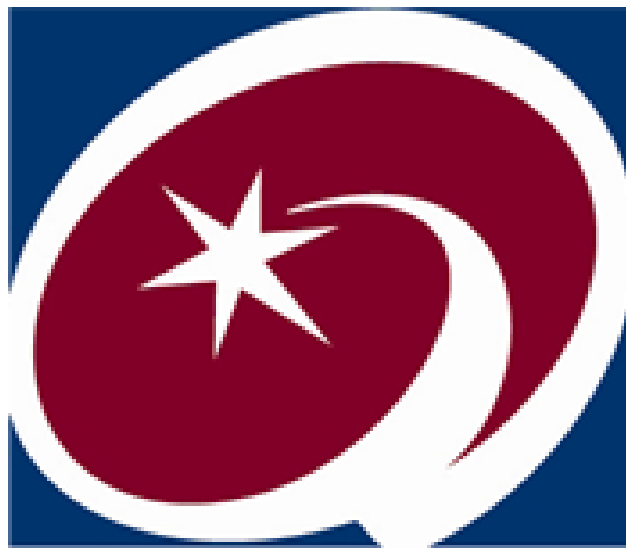


Blueberry School

Annual Education Results Report



2023 - 2024

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Accountability Statement

Supporting all Learners to Meet Their Future

Our Blueberry School team is committed to [Parkland School Division's Vision, Mission, Values, Priority Areas, and Ultimate Goal of Success and Well-being](#) for all our students. To achieve these standards, we work collaboratively as a staff in connection with our stakeholders to provide a dynamic learning environment that is responsive to the current needs of our students. We use data-driven research-based baseline screening tools and data-driven teaching strategies in literacy and numeracy at all grade levels to inform classroom teaching and intervention approaches.

As we look to the future goals and plan for student success in education and well-being at Blueberry School, we reflect on our 2023-2024 Development Plan and analyze the year's data results. This review and analysis process allows us to reflect on the successes and areas for continued growth from last year and plan to guide us in the current year. We analyze and share 2023-2024 results and insights with our stakeholders in celebration, consultation, and a shared experience working together for an ever-improving education for our students.

Blueberry School Annual Results Report is shared with our School Council and is made available to parents/guardians and community stakeholders on our [blueberry.psd.ca website](http://blueberry.psd.ca). Blueberry's primary focus areas for the 2023- 2024 school year were aligned with the Parkland School Division Education Plan outcomes.

Key Focus Areas for 2023 - 2024:

- Outcome 4: PSD Staff Expand Success in Literacy and Numeracy
- Outcome 3: PSD Staff Build Systems and Structures that Promote Success and Well-Being
- Outcome 5: PSD Staff Expand, Develop, and Apply Indigenous Foundational Knowledge

This report will reflect on successes and areas for continued growth specific to using a variety of 2023-2024 data sources including:

- Grade 6 and Grade 9 Provincial Achievement Test results
- Alberta Education Assurance (AEA) results
- Alberta Education and PSD K-9 literacy and numeracy screening results

Overall feedback and engagement from:

- Students
- Parents
- School Council
- Staff

Blueberry School Context

Blueberry School is located approximately 10 minutes west of Stony Plain, Alberta on Parkland Drive in Treaty 6 Territory. We serve approximately 600 Kindergarten to Grade 9 students. Blueberry School staff meet the needs of our learners in an inclusive classroom environment using strong instructional practices, research-based teaching strategies and supports for students, including differentiation of instruction, varied assessment methods, and educational technology.

Blueberry School Team

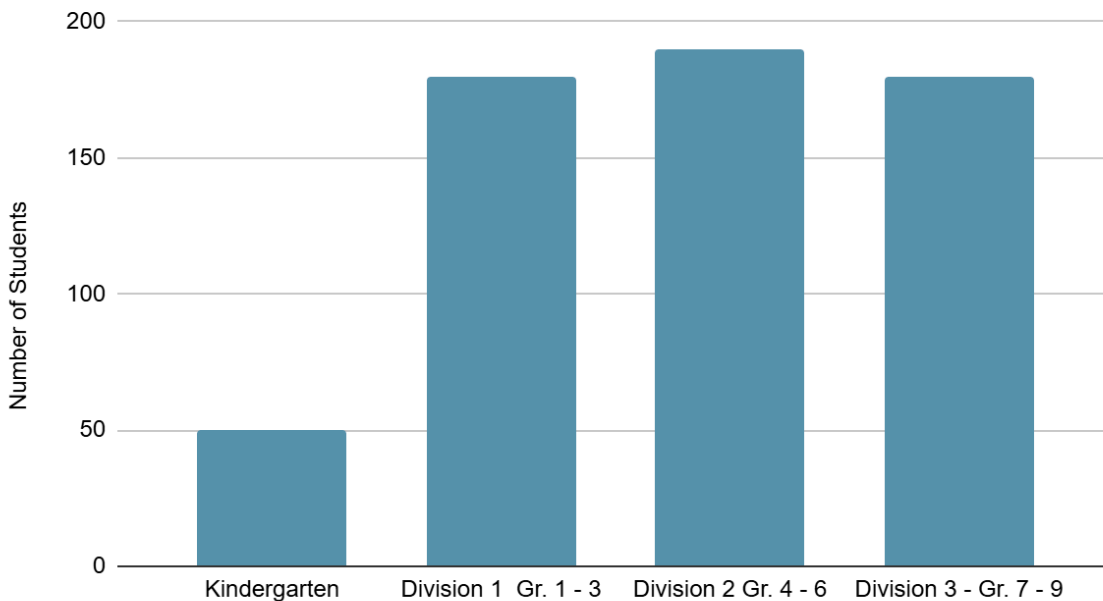
- Principal Rosanne McIntyre
- Assistant Principal Twyla Badry
- 31 Teaching Staff
- 13 Support Staff
- 4 Custodial Staff

