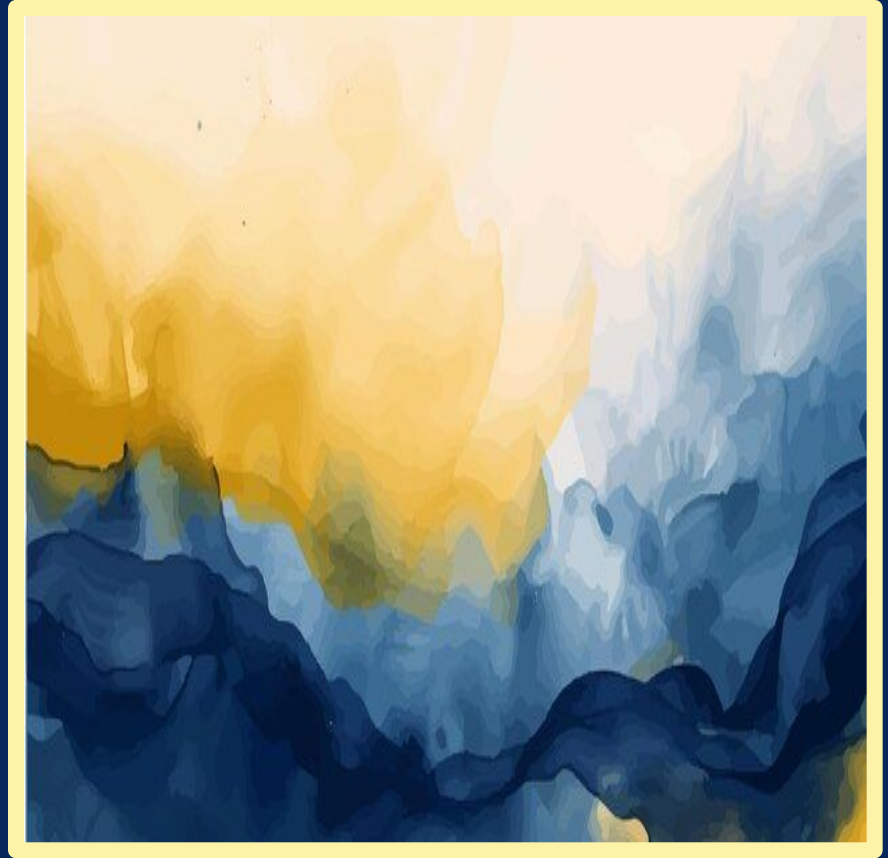
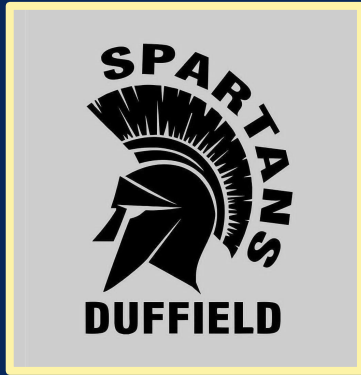


Duffield School Development Plan

2025–2028



School Profile

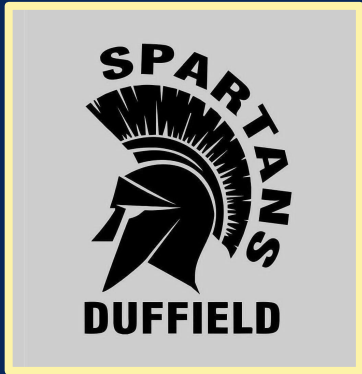


Duffield School is a rural school in Parkland School Division with a student population of 265. Our school community includes Kindergarten to Grade 9. Our staff focuses on meaningful learning experiences in a setting that highlights collaborative problem solving, rigor in learning, respect and resilience. We want our students to feel passionate about learning by inspiring creativity and imagination while instilling work ethic and positive mental health supports. Our students recognize the importance of culture at Duffield School and we work together to create experiences that will make a lasting impression on students and staff alike.



