



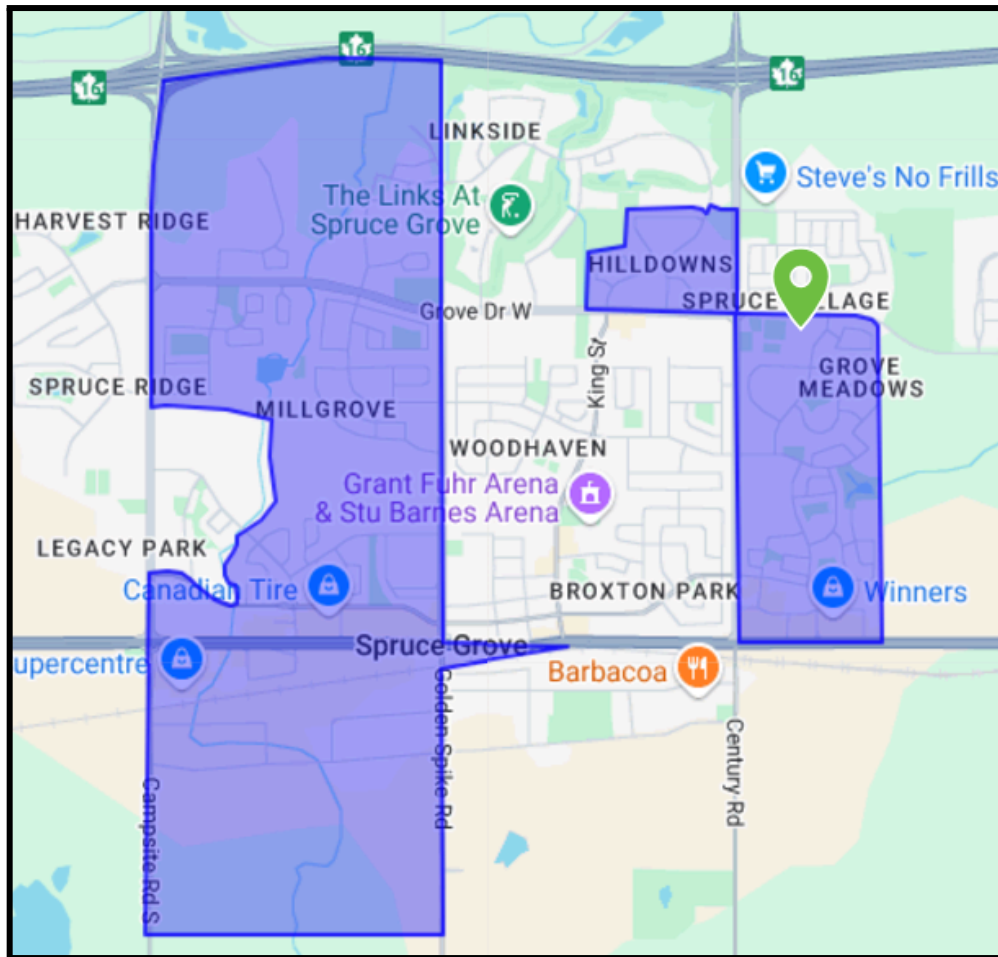
Annual Educational Results Report 2023-2024

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School Context

Greystone Centennial Middle School serves students in grades 5 through 9 in Spruce Grove, Alberta. Our student population in 2023-2024 was approximately 515 students. Our catchment area is central Spruce Grove. This catchment area serves a wide range of families and the subdivisions in this area vary greatly in terms of socioeconomic status.



