BLUEBERRY SCHOOL DEVELOPMENT PLAN 2025-2028

PARKLAND
SCHOOL DIVISION

Blueberry School Development Plan

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Opening Statement

Welcome to the next chapter of Blueberry School's journey! As we embark on our Development Plan, we celebrate our past successes while embracing the exciting opportunities ahead. Our commitment to academic excellence, student wellness, and meaningful community connections remains at the heart of everything we do. Through collaboration and innovation, we will continue creating an environment where every student thrives, every connection matters, and every step forward brings us closer to an even brighter future.

Together, we are shaping a future of growth, opportunity, and shared success.

Rosanne McIntyre
Blueberry School Principal

About Blueberry

Blueberry School is located in a rural setting serving approximately 600 Kindergarten to Grade 9 students. Our school staff meet the needs of our learners in an inclusive classroom environment. We use strong instructional practices, research-based teaching strategies and implement supports for students, including differentiation of instruction, varied assessment methods, and educational technology.
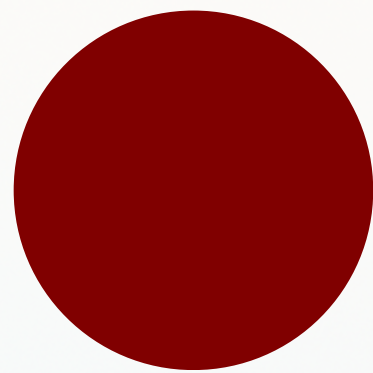
Blueberry Profile

Students

Blueberry School serves approximately 600 students from Kindergarten to Grade 9. There are 2 to 3 classes in each grade level.

Staff

Our school employs 30 teachers, 13 support staff, 1 counsellor, 4 custodians and 2 administrators.

Volunteers

Our school is fortunate to have an abundance of dedicated volunteers who generously give their time and energy. Their support enriches our classrooms and strengthens community connections. Blueberry School Council and Fundraising Committee are two such groups working to better our school community.

Our Programs

Our student programming prioritizes strong foundations in literacy and numeracy, while also nurturing the whole child through rich experiences in the arts, athletics, and social-emotional learning. This balanced approach supports both academic growth and personal development, helping students thrive in all areas.

Blueberry Blaze

Academics

We strive for academic success for all students

Athletics

We offer a variety of athletic opportunities

Arts

We offer a variety of programming and extracurricular activities the arts

Vision & Mission

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 perspectives and to achieve enduring success.
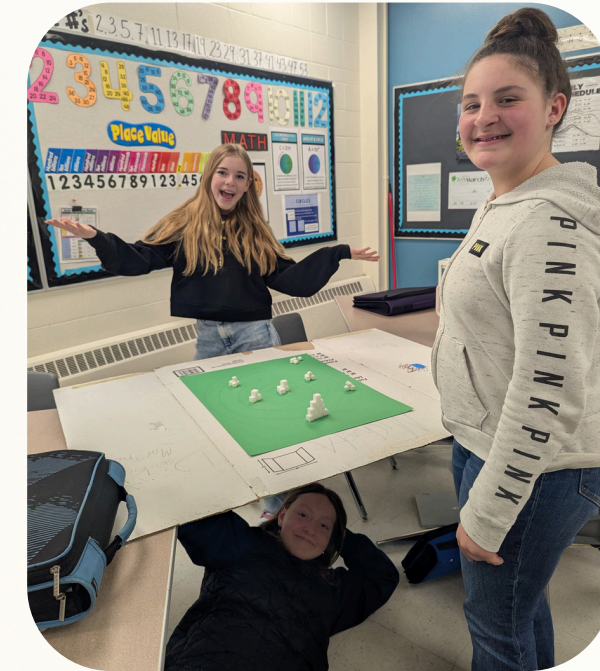
Values and Priority Areas
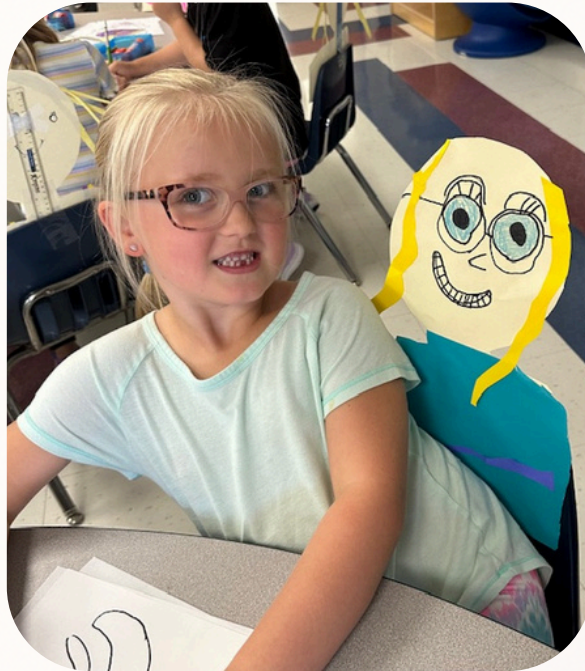
Ultimate Goal