PARKLAND
SCHOOL DIVISION

Our Vision and Mission



Similar to the goals for Parkland School Division, our Duffield staff is focused on the combined achievement of success and well-being of our students. “Success and Well-Being” indicates how we take a balanced approach to creating an environment that supports academic achievement while also fostering a sense of safety, inclusivity, and emotional support for all of our students. Student success and well-being go hand in hand; students who feel supported and valued are more likely to succeed academically and socially.

By prioritizing student success and well-being, Duffield School helps our students to possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.



PARKLAND
SCHOOL DIVISION

2025–2028 Development Plan

Thinking about our **CONTEXT**



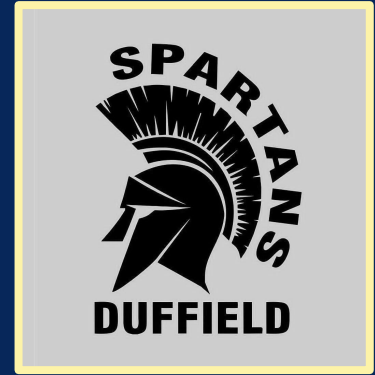
Determining our **OBJECTIVES**



Focusing on specific **STRATEGIES** in our PD Progression

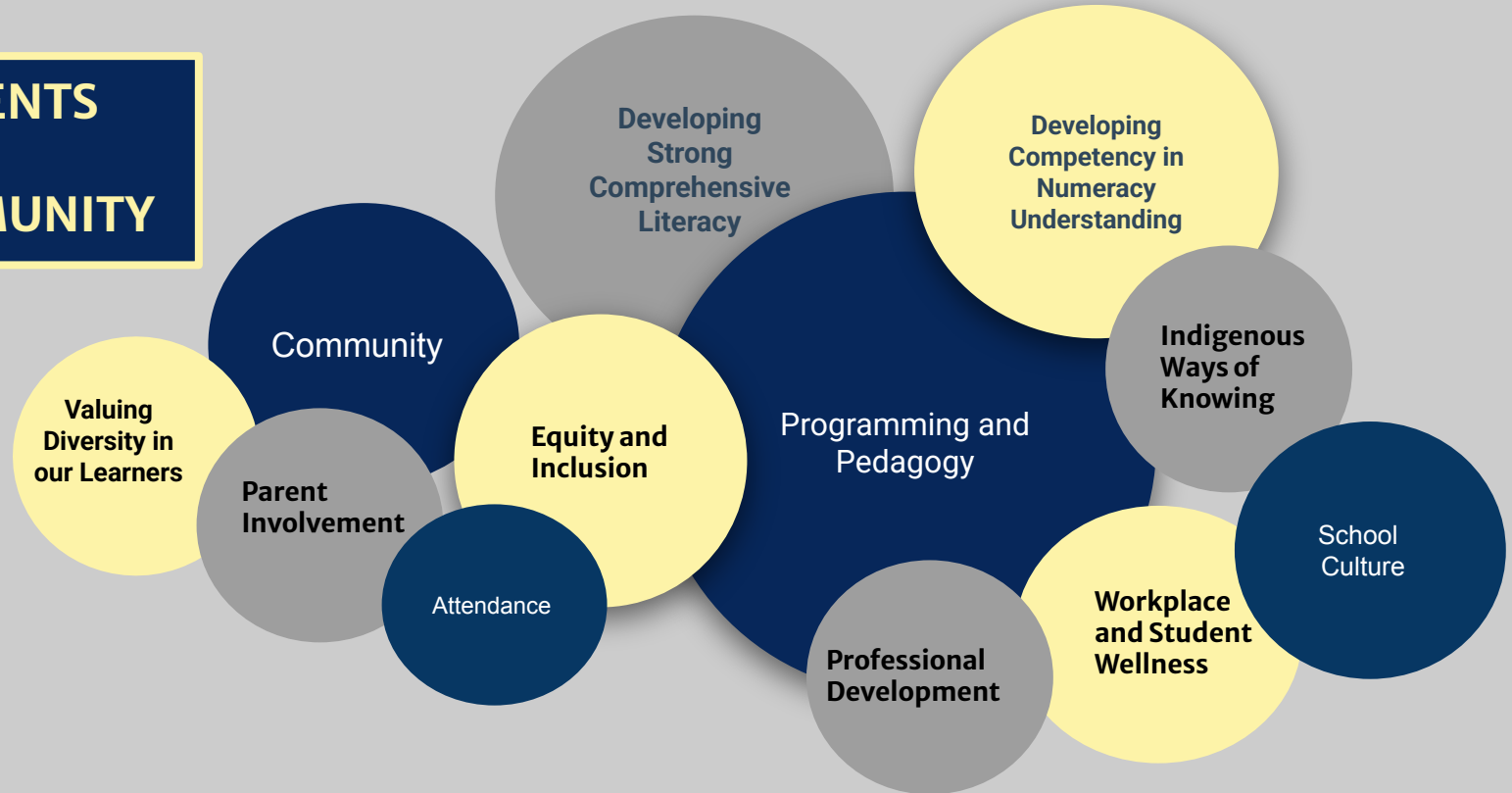


Assessing and re-evaluating our development by utilizing research and evidence-based **PERFORMANCE MEASURES**



Our Priorities

**STUDENTS
STAFF
COMMUNITY**



Duffield Priorities 2025–2028

Our priority for the 2025–2028 school years, with work in the 2025–2026 school year specifically, is to reflect on the needs of all of our students and staff by recognizing the importance of focusing on:

1. **Programming and Pedagogy** – School leaders and teachers will design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a specific focus on literacy and numeracy.
2. **Student and Workplace Wellness** – Because academic success is intrinsically linked to the emotional and psychological health of students and staff, we will focus on social emotional development and increased mental well-being.
3. **Indigenous Ways of Knowing and Honouring Diversity** – Students receive an enriching educational experience when Indigenous knowledge systems are incorporated. This approach broadens perspectives by valuing diverse ways of understanding the world and fostering respect for all.

Duffield School Literacy Context

We recognize that being literate is the foundation of success for students. Students must be taught to read and then they must progress into reading to learn about the world around them. Students must be able to embed the comprehension of complex text within high-quality curricular content. Our goal at Duffield School is to develop student expertise through explicit direct instruction and targeted small group instruction. By modeling and facilitating the comprehension and analysis of text, and by building depth and breadth of content and knowledge, we hope to instill confidence in reading ability that translates into real world application. In every opportunity available, teachers will explicitly link reading to writing instruction.

Developing Strong Comprehensive Literacy

Teachers embed rich, evidence-based learning strategies in classrooms to develop comprehension, accuracy, and fluency in reading, writing, and vocabulary embedded in all areas of the curriculum.



