2014 – 2017 SCHOOL YEAR PLAN
and
2013-2014 ANNUAL EDUCATION RESULTS

Greystone Centennial Middle School

Greystone Centennial Middle School
Synergy. Creativity. Citizenship.

PARKLAND SCHOOL DIVISION No. 70

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School Profile

Greystone Centennial Middle School

Principal: Carolyn Cameron

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Our School Team

660 Students ~ Grades 5 – 9 35 Teachers ~ 15 Support Staff

School Council

As required under Provincial legislation, Greystone Centennial Middle School is represented by a School Council consisting primarily of parents and school staff.

Chair: Kathryn Morrow

Key Initiatives of the School Council during 2013-2014:

- Expanding the understanding of technology and learning for the parent community at Greystone
- Co-creating the survey tool that was developed to access feedback from our parent community
- Developing a deeper understanding of student learning through multiple and varied student presentations

Division Vision, Mission and Belief Statements

VISION

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

MISSION

Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community.

VALUES & BELIEFS

- We are a caring and compassionate organization guided by what's in the best interest of our students.
- We believe learning is the foundation of all we do.
- We value trust and mutual respect among all of our education stakeholders.
- We embrace open and honest communication.
- We value and respect inclusion and diversity within our schools.
- We are committed to providing safe and caring places for all students to learn.
- We believe integrity and fairness are key pillars for student growth.
- We value collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.
- We value excellence, innovation and risk-taking.
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world.
- We believe that confident, adaptable and resilient students are successful students.
- We value leadership in all places–everyone in our Division has the potential to be a leader.

Academic Achievements

- Significant improvement in our grade 6 results for acceptable standard
- Significant improvement in our grade 6 results for standard of excellence
- Report card information shared with parents indicates high levels of student achievement in critical thinking and problem solving skills

Engaging our Stakeholders in the Education Process - What We've Learned

What our school is doing well:

- Looping with students
- Opportunities offered to our students
- Technology availability and open BYOD policy

Suggestions for improvement:

- Clarity in school reporting
- Fine Arts programming
- Improved communication in all aspects

Priorities:

- Music/Fine Arts Programming
- Continued improvements in communication
- Increased support for students in all areas

• Opportunities for Improvement	Strategies to Achieve Improvement	Factors to Consider
• **Improved Student Learning through School Wellness** • Find ways for ALL students to connect to school community • Support all students in developing awareness and skills to manage stress/anxiety/depression • Provide timely access to intervention programs/resources • Ensure ALL students are successful within an inclusive, differentiated learning environment	• Health Champion Team • Zones of Regulation/ Mindfulness Approach • Book "10 Mindful Minutes" • Intervention Council and additional time/resources for Counseling Support • Professional Learning for Staff through: • ***-->Special Education Conference (Oct. 16-18)***	• Feedback from Tell Them From Me that showed high levels of student anxiety • The need for staff and students to understand the strategies and the related language • Educating parents on the Mindfulness and Zones of Regulation programs being introduced to their children

• **Improved Student Learning through Feedback/Formative Assessment** • Develop student and teacher skills in providing specific feedback based on clearly identified, co-created criteria • Develop strong language of inquiry and ongoing feedback connected to this; provide time and support to improve work • Make student thinking visible and provide ongoing access to student learning for peers/home	• Use of Student Blogging, weekly/bi-weekly reflections from students, Google docs for sharing and collaboration to be shared with families - technology learning/support during each PD Day • Planning docs to share with team/inquiry process made visible to students • Instructional support during Team Time and in classrooms • Support assessment/feedback/inquiry process • Bi-weekly assemblies and gallery walks which make student learning public throughout the school • Professional Learning for Staff through: • ***-->Back To School Retreat: Galileo Facilitator providing Feedback Workshop (Aug. 28)*** • ***-->Alberta Assessment Consortium Annual Conference (Oct.3/4)*** • ***-->Innovate West Conference at Connect Charter School (Oct. 24/25)***	• Begin by helping teachers understand what good feedback looks/sounds like, through PD training provided by Galileo consultants • Developing and using the language of learning that will lead to students having the ability to provide peers with feedback and eventually to reflect metacognitively on their own learning.

Parkland School Division's Ultimate Goal

Student Success and Well-Being

Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop their skills and competencies as engaged thinkers and ethical citizens with an entrepreneurial spirit. As they work toward high school completion, students will be actively engaged in their academic learning in a positive and inclusive learning environment aimed at enhancing their resiliency. The strategic priorities that will guide the work of the Division include:

1. Engage our Students
2. Engage our Staff
3. Engage our Community
4. Stewardship of our Resources

Strategic Priorities	**Engage our Students** ***Every student will be successful***	**Engage our Staff** ***All staff are learners with a focus on student success***	**Engage our Community** ***Everyone can make a meaningful contribution to public education***	**Stewardship of our Resources** ***The Division effectively manages its resources to support student learning***
PSD Goals	Meaningful assessment and reporting practices reflect alignment with Inspiring Education	Inclusive learning environments promote safety, a sense of belonging and increased well-being	Open and honest communication builds transparency and trust	A strategic tem-Year Plan promotes stewardship of resources
	Student mental and physical well-being promotes achievement	Instructional practices promote the development of innovation and creativity	Meaningful and collaborative engagement with all stakeholders supports student learning	Generative governance supports the Assurance Model for planning and reporting
	Instructional practices align with Inspiring Education to provide children/youth with choices and personalized learning	Cultivate shared and collaborative leadership that is focused on student success	Meaningful and collaborative partnerships with government, business and community support education	Fiscal responsibility within the Assurance Model supports student learning

Alberta Education Goals:

- Goal One: An excellent start to learning
- Goal Two: Success for every student
- Goal Three: Quality teaching and school leadership
- Goal Four: Engaged and effective governance

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: **ENGAGE OUR STUDENTS**		
Key Elements	**Outcomes**	**Strategies**
Meaningful assessment and reporting practices reflect alignment with Inspiring Education	*Alberta Education Outcomes:* • Students achieve student learning outcomes • Students demonstrate proficiency in literacy and numeracy • Students demonstrate citizenship and entrepreneurship *PSD Outcomes:* • Parents and students develop a deeper understanding about student progress as reported through the Division's K-9 report card and reporting process	• • Provide collaborative planning time to enable teaching teams to develop balanced assessment plans that include: goal setting; self-reflections; peer assessments and feedback; performance based assessments, tests, quizzes; focus on feedback/feed forward for growth and co-creating criteria • Focus on school-wide literacy program which emphasizes levelled reading, benchmarks for writing, home reading program and small group direct instruction targeted at students' instructional level.

