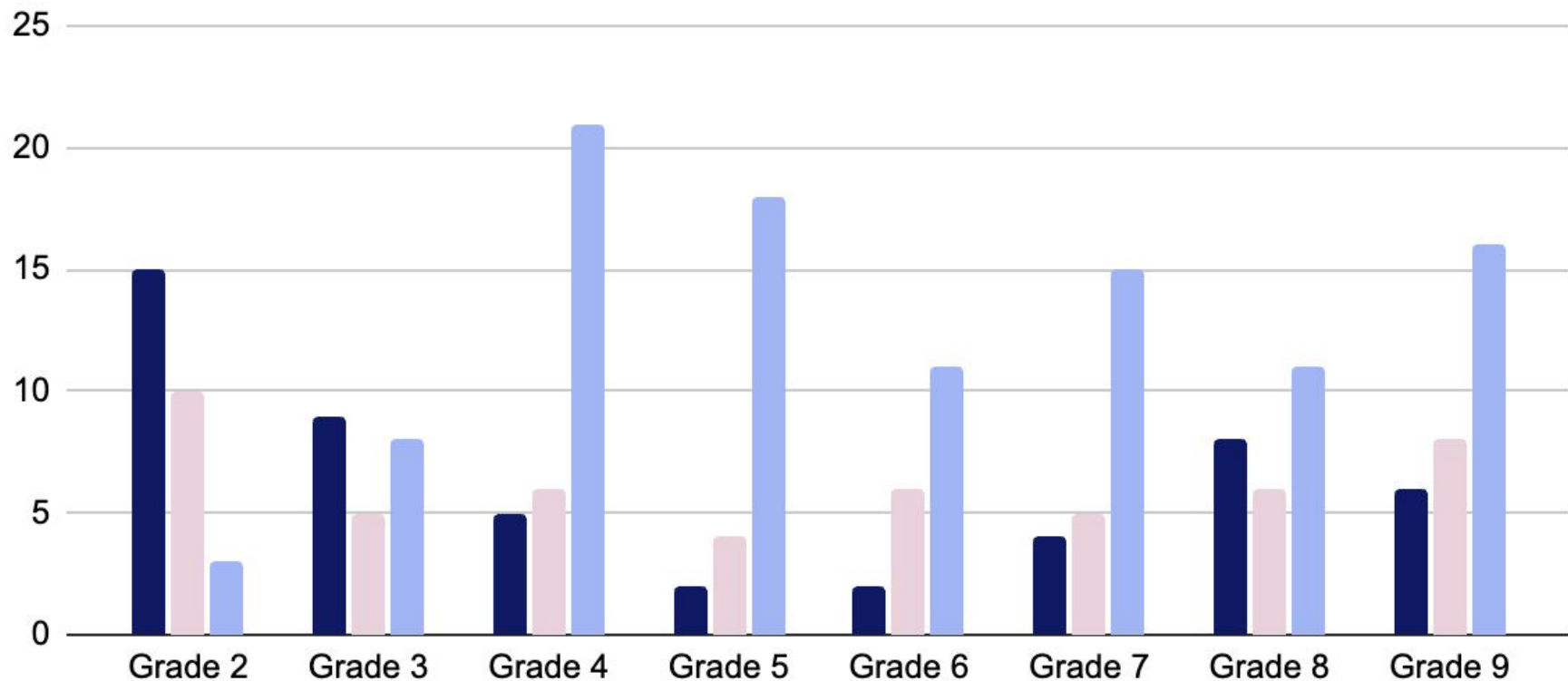
Developing Competency in Numeracy Understanding

Teachers create a numeracy-rich, deep-thinking environment in which students develop a conceptual understanding of math that relates to the real world.



