



GREYSTONE NE

CENTENNIAL MIDDLE SCHOOL

2022-2023 Development Plan

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1. Preamble

In the 2021-2022 School Development Plan, Greystone Centennial Middle School examined the various assurance elements as outlined in Parkland School Division’s Education Plan.

Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success			Students Demonstrate Well-Being	
Teaching and Leading	PSD Staff Build Systems and Structures that Promote Success and Well-Being		PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge
Learning Supports	Support Systems Increase Success and Well-Being		Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging
Governance	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

2. Primary Areas of Focus and Elements of Interest

As a result of conversations with our Greystone Centennial Middle School community and the analysis of school data, we have developed a plan that focuses on 2 primary areas of the PSD Education Plan.

The first area of focus is literacy, both reading and writing. As a staff we will be concentrating our efforts on the Teaching and Leading domain under the Assurance Element “PSD Staff Expand Success in Literacy and Numeracy”.

The second area of focus will be on improving Social and Emotional Learning (SEL). Again, we will target the Teaching and Leading domain, this time in the Assurance Element of “PSD Staff Build Systems and Structures that Promote Success and Well-Being”.

The development plan is an extension of the [Parkland School Division Education Plan](#), which sets out educational priorities and assurance elements within the domains of education, while outlining the Division's Vision, Mission, Values, Ultimate Goal and Priorities.



Greystone Centennial Middle School's 2 priority areas also fall into other categories in the PSD Education Plan, most notably touching on the 2 elements of the Student Growth and Achievement domain: Students Demonstrate Success and Students Demonstrate Well-Being.

Greystone will use many different measures to assess our impact in our areas of focus. For reading, we will assess our students who are in grades 5 & 6, as well as any students who are below grade level in grades 7-9, using the *Fountas & Pinnell Literacy Benchmark Assessment System*. For students in grades 7-9, we will primarily use the Reading Comprehension Assessment Tool (RCAT).

In supporting student growth in Literacy, "The *Fountas & Pinnell Benchmark Assessment Systems* are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments." (<https://www.fountasandpinnell.com/assessment/>).

For writing, we will be using the Highest Level of Achievement Testing (HLAT) with PSD common rubrics to assess student's abilities and progress. We will also use the Words Their Way Spelling Inventory.

Other summative tools (as part of data gathering and reporting) will be the Provincial Achievement Tests administered to Grade 6 and Grade 9 students in the four core subject areas, namely English Language Arts, Mathematics, Science and Social Studies.

In the area of Social and Emotional Learning (SEL), we will use a framework called the Collaborative for Academic, Social, and Emotional Learning (CASEL) to guide our work. This framework helps cultivate skills and environments that advance students learning and development in the area of SEL. This area of learning is "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." (CASEL) The use of the framework will allow our staff to speak with a common language about SEL, will allow staff to identify the areas of SEL that need to be developed in their students, and allow staff to identify their areas of strength and weakness in teaching SEL.

This area of focus will also be measured using multiple tools. We will use the Assurance Measures that are administered and compiled by the Alberta Government to show our progress in the area of SEL. We will also use a locally developed survey that we administer to all Greystone families and students. Additionally, we will use the data gathered by our school counselor through survey tools and student referrals to indicate whether we are making progress in the area of Social and Emotional Learning.



3. Goals and Expectations

We have identified the tools that we are going to use that will give us the most valid and reliable data, on a consistent year-over-year basis.

Literacy is an important aspect of overall student achievement. We expect that all students will progress and grow throughout the year, regardless of where they start. The baseline data for each student is used to establish a starting point for instruction and set academic goals. Our goal is that each student realize a year of growth, or more, in both reading and writing each school year.

We also recognize that students need to develop their ability to manage their emotions, work with others, and have a positive outlook. All of these points are aspects of SEL learning. Our goal is that students show progress in: identifying their emotions, using regulation strategies, identifying solutions for personal problems, developing positive relationships, and taking others' perspective.

Objectives

- a. Teachers use baseline data as a starting point for responsive teaching practices and collaborate to develop best practices through embedded grade-level team time.
- b. Students progress academically through the curriculum (a year's growth in a year's time), specifically in literacy.
- c. Students, parents and teachers agree that students are developing their social and emotional learning. Progress is seen in survey results related to SEL.

4. Operationalizing the Plan

- a. Staff Teams
 - i. Interested staff will volunteer to be part of a "team" that helps to implement this development plan. Members of the Literacy Team or SEL Team will evaluate data, plan professional development, and coordinate action in conjunction with the school administration to meet the goals of the development plan.
- b. Grade Level Team Time (collaboration)
 - i. Professional collaboration occurs at least once a week on a 4-day rotation schedule
- c. Inclusive Education Lead Time



- i. One block (45 minutes) per week, teachers will meet with the Inclusive Education Lead (IEL) to speak about issues related to literacy and SEL. This block is assigned time.
 - ii. Peer coaching through the IEL is provided to increase teacher capacity and help meet the needs of students.
 - d. Professional learning opportunities
 - i. Professional Development (PD) Days
 - 1. Each PD day will include a session on the 2 areas of focus for the year (Literacy and SEL).
 - 2. Training will take place around the various aspects of implementation and improvement. Ex. Training on baseline assessments, Evaluation of SEL needs of students, self-reflection around practice efficacy, etc.
 - ii. Creation and implementation of aligned practices for literacy
 - 1. Identify core literacy practices that all staff will be able to implement at Greystone.
 - 2. Use PSD developed writing rubrics for HLAT assessments.
 - 3. Give dedicated release time throughout the year to use the PSD writing rubrics and to “group mark” student writing assessment.
 - 4. Develop Greystone specific examples for student writing based on the PSD rubric.
 - 5. Implement common scope and sequence for writing and text study.
 - iii. Literacy
 - 1. Professional Development from PSD Learning Services, or other organizations as required.
 - e. Social and Emotional Learning Strategies
 - i. Develop a school-based collection of strategies that target the 5 areas of competence outlined in the CASEL framework.
 - ii. Develop short-cycle implementation plans for the adoption of SEL strategies in school classrooms.
 - iii. Share strategies with Greystone Families via the weekly parent email newsletter (Inferno News).
 - iv. Leverage the expertise of our School Counselor and the PSD Counseling team to increase the strategies and learning around SEL for staff.



f. Literacy Supports

i. Leveled Literacy Intervention (LLI) from [Fountas and Pinnell](#)

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The *LLI* systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
K	Levels A-E					LLI Orange System																	
1	Levels A-K										LLI Green System												
2	Levels C-N												LLI Blue System										
3	LLI Red System											Levels L-Q											
4+	LLI Gold System													Levels O-T									
5+	LLI Purple System															Levels R-W							

ii. Small group support

Small group learning opportunities will be offered to all students at Greystone School. Small group instruction and cooperative learning have a significant impact on students' achievement. (Hattie 2009)



Students will work in small groups with their teachers and educational assistants who will provide direct Literacy support and SEL learning. Small group support will be targeted to individual student needs. Functional Literacy will also be offered to students who are identified as benefiting from this type of programming.