Blueberry School Council Partners

- School Council Chair Erin Craig
- Vice Chair Jen Richens

Blueberry Student Population

Blueberry Student Population Approximation



Blueberry School: Development Plan Results

November, 2024

Literacy (Reading) Grades 1-6

Blueberry School utilizes several methods to assess student achievement in reading. One formalized tool is the Fountas and Pinnell Benchmark Reading assessment, which captures student reading accuracy, fluency, and comprehension skills according to grade-level benchmarks. The Letter Name-Sound (LeNS) assessment is a literacy assessment that assesses foundational phonics skills of grade 1 and 2 students. The Castles and Coltheart 3 (CC3) assessment indicates a student's ability to read familiar and unfamiliar words for Grades 1 to 3 students and for Grades 4 and 5 students deemed at-risk.

Fountas & Pinnell Reading Levels Grades 1-6

	September 2023		November 2023		March 2024		June 2024	
	Blueberry	PSD	Blueberry	PSD	Blueberry	PSD	Blueberry	PSD
# of Students	285	4504	351	4847	372	4883	371	5077
EXC	*n/a	*n/a	18.5%	23.4%	18.0%	23.1%	18.9%	23.8%
COM	68.8%	59.3	45.0%	33.6%	39.2%	34.1%	41.5%	32.1%
SAT	*n/a	*n/a	21.7%	14.1%	26.1%	15.4%	23.7%	14.2%
INS	31.2%	40.7%	14.8%	28.9%	16.7%	27.4%	15.9%	29.9%

**Note: In September, students were benchmarked at either COMPETENT or INSUFFICIENT*

Reflection on Fountas and Pinnell Reading Benchmark Assessment

The Fountas and Pinnell Reading Benchmark Assessment data for Blueberry School from September 2023 to June 2024 illustrates significant growth in student reading proficiency. Initially, in September, assessments were categorized simply as "Competent" (COM) or "Insufficient" (INS), with 68.8% of Blueberry students deemed competent and 31.2% requiring additional support. The two indicators used in September established a baseline, highlighting the importance of identifying and assisting students below grade level at the onset of the academic year.

From November 2023 onward, the assessment expanded to include "Excellent" (EXC) and "Satisfactory" (SAT) categories, offering a more detailed picture of student progress. By June 2024, the percentage of students at the EXC level at Blueberry reached 18.9%, while those requiring INS decreased significantly to 15.9%. Although Parkland School Division (PSD) maintained a higher percentage of students achieving EXC (23.8% in June), Blueberry consistently surpassed PSD in reducing the number of students needing support. The decline from 31.2% to 15.9% in the INS category at Blueberry, compared to PSD's 29.9% in June, highlights the effectiveness of the school's targeted interventions. This progress demonstrates Blueberry School's commitment to enhancing reading proficiency through personalized support for students.

Letter Name-Sound Assessment (LeNS) Grades 1-2							
		September 2023		January 2024		June 2024	
	# of Students	Requiring Additional Supports	Not Requiring Additional Supports	Requiring Additional Supports	Not Requiring Additional Supports	Requiring Additional Supports	Not Requiring Additional Supports
Grade 1	63	n/a	n/a	24%	76%	13%	87%
Grade 2	51	16%	84%	n/a	n/a	6%	94%

Reflection on Letter Names and Sounds Assessment (LeNS) for Grades 1-2

The LeNS results for January to June 2024 reveal significant progress in early literacy skills among students at Blueberry School. In Grade 1, the percentage of students requiring additional supports decreased from 24% in January to 13% in June. This notable reduction indicates that targeted interventions and instructional strategies are effectively helping students overcome initial challenges with letter recognition and phonemic awareness. Similarly, Grade 2 students demonstrated impressive gains, with those needing extra support dropping from 16% to just 6% over the same period. This suggests that the foundational literacy programs in place are successfully equipping students with essential reading skills.