MIPI Results 2021-2022

■ Does Not Require Attention ■ May Require Attention ■ Requires Attention

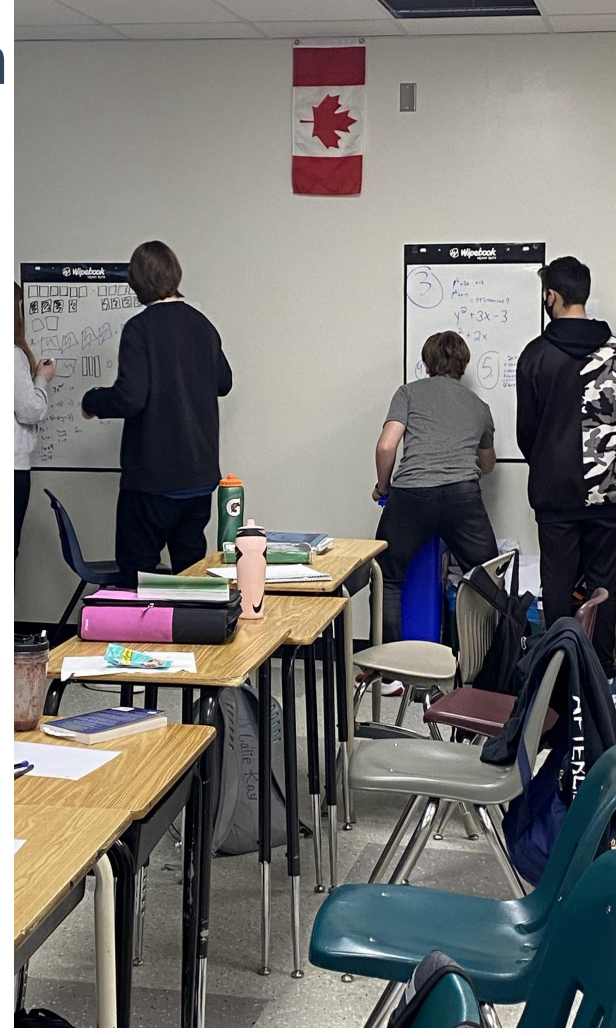


Developing Competency in Numeracy Understanding

Our Goals	Predicted Outcomes	Evidence of Success
Development and implementation of small group numeracy instruction in all kindergarten-grade 9 classrooms.	Students will develop confidence as they are taught concepts with understanding.	Anecdotal student data and work samples.
Whole school administration of the MIPI (Math Intervention Programming Instrument) twice a year.	Students requiring numeracy intervention will be identified early on and as a school, we will have reliable data to guide instruction and necessary intervention. This is a starting point for determining conceptual understanding with diagnostic tasks.	Improved MIPI results compared to 2021-2022.
To use mathematical interviews as a screening tool to assess gaps in numeracy understanding.	Staff will develop a deeper understanding of a student's misconceptions in numeracy understanding and increase teacher capacity to understand best practices in numeracy.	Student work samples and specific student data in numeracy.
Collection and analysis of data to support growth in numeracy understanding through diagnostic screening tool (Mining the Gap). We will use the data to respond to student need in a timely manner.	The data collected will allow us to address specific learning gaps in a meaningful way. This becomes the basis for small group numeracy instruction.	Student work samples and diagnostic formative assessments.
To focus on conceptual numeracy understanding through daily number talks, using counting collections (K-6+), fact fluency development, and targeted strategies.	With rich, evidence-based modelling and practice, each student will have a voice in numeracy learning. Math understanding becomes solidified in a hands-on, oral approach and students who are actively engaged in math tasks that mimic real life embed the learning more wholeheartedly.	Student specific data and observations/anecdotal notes from discussions and conversations.
To provide numeracy intervention for identified students in a structured environment that focuses on four key understandings: Verbalize, Visualize, Conceptualize, then Proceduralize.	To reduce gaps in conceptual understanding and also to develop strength in math habits that transfer to procedural learning.	Measured growth with intervention, as shown through specific benchmark assessments and data collection.
To use collaborative response meetings to address common student misunderstandings in numeracy and work collaboratively to find solutions to problems.	As a staff, we will address gaps in numeracy understanding and knowledge by focusing on research-based, high quality math instruction. We will work collaboratively with the numeracy lead to discuss areas of concern and find solutions to areas of weakness.	Teachers build capacity with math pedagogy and address gaps in learning - data collection shows growth in conceptual and procedural understanding.
To connect home-school-students in numeracy understanding, we will introduce Family Math Evenings.	Students and families will begin to see that math learning and understanding can be very enjoyable.	Parent surveys, conversations about what is happening at the school.
To focus attention on the philosophy of "thinking classrooms" in which students are actively engaged in collaborative problem solving.	This approach allows students to have a voice in their learning and enables small groups to work collaboratively on problems in an engaging, student-centered classroom.	Deep student learning and active engagement of all participants in math, moving beyond questions in a textbook.

Professional Development: Competency in Numeracy Understanding

- ❑ Peter Lillejhal's Thinking Classroom
- ❑ Mining the Gap – Diagnostic Screening
- ❑ Numeracy Interview Training and Analysis of Results
- ❑ Developing Conceptual Understanding of Math Topics using Manipulatives
- ❑ Implementation and support: New K–3 Curriculum



Valuing Diversity in our Learners

We embrace diversity and seek to understand and respect the feelings and ways of knowing of others in our community.



