



Blueberry School

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BLUEBERRY SCHOOL

SUPPORTING ALL LEARNERS TO MEET THEIR FUTURE

Development Plan 2024-25

Our World, Our Learners

Today's students need to be ready to utilise innovative educational tools beyond current technologies. With the expanding realm of Artificial Intelligence offering new opportunities for learners, it's crucial to prepare teachers and students to leverage these tools effectively, while also supporting our community in understanding these new approaches. Recognizing evolving technologies and their potential to improve educational experiences is a key factor in the educational landscape of 2024-25.

Our School, Our Focus

At Blueberry School, literacy and numeracy serve as foundational pillars for student success, extending well beyond the confines of the classroom. Proficiency in reading, writing, and mathematics is crucial for both future professional pursuits and personal growth.

Student well-being, encompassing physical, emotional, and social aspects, is equally vital. A sense of security, health, and connection enables students to tackle present and future challenges effectively.

To address these aspects, we have crafted an educational focus that underscores literacy, numeracy, student wellbeing; including a deeper understanding of Indigenous Foundational Knowledge. Acknowledging the uniqueness of each student, our plan aims to offer personalised assistance for their growth. Our method emphasises creating an inclusive, supportive, and stimulating learning environment. By merging academic excellence with a caring atmosphere, we aim to empower students to reach their utmost potential and nurture future global leaders with a broad perspective. A key factor in this success comes through strong community relationships and parental involvement.

Our Teachers and Leaders

The Government of Alberta continues to follow the Kindergarten - Grade 6 curriculum timeline. For the 2024-25 school year, the categories of the new curriculum include:

- Science Grades 4-6
- Social Studies Curriculum (Draft) K-6 *September 2025*

Our plan includes continuous professional development for teachers to equip them with the most recent research, resources, and strategies to address recent and ongoing curriculum changes. It also highlights evidence-based and timely approaches to student learning. Collaborating professionally is crucial for grasping and incorporating new curriculum, which will be evident in teaching schedules and meeting agendas throughout the academic year.



Our School, Our School Division

Parkland School Division’s Education Plan refers to teachers and leaders analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. The 2024-25 school specific plan will develop measures and strategies around the following divisional outcomes:

Key Areas of Focus

OUTCOME 1: Students and Staff Demonstrate Success *Students and staff demonstrate success in achieving the prescribed provincial learning outcomes and in demonstrating positive, personal characteristics that contribute to success and resilience.*

OBJECTIVE 1.1 PSD STAFF WILL EXPAND STUDENT SUCCESS IN LITERACY AND NUMERACY

OUTCOME 2: Students and Staff Demonstrate Wellbeing *Students will engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others.*

OBJECTIVE 2.3: SUPPORT SYSTEMS WILL EFFECTIVELY PROMOTE CARE, RESPECT AND SAFETY

Parkland School Division’s Vision and Mission align with these areas of focus:

Vision

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

Mission

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



*Elder in Residence Kookum
Violet joining music classes*

Measuring Growth

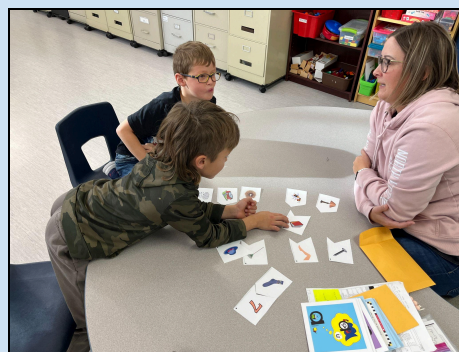


OUTCOME 1: Students and Staff Demonstrate Success

Literacy (Reading and Writing)

Assessing reading and writing at baseline, and continuing to measure student growth throughout the learning process, provides valuable insights into students' abilities and progress and informs instructional decisions. This practice allows educators to make data-driven decisions and tailor their teaching strategies to meet student needs. Educators use classroom based assessments, observations and ongoing feedback to support student learning. At Blueberry, we are committed to formalised assessment checkpoints to determine instructional needs as a school community.