Developing Strong Comprehensive Literacy~ Our Priorities and Objectives

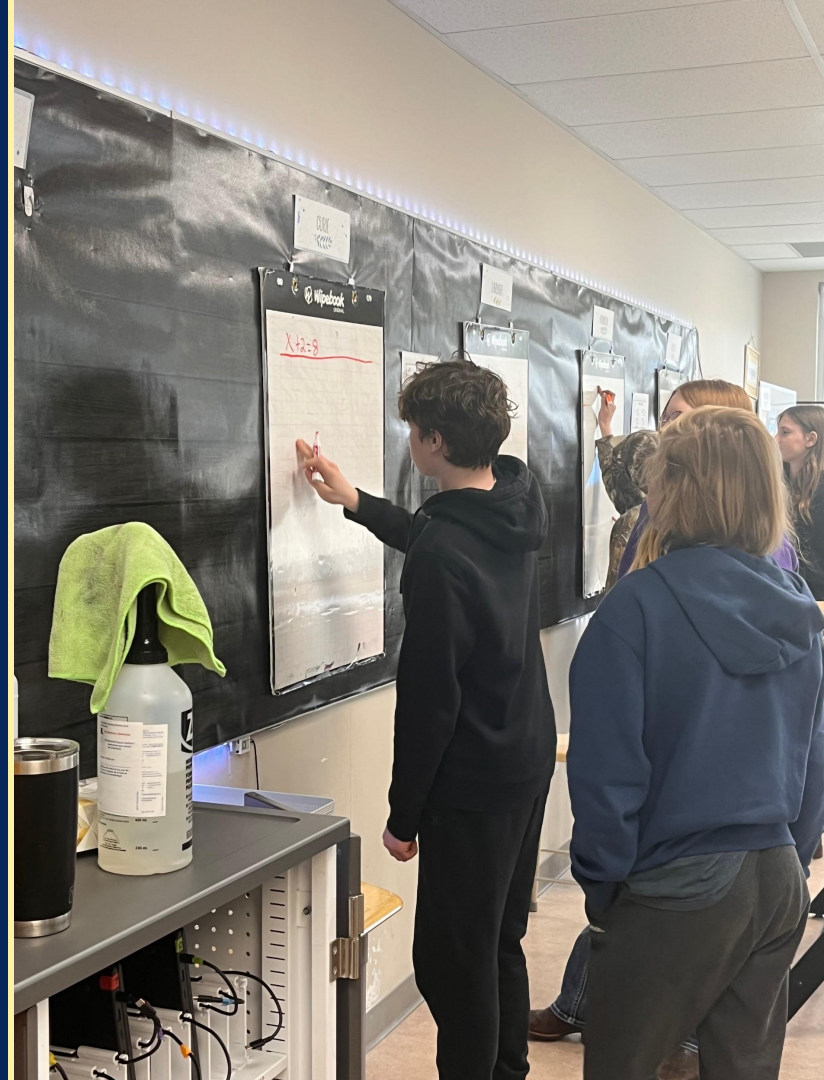
- ❑ Sharing literacy practices and strategies is part of our core philosophy in collaborative response. We will be immersed in conversations in collaborative group meetings to further growth in comprehensive literacy.
- ❑ Implementation and refinement of a comprehensive writing program using strong anchor books and a developed kindergarten-grade 9 scope and sequence for writing.
- ❑ Collection and analysis of data to support growth in reading, writing, and vocabulary. We will use the data to inform differentiated practice.
- ❑ Prioritize use of research-based phonological awareness and differentiated phonics lessons embedded into daily small group reading lessons and classroom mini lessons.
- ❑ Continued focus and expansion of vocabulary strategies moving beyond word sorts and intentionally targeting morphological patterns to be embedded into all curricular areas.
- ❑ Small group reading instruction targeting specific skills in comprehension, accuracy, fluency and expanding vocabulary, Kindergarten-grade 9.
- ❑ Shared reading to model and transfer specific strategies: Connect, Visualize, Question, Infer, Transform.
- ❑ Implementation of embedded poetry in classrooms and throughout the school to highlight the importance of strong vocabulary and comprehension.
- ❑ Incorporating strong reading strategies - partner reading, paragraph shrinking, echo reading, etc.- to build fluency.

Developing Strong Comprehensive Literacy~ Performance Measures to show Success

- ❑ **CONFIDENCE:** Build strong foundational skills in literacy with targeted strategies to build confidence in reading skills.
- ❑ **TRANSFER OF SKILLS:** Modelling of specific strategies will be transferred and embedded into individualized and small group reading.
- ❑ **COMPREHENSION:** Strong vocabulary, with a focus on word meanings in all subject areas, will deepen comprehension skills and background knowledge for learners.
- ❑ **WRITING DEVELOPMENT:** Students will develop confidence and skill in different writing forms, as well as developing sentence structure and correct grammar and punctuation.
- ❑ **PHONICS AND PHONOLOGICAL AWARENESS:** We will foster the development of strong phonological and phonetic skills, building foundational skills for strong reading and writing.
- ❑ **LESSENING GAPS IN UNDERSTANDING:** 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 for growth.
- ❑ **DATA:** The data will drive our instruction and our intervention. The data will provide us with a starting point and will also measure our success.