These positive trends highlight the dedication of teachers and the efficacy of the school's literacy initiatives. The increase in students not requiring additional supports (87% in Grade 1 and 94% in Grade 2 by June) reflects a strong foundation being built for future academic success. Continuing to focus on personalized learning and early intervention will be crucial in maintaining this momentum. Engaging parents in supporting reading development at home and providing ongoing professional development for educators could further enhance these outcomes, ensuring that all students have the opportunity to become confident, proficient readers.

Castles and Coltheart 3 Assessment (CC3)
Grades 1-4

		September 2023		January 2024		June 2024	
	# of Students	Requiring Additional Supports	Not Requiring Additional Supports	Requiring Additional Supports	Not Requiring Additional Supports	Requiring Additional Supports	Not Requiring Additional Supports
Grade 1	63	n/a	n/a	19%	81%	13%	87%
Grade 2	48	10%	90%	n/a	n/a	2%	98%
Grade 3	47	26%	74%	n/a	n/a	19%	81%
Grade 4	55	7%	93%	n/a	n/a	4%	96%

Reflection on Castles and Coltheart 3 Assessment (CC3) for Grades 1-4

The CC3 assessment data from September 2023 to June 2024 showcases a positive trajectory in literacy development among students at Blueberry School. In Grade 1, the percentage of students requiring additional supports decreased from 19% in January to 13% by June, highlighting the effectiveness of early literacy interventions and personalized teaching strategies. Grade 2 students made remarkable strides, with those needing extra support dropping from 10% in September to just 2% by June. This significant improvement underscores the success of our foundational literacy programs and the students' growing proficiency in decoding and word recognition skills.

For the upper grades, the encouraging trend continues. Grade 3 saw a reduction in students requiring support from 26% to 19%, indicating steady advancement in handling more complex reading and comprehension tasks. Grade 4 students, already demonstrating strong literacy skills with only 7% needing support in September, improved further to just 4% by June. This consistent progress across all grades reflects the dedication of our educators and the impact of targeted instructional approaches. Moving forward, maintaining this momentum will be key. By continuing to refine our literacy programs, providing enrichment opportunities for advanced learners, and offering additional support where needed, we can ensure that all students achieve literacy success and are well-prepared for future academic challenges.

Literacy (Reading) Grades 7-9

At a Junior High level, the Reading Comprehension Assessment Tool (RCAT) is used to evaluate student achievement in five key domains related to reading success. These domains are closely linked to Provincial Achievement Test areas and indicate the areas of need for individual students, as well as class-wide areas of focus.

RCAT (Reading Comprehension Assessment Tool) Results Grades 7-9

	September 2023		November 2023		March 2024		June 2024	
	Blueberry	PSD	Blueberry	PSD	Blueberry	PSD	Blueberry	PSD
# of Students	198	1271	196	3078	178	3044	199	3231
At or above grade level	47%	48.3%	59.7%	49.3%	43.8%	39.8%	46.2%	34.1%
Below grade level	53%	51.6%	40.3%	50.7%	56.2%	60.2%	53.8%	65.9%

Reflection on RCAT Reading Assessment

The RCAT results for Grades 7-9 at Blueberry School paint an intriguing picture of our students' reading comprehension over the 2023-2024 academic year. Starting in September 2023, 47% of our students were reading at or above grade level, slightly below the PSD average of 48.3%. By November, we witnessed a significant upswing to 59.7%, leaping ahead of the PSD's 49.3%. This impressive jump suggests that our early-year strategies and interventions were highly effective, igniting a boost in student performance and engagement with reading.

However, the momentum was not fully sustained. In March 2024, the percentage of students at or above grade level dipped to 43.8%, closely following a similar decline within the PSD. This variability of results might reflect mid-year challenges such as increased curricular demands or external factors affecting student focus. Also, the assessments at each point in the year varied in terms of writing structure (i.e. poetry, nonfiction writing) and in the types of questions asked, which may have had an effect on results for individual students. By June 2024, we saw a modest recovery to 46.2%. These fluctuations highlight the need for consistent support and adaptive strategies throughout the year to keep our students on a steady path of reading success. It is a call to action to delve deeper into the causes of these shifts and reinforce our commitment to fostering strong, enduring literacy skills among all our learners.

Literacy (Writing) Grades 1-9

Blueberry School collects four baseline writing samples throughout the year to inform the next steps in instruction. Two of these samples are narrative, and two follow the nonfiction structures studied at each grade level.