Assessment	Grade Level	Formalised Check-Points
Fountas and Pinell	Grades K-9	September, November, March, June
Reading Comprehension Assessment Tool (RCAT)	Grades 7-9	September, November, March, June
Quick Phonological Awareness Screening (QPAS)	Kindergarten	September, June
LENS/CC3 (letter and sight word assessment)	Grades 1-4	September, March, June
Writing Samples	Grades K-9	September, November, March, June
Words Their Way	Grades 1-9	September, June
Provincial Achievement Tests (PAT)	Grades 6, 9	May, June

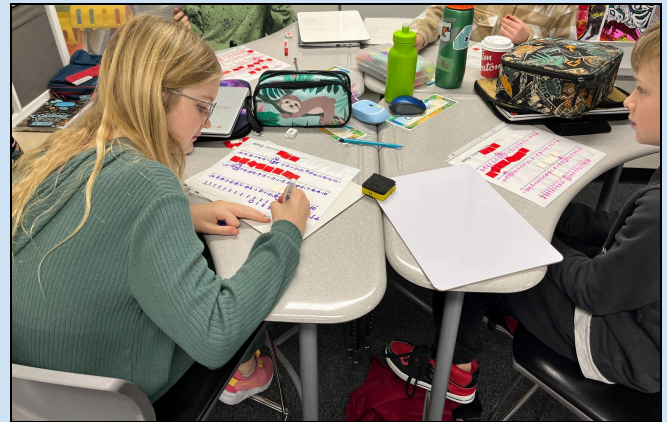


Numeracy

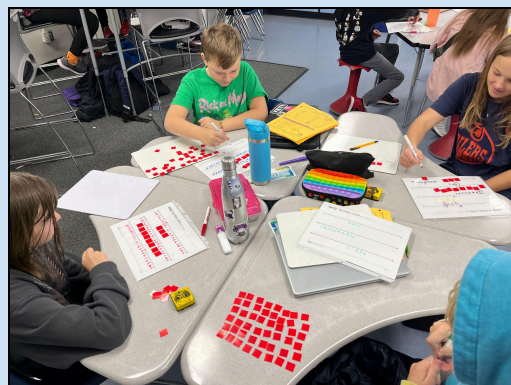
Conceptual understanding in numeracy goes beyond memorizing formulas and procedures. It involves grasping the underlying principles, relationships, and structures that govern mathematical concepts. Conceptual understanding in math is essential for:

- Deep comprehension
- Problem-solving ability
- Transfer of knowledge
- Mathematical reasoning
- Building a strong foundation
- Long-term retention of learning

As students in Grades 1-6 continue to develop skills related to curriculum introduced in the past three years, we continue to identify and respond to gaps in academic understanding as we bridge between past and current learning outcomes. It is essential that we use ongoing feedback processes and formative assessment to ensure students have the skills they need to be successful at every grade. Baseline assessments are essential to knowing where students are at in the learning and what next steps need to be taken.



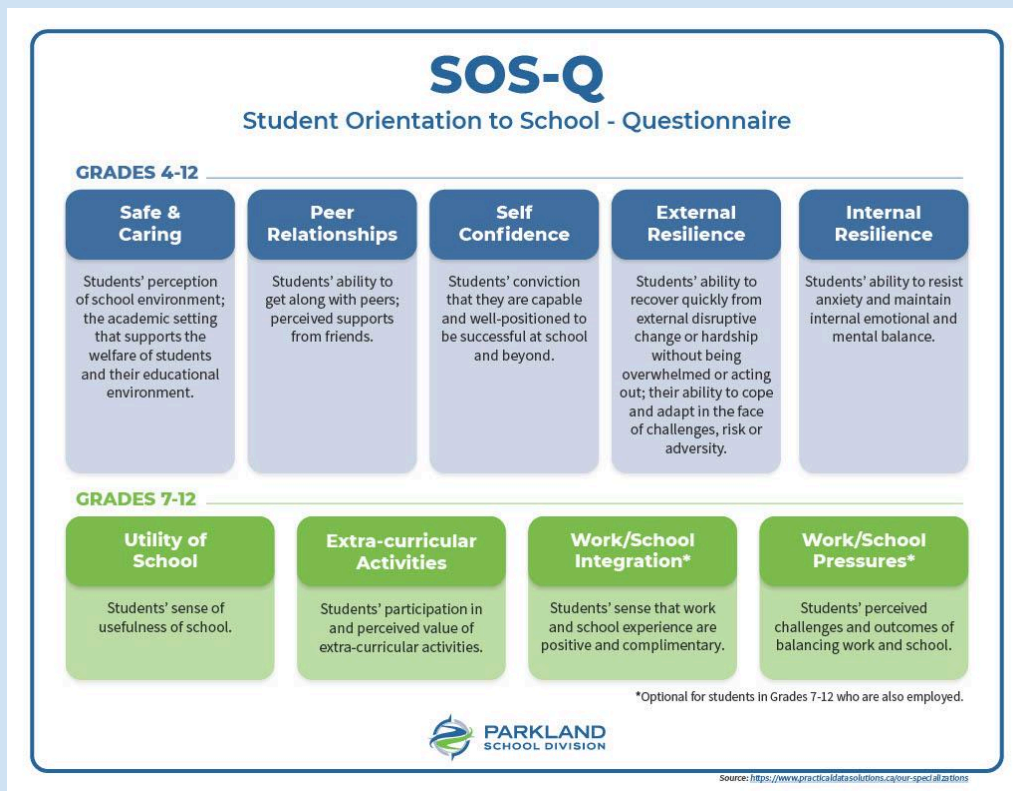
Assessment	Grade Level	Formalised Check-Points
Alberta Education Numeracy Assessment	Grades 1-4	September
Baseline Math Intervention Programming Instrument (MIPI)	Grades 5-9	September, June
Mid-Point Number Assessment	Grades K-9	January
Provincial Achievement Test (PAT)	Grades 6, 9	June



