



GREYSTONE



NE

CENTENNIAL MIDDLE SCHOOL

2024-2025 Development Plan

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Introduction

Greystone Centennial Middle School, nestled in the heart of Spruce Grove, Alberta, stands as a beacon of educational excellence and community spirit. With its modern facilities and dedicated staff, the school offers a dynamic learning environment tailored to the needs of its diverse student body. From its vibrant classrooms to its unique pod structure, Greystone Centennial fosters a culture of innovation and academic achievement. Beyond academics, the school promotes extracurricular involvement, encouraging students to explore their passions and talents through clubs, sports, and arts programs. Guided by a commitment to nurturing well-rounded individuals, Greystone Centennial Middle School shapes future leaders and citizens poised to make meaningful contributions to society.

With a student population of approximately 520 students, Greystone Centennial Middle School maintains a close-knit community where every individual is valued and supported. Greystone Centennial Middle School's only feeder school is Millgrove School, which creates a seamless transition for students, ensuring continuity and a sense of familiarity as they progress in their educational journey. This partnership fosters collaboration and a strong sense of belonging among students and families from both institutions. Upon completion of their middle school years, students from Greystone Centennial typically move on to Spruce Grove Composite High School for grades 10 through 12, where they continue to build upon the foundation of knowledge and values instilled during their time at Greystone Centennial and Millgrove School. Together, these institutions form an educational pathway that prepares students for the challenges and opportunities that lie ahead.

Previous Areas of Focus

In the 2023-2024 school year, Greystone Centennial Middle School had 3 main areas of focus for school development:

1. Writing
2. Numeracy
3. Social and Emotional Learning (SEL)

These areas of focus were connected to the Parkland School Division (PSD) Education Plan and therefore aligned the work of the school with the wider school division improvement plan.

Evaluation of the work done in 2023-2024 will be formally reviewed in our Annual Educational Results Report in the Fall of 2024. Although this formal report has yet to be completed, we feel that there is enough information to create a plan for areas of focus in the upcoming school year.



Alberta Education Business Plan and Parkland School Division Education Plan

As always, our work and focus is aligned with the Alberta Education Business Plan and the Parkland School Division Education Plan. The different plans for the 2024-2025 school year inspire the work of Greystone Centennial Middle School.

Alberta Education Business Plan					
Alberta's Students are Successful	First Nations, Métis and Inuit Students in Alberta are Successful	Alberta's Students Have Access to a Variety of Learning Opportunities to Enhance Competitiveness in the Modern Economy	Alberta's K-12 Education System and Workforce Are Well-Managed		
Parkland School Division Education Plan					
1 Students and Staff Demonstrate Success	2 Students and Staff Demonstrate Well-Being	3 First Nations, Métis and Inuit Students are Successful	4 Students and Staff Build Community, Promote Equity, and Foster Diversity	5 Support Systems are Efficient and Effective	6 Parkland School Division is Well Governed
School Development Plans					
School outcomes and objectives are based on alignment to the Division's six outcomes.					

Greystone Primary Areas of Focus and Elements of Interest 2024-2025

As a result of the ongoing conversations with our Greystone Centennial Middle School community and the continual analysis of students data, we have developed a plan that focuses on 3 areas for the upcoming school year. 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.

Area of Focus 1 - Numeracy

Under the first outcome of the PSD Education Plan - Students and Staff Demonstrate Success, we will focus on increasing teacher capacity and student performance in numeracy.

Area of Focus 2 - Social and Emotional Learning (SEL)

In line with PSD Education Plan Outcome 2 - Students and Staff Demonstrate Well-Being, we will focus on developing the Social and Emotional skills of our students.



Area of Focus 3 - Literacy

Also under Outcome 1 of the PSD Education plan, we will be continuing to focus on literacy (both writing and reading) in the upcoming school year.

Assessment of Impact

As in previous years, we will employ a range of assessment methodologies to track our progress. This assessment will occur throughout the school year to guide and refine our efforts, as well as at year-end to provide a comprehensive summary of our achievements.

In our first Area of Focus, which centers on numeracy, we will utilize the following assessments: Elk Island Catholic Schools (EICS) Numeracy Screens, the Math Intervention/Programming Instrument (MIPI), Provincial Achievement Data for grades 6 & 9, student conferences, assurance survey data, and teacher feedback.

For our second Area of Focus, centered on Social and Emotional Learning (SEL), we will rely on the Student Orientation to School Questionnaire (SOS-Q), assurance survey data, and data provided by counselors. Counselor data will specifically highlight the number of students requiring additional support or demonstrating proficiency in navigating life's uncertainties.

In our final Area of Focus, which concerns literacy, we will employ the Fountas & Pinnell (F&P) Benchmark Assessment system, the Reading Comprehension Assessment Tool (RCAT), our quarterly writing assessments, Provincial Achievement Results for grades 6 & 9, student conferences, assurance survey data, and teacher feedback.

One of the most valuable methods we employ to monitor progress across various domains is through continuous dialogue with our students, staff, and community members. While informal, these conversations serve as a rich source of information regarding our advancement towards our objectives. Despite their qualitative nature, the insights gleaned from these discussions will be utilized in our assessments.