Valuing Diversity in our Learners

Our Goals	Predicted Outcomes	Evidence of Success
To embed culturally diverse literature into conversations, lessons, and classrooms.	Literature is a conduit for teaching students about different cultures, societies and peoples in a way that encourages active discussions in classrooms.	Student observations and conversations.
To incorporate indigenous ways of knowing into curricular outcomes through meaningful, relevant and authentic teaching activities.	Students will develop an awareness of indigenous ways of knowing and begin to see the world through a more inclusive lens.	Students will recognize, acknowledge and accept the gifts of others.
To invest time, energy, and resources into school clubs and interest groups that focus on diversity and equity (i.e. art and crafts club, GSA, book club, musical theatre, etc.).	We all benefit from the opportunity to belong and connect with others who share similar interests. These groups help to build student connections and help to foster a strong community. School groups build culture and provide students with exciting opportunities to expand their interests.	Students will feel accepted and included in our school community.
To incorporate daily sharing circles into morning routines.	Students will have opportunities to share and have a voice. Sharing circles provide students with an opportunity to share concerns and important life moments.	School days will be more positive - student specific data.
To develop further appreciation and respect for our neighbours at Paul First Nation by building and forging strong relationships with our families and with our Elders.	To build a positive mutual relationship with our neighbours at PFN that helps to develop trust and compassion.	Data collection - family surveys.
To develop mentorship and expertise with our Indigenous Education Lead.	Teachers will build capacity and understanding with Indigenous ways of knowing.	Teacher survey and conversations with Indigenous Education Lead.
To implement the Seven Sacred Teachings in our school as a community.	To develop understanding and diversity in our thinking and to follow guiding principles in the collaboration towards restoration of the cultural values, beliefs, and practices of indigenous peoples.	Student specific data and observations.



Professional Development to Broaden Perspective and Value Diversity in our Learners

- ❑ Indigenous Ways of Knowing – Seven Sacred Teachings
- ❑ Incorporating Indigenous Ways of Knowing into classroom teaching
- ❑ Discussions about Community, Equity, and Belonging



Student and Staff Wellness

For our children to be well, the adults who work with them need to be well. Our staff and students appreciate the importance of positive mental health.



Student and Staff Wellness

Our Goals	Predicted Outcomes	Evidence of Success
Continued support of individual counselling sessions with our school counsellor.	Our counsellor will be available to support families and students with a variety of strategies and tools to improve mental health and develop coping skills.	Less referrals to school counsellor and more students able to work through problems in a proactive manner.
Continued implementation of social emotional learning in small groups including friendship skills, dealing with conflict, managing emotions, anxiety, and resilience.	Students will use strategies independently in classrooms and on the playground to develop positive social emotional connections with peers.	Less playground issues and more enjoyment on the playground with different groups of students.
To develop and implement the comprehensive health plan that includes healthy eating, active living and mental well-being.	A healthy school environment means that students have a great chance of learning and loving being at school. We will support our entire school community to be healthy eaters, active with our bodies and gentle with our mental health.	Less referrals to the office and less School Based Support Team meetings necessary to support students.
To provide students with a daily food security program that includes items from the nutrition nook, as well as fruit baskets in classrooms.	Hungry students cannot learn. A provision for all students to have the healthy food they need will ensure active, positive learners in our classrooms.	Improvement in student achievement.
To implement a morning breakfast program for students that wish to participate.	A healthy breakfast also becomes a soft start for students who need a quiet time and space to prepare for a productive, positive school day.	Less disruptive behaviours in classrooms.
To provide staff with opportunities for wellness and fun during recess breaks (games, competitions, etc.).	We know that healthy, happy adults in our building will, in turn, enjoy the work they are doing and commit to a growth mindset.	Staff will work with a positive, growth mindset, and will share their passions about education.
Acknowledgement of student achievement on morning digital announcements.	We hope that students will understand that they are all special and unique and we are very proud of them as little humans.	Student confidence and recognition of positive attributes.
Morning mindfulness and sharing circles in classrooms and with our Indigenous Education Lead.	Mindfulness and sharing circles give students a voice and an opportunity to focus on self and positive thoughts.	More productive in the classroom.

Professional Development to Honour Wellness

- ❑ Opening activities to develop staff culture and wellness: PD Days
- ❑ Implementation of Comprehensive School Health Plan
- ❑ Developing a Social Thinking Curriculum in and outside of classrooms



Numeracy Intervention Results

12 Weeks of Structured Numeracy Intervention

Visualize

Use of manipulatives and number talks to reinforce concepts visually. Students need to be able see what math “looks like” to process strategies.