OUTCOME 2: Students and Staff Demonstrate Wellbeing



To determine areas of improvement in relation to student wellbeing, several measures are accessed. During the 2023-24 school year the Student Orientation to School Survey was conducted with Grade 5 and Grade 8 students. This survey gives in-depth voice to student experiences at school as seen in the graphic below.



Although most areas measured were above or at provincial measures, the following domains were highlighted as areas of focus for 2023-24 and will continue into the fall of 2024-25:

- Self Confidence
- Internal Resilience
- External Resilience



An additional tool to collect both student and community data is the yearly Alberta Education Assurance Measure which surveys Grade 4 & 7 students and families. This survey deemed attention is needed in the following areas related to student well-being:

- Citizenship
- Welcoming, Caring, Respectful and Safe Learning Environments
- Parental Involvement



Welcome Back BBQ



Grd 3 Earthworm Presentation



Blueberry Buddies Recess Program

Strategies to Promote Growth



OUTCOME 1: Students and Staff Demonstrate Success

Strategy	Key Person(s)	Timeline (If applicable)
Data driven goals set by grade level teams for collaboration time	Teaching Staff	August 2024 - June 2025
School and grade level focused goals addressed during all collaborative planning times: PD Days, Divisional Meetings and Team Times	Administration Teaching Staff	May 2024 Planning - Ongoing
Identify Lead Literacy and Numeracy Teachers	Administration Lead Teacher(s)	August 2024
Regular, Embedded Teacher Collaboration Time in Timetables	Administration	August 2024
Baseline data collection and meetings to inform instruction in reading, writing and numeracy	Certificated Staff and Administrators	October 2024
Levelled Literacy Intervention scheduled to 6 week rotations	Lead Literacy Teachers Support Staff	Ongoing
Phonological and Phonemic Awareness Groups	Lead Literacy Teacher Support Staff Grade 1 Teaching Team	Ongoing
Teaching timetables reflect ongoing, frequency targeted literacy and numeracy groupings	Teaching staff Administration	September PD Day 2024
Academic support builds key skills in vocabulary skills and math building blocks based on pre and post tests	Jr High Certificated Staff	May 2024 (planning) - June 2025
Support of Division Principals and Facilitators to enhance teaching practices	Division Principals and Facilitators	Ongoing
Extension Groups for Numeracy Grds	Lead Numeracy Teacher	October 2024 - May 2025

4-6	Support Staff	
Extension Groups for Literacy Grds 2-6	Lead Literacy Teachers Support Staff	October 2024 - May 2025
Resources to support Comprehension instruction Grds 4 - 9	Lead Literacy Teachers PSD Literacy Facilitators	Ongoing
Teachers instruct on appropriate uses of Artificial Intelligence for student learning	Teaching staff Students	Ongoing
Provide PD for Teachers to effectively utilize Artificial Intelligence to enhance learning experiences	ATA PD providers Administration Teachers	May 2024 - ongoing

OUTCOME 2: Students and Staff Demonstrate Wellbeing

Additional strategies can be found in Blueberry's Comprehensive School Health Plan

Strategy	Key Person(s)	Timeline (If applicable)
Establish Parent Volunteer Group/Process for Accessible Food Program	Administration Head Secretary Parent Volunteers	May 2024 - ongoing
Sensory Room Development	Administration Dakota Sensory Solutions	May 2024 - October 2024
Mental Health Lessons	Literacy Lead School Counsellor Classroom Teachers	September 2024 - June 2025
Seven Sacred Teachings - Monthly focus	Literacy Lead School Counsellor Classroom Teachers	September 2024 - June 2025
CTF Community Connections	Jr High Teachers	March 2024 - June 2025
Phase 3 of New Playground Structure	Playground Committee Lead Playground Committee Fundraising Committee PSD Facilities Department Habitat Playgrounds	Ongoing
Comprehensive School Health Lead	Certificated Lead and Support Staff Lead	Ongoing
Buddy Classes focus on Health Outcomes and 7 Sacred Teachings	Grd 1-6 Students and Staff	September 2024
Planning for Off-Site Field trips with	Teaching Staff	May 2024 - Ongoing

