

## **Results Report 2021-2022**

### **Greystone Centennial Middle School**

At Greystone Centennial Middle School the staff continually focus on improvement for our students and the community. Our main areas of focus were using baseline data to inform our literacy instruction, ensuring academic success using data to inform instruction, and increasing the support that students could access around social and emotional well-being. As is common with schools, other areas of focus were identified and also improved throughout the year. These additional areas will be outlined at the end of this report.

#### **Baseline Assessment Data for Reading**

We continued to refine our process for gathering student data around reading. This was the 2nd year that all students attending Greystone Centennial Middle School were led through the Fountas & Pinnell (F&P) literacy assessment benchmark.

The Fountas & Pinnell literacy assessment benchmark is used as many other schools in Parkland School Division are using this assessment with students. It has been studied and proven to be an effective tool in assessing literacy in our students. By using this tool, we are not only able to measure progress in students' literacy achievement over the years, but also compare their achievement to other schools in both the district and the province.

Having baseline data for students allows teachers to effectively program for students within the classroom and use the instructional strategies that best meet the needs of students. The assessment indicates areas that could be focused on for improvement, as well as areas where students are strong. Additionally, the assessment data allows for effective grouping of students in order to utilise small group instruction for differentiated instruction that supports student learning and achievement.

Over the course of the year, we also implemented another baseline assessment for reading called the Reading Comprehension Assessment Tool (RCAT). This was suggested to us as a way to gather more informative data in a less time consuming way. We chose to administer the assessment to all grade 7-9 students.

Although the implementation of an assessment does not directly affect academic performance, we felt that a continued focus on ensuring staff have accurate data on which to base pedagogical decisions is important. Our staff report that going through a second year of the F&P assessment and adding the RCAT gives them a better understanding of the reading levels of their students and allows them to tailor the learning to the needs of their students. This information also allows us to put in place supports for students who are struggling in the area of reading.

## **Academic Success in Reading**

Using the baseline data outlined above, staff then went about the work of tailoring academic programs and lessons to student needs. This was delivered in 2 main ways, Levelled Literacy Intervention (LLI) and improved classroom practices around reading.

### ***Levelled Literacy Intervention***

In order to support academic success in literacy, we continued to refine our implementation of the Fountas & Pinnell Levelled Literacy Intervention system. This system is a “short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.” The system is designed to support students who are not reading at grade level and lift their achievement in reading.

We implemented this system for small groups of students in grades 5 & 6 last year, but needed to keep this focus for an additional year to ensure that our process was successful. Groups were selected based on their F&P assessments and worked with staff intensively for varying amounts of time to focus on specific skills related to reading with the goal of improving their overall reading.

### ***Improved Classroom Practices Around Reading***

In order to ensure consistent and high-quality reading strategies in the school, we focused on 3 main strategies: reading sprints, word work, and guided reading. These 3 strategies were selected by our literacy team as they worked on areas of stated need from both staff and as indicated by the data.

The first step was that these strategies were taught to the staff by a member of the literacy team. Once they were familiar with the strategy, we used 6 week implementation cycles for staff to focus their attention on each strategy in turn. At the end of the 3 cycles, all staff had implemented the strategies in their classrooms. Each implementation cycle was tracked before, during, and after to look for insights and to capture the effectiveness of the strategy.

### ***Impact of These Interventions***

Our F&P data shows clearly that Greystone Centennial Middle School has a positive impact on students who are experiencing difficulties around reading. We were able to reduce the number of students who were reading below grade level by 10%. This was significantly higher than divisional averages.

2021-2022	September F&P Below grade level	June F&P Below grade level	June F&P At or above
Greystone	42%	32%	68%
Division	47%	43%	57%

For students who were a part of the LLI program, we continued to see positive results in their reading. We were able to support 57 students in LLI this year with a focus on our grade 5 & 6 students. Around 28% of students in Grades 5 & 6 were involved in this program. Of the students that attended, 88% saw an improvement in their reading skills by at least one level, based on the F&P assessment. We saw 32% of students who were able to meet the reading levels of their grade level as a result of their involvement in the program. Finally, we saw 27% of students in LLI improve their reading by 5 levels, which is more than a grade level's improvement in the time they were part of the program.

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| <ul style="list-style-type: none"> <li>• 57 students in the program-28% of students in grades 5 &amp; 6</li> <li>• 32% graduated out of the program</li> <li>• 88% came up 1 or more levels</li> <li>• 27% came up 5 levels</li> </ul> |
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Another indicator of success is around Provincial Achievement Results in English Language Arts in both Grade 6 & 9. Here, we had mixed results. Our grade 6 achievement was slightly lower than the provincial average, while our grade 9 results were above the provincial average. This is an area for further research and questioning. Why this discrepancy? This will be an area that we examine in the coming year.

2021-2022 Reading Only	ELA 6 %	ELA 6 Acceptable	ELA 6 Excellence	ELA 6 Below Acceptable
Greystone	63%	82%	23%	18%
Province	69%	87%	39%	14%

2021-2022 Reading Only	ELA 9 %	ELA 9 Acceptable	ELA 9 Excellence	ELA 9 Below Acceptable
Greystone	66%	84%	13%	16%
Province	65%	81%	21%	19%

## Support for Social and Emotional Well-being

This past year, we were able to reintroduce a 0.5 FTE teacher counsellor to the school. Our counsellor delivered services to students in individual settings, group settings and classroom settings. The fact that we went from no service available at the school-level to having a half-time counsellor was the single most important factor in our delivery of service to our students around Social and Emotional Well-being.