Writing Assessment Grades 1-9

	September	November	March	June
# of Students	520	491	521	478
EXC	11.0%	18.4%	15.4%	22.6%
COM	25.4%	34.0%	32.8%	34.3%
SAT	40.9%	36.4%	37.4%	33.2%
INS	22.7%	11.2%	14.4%	9.9%

Reflection on Writing Assessment Results

The writing assessment results for Grades 1-9 at Blueberry School reveal an encouraging upward trend in students' writing proficiency over the academic year. In September, only 11.0% of students achieved an "Excellent" (EXC) rating, but by June, this percentage had more than doubled to 22.6%. The "Competent" (COM) category also saw growth, increasing from 25.4% to 34.3%. Simultaneously, there was a significant decrease in students assessed as "Insufficient" (INS), dropping from 22.7% in September to just 9.9% in June. These shifts suggest that our instructional strategies and interventions are effectively elevating student performance, moving many students from below grade level into higher levels of achievement.

The decrease in the "Satisfactory" (SAT) category from 40.9% to 33.2% may indicate that students are transitioning upward into the "Competent" and "Excellent" levels, reflecting overall improvement in writing skills. These results highlight the dedication of our educators in implementing effective writing programs and the hard work of our students in developing their abilities. To sustain and build upon this momentum, it will be important to continue providing targeted support for those who need it while offering enriching opportunities for advanced writers. Emphasizing personalized feedback, fostering a culture that celebrates writing, and integrating writing across the curriculum can further enhance our students' growth, setting them up for continued success in literacy.

Literacy (Word Study) Grades 3-9

Anecdotally, teaching staff have noticed a deficit in student vocabulary skills and in particular an understanding of root/prefix/suffix components of language. The Words Their Way Spelling Inventory reveals areas of focus in word study for each class, as well as for individual students.

Spelling Inventory Grades 3-9

	September 2023		June 2024	
	Blueberry	PSD	Blueberry	PSD
# of Students	403	6359	471	5861
At or above grade level	58.1%	48.2%	60.9%	48.6%
Below grade level	41.9%	51.8%	39.1%	51.4%

Reflection on Words Their Way Spelling Inventory Results

The Words Their Way Spelling Inventory for Grades 3-9 at Blueberry School reveals a positive trend in students' word study skills over the academic year. In September 2023, 58.1% of students were at or above grade level, surpassing the Parkland School Division (PSD) average of 48.2%. By June 2024, this percentage at Blueberry School increased to 60.9%. This upward movement indicates that our instructional strategies are effectively enhancing students' spelling abilities and that they are progressing at a commendable rate.

Despite these encouraging statistics, teachers have observed an ongoing deficit in students' vocabulary skills, particularly regarding their understanding of root words, prefixes, and suffixes. This gap suggests that while students may be improving in general spelling proficiency, they might not fully grasp the morphological structures that underpin the English language. By strengthening students' foundational knowledge of word components, we can enhance their vocabulary acquisition, reading comprehension, and writing skills, thereby supporting their overall literacy development.

Numeracy Grades 1-5

The Elk Island Numeracy Screener Assessment Tool is used to assess student understanding of the mathematical concepts from the previous grade level. September data is used to inform programming for individual students and for the class cohort and June data allows teachers to determine the growth of students throughout the year.

Elk Island Numeracy Screener Assessment Tool Grades 1-5 Learning Loss Students

	Total # of Students Writing	# of Identified Learning Loss Students Sept. 2023	Average Test Score of Identified Learning Loss Students Sept. 2023	Average Months Behind for Identified Learning Loss Students Sept. 2023	Average Test Score of Identified Learning Loss Students May 2024	Average Months Behind for Identified Learning Loss Students May 2024	Average Months Gained for Identified Learning Loss Students 2023-24	# of Identified Learning Loss Students May 2024
Grade 1	68	9	65	9.0	93	4.9	4.1	2
Grade 2	52	9	51	12.0	76	5.6	6.4	11
Grade 3	58	5	24	12.0	41	9.0	3.0	8
Grade 4	58	13	33	11.7	59	7.8	3.9	12
Grade 5	63	6	16	12.0	45	4.5	7.5	9

Note: As the Learning Loss Numeracy Data was focused on Grades 1-5, Grade 6 students the Elk Island Numeracy Screener. Results are not included in these results.

Reflection on Elk Island Numeracy Screener Assessment Results

The Elk Island Numeracy Screener Assessment results for Grades 1-5 at Blueberry School paint an encouraging picture of mathematical growth during the 2023-2024 academic year. In Grade 1, nine students began the year averaging nine months behind, but by May 2024, their average test scores jumped from 65 to 93, reducing their learning gap to just 4.9 months. Remarkably, only two students remained in need of additional support. It's evident that targeted interventions and personalized support strategies are making a significant impact on our youngest learners. Similar strides were seen in Grades 2 and 5, where students gained over six and seven months respectively, showcasing the effectiveness of our efforts in strengthening foundational numeracy skills.