Curricular and Community Connections	Administration	
Social Skills Groups	School Counsellor	Ongoing (6-8 week sessions)
Remuda	Administration (Community Partnership)	Fall 2024 and Spring 2025
Presentations to School Council regarding Positive Mental Health and other necessary topics regarding student and family wellness	School Counsellor	October 2024 - May 2025
School Sports Teams	Certificated Staff Community Partnerships	Ongoing
Intramurals Grds 4-9	Certificated Staff	October 2024
Blueberry Buddies (Recess Program)	Mrs. Badry	October 2024
Small group work in areas of Financial Literacy and Student wellness	Lead Elementary Certificated Staff	Ongoing



Telus World of Science - Grade 8 Students

Professional Development Plan 2024-2025

Plan may be adjusted based on student needs and progress in team time

Day	All staff	K-3 Teachers	4-6 Teachers	Jr High Humanities Teachers	Jr High Math/Science Teachers	Support Staff
August 2024	<ul style="list-style-type: none"> ● Establish focus on school and divisional goals: <ul style="list-style-type: none"> ○ Success in Literacy and Numeracy ○ Student Wellness ● Baseline data (narrative writing sample, MIPI, reading levels, WTW, QPAS, LeNS, CC3) ● Writing Scope and Sequence ● Team Time Goals based on August baseline data points for Sept/Oct ● Sharing school-wide focus during buddy classes (Team Time) <ul style="list-style-type: none"> ○ Seven Sacred Teachings ● Sensory Room Guidelines and Processes ● Proposals for Self-Directed PD ● Powerschool Submissions as Grade Level Teams 					
September 20, 2024	PGP Plans Collaborative Response Year Plan	Building Structures for small group literacy and numeracy - timetables and planning	Building Structures for small group literacy and numeracy - timetables and planning	Building Structures for small group numeracy - timetables and planning	Book Study Lead by Counsellor	
October 11, 2024	Collaborative Response Year Plans	Team Time Goals based on Data for Nov - Jan 31st How to target the writer - resources and planning based on data Numeracy Scope and Sequence & Number Talk Plan	Team Time goals based on data for term 1 PAT reflections and planning	Team Time goals based on data for term 1 PAT reflections and planning Numeracy Scope and Sequence & Number Talk Plan Targeted group planning	Book Study Lead by Counsellor	
November 8, 2024	Collaborative Response Sharing and Check in	Science - Planning for hands on science lessons and scope and sequence	How to target the writer - resources and planning based on data	Science - Planning for hands on science lessons and scope and sequence	Book Study Lead by Counsellor	

January 31, 2025	Collaborative Response Sharing and Check in	Data reflection and next steps planning - Numeracy - Literacy			
February 14, 2025	Collaborative Response Sharing and Check in Thoughts on Next Year	Writing reflection - where are students now? Reading Comprehension Focus: Set goals and instructional steps for next 8 weeks.		Score Mid Year Math assessment - next steps in instruction	Book Study Lead by Counsellor
March 28, 2025	Collaborative Response Sharing and Check in <i>Class Configurations</i>	Revisit Numeracy Scope and sequence	Reading Comprehension Lessons based on RCAT results	Revisit Numeracy Scope and sequence	Book Study Lead by Counsellor
May 16, 2025	Collaborative Response Sharing and Check in and Planning for Next Year	Reading Comprehension: Exam student evidence to discover impact. Number Talks 2025-26 Planning	Literacy Targeted Group reflection and planning	Number Talks 2025-26 Planning	Book Study Lead by Counsellor
June 27, 2025	Transition Meetings Year End Tasks and Reflections				



Evidence of Success

Evidence

- Students feel successful and challenged at their instructional level in literacy and numeracy
- Data driven, targeted, small group instruction in all grades K-9 in both literacy and numeracy
- Balanced approach to external intervention and classroom targeted instruction
- Staff can identify all elements of comprehensive literacy program in their practice
- Teachers in grades 1-3 incorporate elements of the numeracy interview into daily practice
- Professional collaboration time “team time” embedded in timetable and focused on data driven priorities
- Assessment in numeracy incorporates conceptual math understandings
- Year end data reflects growth in reading, writing and numeracy
- Stakeholders are well informed of school area of focus through school council meetings and other engagement opportunities
- SOS-Q Measure results show increased resilience
- AER Results show increased satisfaction in domains of Parental Involvement, Safe and Caring Schools and Citizenship for both student and parent respondents
- Increased community involvement through volunteer opportunities, committees and special events
- Increased community partnerships that enhance curricular learning