Developing Competency in Numeracy Understanding

Teachers create a numeracy-rich, collaborative problem solving environment in which students develop a conceptual understanding of math relating to the real world.



Developing Competency in Numeracy Understanding~ Our Priorities and Objectives

- ❑ Development and implementation of small group numeracy instruction in all kindergarten-grade 9 classrooms.
- ❑ Whole school administration of a standardized math assessment, at the beginning of the year to address gaps in learning, and at the end of the year to show growth.
- ❑ Collection and analysis of data to support growth in numeracy understanding through diagnostic screening tools. We will use the data to inform instruction and tailor programming to specific gaps in conceptual understanding.
- ❑ To focus on conceptual numeracy understanding through daily number talks, using counting collections (K-6+), fact fluency development, and targeted collaborative problem-solving strategies.
- ❑ To provide numeracy intervention for identified students in a structured environment that focuses on four key understandings: Verbalize, Visualize, Conceptualize, then Proceduralize. Our goal is to bring this model into small group numeracy within the classroom setting as well.
- ❑ To use collaborative response meetings to address common student misunderstandings in numeracy and work collaboratively to find solutions to problems.
- ❑ To focus attention on the philosophy of “thinking classrooms” in which students are actively engaged in collaborative problem solving.
- ❑ To develop structures that support “thin slicing” of problems so that students understand problems from a conceptual lens, with each problem growing in complexity. Teachers can guide learning through thoughtfully sequenced learning progressions.

Developing Competency in Numeracy Understanding~ Performance Measures for Success

- ❑ **CONFIDENCE:** Students will develop confidence as they are taught numeracy concepts with understanding.
- ❑ **DEEP UNDERSTANDING:** Staff will develop a deeper understanding of a student's misconceptions in numeracy understanding and professional development will increase teacher capacity to understand best practices in numeracy.
- ❑ **ADDRESSING GAPS IN LEARNING:** 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.
- ❑ **DATA ANALYSIS:** Teachers will collect and evaluate data to allow us to address specific learning gaps in a meaningful way. This data analysis becomes the basis for small group numeracy instruction.
- ❑ **STUDENT VOICE:** With rich, evidence-based modelling and practice, each student will have a voice in numeracy learning. Math understanding becomes solidified in a hands-on, verbal approach and students who are actively engaged in math tasks that mimic real life will embed the learning.
- ❑ **TRANSFER:** To reduce gaps in conceptual understanding and also to develop strength in math habits that transfer to procedural learning.
- ❑ **COLLABORATIVE PROBLEM SOLVING:** Small groups will work collaboratively on problems in an engaging, student-centered classroom.
- ❑ **INTERVENTION:** 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.

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 and the world around us.



Valuing Diversity in our Learners~ Our Priorities and Objectives

- ❑ To implement Indigenous Teachings in our school as a community. Our goal for the upcoming school year is to embed character qualities into our monthly assemblies and to use the model as a way to build school culture and belonging.
- ❑ To embed culturally diverse literature into conversations, lessons, and classrooms.
- ❑ To incorporate Indigenous ways of knowing into curricular outcomes through meaningful, relevant and authentic teaching activities.
- ❑ 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.).
- ❑ To develop further appreciation and respect for our neighbours in Paul First Nation by building and forging strong relationships with our families and with our Elders.
- ❑ To develop mentorship and expertise with ongoing PD focusing on Indigenous ways of knowing.
- ❑ To recognize and develop an appreciation for all cultures and to recognize that our differences make us unique and special.
- ❑ To acknowledge cultural celebrations, special holidays, and Black History month to build diversity and understanding of the world around us.

