GREYSTONE
CENTENNIAL MIDDLE SCHOOL

2023-2024 Development Plan

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1. Preamble

In the 2022-2023 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				

Greystone had 3 main areas of focus in the 2022-2023 school year for development.

1. Supporting Student Growth in Reading: We continued our work from the previous year to use baseline assessment in the area of reading to inform instruction. This goal was a follow-up and did not require new information. The objective was to support staff to ensure that this practice was embedded in their instruction as it was new to them the previous year.

2. Supporting Student Growth in Writing: We introduced a PSD writing initiative around common assessments, rubrics, and scope & sequence. This required focus on learning the new elements of a common writing assessment that was completed twice this year with all students. Teachers then marked the writing assessments using a common PSD rubric. Finally, they adapted their year plans to accommodate a PSD wide plan for sequencing instruction in the types of writing.

3. Introduction of the CASEL framework: With a focus on developing teaching well-being, the CASEL framework for social and emotional learning was introduced this year. This framework allows staff to have a common language around Social and Emotional Learning (SEL). It also allows us to evaluate the needs of our students in the area of wellness. This framework was introduced at the beginning of the year and activities to further staff

understanding of the framework were undertaken throughout the year.

The success of our focus in these areas will be formally reviewed in our Annual Educational Results Report in the Fall of 2023. Despite this formal review coming up, we believe that we have enough information from this year to narrow our focus into new objectives in the coming year.

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 3 areas for intentional focus that are linked to the Parkland School Division Education Plan.

The first area of focus is 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 numeracy. Again, this area falls under the Assurance Element "PSD Staff Expand Success in Literacy and Numeracy".

The third area of focus will be on improving Social and Emotional Learning (SEL). 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 3 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 writing, we will assess our students using the Highest Level of Achievement Test (HLAT). This will be administered to all students from grade 5-9 three times a year. The writing will be assessed compared to a PSD common rubric for writing. This comparison will give us an indication of growth on both a personal level for each student, but also compared to other schools in the division.

For our numeracy work, we will rely on 2 primary assessment tools: the Math

Intervention/Programming Instrument (MIPI), and individual Math Interviews. The MIPI is a grade based assessment that all students will complete at the beginning and the end of each year. It will indicate their growth in relation to the numeracy outcomes in their grade. The individual math interviews will be a more focused assessment for students who are not showing growth in Mathematics. This is an individual assessment that seeks to identify areas for improvement and levels of functioning.

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 continue to 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 the Student Orientation to School (SOS-Q) survey. This is a tool developed by Alberta Education that measures students' attitudes towards school. The results will be available for our students and be compared with other schools in PSD for analysis.

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 progres 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, Numeracy 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 twice during the year to use the PSD writing rubrics and to "group mark" student writing assessment.
4. 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. Numeracy

    i. Identify common strategies and provide training to all staff to ensure basic competence in these shared strategies. Ex. Thinking Classroom strategies.

    ii. Universal implementation of the MIPI and Numeracy Interview (for students below grade level).

f. 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.

    v. Align this work with aspects of the Comprehensive School health plan.

    vi. Create 3 half-days throughout the year where the entire school has activities and learning around a tenet of the Comprehensive School Health Plan.