Performance Measure	**Results (in percentages)**					**Target**	**Targets**		
	2010	**2011**	**2012**	**2013**	**2014**	**2014**	**2015**	**2016**	**2017**
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.5	71.5	71.5	74.2	74.4	78.0	75.4	75.9	76.4
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.5	11.5	11.5	11.6	15.2	12.5	15.5	16.0	16.5

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	87.5	60.5	53.1	73.1	66.7	75.0	70.0	71.0	72.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.3	7.0	4.9	1.9	10.3	2.5	11.0	12.0	13.0

Comments on Results:
Our results show continuous improvement in our test results for students achieving the Acceptable Standard. This is a result of our continued emphasis on developing our assessment practices that emphasize giving students ongoing feedback on their learning so that they can improve. Our focus on assessment for and as learning is assisting students to become more reflective of themselves as learners so that they can improve their skills. In addition, our school's focus on providing meaningful connections and authentic learning opportunities is assisting students to be more successful.

We have also developed a strong network of support for our learners as teachers work together with each other and our Educational Assistants to ensure all students are being successful through flexible groupings, in class support and pull out sessions for guided, small group instruction. We are extremely proud of the improvements we are showing in the Standard of Excellence. We attribute this success to the work we are doing to develop critical thinking skills with our students through a variety of approaches including strong inquiry work with support of our Learning Coach. Students are being expected to form opinions based on evidence, be open to a variety of perspectives and make meaningful connections to concepts. Examples of the kinds of learning tasks being explored are Socratic Circles, Debates and Four Corners.

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	72.4	79.0	81.0	77.4	77.8	83.0	79.0	79.5	80.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	83.7	68.5	64.5	83.3	82.7	85.0	83.5	84.0	84.5

Comments on Results:

This past few years we have been focused on helping parents and students understand that the skills we are teaching students (critical thinking, collaboration, problem-solving, innovation, and perseverance) are the skills that our young people will need for success in the world beyond school. These ongoing conversations have been a part of our conferences with parents, of the day-to-day inquiry & project work we undertake with students. They were featured twice last year as Greystone hosted very successful Innovation Weeks that culminated in sharing with our parent community the entrepreneurial spirit of our youth.

Our teacher results for students modeling characteristics of active citizenship are extremely high indicating that, from the perspective of the adults in our school, our students are doing extremely well. The results that are bringing our average down are the students' perceptions of the active citizenship within our school. The good work that is going on with our students will need to be shared and celebrated more often with our school community. This past year, our focus has been on sharing the strong powerful learning within our school community, we need to also be aware that our active citizenship needs to be recognized, too through our regular assemblies and among classrooms and grade level communities.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: **ENGAGE OUR STUDENTS**		
Key Elements	**Outcomes**	**Strategies**
Student mental and physical well-being promotes achievement **{Resiliency is defined as one's ability to bounce back from difficult situations/events.}**	*Alberta Education Outcomes:* • Students and communities have access to safe and healthy learning environments *PSD Outcomes:* • The jurisdiction and jurisdiction schools actively implement the comprehensive health curriculum • Students demonstrate resiliency and positive physical and mental health • Student learning and achievement is enhanced	○ • Our school culture is focused on the development and growth of the social-emotional and mental well-being of our adolescents which has been achieved through continuation of our strong community partnerships: • Wellness Committee • Health Champions • Morning Mentoring • Big Brothers/Sisters • Young Life Organizations • We will be implementing the Zones of Regulation program with our students across all grades to offer more support to our students in dealing with issues of anxiety and frustration.

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.4	85.8	85.6	83.3	88.8	85.0	*89.0*	*89.5*	*90.0*

Performance Measure	Strategies	Evidence	Stakeholder Feedback
The school community communicates that "healthier students are better learners" ***(new)***	-Health Champ Team (Jason B, Lonnie & Trish) -Zones of Regulation/Mindfulness Approach -Book "10 Mindful Minutes" -Intervention Council and additional time/resources for Counseling Support -Professional Learning for Staff through: -->Special Education Conference (Oct. 16-18)	Measures -Improved results on Tell Them From Me Surveys (lower anxiety & stress levels) -Fewer office/mental health referrals -Improved achievement/growth reflected in term report cards -Better overall school attendance	• Parent Surveys • Student & Teacher Feedback • Feedback from Wellness Committee & Health Champion
The school integrates wellness beyond health and physical education classes ***(new)***			• Parent Surveys • Student & Teacher Feedback • Feedback from Wellness Committee & Health Champion

Comments on Results:
Student use of social media is continuing to create some challenges for us in ensuring that students are treating each other well at school. We continue to coach students in one on one conversations, school presentations and classroom discussions about the importance of using social media in a socially appropriate and responsible way. According to our Tell Them From Me Surveys, we have a high percentage of students who are struggling with anxiety issues. This helps us understand that their perception of school and other students may be creating feelings that others are not treating them well. Digging deeper into the results indicates that our community feels students are being treated fairly by the adults at school. The concerns stem from how the other students are treating each other. While we have seen a significant improvement in this area over the last 12 months we will continue to focus on this as it will continue to be an issue for all students in middle school.

Our student demographic includes a lot of families who are experiencing stress in the home due to a number of factors. Often, the students will act out their stress from home at school by targeting other students. We continue to provide ongoing counseling support from our office team (Principal, Assistant Principal, Learning Coach, Inclusive Education Lead), teaching staff as well as wrap-around supports from other agencies to ensure our students are learning how to deal with their emotional challenges.

Our implementation of the Zones of Regulation programming, led by our Inclusive Education Lead and our Learning Coach, will be a beneficial addition in our work with these families.

We are starting to explore bringing Mindfulness to the classroom, with members of our staff and division staff working to bring this type of programming to our buildings. This should also assist students who deal with anxiety and frustration to find ways to self-regulate and manage their levels of stress.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: **ENGAGE OUR STUDENTS**		
Key Elements	**Outcomes**	**Strategies**
Instructional practices align with Inspiring Education direction to provide children/youth with choices and personalized learning	*Alberta Education Outcomes:* • The achievement gap between First Nations, Metis and Inuit (FNMI) students and all other students is eliminated • Children are reaching emotional, social, intellectual and physical development milestones and are ready for school • Technology is used to support student-centered, personalized, authentic learning for all students *(Learning and Technology Policy Framework - LTPF)* *PSD Outcomes:* • Students have access to programming and supports along a continuum to enable their learning • Students are culturally competent learners who understand ethnic diversity and use diversity to strengthen their communities	•Using the attached Action Plan (What Are We Doing At School Today?), our planning document and inquiry model from the appendix during collaborative planning times as a tool for determining if the learning tasks that are being designed by teachers are meeting the criteria for student engagement and higher level thinking •Aligning Teacher Professional Growth Plan goals with the criteria from the School Improvement Plan (included with this document) •Developing a practice of accepting ongoing feedback from colleagues, our Learning Coach, our Inclusive Education Lead Teacher and our Administrative Team using the “Action Plan” as the tool for reflection and lens for evaluating the work •Making our work public to improve authenticity, collaboration and ongoing home/school communication with our community: Twitter, Facebook, Learning Community/ Professional Reflection Blogs, Skyping