Valuing Diversity in our Learners~ Performance Measures for Success

- ❑ **INCLUSIVITY:** Students will develop an awareness of Indigenous ways of knowing and begin to see the world through a more inclusive lens.
- ❑ **COMMUNITY:** 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.
- ❑ **RELATIONSHIPS:** To build a positive mutual relationship with our neighbours in PFN that helps to develop trust and compassion.
- ❑ **CAPACITY:** Teachers will build capacity and understanding with Indigenous ways of knowing.
- ❑ **INDIGENOUS WAYS OF KNOWING AND UNDERSTANDING:** 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 and Workplace Wellness

Our goal for the 2025-2028 school years is to focus on well-being as an integral part of the school experience for students and staff. We will have universal, targeted and individualized tiered supports in place for academic, social-emotional, and physical wellness. We know that to be ready to learn, students need to have their basic needs met. Students will trust that we can provide them with what they need and staff will feel supported in the work they are doing.



Student and Workplace Wellness~ Our Priorities and Context

- ❑ Continued support of individual counselling sessions with our school counsellor.
- ❑ Continued implementation of social emotional learning in small groups including friendship skills, dealing with conflict, managing emotions, anxiety, and resilience.
- ❑ Continued focus on a comprehensive health plan that includes healthy eating, active living and mental well-being in our school.
- ❑ To provide students with a daily food security program that includes items from the nutrition nook, as well as fruit baskets in classrooms. We will reduce stigma of food insecurity by embracing a morning breakfast routine and encouraging healthy snacks.
- ❑ Acknowledgement of student achievement on morning digital announcements and acknowledging the fantastic work of our staff.
- ❑ Whole class lessons to develop strategies to strengthen mental wellness.
- ❑ To honour differences in our students by encouraging different clubs and activities that emphasize inclusion and acceptance.
- ❑ To provide staff with many opportunities for acknowledgement and recognition of the work they are doing.
- ❑ To provide opportunities for both students and staff to have fun. Students and staff work very hard and it is important to take time for fun. We will focus on bringing students and staff together to build community and to develop friendships between grades.
- ❑ To focus on attendance issues by promoting attendance in a positive way. We know that there are many reasons for low attendance but we also recognize that regular attendance is one of the most important factors for success in learning.

Student and Workplace Wellness~ Performance Measures for Success

- ❑ **POSITIVE MENTAL WELL-BEING:** 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.
- ❑ **SOCIAL EMOTIONAL SKILLS:** Students will use strategies independently in classrooms and on the playground to develop positive social emotional connections with peers. The SOS-Q data will become a starting point for this work.
- ❑ **HEALTHY STUDENTS:** 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.
- ❑ **NUTRITION:** Hungry students cannot learn. A provision for all students to have the healthy food they need will ensure active, positive learners in our classrooms. 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.
- ❑ **STAFF WELLNESS:** We know that healthy, happy adults in our building will, in turn, enjoy the work they are doing and commit to a growth mindset.
- ❑ **STUDENT VALUE:** We hope that students will understand that they are all special and unique and we are committed to their positive mental well-being and academic success.
- ❑ **ATTENDANCE:** Attendance rates need to increase as we have noticed a downward trend in attendance since COVID. Students and families will recognize the importance of regular attendance, not only for learning but also for routines, structure, and mental well-being.



Professional Development

Collaborating and Learning together



Professional Development 2025-2026

Literacy

Professional Development: Literacy

- ❑ Year-long Focus on Strong and Meaningful **Reading Comprehension Strategies**
- ❑ Refinement of **Small Group Reading Instruction**: Differentiating learning within small groups to foster an environment where continuous improvement and high achievement are not only encouraged but expected.
- ❑ **Comprehensive Writing Program**: Pedagogical understanding of the structure of writing, as well as the forms of writing. Our focus will be on a school-wide writing continuum with specific types of writing as a focus.
- ❑ **Shared Reading** to further develop and model strong comprehension strategies and listening skills.
- ❑ Beyond Words their Way: Developing **vocabulary** in all subject areas and highlighting the importance of **morphology**, cross-curricularly.
- ❑ Targeting phonological awareness, phonics, and strong comprehension strategies to **strengthen pedagogy** in classrooms, K-9.
- ❑ Reading and Writing Disabilities: Unpacking **Dyslexia** and **Dysgraphia** and examining ways to support learners with this profile.