Greystone and our staff pride ourselves on staff collaboration, quality teaching, strong support programs, and variety of curricular and extracurricular programming. Some non-data related highlights not from the 2023-2024 school year include:

- A choir tour to Disneyland
- The choir winning Western Nationals
- Participation in the One Act Play Festival (in Barrhead)
- Taking part in a YMCA interprovincial exchange with a school in Quebec City
- MillStone Archery Team - attended provincials in 2023-24
- Sports Teams/Clubs (Cross-Country Running; Volleyball, Basketball, Running Room Indoor Games; Track; Ski/Snowboard Club; Badminton)
- Introduction of our beginning Industrial Arts program for Gr. 7-9
- First full year of Language & Fine Arts focused option that ran along with our regular Career & Technology Foundations Courses

The 2023-2024 school year was another successful year at Greystone. However, it did not come without challenges. Food security continues to be an issue that we are attempting to address with the support of Parkland School Division and numerous grants. Two educational assistants run our breakfast program that serves approximately 75-100 students daily. We also provide a number of nutritional snacks and lunches for students who require top ups or full lunches, which is accessed by approximately 100 students for snacks and 10-15 students for lunches.

Students requiring additional educational and behavioural support also continued to increase last school year. In 2023-2024, 131 students were supported using Individual Education Plans, with 90 of them having a diagnosis affecting their learning or functioning at school. Over half of these students have specific learning disorders, making differentiated learning and use of accommodations a priority for our school.

School Council Summary

At Greystone Centennial Middle School, we have long had a very active and involved School Council and fundraising society (FOGS). Without FOGS, we would be unable to have the robust curricular CTF and fine arts programming that we have here at Greystone. FOGS has raised and procured a number of pieces of equipment that continues to enhance our programs annually. We have traditionally had 5-10 dedicated parents who attend our monthly meeting to discuss the school and items related to the school, from success, events, challenges, and

The main focus of Greystone's 2023-2024 School Development Plan was presented to the School Council in September, 2023. They were informed that the focus for the year would continue on the three main priorities - Literacy, Numeracy and Social, Emotional Learning (SEL). For literacy our focus would be to continue the growth and development around writing with an increased focus on vocabulary building across all subject areas. In numeracy, our teachers were working to incorporate small group instruction in math across all grade levels, with an increased focus on the development of mental math skills. Our journey in SEL was to continue to develop student skills connected to internal resilience (anxiety) as well as work to help students understand the utility of schools - how does school connect to future goals and aspirations.

Our preliminary results were presented to the School Council in November, 2024 to gain insight and input into why our student stakeholders may have responded in the way that they did, so that we can better address these areas throughout the 2024-2025 school year.

Development Plan Summary

Greystone Centennial Middle School's 2023-2024 Development Plan focused in 3 primary areas of focus that are an extension of the 2022-2025 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.

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					

1. The first area of focus was writing. As a staff, Greystone concentrated their efforts on the Teaching and Leading domain under the Assurance Element “PSD Staff Expand Success in Literacy and Numeracy”.
2. The second area of focus was numeracy. Again, this area falls under the Assurance Element “PSD Staff Expand Success in Literacy and Numeracy”.
3. The third area of focus was on improving Social and Emotional Learning (SEL). We targeted the Teaching and Leading domain, this time in the Assurance Element of “PSD Staff Build Systems and Structures that Promote Success and Well-Being”.