However, the data reveals that in Grades 3 and 4, while individual progress was made, the number of students identified with learning loss slightly increased by the end of the year. These students were transitioning to a new math curriculum which may have impacted results. For instance, Grade 3 saw an increase from five to eight

students needing support. This suggests that as mathematical concepts become more complex, additional support may be necessary to help students navigate these challenges. It highlights the importance of continuous monitoring and adapting our instructional approaches to meet evolving student needs. By enhancing support mechanisms, incorporating more engaging, hands-on learning experiences, and increased focus on deeper conceptual understanding, we can help ensure that all students build the confidence and proficiency they need to succeed in numeracy.

Numeracy Grades 7-9

To establish baseline numeracy achievement in Grades 7, 8, and 9, we use the Math Intervention Programming Instrument (MIPI). This assessment communicates student performance on key learning outcomes from the previous year.

Math Intervention Programming Instrument Grades 7-9

	September 2023			June 2024		
	Grade 7	Grade 8	Grade 9	Grade 7	Grade 8	Grade 9
# of Students	59	60	46	60	59	40
Students Not Requiring Attention	44%	55%	43%	75%	71%	70%
Students Requiring Attention	56%	45%	57%	25%	29%	30%

Reflection on MIPI Results for Grades 7-9

The Math Intervention Programming Instrument (MIPI) results for Grades 7 to 9 at Blueberry School reveal significant improvements in students' mathematical proficiency over the 2023-2024 academic year. In September 2023, a considerable percentage of students required attention: 56% in Grade 7, 45% in Grade 8, and 57% in Grade 9. By June 2024, these numbers decreased markedly to 25%, 29%, and 30%, respectively. This means that by the end of the year, 75% of Grade 7, 71% of Grade 8, and 70% of Grade 9 students were not requiring additional attention, a substantial increase from the start of the year. The data indicates that targeted interventions and instructional strategies implemented throughout the year were effective in addressing the learning needs of many students.

These positive trends suggest that Blueberry School's focus on enhancing numeracy skills is yielding tangible results. The significant reduction in students requiring attention implies that more students are achieving the key outcomes expected from the previous year's learning. This upward trajectory is encouraging and highlights the importance of continued support for students still needing assistance. By maintaining and expanding successful strategies, such as personalized learning plans, small group instruction, and engaging math activities, the school can aim to further reduce the percentage of students needing attention. Ensuring that foundational mathematical concepts are solidified will prepare students for future academic challenges and contribute to their overall academic success.

Provincial Achievement Tests Grades 6 & 9

Based on the Number of Students Enrolled

Provincial Achievement Tests Grade 9

	English Language Arts		Mathematics		Science		Social Studies	
	Blueberry	Alberta	Blueberry	Alberta	Blueberry	Alberta	Blueberry	Alberta
At Standard of Excellence	24.5%	11.8%	20.8%	14.0%	22.4%	20.8%	14.3%	15.8%
At Acceptable Standard (including those achieving Excellence)	85.7%	69.5%	68.8%	52.7%	77.6%	67.6%	73.5%	60.5%
Below Acceptable Standard	6.1%	13.4%	20.8%	32.3%	12.2%	17.7%	16.3%	24.8%
Areas for Consideration	12.7% more Blueberry students scored at the standard of excellence than the province 16.2% more Blueberry students scored at the acceptable standard than the province 7.3% fewer Blueberry students scored below the acceptable standard than the province		16.2% more Blueberry students scored at the acceptable standard than the province 12.7% more Blueberry students scored at the standard of excellence than the province 7.3% fewer Blueberry students scored below the acceptable standard than the province		10.0% more Blueberry students scored at the acceptable standard than the province 1.6% more Blueberry students scored at the standard of excellence than the province 5.5% fewer Blueberry students scored below the acceptable standard than the province		13.0% more Blueberry students scored at the acceptable standard than the province 8.5% fewer Blueberry students scored below the acceptable standard than the province 1.5% fewer Blueberry students scored at the standard of excellence than the province	

Provincial Achievement Tests Grade 6

	Science		Social Studies	
	Blueberry	Alberta	Blueberry	Alberta
At Standard of Excellence	41.2%	24.8%	25.5%	19.8%
At Acceptable Standard (including those achieving Excellence)	94.1%	68.8%	84.3%	68.5%
Below Acceptable Standard	2.0%	15.9%	11.8%	18.0%
Areas for Consideration	25.3% more Blueberry students scored at the acceptable standard than the province 16.4% more Blueberry students scored at the standard of excellence than the province 13.9% fewer Blueberry students scored below the acceptable standard than the province		15.8% more Blueberry students scored at the acceptable standard than the province 5.7% more Blueberry students scored at the standard of excellence than the province 6.2% fewer Blueberry students scored below the acceptable standard than the province	