Verbalize

Recognizing the importance of conversation and dialogue to reinforce and solidify conceptual understanding. Verbalizing processes and solutions allows others to gain understanding.

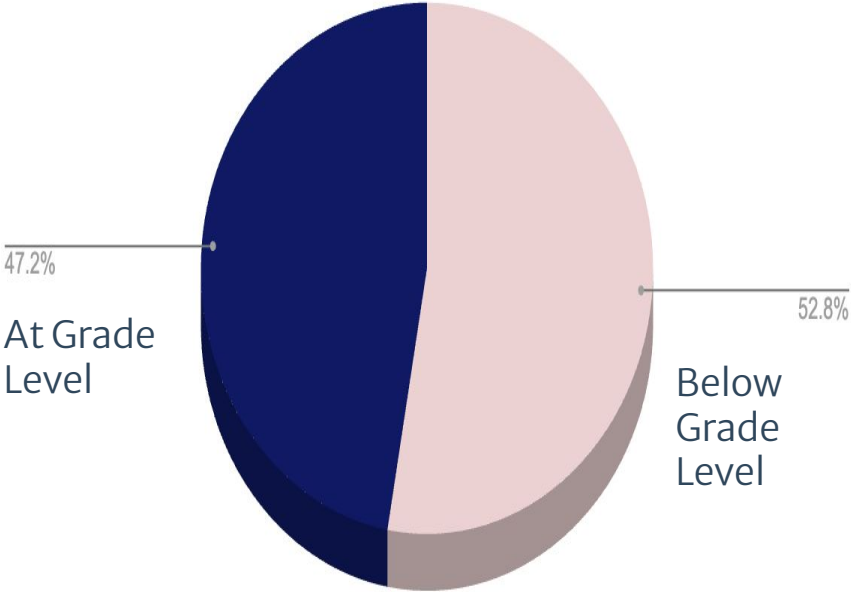
Conceptualize

When students conceptualize math, they create a robust framework representing the numerous and interwoven relationships between mathematical ideas, patterns, and concepts.

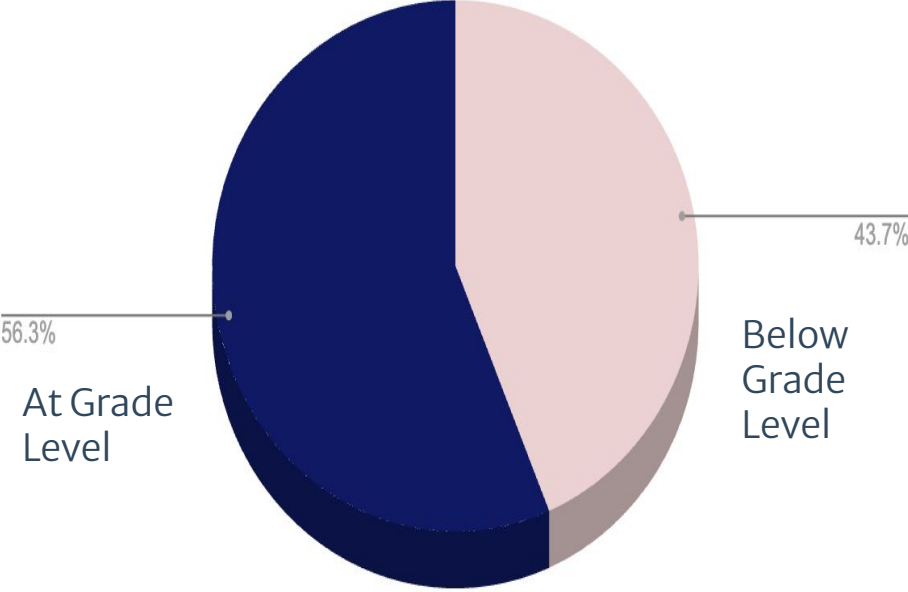
Proceduralize

Once students understand math concepts and are able to apply strategies to math problems, they are then prepared to practice the procedures, as laid out in practice problems.

Words Their Way Inventory Beginning of the Year



Words Their Way Inventory End of the Year



9.1% more students at grade level (growth) from September 2021-June 2022

S

Strengths

What are you doing well? What sets you apart? What are your good qualities?

W

Weaknesses

Where do you need to improve? Are resources adequate? What do others do better than you?

O

Opportunities

What are your goals? Are demands shifting? How can it be improved?

T

Threats

What are the blockers you're facing? What are factors outside of your control?