Data Sources and Definitions

- *2024 Alberta Education Assurance Measure Results Report (AEAM)*
 - The AEAM is a survey completed by Alberta Education that surveys teachers, parents, and staff from students in grades 4, 7, and 10. The AEAM combines provincial testing results, student outcome data and results from the Alberta Education Assurance (AEA) survey to evaluate success and identify areas for improvement at the school, school authority and provincial levels.
- *2023/2024 Fountas & Pinnell Reading Assessment (F&P) - Grade 5 and 6*
 - F&P is a screening tool that tests student reading fluency and comprehension at increasing levels of difficulty. A student will achieve a particular reading level based on their current level of reading fluency and comprehension, which would then categorize a student as reading at, above, or below grade level. This tool helps inform teacher instruction and can identify students for literacy intervention programming.
- *2023/2024 Reading Comprehension Assessment Tool (RCAT) - Grade 7-9*
 - The RCAT is a reading comprehension screening assessment that students complete throughout the year. This tool identifies a student's areas of strength and growth in their comprehension of reading content which helps inform school planning and teacher instruction.
- *2023/2024 Words their Way Spelling Assessment (WtW) - Grade 5-9*
 - WtW is a spelling inventory that can identify a student's spelling ability. When compared to norms, a student can be identified as spelling at, above, or below grade level. This tool helps inform teacher instruction.
- *2023/2024 Highest Level of Achievement Test (HLAT) - Grade 5-9*
 - The HLAT is a test that measures students' writing skills compared with the Alberta curriculum in English Language Arts. This screening tool informs teacher instruction in writing.
- *2023/2024 Elk Island Numeracy Screen - Grade 5 and 6*
 - The Elk Island is a Numeracy screening tool that students complete in the fall and spring. This screening tool identifies students strengths and weaknesses in many conceptual areas of numeracy. This tool helps inform teacher instruction and can help identify groups of students for intervention programming.
- *2023/2024 Math Intervention Programming Instrument (MIPI) - Grade 7-9*
 - The MIPI is a math screening tool that tests students' understanding of their previous years curriculum. A grade 8 MIPI tests students on grade 7 outcomes. This tool identifies students that require additional attention such as program modification and/or accommodations, remedial learning, or intervention. This tool uses a cut off of below 70% for students who require attention. This screen assists teachers in their instruction.
- *2023/2024 Student Orientation to School Questionnaire - Grade 5-9*
 - The SOS-Q is a divisional comprehensive screening tool that measures student perception about a student's feelings about many areas in relation to attending school. This tool helps identify school trends which help guide school work in social-emotional learning. This tool can also identify students who are at-risk for disengaging from school. Results are provided by Z-score, a measure indicating number of standard deviations above or below the Canadian average.

Factors to Consider When Interpreting Results

- *Variability in Student and Parent Cohort*
 - When examining Alberta Education Assurance Measures and Provincial Achievement Tests, it is important to recognize that these are done by a different cohort of students each year. Although these results provide useful data, they must be interpreted with caution. Variability in the student needs of a cohort can drastically alter results year by year.
- *Variability in Provincial Achievement Tests and Screening Tools*
 - Although measures are taken to ensure the Provincial Achievement tests are of equal difficulty each year, there is still variability in the test difficulty. This is another variable to consider when examining year by year results.
 - Some screening tools changed and there were no Provincial Achievement Tests for Grade 6 English Language Arts and Literature or Mathematics in 2023-2024. This makes year by year results more difficult to interpret.
- *Data Pool of Alberta Education Assurance Measures*
 - Although there are three stakeholder groups that respond to this survey, when examining the 'overall' results, they should be interpreted with caution. At Greystone, the number of student responses (87) is significantly larger than the number of responses from teachers (19) and parents (12). This results in the overall results being significantly influenced from the student responses in comparison to the teacher and parent responses. Furthermore, the number of parent responses has remained very small, with only 12 parents responding to the survey.
- *Uniqueness of Screening Tools, Assessments, and Surveys*
 - Different screens and assessments identify different strengths and weaknesses, so although some commonalities may be seen in multiple different screens or assessment tools, results should be interpreted individually.

Results Overview

- School data will always be compared to other data pools to provide more relevance.
 - Screening tools will be compared to Parkland School Division.
 - Provincial Achievement Test results and the Alberta Education Assurance Measures will be compared to Parkland School Division and Alberta.
- Although some screening tools will provide multiple grade or achievement descriptor ranges, for clarity of data for readers, results of most screening tools have been simplified to either at or above grade level, or below grade level.
- Results have been rounded to the nearest whole percent to improve graph readability.
- General observations of the results from each screening tool or assessment will be provided.
- The overall theme or trend of results will be interpreted at the conclusion of each section.