Student Success and Well-being

Values

- Learning opportunities that are purposeful, essential, relevant, authentic and responsive
- Excellence in achievement
- Trustworthy, respectful relationships
- Resilience with self-awareness

Priority Areas

- Student Wellness & Workplace Wellness
- Community, Equity and Belonging
- Indigenous Perspectives and Ways of Knowing
- Programming and Pedagogy

Blueberry Focus Areas

Areas of focus for our school are informed by the Parkland School Division Education Plan, school context and data, and feedback from our stakeholders.

Targeted Instruction

PSD Outcome 1: Students and Staff Demonstrate Success

Well-Being

PSD Outcome 2: Students and Staff Demonstrate Well-Being

Community-Building

PSD Outcome 4: Students and Staff Build Community, Promote Equity, and Foster Diversity

Targeted Instruction

Targeted instruction focuses on identifying and addressing specific learning needs of individual students or small groups through intentional, differentiated teaching strategies. This approach is data-informed and aims to close learning gaps, reinforce key concepts, and extend learning. Teachers use assessment results and observational data to design and deliver focused lessons that support student growth in identified areas.

Where We Are Going

- Increase in the number of students achieving at grade level and standard of excellence
- Teachers supported with implementing new curriculum
- A reduction in the number of at-risk students in literacy and numeracy
- Maximized instruction to target gaps in learning
- Increased staff confidence in teaching with AI

Where We Are

Teachers administer literacy and numeracy screens in September to obtain a baseline to inform individual, small-group, and large-group instruction. Mid-year and end-of-year assessments measure growth and continue to inform instruction throughout the year. Teachers work collaboratively to analyze data and plan for instruction accordingly.

Targeted Instruction

Growth Strategies

Literacy and Numeracy

- Literacy and Numeracy Lead Teacher
- Phonological and phonemic awareness small groups
- Academic support blocks in junior high to address gaps in literacy and numeracy learning
- Support of Division Principals and Facilitators to enhance teaching practices
- Teaching timetables reflect ongoing, frequent targeted literacy and numeracy groupings

Collaboration

- Regular, scheduled teacher collaboration to analyze data and plan for instruction
- School and grade-level goals addressed during collaborative planning times (PD Days, Divisional Meetings & Team Times)

Digital Literacy

- Instruction on appropriate uses of AI for student learning
- Staff professional development to effectively utilize AI to enhance student learning

Targeted Instruction

Measuring Success

Fall Literacy/Numeracy Screens
LeNS
CC3
F&P Reading
RCAT Reading Comprehension
Spelling Inventory
Writing Benchmark
Elk Island Numeracy Screen

End-of-Year Assessments
LeNS
CC3
F&P Reading
RCAT Reading Comprehension
Spelling Inventory
Writing Benchmark
Elk Island Numeracy Screen
Provincial Achievement Tests

Mid-Year Assessments
LeNS
CC3
F&P Reading
RCAT Reading Comprehension

Spelling Inventory
Writing Benchmark
Elk Island Numeracy Screen

Well-Being

Well-being focuses on creating a safe, inclusive, and supportive school environment that fosters the social, emotional, and mental health of all students and staff. This area emphasizes the development of positive relationships, resilience, self-regulation, and a sense of belonging. Through intentional strategies and universal supports, we aim to promote a culture where individuals feel valued, connected, and equipped to manage challenges effectively.

Where We Are

We have seen more student referrals to the school counsellor, highlighting a growing need for student wellness support. Some students have shown a decline in attendance, which may indicate a need for strengthening feelings of connectedness and overall success at school. The Assurance Survey and staff surveys suggest a need for more cohesive approaches to supporting overall well-being.