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: **ENGAGE OUR STAFF**		
Key Elements	**Outcomes**	**Strategies**
Inclusive learning environments promote safety, a sense of belonging and increased well-being	*Alberta Education Outcomes:* • Students and communities have access to safe and healthy learning environments *PSD Outcomes:* • The jurisdiction develops and articulates a shared vision of inclusive education • Staff can clearly articulate what inclusion means and can effectively support students in inclusive learning environments • All students are supported in their learning • Bullying behaviors are reduced	•Learning Coach/Inclusive Education Leads at Greystone are working at elbow with our teaching teams •Adapted programs are being offered within the classroom (ie. K&E, Functional Life Skills, Pro-Social Skills) •Building capacity with support staff via training on Dragon Naturally Speak, Google Apps, EA Boot Camps •EA Book Study – Mindset by Carol Dweck to support our school focus on developing skills in perseverance, reflection, and growth using feedback •Our Inclusive Education Lead Teacher is not responsible for a homeroom classroom this year – this plan was established so that she would be able to devote additional time to work with our teachers in providing supports/suggestions for classrooms and so she could support families

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.4	85.8	85.6	83.3	88.8	85.0	89.0	89.5	90.0

Comments on Results:

We are extremely pleased with these results and according to Alberta Education's overall summary for Safe and Caring Schools Measures – Greystone has achieved excellent improvement in this area. Our teacher and parent survey results indicate a strong result with parents being 96.7% satisfied and teachers being 94.4% satisfied. Our student results increased from last year but we still have work to do as the percentage of satisfied students is 75.2% The strong results in our Safe and Caring Schools Measure can be attributed to our very close knit learning community approach where teams of teachers stay with students for two years. Through this time, teachers develop a strong, supportive network with students and with families. This leads to strong relationships being built with our students and our families. Teachers, students and families know that our staff is here to support our students and care about their well-being.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: **ENGAGE OUR STAFF**		
Key Elements	**Outcomes**	**Strategies**
• **Instructional practices promote the development of innovation and creativity** • "*Creativity* is thinking up new things. *Innovation* is doing new things." — Theodore Levitt • "Innovation can be defined as looking at doing things differently, and better." • – George Couros	*Alberta Education Outcomes:* • Teachers, administrators and other education professionals read, review, participate in, share and apply research and evidence-based practices to sustain and advance innovation in education *(LTPF)* *PSD Outcomes:* • The jurisdiction promotes new and innovative ideas, leadership, and collaboration • All students, including ethnically or culturally diverse learners, are engaged in their learning • Collaborative leadership enhances effective teaching and learning	• Collaboration, Risk Taking and Creating are all components of our "What Are We Doing In School Today?" posters that guide teacher planning and practice as well as student learning. • Continue to use the Design Thinking Process with Staff and with Students to promote creativity in our approach to solving problems • Goal setting conferences and regular check ins to revisit student goals around citizenship and social responsibility for carrying out learning in a self-directed way • Innovation Week, Genius Hour, Passion Projects, Dot Day and other student choice driven project work will provide our students with opportunities to explore their creativity and practice being innovative. •Continue to develop a practice of accepting ongoing feedback from colleagues, our Learning Coach, our Inclusive Education Lead Teacher and our Administrative Team using the attached planning tool for designing learning •Making our work public to improve authenticity, collaboration and ongoing home/school communication with our community: Greystone Twitter, Facebook, Learning Community/ Professional Reflection Blogs, Student Blogs, Google Classroom, Skyping

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	72.4	79.0	81.0	77.4	77.8	83.0	79.0	79.5	80.0

Comments on Results:
While we saw an improvement from last year, we clearly need to continue to develop a shared definition around active citizenship and draw a meaningful connection to how students are demonstrating active citizenship through their self-directed, innovative, creative, socially responsible learning endeavours at school. The idea here is to promote an understanding and commitment for our students to recognize that the freedom they are provided to create and design many of their learning experiences requires additional responsibility as a dedicated learner and engaged citizen at Greystone. Lots of work is being done in this area through the development of classroom agreements and learning goal conferences where each student is expected to establish citizenship and social responsibility goals connected to their learning plan for the year. Teachers will be working together with students and families to provide feedback throughout the year for students and they will also be expecting students to develop their skills in reflection around the skills associated with becoming more creative, innovative in their learning environments.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:
ENGAGE OUR STAFF

Key Elements	Outcomes	Strategies
Cultivate shared and collaborative leadership that is focused on student success	*Alberta Education Outcomes:* • Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership • Teachers, administrators and other education professionals develop, maintain and apply the knowledge, skills and attributes that enable them to use technology effectively, efficiently and innovatively in support of learning of learning and teaching *(LTPF)* • Education leaders at all levels champion effective and	• Build capacity for leadership among all staff by providing opportunities for involvement on the Design Team, Tech Team, Wellness Team, Learning Leader, Google Apps for Ed, Health Champion, Learning Coaches, Exploring Leadership, Book Study, Student Advisory, WE Day, Presentations at International, Provincial and Local Conferences and assigning an Acting Principal when our Administration Team is out of the school. • Continue with our successful partnerships with the Connect Charter School and Galileo

	innovative uses of technology *(LTPF)* *PSD Outcomes:* • The jurisdiction will promote new and innovative ideas, leadership and collaboration	Educational Network along with seeking out new partnerships with progressive school boards such as Rockyview School Board will continue to push our practice forward and foster instructional leadership in all staff members.

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
Overall teacher, parent, and student satisfaction with the overall quality of basic education	86.0	86.1	83.7	82.6	88.6	85.0	89.0	89.5	90.0
The percentage of teachers reporting that in the past 3-5 years, the professional development and in-servicing received from the school jurisdiction has focused on the priorities of the jurisdiction, effectively addressed their professional development needs, and significantly contributed to their ongoing professional development	80.7	89.3	91.0	91.4	92.0	92.0	92.5	93.0	93.5

Comments on Results:
We have noted a significant improvement according to these results due to our focus on the following:

1. Building leadership capacity through shared leadership opportunities that capitalize on individual strengths of staff. These include an Inclusive Education Lead and our Learning Coach expanding their roles in to administrative support, our Assistant Principal and Acting Principal, new members of our Technology Team, Design Team, new coaches for sports teams, and new Health Champions.
2. Providing as many opportunities as possible to develop capacity through shared conference experiences and then sharing with entire staff. Promoting an EdCamp model during Professional Development Days where teachers develop a regular routine of sharing with each other.
3. Exploring new models of job embedded professional learning where teachers spend more time in each others' classrooms through expansion of the team teaching model throughout the school and learning for specific purposes such as assessment, questioning through inquiry and critical thinking.
4. Encouraging our staff to share more often and openly with others. This includes methods such as Google Hangouts, sharing professional reflections, and a focus on our Teacher Professional Growth Plans.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: **ENGAGE OUR COMMUNITY**		
Key Elements	**Outcomes**	**Strategies**
Open and honest communication builds transparency and trust	*Alberta Education Outcomes:* • The education system demonstrates collaboration and engagement *PSD Outcomes:* • The Division communicates to all stakeholders in an open and transparent manner using a variety of media	•Making the work public via technology •Promoting ongoing and effective home/school communication between classroom teachers and home •Offering multiple avenues for communication school wide •Developing our website to be a place where parents can access school and classroom information that is timely and relevant •Student learning will be made accessible to parents through google classroom, student blogging and twitter •Staff will continue to connect with families using the families preferred way of communication while helping them learn to access additional information via the website •Ongoing surveys and check-ins whenever our parents are in the school for conferences to get feedback on how we are meeting their needs for timely feedback.
Meaningful and collaborative engagement with all stakeholders supports student learning	*Alberta Education Outcomes:* • The education system demonstrates collaboration and engagement *PSD Outcomes:* • The jurisdiction demonstrates openness to new and innovative ideas, leadership and collaboration • The jurisdiction develops meaningful partnerships with school councils, government, business, industry, and community agencies to support student learning • Families are encouraged and supported in helping their children be successful in their learning	

Performance Measure	*Results (in percentages)*					*Target*	*Targets*		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	77.9	78.5	77.8	78.6	89.3	80.0	91.0	92.0	93.0
The percentage of teachers, parents and students satisfied with the overall quality of basic education	86.0	86.1	83.7	82.6	88.6	85.0	90.0	91.0	92.0

Comments on Results:
We have had significant improvement in this area due to our ongoing focus on home-school communication. We continue to explore multiple pathways to ensure parents are aware and involved with their child's education. Blogs, Facebook pages, Remind 101, Twitter and Tumblr accounts are being utilized along with our school website to reach parents in ways they prefer. Student Led conferences are staggered with official reporting periods to maintain a high level of involvement throughout the school year. Special celebrations of learning like Innovation Week provides us an opportunity to have parents see the learning first hand. Please see attached information from a recent survey to parents checking in on the home-school communication satisfaction. We will continue to check in with them as a school – but will also work with staff to help them get regular feedback from their families on how to improve communication.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:
ENGAGE OUR COMMUNITY

Key Elements	Outcomes	Strategies
Collaborative partnerships with government, business and community support education	*Alberta Education Outcome:* • The education system demonstrates collaboration and engagement *PSD Outcomes:* • The jurisdiction demonstrates openness to new and innovative ideas, leadership and collaboration • Students with complex needs have increased access to wraparound supports and services	• The jurisdiction establishes effective partnership with its regional partners through the Regional Collaborative Service Delivery Model to provide supports and services to students with complex needs • Promote, highlight and celebrate community partnerships to support student learning and wellness

Assurance Measure	***Strategies/Actions***	***Evidence***	***Stakeholder Feedback***
Parent and teacher agreement that the Regional Collaborative Service Delivery Model partnerships have provided timely and effective supports and services to students with complex needs ***(new)***	Dedicating the time for our Inclusive Education Lead Teacher to explore this area in more depth as the year progresses and then providing additional time for implementation Regular team meetings with Inclusive Education Lead Intervention Council Meetings where our School Support Team is able to access services	Teacher/parent/student satisfaction with timely access to supports Success in meeting IPP goals Report Card feedback indicating success with learning outcomes	School created surveys
Parent, teacher and student satisfaction that the partnerships developed by the Division and school have enhanced student wellness *(new)*	Increasing our School Health/Wellness Team to three members who are able to access services for our school	Tell Them From Me Surveys should indicate improved results in areas of wellness	School created surveys
# of partnerships with community, business and industry partners that support education	Continuing our partnership with organizations such as FCSS and Young Life Reaching out to the Community through learning activities that are connected to curriculum inquiry areas – bringing members of the community in as experts Inviting our community partners to the school for events where our students can share their learning AND to be a part of our “Going Global” weeklong Artist in Residence Program	Regular presence and involvement of our community partners within the school	School created surveys

Comments on Results:

Our school culture is focused on the development and growth of the social, emotional and mental well-being of our adolescents which is achieved through continuation of our strong community partnerships, Wellness Committee, Health Champion, Morning Mentoring, Big Brothers/Sisters &Young Life Organizations. Intervention Council occurs frequently to ensure students with needs are having those needs met. We will access the Student Services Collaborative Planning Team to develop strategies for students who have complex needs.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will: **ENHANCE STEWARDSHIP OF OUR RESOURCES**		
Key Elements	**Outcomes**	**Strategies**
A strategic Ten-Year Plan promotes stewardship of resources	*Alberta Education Outcomes* • Students and communities have access to safe and healthy learning environments *PSD Outcomes:* • A comprehensive ten-year facilities plan developed to address significant increased enrolments in the urban areas and decreasing enrolments in the rural West Parkland area of the Division • A plan for the new school is developed and communicated to stakeholders • Advocacy for a second new school to meet increased enrolment pressures in Spruce Grove and Stony Plain is increased	• Continue to work closely with Centre for Education staff regarding the stewardship of resources

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.1	78.7	78.5	84.2	85.9	*85.0*	*87.0*	*88.0*	*89.0*

Comments on Results:

We are demonstrating a trend of continuous growth in this area and that is a direct result of our continued focus on learning and improvement. We make our commitment to improvement transparent with our students, our families and our staff by regular sharing of our work in school-wide assemblies, gallery walks and conferences with parents. Teachers are emphasizing the work of continuous reflection, sharing work and thinking publicly and maintaining an open line of communication between school and home.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:
ENHANCE STEWARDSHIP OF OUR RESOURCES

Key Elements	Outcomes	Strategies
Generative governance supports the Assurance Model for planning and reporting	*Alberta Education Outcomes*: • The education system demonstrates collaboration and engagement *PSD Outcomes:* • Assurance of effective and efficient use of resources through informed, evidence-based decisions • Responsive, transparent and sustainable decisions at all levels of the organization	• Open honest communication with all stake holders regarding our budget and priorities for our school community • Including the voice of students, staff and families as we make decisions for how to best use our limited resources

Performance Measure	Results (in percentages)					Target	Targets		
	2010	2011	2012	2013	2014	2014	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.9	78.5	77.8	78.6	89.3	80.0	91.0	92.0	93.0

Comments on Results:

The results are showing significant improvement and this is due to our very transparent communication at Faculty Meetings, School Council Meetings, Professional Development Days, Design Team Meetings. Also, the shared model of leadership at Greystone means more individuals are in the loop with regard to our resources and are able to assist in the communication of this among our school community

Key Elements	Outcomes	Strategies
Fiscal responsibility within the Assurance Model supports student learning	*Alberta Education Outcomes:* • Students, teachers, administrators and other education professionals have access to appropriate devices, reliable infrastructure, high-speed networks and digital learning environments *(LTPF)* *PSD Outcomes:* • A balanced and sustainable budget addresses priorities and assures stakeholders of quality educational programs and services • The application of tools and systems enhances the effective and efficient use of resources • Operational, financial and compliance objectives are met	• Student needs take priority in spending decisions with professional development, resources and facility/equipment necessities addressed as needed.