Goals and Expectations

If we are successful in the areas of focus, we will see the following:

- Improved student performance in the quantitative assessments used.
- Improved performance on survey data related to social and emotional learning topics from students, parents, and staff.



Plan Operationalization

The following strategies and activities will be used to ensure that we are working towards improvement in our Areas of Focus. These strategies and activities will be refined and may change throughout the year as we receive feedback and data on the results of our interventions. This initial list serves as a starting point for our work.

General Strategies

Staff Teams in our 3 areas of focus (numeracy, SEL, and literacy) will be created and will meet regularly to inform the work of the school. These teams will be composed of staff who are interested in the area of focus. The purpose of the team is to assess the current situation in the area of focus, analyze data (both qualitative and quantitative), and help the administration plan next steps for progress.

Team Time is a structure for professional collaboration between members of a grade team. This time allows all members of the team to meet once a week to plan common strategies, lessons, and activities. There is also the ability to develop ways to practically implement new learning around strategies related to the areas of focus. This strategy will continue to be employed in the coming year.

Greystone will also continue the practice of Inclusive Education Lead blocks. These assigned teacher blocks each week allow teachers dedicated time with our Inclusive Education Lead teacher to discuss the implementation of different strategies that target our areas of focus. This is a time when staff can plan for implementation, troubleshoot issues that arise from implementation, and inform next steps for making progress in student learning.

Numeracy Plan

Our school is committed to using a data-informed instruction approach to improve their conceptual understanding of mathematics and develop greater resilience and flexibility in their approach to problem solving. This method involves creating tailored lessons and targeted interventions based on data from various assessments. For students in grades 5 to 9, we utilize the Elk Island Numeracy Assessment. These assessments are conducted in the fall to identify learning gaps, inform teaching practices, and help form numeracy intervention groups.

To monitor progress, we conduct a mid-point assessment in January, which serves as a check-in to evaluate student progress and plan the next steps. In the spring, another assessment is carried out to measure growth and determine the focus areas for the following year. For students who are significantly below grade level, the Elementary Numeracy Interview is used to design appropriate programming and prioritize skill development.



Our goal is to increase fact fluency across all grade levels. At the beginning of the school year, classes will engage in a fact fluency sprint, concentrating on strategies for basic arithmetic operations—addition, subtraction, multiplication, and division. A sprint is a specified period of time where a specific strategy is focused upon by teachers to be able to increase teacher capacity in the targeted area. Throughout the year, small group instruction will continue to support growth, integrating this focus into the numeracy intervention groups.

We aim to identify and improve common strategies in place value across all grade levels. This includes conducting sprints to enhance students' understanding of place value. For grades 8 and 9, we will incorporate problem strings into lessons to strengthen number sense within each unit. Additionally, we are dedicated to increasing our students' knowledge and understanding of math vocabulary, ensuring they have the language skills necessary to succeed in mathematics.

Social & Emotional Learning Plan

Our school is also placing a strong emphasis on Student Social and Emotional Learning (SEL) as part of our development plan. To identify the key areas for our SEL lessons, we will use the Student Orientation to School Questionnaire (SOS-Q), which will be completed by students in grades 5-8. This robust evaluation tool has proven invaluable in pinpointing student needs for SEL work in previous years.

We are committed to enhancing our students' SEL through various methods. Our school counselor will play a pivotal role, offering support through classroom sessions, small group activities, and individual meetings. Additionally, our teachers will incorporate weekly SEL lessons and activities, ensuring that students receive consistent and comprehensive support. This multifaceted approach aims to foster a positive and supportive learning environment, promoting the overall well-being and success of our students.

Literacy Plan

Our school remains dedicated to employing a data-informed approach to enhance literacy instruction. This year, our primary focus is on expanding student vocabulary through targeted word work. To evaluate progress, we utilize a variety of baseline assessments, ensuring that our teaching strategies are effectively meeting students' needs.

In addition to vocabulary development, we are committed to improving student reading skills by teaching a range of reading strategies. Student progress in reading is assessed using the Fountas & Pinnell reading evaluation and the Reading Comprehension Assessment Tool (RCAT). These assessments provide valuable insights that inform our instructional practices.



Moreover, we aim to advance student writing abilities by teaching different structures outlined in the Parkland School Division Writing Scope and Sequence. Each grade will undergo four formal evaluations of writing throughout the year. The results from these assessments will guide teachers in planning lessons and focusing their instruction to address specific areas of need. This comprehensive, data-driven approach ensures that we are supporting our students in becoming proficient readers and writers.

Summary and Conclusion

In the upcoming school year, Greystone Centennial Middle School will continue its tradition of educational excellence by focusing on numeracy, SEL, and literacy. Using a data-informed approach, the school will tailor lessons and interventions to address the specific needs of its students. Regular assessments will guide instructional strategies and measure progress in these key areas. By working closely with the school community, leveraging the expertise of dedicated staff, and employing a variety of targeted activities and strategies, Greystone aims to enhance student performance and well-being. This comprehensive plan underscores the school's commitment to preparing students for future academic challenges and personal growth, ensuring they are well-equipped to make meaningful contributions to society.