Reflection on Provincial Achievement Test (PAT) Results

The Provincial Achievement Test results demonstrate that Blueberry School consistently surpasses provincial averages across key academic areas. In Grade 9, a remarkable 85.7% of students achieved the Acceptable Standard in English Language Arts, significantly higher than Alberta's 69.5%, with 24.5% reaching the Standard of Excellence compared to the provincial 11.8%. Similar trends are evident in Mathematics, where 68.8% met the Acceptable Standard versus 52.7% provincially, and 20.8% achieved excellence. In Science, 77.6% attained the Acceptable Standard (Alberta: 67.6%), and 22.4% reached excellence. Although Social Studies had a slightly lower excellence rate than the province (14.3% vs. 15.8%), 73.5% of students met the Acceptable Standard, outperforming the provincial average of 60.5%. These results reflect the school's strong academic programs and effective teaching strategies that foster high student achievement.

In Grade 6, the excellence continues with outstanding performance in Science and Social Studies. An impressive 94.1% of students met the Acceptable Standard in Science (Alberta: 68.8%), and 41.2% achieved the Standard of Excellence, far exceeding the provincial average of 24.8%. In Social Studies, 84.3% reached the Acceptable Standard (Alberta: 68.5%), and 25.5% achieved excellence. These significant margins indicate that Blueberry School provides a robust foundation in these subjects. Areas for growth include increasing the Standard of Excellence in Grade 9 Social Studies and supporting students below the acceptable standard across all domains. By focusing on these areas, the school can enhance student outcomes even further, ensuring that all learners are equipped with the knowledge and skills to succeed.

Alberta Education Assurance (AEA) Survey

The Alberta Education Assurance (AEA) survey collects valuable feedback on the educational quality offered by school authorities and their schools. This information empowers schools and authorities to assess their performance and strategically plan for the future.

Blueberry School 2024 AEA Survey Respondents:

- 15 Parents
- 95 Students
- 26 Teachers

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.															
	School											Authority		Province	
	2021		2022		2023		2024		Measure Evaluation			2024		2024	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%
Overall	136	86.5	122	83.5	150	80.3	148	81.0	n/a	Maintained	n/a	3,633	80.6	265,079	83.7
Parent	15	91.1	16	81.3	12	83.3	14	76.2	n/a	Maintained	n/a	402	81.4	33,209	86.7
Student	95	68.3	84	69.2	118	59.1	113	68.3	n/a	Maintained	n/a	2,688	65.0	199,823	69.3
Teacher	26	100.0	22	100.0	20	98.3	21	98.4	n/a	Maintained	n/a	543	95.4	32,047	95.1

Student Learning Engagement: Reflection

Over the past four years at Blueberry School, the overall student learning engagement has shown a slight decline, moving from 86.5% in 2021 to 81.0% in 2024. This downward trend, although marginal, indicates a potential area for improvement in fostering student engagement.

Breaking it down by respondent groups:

- **Parents:** Satisfaction decreased from a high of 91.1% in 2021 to 76.2% in 2024. This significant drop suggests that parents perceive a decline in how engaged their children are with learning. It's crucial to explore factors contributing to this perception—perhaps changes in communication, curriculum presentation, or extracurricular activities.
- **Students:** Student engagement dipped notably in 2023 to 59.1% but recovered to 68.3% in 2024. While this rebound is encouraging, the figures are still below the 2021 level of 68.3%. Engaging students directly to understand their needs could help sustain and improve this upward trend.
- **Teachers:** Consistently high engagement levels, maintaining around 98-100%. This reflects a strong commitment from the teaching staff to engage students in learning activities.

Comparatively, in 2024, Blueberry School's overall engagement (81.0%) is slightly above the PSD average of 80.6% but remains below the provincial average of 83.7%. Parent satisfaction at Blueberry is markedly lower than both the PSD authority (81.4%) and provincial averages (86.7%), highlighting a significant gap that needs addressing. Student engagement is higher than the authority average (68.3% vs. 65.0%) but still trails the provincial average of 69.3%. Notably, teacher engagement at Blueberry surpasses both the authority and provincial averages, indicating strong internal practices among staff.

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School											Authority		Province	
	2021		2022		2023		2024		Measure Evaluation			2024		2024	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%
Overall	136	90.5	122	90.5	151	85.3	148	84.1	Low	Maintained	Issue	3,638	84.9	265,643	87.6
Parent	15	84.4	16	83.2	12	77.8	14	73.8	Low	Maintained	Issue	402	78.4	33,250	83.8
Student	95	87.1	84	88.4	119	83.3	113	82.4	Low	Maintained	Issue	2,693	82.3	200,322	84.9
Teacher	26	100.0	22	100.0	20	94.9	21	96.0	High	Maintained	Good	543	94.1	32,071	93.9

Education Quality: Reflection

The satisfaction with the overall quality of basic education at Blueberry School has experienced a noticeable decline from 90.5% in 2021 to 84.1% in 2024. This downward trend, especially significant between 2022 and 2024, warrants attention.