Comments on Results:

Greystone has consistently presented balanced budgets where resources are utilized to ensure student learning, teacher development and school culture are developed while maintaining an ability to respond to emergent needs throughout the year.

Greystone Professional Learning Plan for 2014-15

Goal 1

Improved Student Learning through Feedback/Formative Assessment

-Develop student and teacher skills in providing specific feedback based on clearly identified, co-created criteria

-Develop strong language of **inquiry** and ongoing feedback connected to this; provide time and support to improve work

-Make student thinking visible and provide ongoing access to student learning for peers/home

Strategies

-Use of Student Blogging, weekly/bi-weekly reflections from students, Google docs for sharing and collaboration to be shared with families - tech learning/support during each PD Day

-Planning docs to share with team/inquiry process made visible to students

-Instructional support during Team Time and in classrooms (See included planning documents)

-Two-person teaching team to support assessment/feedback/inquiry process

-Bi-weekly assemblies and gallery walks which make student learning public throughout the school

-Professional Learning for Staff through:

-->Back To School Retreat: Galileo Facilitator providing Feedback Workshop (Aug. 28)

-->Alberta Assessment Consortium Annual Conference (Oct.3/4)

-->Innovate West Conference at Connect Charter School (Oct. 24/25)

Measures

-Improved quality of student work

-Students able to articulate their learning including achievements/understandings, their strengths & areas for growth

-Student and Parent satisfaction with home/school communication measured by surveys

Goal 2

Improved Student Learning through School Wellness

-Find ways for ALL students to connect to school community

-Support all students in developing awareness and skills to manage stress/anxiety/depression

-Provide timely access to intervention programs/resources

-Ensure ALL students are successful within an inclusive, differentiated learning environment

Strategies

-Health Champ Team

-Zones of Regulation/Mindfulness Approach

-Book “10 Mindful Minutes”
-Intervention Council and additional time/resources for Counseling Support
-Professional Learning for Staff through:

-->Special Education Conference (Oct. 16-18)

Measures
-Improved results on Tell Them From Me Surveys (lower anxiety & stress levels)
-Fewer office/mental health referrals
-Improved achievement/growth reflected in term report cards
-Better overall school attendance

Greystone Planning Document

Cross Curricular Competencies: *Which of the competencies will we foster with this project/lesson/unit?*

Know How To Learn: *To gain knowledge, understanding, or skills through experience, study, and interaction with others.*	***Think Critically:*** *Conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge.*	***Identify and Solve Complex Problems:*** *Have the confidence and capacity to solve a range of problems, from simple to complex.*	***Manage Information:*** *Access, interpret, evaluate and use information effectively, efficiently, and ethically.*	***Innovate:*** *Create, generate and apply new ideas or concepts.*
Create Opportunities: *Through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit.*	***Apply Multiple Literacies:*** *Reading, writing, mathematics, technology, languages, media, and personal finance.*	***Demonstrate Good Communication Skills and the Ability to Work Cooperatively With Others***	***Demonstrate Global and Cultural Understanding:*** *Considering the Economy and Sustainable Development*	***Identify and Apply Career and Life Skills:*** *Through Personal Growth and Well-Being*

↓

Teaching for Deep Understanding: *What is worth knowing about the topic? What is the one concept students need to know in order to really understand the topic?*

Through this study I want my students to understand…

What do you want your students to get better at through this task?

How will the goals of this task connect to broader goals for the term or year? What learning activities will you plan that are directed toward building deep understanding of the key learning outcomes? What habits of critical thinking will your students practice during the task?

↓

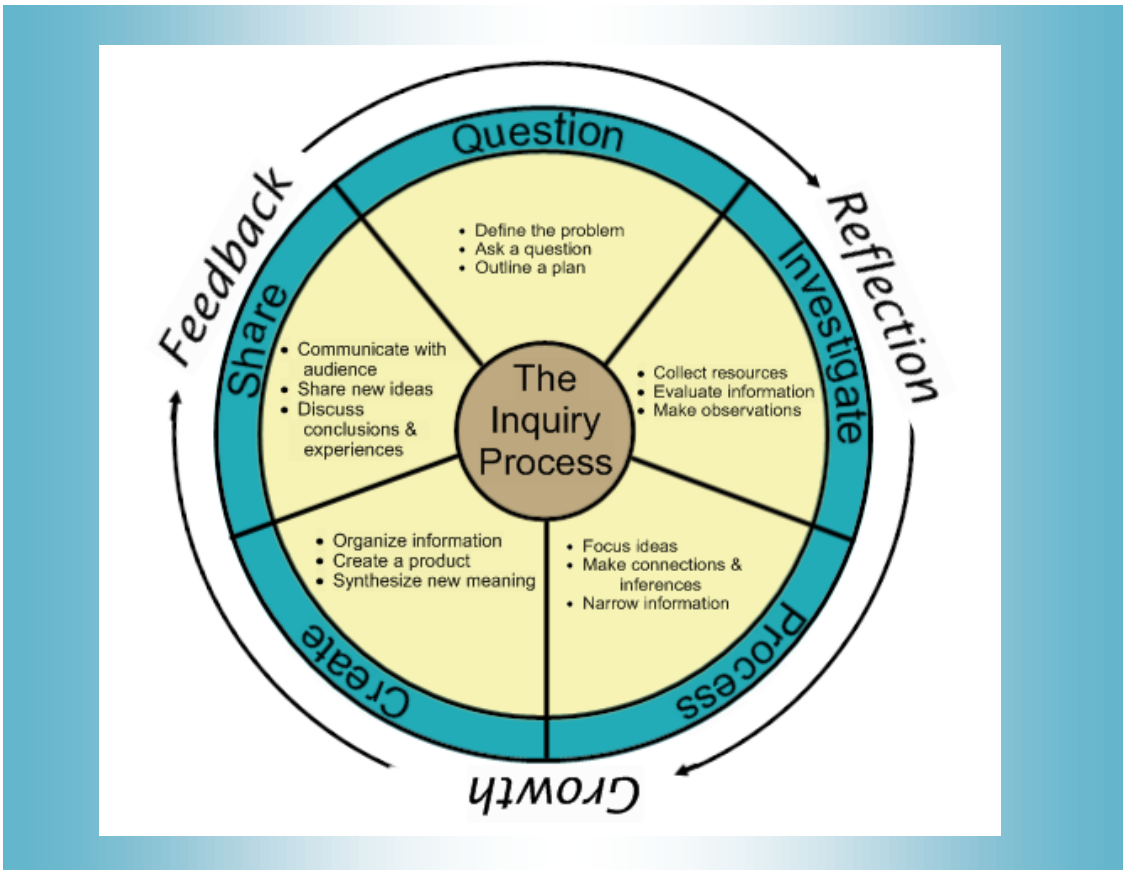
***Student Success Planning**: Are there places where the students can set goals, deadlines and self-organize during the task? Can students have the opportunity to take on different roles in the study? What life skills can be modelled or explicitly taught in the task? (i.e. effective group work, powerful feedback etc.) How does the design of the study allow for a variety of student abilities and learning styles? When are the planned check-ins for formative assessment and re-evaluation of project/assignment? (Conferencing, peer-to-peer feedback, selection of work)*