Around 25% of our students were seen by the counsellor at some point in the year outside of a regular classroom setting. There were 19 group counselling series offered, 82 blocks of classroom lessons, and 35 students who received a risk assessment from our school counsellor.



In our Assurance Measures survey, we saw an improvement in a few areas related to access to supports that we believe are a result of this change. The increase in agreement was across the different stakeholders and the highest numbers we have seen in the past 5 years.

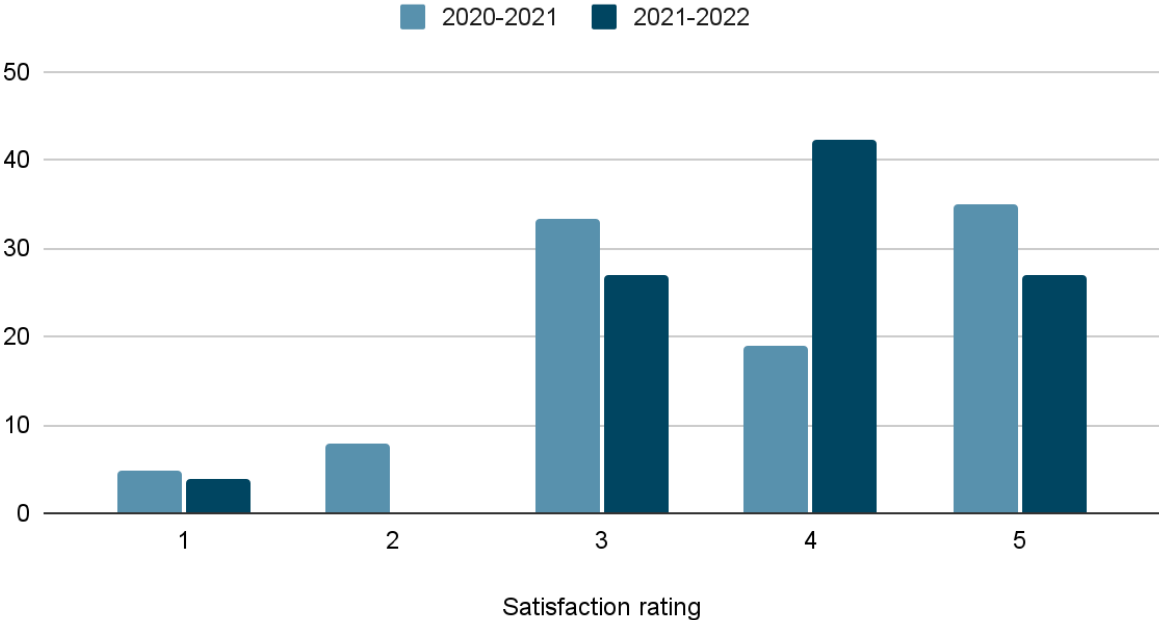
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Greystone Centennial Middle Sc										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	112	72.6	109	80.6	145	73.5	137	75.2	123	87.1	High	Improved Significantly	Good
Parent	16	59.6	17	66.7	20	53.3	16	60.4	15	80.0	Intermediate	Improved	Good
Student	81	71.7	71	78.4	102	87.5	96	77.3	86	82.9	Intermediate	Maintained	Acceptable
Teacher	15	86.7	21	96.8	23	79.7	25	87.8	22	98.5	Very High	Improved	Excellent

In addition to the provincial satisfaction survey, Greystone surveys parents each year to ask them to rate their satisfaction with different aspects of the school. The participation rate on this school-delivered survey is much higher than the provincial survey.

The impact of the reintroduction of the teacher-counsellor was pronounced. We saw a 15% improvement in ratings of 4 or 5

### Counselling Satisfaction Rating (%)



## **Other Areas of Focus**

In addition to the stated goals of the Greystone Centennial Middle School development plan, other areas of focus were pursued throughout the year. Here is a short summary of these areas of focus and the measured impact.

### ***Food Security***

We expanded the availability of food for students this past year after realizing that there was an increased need for nutritious food. A major threshold was past, as we now offer food in the morning before school and at the first recess to all students without the need for a ticket form their teacher. We believe that the removal of this barrier will increase the number of students in need who access the program.

We have been able to secure some additional grants both through Parkland School Division and through school-based initiatives for the coming year. We anticipate that this program will not only continue, but also expand.

### ***Community Engagement***

Another focus for the school last year was re-engagement with the community after the COVID pandemic. By the end of the year, we were able to welcome back parents into the building after 2 years. The first event that was able to be viewed by a live audience was our basketball games. This was an amazing event and we were continually thanked by our families for making it available. By the end of year, we were able to host a Student Awards ceremony with an open invitation to the community.

The effect of families being able to visit the building in person has been communicated to the school administration loudly and positively. Our community feels a better sense of connection to the school when we have in-person events. We will reintroduce many of the in-person community events in the upcoming year.