By respondent group:

- **Parent:** Satisfaction decreased from 84.4% in 2021 to 73.8% in 2024. This diminishing confidence among parents could be linked to concerns about curriculum changes, resources, or student outcomes.
- **Student:** A decline from 87.1% in 2021 to 82.4% in 2024 suggests that students may feel the quality of their education is not meeting their expectations or needs.
- **Teachers:** Despite a slight fluctuation, teacher satisfaction remains high at 96.0% in 2024, indicating that educators feel confident in the education they provide.

Comparatively, Blueberry School's overall satisfaction (84.1%) is slightly below the PSD average (84.9%) and the provincial average (87.6%). Parent satisfaction is particularly lower than both the authority (78.4%) and province (83.8%), highlighting an area of concern.

Welcoming, Caring, Respectful, and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.															
	School								Measure Evaluation			Authority		Province	
	2021		2022		2023		2024		2024			2024		2024	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%
Overall	136	90.1	122	81.4	151	83.1	148	75.5	n/a	Declined	n/a	3,636	77.5	265,321	84.0
Parent	15	89.8	16	72.7	12	81.7	14	69.6	n/a	Maintained	n/a	402	75.3	33,232	85.3
Student	95	82.1	84	74.1	119	72.0	113	64.5	n/a	Declined	n/a	2,690	68.6	200,020	75.2
Teacher	26	98.3	22	97.4	20	95.5	21	92.5	n/a	Maintained	n/a	544	88.7	32,069	91.6

Welcoming, Caring, Respectful, and Safe Learning Environments: Reflection

Blueberry School has seen a significant decline in perceptions of the learning environment being welcoming, caring, respectful, and safe—from 90.1% in 2021 to 75.5% in 2024.

Detailing respondent perspectives:

- **Parents:** Their agreement dropped sharply from 89.8% in 2021 to 69.6% in 2024. This suggests parents are increasingly concerned about the school environment, which could impact student well-being and learning.
- **Students:** There is a considerable decrease from 82.1% in 2021 to 64.5% in 2024. Student perceptions are crucial, as they directly experience the school environment daily.
- **Teachers:** While there's a slight decrease, teachers still report high levels of agreement at 92.5% in 2024, suggesting that staff may not fully perceive the issues affecting students and parents.

In 2024, Blueberry School's percentage falls below both the PSD average of 77.5% and the provincial average of 84.0%, which is particularly concerning.

Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.															
	School								Measure Evaluation			Authority		Province	
	2021		2022		2023		2024		2024			2024		2024	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%
Overall	136	81.6	122	77.8	151	78.2	148	68.6	n/a	Declined	n/a	3,631	75.4	264,733	79.9
Parent	15	67.6	16	72.2	12	71.9	14	50.7	n/a	Declined	n/a	401	64.4	33,177	75.4
Student	95	86.5	84	77.4	119	75.3	113	71.2	n/a	Maintained	n/a	2,686	76.5	199,516	78.7
Teacher	26	90.8	22	84.0	20	87.2	21	83.8	n/a	Maintained	n/a	544	85.1	32,040	85.6

Access to Supports and Services: Reflection

There is a noticeable decline in the perception of access to appropriate supports and services at Blueberry School, from 81.6% in 2021 to 68.6% in 2024.

Breaking down the data:

- **Parents:** A significant drop from 67.6% in 2021 to 50.7% in 2024 indicates growing concern about the availability of student support services.
- **Students:** A slight decline from 86.5% in 2021 to 71.2% in 2024 suggests students feel less supported over time.
- **Teachers:** Their perception has remained relatively stable, around 83-90%, indicating they may feel the supports are adequate from their perspective.

Comparatively, Blueberry School's overall percentage of 68.6% in 2024 falls below the PSD authority average of 75.4% and the provincial average of 79.9%.

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School								Measure Evaluation			Authority		Province	
	2021		2022		2023		2024		Measure Evaluation			2024		2024	
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%
Overall	41	73.2	37	54.3	32	66.4	35	66.5	Very Low	Maintained	Concern	941	73.2	64,949	79.5
Parent	15	56.5	16	26.3	12	51.8	14	43.5	Very Low	Maintained	Concern	401	64.2	33,070	74.4
Teacher	26	89.9	21	82.4	20	81.1	21	89.4	Intermediate	Maintained	Acceptable	540	82.2	31,879	84.6

Parental Involvement: Reflection

Parental involvement satisfaction at Blueberry School has been inconsistent but remains a concern, with an increase from 54.3% in 2022 to 66.5% in 2024, yet still below the 2021 level of 73.2%.