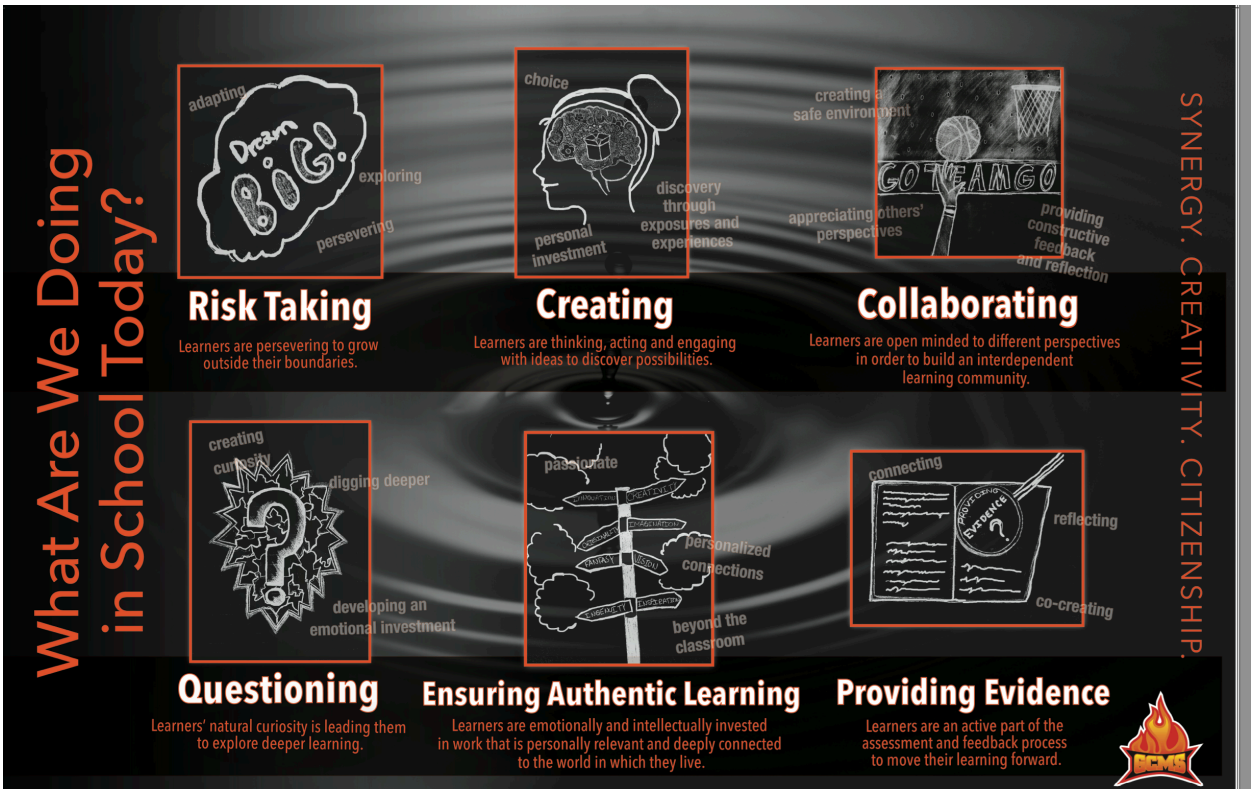
Risk Taking	***Creating***	***Collaborating***	***Questioning***	***Ensuring Authentic Learning***	***Providing Evidence***
Learners are persevering to grow outside new boundaries	*Learners are thinking, acting and engaging with ideas to discover possibilities*	*Learners are open minded to different perspectives in order to build an interdependent learning community*	*Learners' natural curiosity is leading them to explore deeper learning*	*Learners are emotionally and intellectually invested in work that is personally relevant and deeply connected to the world in which they live*	*Learners are an active part of the assessment and feedback process to move their learning forward*

***Technology**: What role, if any, will technology play in this task? Is technology working in a role of substitution, augmentation, modification or redefinition of the task?*

***Performances of Understanding**: Do students have the opportunity to choose the most appropriate way to communicate their findings/understanding? Who is the audience for this task? Can an authentic audience for student work be found? Does the study create a knowledge building environment where students are sharing and improving ideas? Does the performance task provide an opportunity for students to flexibly use and apply understanding, rather than merely repeat it?*	***Assessment for Learning**: How will the design of the study intervene to increase student understanding? Where are the places you will check for student understanding throughout the task? What will you collect and/or observe as evidence of understanding? Does this count as evidence of deep understanding of the key learning outcomes? Are there clear and direct connections between the key learning goals and the assessment criteria? How might you involve parents in the assessment practices? What opportunities exist for students to gain clear understanding of their progress toward key learning outcomes?*

***Teacher Reflection**: What went well? What would we do differently if we were to repeat this task/lesson?*


Question
Investigate
Process
Create
Share
Feedback
Growth
Reflection
The Inquiry Process
• Define the problem
• Ask a question
• Outline a plan
• Collect resources
• Evaluate information
• Make observations
• Focus ideas
• Make connections & inferences
• Narrow information
• Organize information
• Create a product
• Synthesize new meaning
• Communicate with audience
• Share new ideas
• Discuss conclusions & experiences

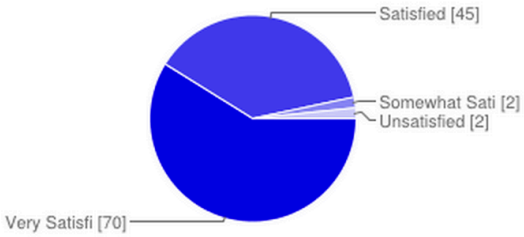

What Are We Doing in School Today?
SYNERGY. CREATIVITY. CITIZENSHIP.
adapting
Dream BIG!
exploring
persevering
Risk Taking
Learners are persevering to grow outside their boundaries.
choice
discovery through exposures and experiences
personal investment
Creating
Learners are thinking, acting and engaging with ideas to discover possibilities.
creating a safe environment
GO TEAM GO
appreciating others' perspectives
providing constructive feedback and reflection
Collaborating
Learners are open minded to different perspectives in order to build an interdependent learning community.
creating curiosity
digging deeper
developing an emotional investment
Questioning
Learners' natural curiosity is leading them to explore deeper learning.
passionate
personalized connections
beyond the classroom
Ensuring Authentic Learning
Learners are emotionally and intellectually invested in work that is personally relevant and deeply connected to the world in which they live.
connecting
reflecting
co-creating
Providing Evidence
Learners are an active part of the assessment and feedback process to move their learning forward.