Professional Development 2025-2026

Numeracy

Professional Development: Numeracy

- ❑ Developing **conceptual understanding** of math topics using manipulative, verbal, visual and written representations.
- ❑ Develop an understanding of how **diagnostics** guide instruction and determine gaps in understanding.
- ❑ To embed a model of **collaborative problem solving** to develop deeper understanding in math concepts.
- ❑ To build structures that support strong and independent **fact fluency** and quick recall of basic facts.
- ❑ To work **collaboratively** with other schools to improve and refine our numeracy pedagogy, with a focus on **differentiation** and **small group learning**.

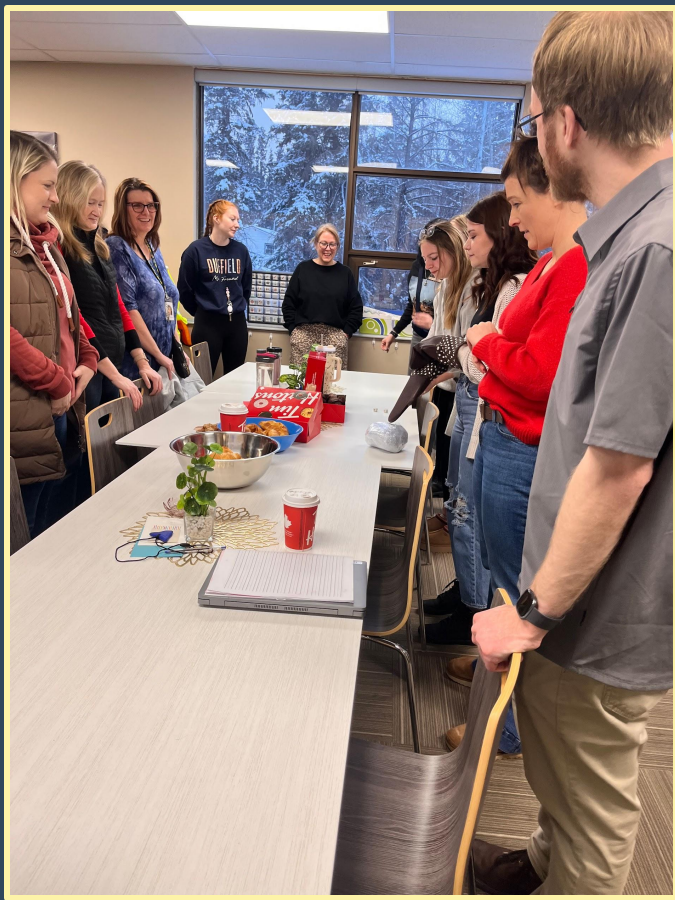


Professional Development 2025-2026

Indigenous Ways of Knowing

Professional Development: Indigenous Ways of Knowing

- ❑ Indigenous Ways of Knowing – a focus in every classroom to build culture throughout the school.
- ❑ Incorporating **Indigenous Ways of Knowing** into classroom teaching
- ❑ Discussions about **Community, Equity, and Belonging**
- ❑ **Indigenous Lead** will focus on **land-based learning** and **indigenous teachings** through art and cultural connections.
- ❑ Connecting with **PFN** to collaborate for success



Professional Development 2025-2026

Student and
Workplace Wellness

Professional Development: Student and Workplace Wellness

- ❑ Developing a **Social Thinking Curriculum** within and outside of classrooms.
- ❑ Focus on **regulation** and **co-regulation** with staff and students using the **Mental Health Diet** and **Windows of Tolerance**.
- ❑ Building and modelling a system of **fluid assessment**, using Gradebook, to inform parents of learning and to provide teachers with guidance and support.
- ❑ **Comprehensive Health Plan – Mental Wellness and Food Security**
- ❑ Developing an understanding of and implementing emerging technologies to support efficiency and **AI tools for learning**.

Duffield School 2025–2028

We are committed to supporting our students by encouraging rigorous learning, positive mental health, and resilience to be their best selves.