Where We Are Going

- Improved student attendance
- Increased problem-solving skills for students
- Time on PD days to connect as a whole-staff
- Well-rounded PE program focused on wellness
- Whole-school and cross-graded wellness activities
- Increased student/staff/parent knowledge of online safety
- Increased learning and use of social-emotional wellness strategies

Growth Strategies

Well-Being

Physical Health

- Comprehensive School Health lead teacher
- Breakfast Club available for students three times per week
- Nutrition Nook offering nutritious snack options for all students
- School athletics teams
- Junior High CTF athletic options
- Organized intramurals for grades 5-9

Mental Health

- School Counsellor
- PSD mental health website/lessons
- Online safety and digital health

Social-Emotional Development

- Newly constructed sensory rooms
- Elementary social skills groups
- Blueberry Buddies recess program led by Grade Six students

Well-Being

Measuring Success

Attendance Data
- Increased attendance rates throughout the school year
- Reduced number of students leaving early

Student Involvement
- Students engaging in school activities, clubs, and extra-curricular activities

Counselling Data
- Referrals to school counsellor
- Referrals to divisional mental health supports
- Students successfully transitioning out of targeted social skills groups and individual counselling

Assurance Measures Report
- Results show increased satisfaction in domain of Safe and Caring Schools and Citizenship for both student and parent respondents

Community-Building

Building community focuses on fostering meaningful relationships within and beyond the school through inclusive practices, cultural understanding, and active engagement. This includes deepening connections to Indigenous ways of knowing, being, and doing by honouring local knowledge, traditions, and perspectives. It also involves strengthening partnerships with families, Elders, community organizations, and other stakeholders to support student learning and well-being. Through shared experiences and authentic collaboration, schools cultivate a sense of belonging, respect, and collective responsibility.

Indigenous Knowledge

Honouring Indigenous knowledge enriches learning for all students and supports truth and reconciliation. It fosters respect, understanding, and a deeper connection to the land, culture, and diverse worldviews that shape our shared history and future.

Where We Are

Our students continue to build foundational knowledge about Indigenous Peoples of Canada through the Alberta Education curriculum and school-based activities, including Elder visits.

Where We Are Going

- Embedded Indigenous perspectives meaningfully across all subject areas
- Greater opportunities for authentic learning experiences
- Strengthened relationships with local Elders and Knowledge Keepers
- A school culture that values and reflects Indigenous ways of knowing, being, and doing

Community Connections

We recognize the importance of relationships in supporting student well-being and learning. When students feel a sense of belonging and see their identities reflected in the school community, they are more engaged, confident, and successful.

Where We Are

Our school partners with our School Council to host student and family events throughout the year. Family volunteers support events and initiatives like field trips, sports, and the Breakfast Club. Our volunteers are essential to enriching our community connections. The Assurance survey indicated that stakeholders would like more involvement to help staff and our School Council with student programs and events.

Where We Are Going

- More families volunteering for committees and large-scale projects
- Increased number of parents/guardians completing the Alberta Education Assurance survey
- Further school engagement with the local community

Indigenous Knowledge

Growth Strategies

- Elder visits to classrooms
- Elder teachings during professional development days
- Working with PSD Divisional staff to make connections with local guest speakers to learn more about our local Indigenous communities, traditions, and teachings

Community-Building

Community Connections

Growth Strategies

- Junior High community connections
- Off-site and on-site field trips and guest speakers
- Annual "Welcome Back Pancake Breakfast"
- Annual "Meet the Staff" evening
- Annual family "Monster Mash"
- Elementary Winter Concerts
- Annual "Blueberry Hoedown" presented by School Council
- Musical Theatre Spring Production
- Volunteer Appreciation Celebration

Community-Building

Measuring Success

Community Surveys
- Student and staff surveys on connection, community, and Indigenous learning
- Share-a-Thought public survey

Assurance Measures Report
- Results show increased satisfaction in domain of Parental Involvement for parent respondents

School Council Meetings
- Increase in parents attending meetings
- Feedback from School Council

Community Engagement
- Increased community involvement through volunteer opportunities, committees, and special events
- Increased community partnerships that enhance curricular learning

Professional Learning

PD Days

Grade Level Team Time
- Data Analysis (Beginning, Mid, End of Year)
- Instructional/Assessment Collaboration

Divisional Meetings
- Collaborative Response
- Instructional/Assessment Sharing
- Areas for continued growth/success

Targeted Instruction
- Assessment and Reporting on PowerSchool
- Targeted Literacy/Numeracy Focused Strategies
- Artificial Intelligence
- Physical Education

Community-Building
- School/Classroom/Individual Celebrations
- Sharing Circle and Indigenous Teachings
- Staff games/bowling/team fun

Well-Being
- Walk and Talk at Chickakoo
- Presentation from Autism Edmonton
- Social Media and Online Safety Presentation
- Counsellor-Led Presentation