Example of School-based Survey Data Used to Determine

Satisfaction with Home/School Communication – October, 2014

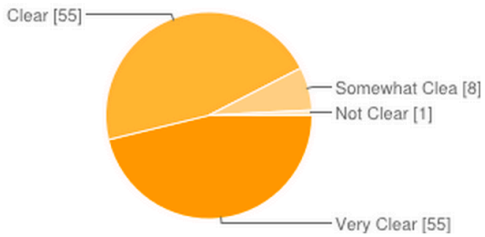
Home School Communication

How satisfied are you with your ability to check in on your child's learning?



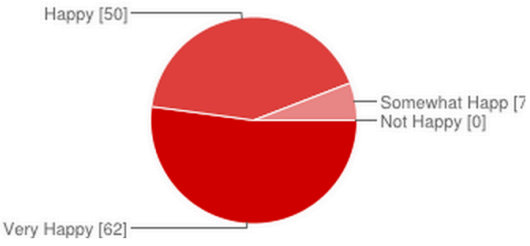
Very Satisfied	**70**	59%
Satisfied	**45**	38%
Somewhat Satisfied	**2**	2%
Unsatisfied	**2**	2%

How clear is your understanding of the learning going on in your child's classroom?



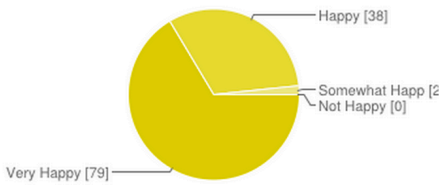
Very Clear	**55**	46%
Clear	**55**	46%
Somewhat Clear	**8**	7%
Not Clear	**1**	1%

How happy are you with the level of access you have to the events going on in your child's classroom?



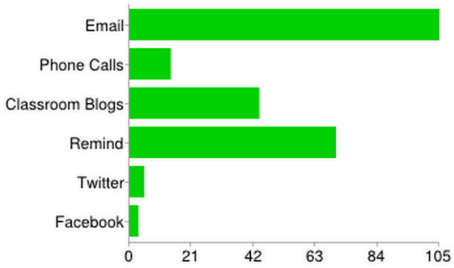
Very Happy	**62**	52%
Happy	**50**	42%
Somewhat Happy	**7**	6%
Not Happy	**0**	0%

How happy are you with your ability to voice comments and questions about student learning?



Very Happy	**79**	66%
Happy	**38**	32%
Somewhat Happy	**2**	2%
Not Happy	**0**	0%

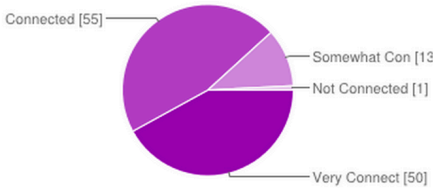
Which of the following tools have you found valuable in ensuring communication between your child's teacher and the home?



Email	**105**	88%
Phone Calls	**14**	12%
Classroom Blogs	**44**	37%
Remind	**70**	59%
Twitter	**5**	4%
Facebook	**3**	3%

Student Wellness and Connection to School

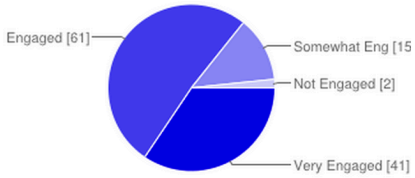
How connected to the school/classroom would you feel your child is this year?



Very Connected	**50**	42%
Connected	**55**	46%
Somewhat Connected	**13**	11%
Not Connected	**1**	1%

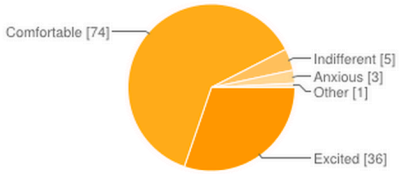
Very Connect [50]

How engaged in their learning would you feel your child is this year?



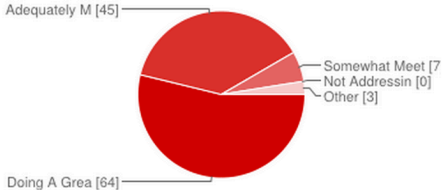
Very Engaged	**41**	34%
Engaged	**61**	51%
Somewhat Engaged	**15**	13%
Not Engaged	**2**	2%

How does your child feel about coming to Greystone everyday?



Excited	**36**	30%
Comfortable	**74**	62%
Indifferent	**5**	4%
Anxious	**3**	3%
Other	**1**	1%

How do you think the school is doing in addressing your child's physical, social and emotional (wellness) needs as best we can?



Doing A Great Job	**64**	54%
Adequately Meeting Their Needs	**45**	38%
Somewhat Meeting Their Needs	**7**	6%
Not Addressing Their Needs Well	**0**	0%
Other	**3**	3%

Framework for Supporting Learning with Technology

Desired / Anticipated Outcomes:

- Technology is used to support student-centered, personalized, authentic learning for all students.
- Teachers and administrators read, review, participate in, share and apply research and evidence-based practices to sustain and advance innovation in education.
- Teachers, administrators and other education professionals develop, maintain and apply the knowledge, skills and attributes that enable them to use technology effectively, efficiently and innovatively in support of learning and teaching.

Current Context

- Increased # of BYOD in the hands of students and decreased # of school-owned devices
- At an adapting level of implementation and use of Google Apps for Education and Digital Portfolios
- Infrastructure upgraded May/June 2014 to improve wi-fi access and bandwidth
- Ongoing PD on site and off site directed towards improved capacity and pedagogy when utilizing technology

Goals	Strategies	Evidence of Success / Progress	Support Required
Improved Digital Citizenship instruction and support for our students to address issues with anxiety, bullying and student safety both at school and outside of school.	• Work with teacher teams and students to develop common language and expectations for behaviour online	• Survey results in the areas of anxiety, bullying and student safety • Parent surveys in similar areas • Day to day issues at school	• Guidance from Division Educational Technology and Innovative Teaching staff.
Improved technology integration & use to support instruction, with a goal of moving towards Modification and Redefinition of learning experiences (SAMR).	• Continued use of SAMR model and reflection with the model on past learning experiences and apply to planning of projects and lessons.	• Teacher reflections from GCMS planning document reflections • Survey results in the areas of technology use supporting learning and Interest & Motivation	• Division PD along with site based support to help teachers work towards more meaningful and transformative learning experiences for their students.