Insights from respondents:

- **Parents:** There's been a fluctuation, with a low of 26.3% in 2022 rising to 43.5% in 2024. Despite the increase, satisfaction remains significantly low, indicating many parents feel disconnected from the decision-making process regarding their child's education.
- **Teachers:** Satisfaction increased from 82.4% in 2022 to 89.4% in 2024, suggesting that teachers feel they are making efforts to involve parents more.

Comparatively, Blueberry School's overall satisfaction (66.5%) is below both the authority average (73.2%) and the provincial average (79.5%).

AEA Overall Reflections

The data over the past four years at Blueberry School indicates areas of both strength and opportunities for growth. While teacher commitment remains high across all measures, declines in parent and student satisfaction highlight the need for increased focus on engagement, communication, and support services.

Strategies moving forward may include:

- **Enhanced Communication:** Regular updates and open dialogues with parents to rebuild trust and involvement.
- **Student-Centered Initiatives:** Programs that actively involve students in shaping their learning environment and addressing their needs.
- **Support Services Review:** Assessing and improving access to academic and emotional support for students.
- **Positive School Culture:** Reinforcing a welcoming and safe environment through policies and practices that promote respect and inclusivity.

By prioritizing these areas, Blueberry School can work towards reversing the downward trends and fostering a community where students, parents, and teachers feel valued and engaged.

Additional Insights

It's important to note that external factors over the past few years, such as the global pandemic, may have influenced perceptions and satisfaction levels. Acknowledging these influences while proactively addressing concerns can help the school navigate challenges and improve overall outcomes.

Moreover, leveraging the high levels of teacher satisfaction and commitment could serve as a foundation for implementing effective changes. Collaborative efforts between staff, students, and parents will be key in driving positive developments in the coming years.

2023-24 Development Plan: Reflecting on School Initiatives

The 2023 - 2024 Blueberry School Development Plan developed strategies and initiatives around these Parkland School Division outcomes for success:

PSD Outcome 4: Staff Expand Success in Literacy and Numeracy

Blueberry Staff, including school leaders, teachers, and school support staff designed, delivered, and shared research-informed, effective, and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy by:

- PSD Division Literacy and Numeracy Teams collaborate with Blueberry staff to access professional development, research-based instructional resources, and benchmarking assessment screening
- PowerSchool information evening for parents

- Increased resource-base of high interest literature for early readers
- School-wide goals focused on literacy and numeracy embedded into collaborative Team Time
- Professional development for writing - Adrienne Gear
- Professional development of Number Talks and numeracy scope and sequence
- School-based literacy and numeracy lead teachers
- Baseline data meetings to analyse data to inform instruction in reading, writing, and numeracy
- Purchase of numeracy manipulatives and texts for reading comprehension
- Leveled Literacy Intervention Program (LLI) and Phonological/Phonemic Awareness Groups
- Junior high focus on vocabulary, reading comprehension, math problem solving, and fractions small group instruction
- Educational Assistant Staff support small group intervention scheduling and instruction in classes

PSD Outcome 3: Build Systems and Structures that Promote Success and Well-Being

Blueberry Staff demonstrated a commitment to a comprehensive and integrated approach to success and wellness by:

- Blueberry Staff lead teachers work with PSD on health and wellness initiatives
- Nutrition Nook for students K - 9 - President's Choice Grant
- School-wide focus on kindness - celebrating with "Kindness Coupons"
- Blueberry Buddies recess mentors
- Playground new edition
- Social skills groups
- Extracurricular opportunities - choir, handbells, volleyball, basketball, badminton
- Lunchtime intramurals program
- Principal of the Day writing program
- Remuda Program - community partnership

PSD Outcome 5: Staff Expand, Develop, and Apply Indigenous Foundational Knowledge

Blueberry Staff demonstrated an understanding of Indigenous perspectives and allocated resources in order to support our Indigenous students' success and well-being by:

- Artist in Residence Program - Angela Hall
- Indigenous Mandalas created by students and Artist in Residence mounted in Junior High and North pods
- Increased Indigenous literature collection and resources in the school
- Orange Shirt Day projects
- Enhanced partnerships with Indigenous Elders - Elders Mary-Anne, Kokum Violet
- Learning Pebbles and Blueberry Division Team monthly meetings
- Truth and Reconciliation learning during PSD professional development days

We thank you for reviewing and reflecting on Blueberry School's Annual Education Results Report. Sharing our results and reflections with our stakeholders is valuable work as we collaborate as a school, home, and community partnership towards a bright future for our students.