Further development of digital portfolio and Google Apps for Education initiatives at all grade levels to improve assessment, home-school communication and literacy.	• Blog as digital portfolio at all grade levels • Collaborative work with Google documents • Targeted PD for each teaching team in use of Blogs and Google Apps.	• Survey results in the areas of technology use to support learning and Interest & Motivation • Teacher feedback on understanding and ability to utilize tools	• Time with teaching teams to support teacher learning and initiative implementation

Greystone Centennial Middle

Revenue And Allocations To Budget Center

Site Allocation	2014-15 Final Budget	2013-14 Final Budget
Grade 5 Allocation	$740,055	$854,920
Grade 5 Allocation Rate	$5,564.32	$5,587.71
Grade 5 Enrolment	133 students	153 students
Grade 6 Allocation	$895,856	$653,762
Grade 6 Allocation Rate	$5,564.32	$5,587.71
Grade 6 Enrolment	161 students	117 students
Grade 7 Allocation	$640,100	$632,297
Grade 7 Allocation Rate	$5,204.06	$5,225.60
Grade 7 Enrolment	123 students	121 students
Grade 8 Allocation	$666,120	$616,621
Grade 8 Allocation Rate	$5,204.06	$5,225.60
Grade 8 Enrolment	128 students	118 students
Grade 9 Allocation	$608,875	$647,974
Grade 9 Allocation Rate	$5,204.06	$5,225.60
Grade 9 Enrolment	117 students	124 students
Level 6 Code 42 Allocation	$0	$253,481
Level 6 Code 42 Allocation Rate	$0.00	$19,498.50
Level 6 Code 42 Enrolment	13 students	13 students
Level 6 Code 43 Allocation	$0	$38,997
Level 6 Code 43 Allcoation Rate	$0.00	$19,498.50
Level 6 Code 43 Enrolment	2 students	2 students
Level 6 Code 44 Allocation	$0	$214,484
Level 6 Code 44 Allocation Rate	$0.00	$19,498.50
Level 6 Code 44 Enrolment	11 students	11 students
Level 6 Code 45 Allocation	$0	$19,499
Level 6 Code 45 Allocation Rate	$0.00	$19,498.50
Level 6 Code 45 Enrolment	1 students	1 students
English Second Lanuage Allocation	$0	$1,170
English Second Lanuage Aloocation Rate	$0.00	$1,169.91
ESL Enrolment	1 students	1 students
FNMI Allocation		$54,153
Allocation Weighting Factor		$5,571
FNMI Enrollments (331-334)	students	51 students
FNMI factor		$0.1906
Diversity Allocation	$631,487	
Transfers to from Other Sites	$0	($32,587)
Surplus / Deficit Carryforward	$199,404	$361,394
Inclusive Education Allocation		$49,703
Certificated Benefit Rate	%	12.18 %
Inclusive Education FTE	FTE	0.50 FTE
Salary Increase Certificated	%	0.00 %
Teacher Average Salary		$88,612.13

* - See the notes section for details about Line Item notes on this page

Site Allocation	2014-15 Final Budget	2013-14 Final Budget
Salary Conversion	($191,303)	($261,320)
Total Site Allocation	**$4,190,594**	**$4,104,547**
% of Revenue And Allocations To Budget Center	**99%**	**99%**

Individuals	2014-15 Final Budget	2013-14 Final Budget
School Based Course Material Fees	$45,000	$45,000
Total Individuals	**$45,000**	**$45,000**
% of Revenue And Allocations To Budget Center	**1%**	**1%**

Total Revenue And Allocations To Budget Center	**$4,235,594**	**$4,149,547**

Expenditures

Certificated	2014-15 Final Budget	2013-14 Final Budget
Total Certificated	**$3,363,414**	**$3,095,674**
% of Expenditures	**79%**	**75%**

Uncertificated	2014-15 Final Budget	2013-14 Final Budget
Total Uncertificated	**$428,217**	**$471,058**
% of Expenditures	**10%**	**11%**

Personnel	2014-15 Final Budget	2013-14 Final Budget
Teacher Substitute	$63,336	$63,336
Salary Increase Certificated	0.00 %	0.00 %
Teacher Substitute Day Factor	300 Days	300 Days
Teacher Substitute Rate	$211.12	$211.12
Secretary Overtime	$2,976	$2,976
Salary Increase CAMMSE	1.00 %	1.00 %
Secretary Overtime Hours Factor	70 Hrs	70 Hrs
Secretary Overtime Rate	$42.09	$42.09
Secretary Substitute	$1,414	$1,414
Salary Increase CAMMSE	1.00 %	1.00 %
Secretary Substitute Hours Factor	70 Hrs	70 Hrs
Secretary Substitute Rate	$20.00	$20.00
EA\Library Tech\ Substitute	$1,010	$1,010
EA/Lib Tech/ Substitute Rate	$20.00	$20.00
EA\Library Tech\ Substitute Hours Factor	50 Hrs	50 Hrs
Salary Increase CAMMSE	1.00 %	1.00 %
Total Personnel	**$68,736**	**$68,736**
% of Expenditures	**2%**	**2%**

Contracted/General Services and Supplies	2014-15 Final Budget	2013-14 Final Budget
Miscellaneous Services	$38,730	$38,730
Support Services	$18,065	$18,065
Other Prof/ Tech Services	$10,000	$10,000
Postage	$1,000	$1,000
Printing	$10,000	$10,000
Advertising	$500	$500
Telephone & Fax	$9,000	$9,000

* - See the notes section for details about Line Item notes on this page

Contracted/General Services and Supplies	2014-15 Final Budget	2013-14 Final Budget
Subsistence	$1,333	$1,333
Staff Development	$30,000	$75,000
Maint & Repair Equipment	$5,000	$5,000
Equipment Rental	$3,000	$3,000
Membership Fees	$500	$500
Registration Fees	$1,000	$1,000
Supplies	$30,000	$30,000
Textbooks	$6,000	$6,000
Media Materials	$20,000	$20,000
Software	$8,000	$8,000
Furniture & Equip Under 5000	$25,000	$25,000
Technology Intergration	$30,147	$75,000
Acquistion of Prop & Equip Capital	$16,000	$16,000
Labour Transfer to other sites	$7,849	$7,849
Supplies & Services Transfers to other sites	$11,500	$11,500
Transfer to Reserves (Contingencies)	$92,604	$141,602
Total Contracted/General Services and Supplies	**$375,228**	**$514,079**
% of Expenditures	**9%**	**12%**

Total Expenditures	**$4,235,594**	**$4,149,547**

Summary

	2014-15 Final Budget	2013-14 Final Budget
Total Revenues and Allocations To Budget	$4,235,594	$4,149,547
Total Expenditures	$4,235,594	$4,149,547
Variance	**($1)**	**$0**

Notes

* - See the notes section for details about Line Item notes on this page