Literacy Work Overview

Throughout the 2023-24 school year Greystone's literacy focus was on improving morphological awareness across all subject areas, with targeted lessons during literacy time as well as working to improve writing across all grade levels. Using the Words Their Way data, teachers were able to pinpoint increased awareness of prefixes, suffixes and affixes as a whole school goal, and used the lessons in this area to help students gain a deeper understanding of Math, Social Studies and Science vocabulary.

Greystone also continued the work in writing improvement using data informed practices. Grades 5 through 9 completed four benchmark assessments: a cold write in September, the division assessments in November and March, as well as a final assessment in June. Through these assessments, along with use of the divisional writing scope and sequence, our teachers were able to make gains in all grade levels.

In Grades 5 and 6, Greystone continued our Leveled Literacy Intervention Programming, as well as added some phonics intervention to Grades 5 through 7. Classroom teachers continued to differentiate for comprehension and used guided reading groups as well as literature circles to meet students where they were at in their learning. In the spring our Junior High Literacy teachers began to collaborate on the development of a whole school plan for improvement specific to making an inference and reading/evaluating sources.

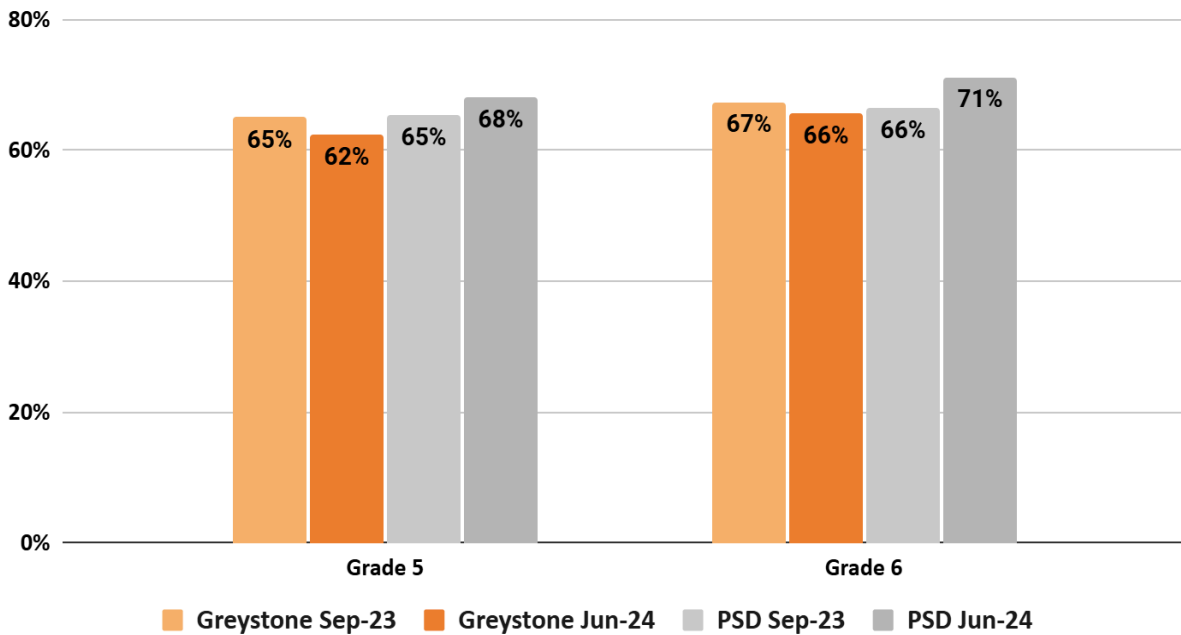


Literacy Screen Results for 2023-2024

Fountas & Pinnell (F&P) Data Reading Screener - Grade 5 and 6

F&P is a screening tool that tests student reading fluency and comprehension. A student will achieve a particular reading level based on their current level of reading fluency and comprehension. Depending on the students reading level, a student would be considered to be reading at, above, or below reading level expected for a particular grade.

F&P - Percentage of Students at or above grade level



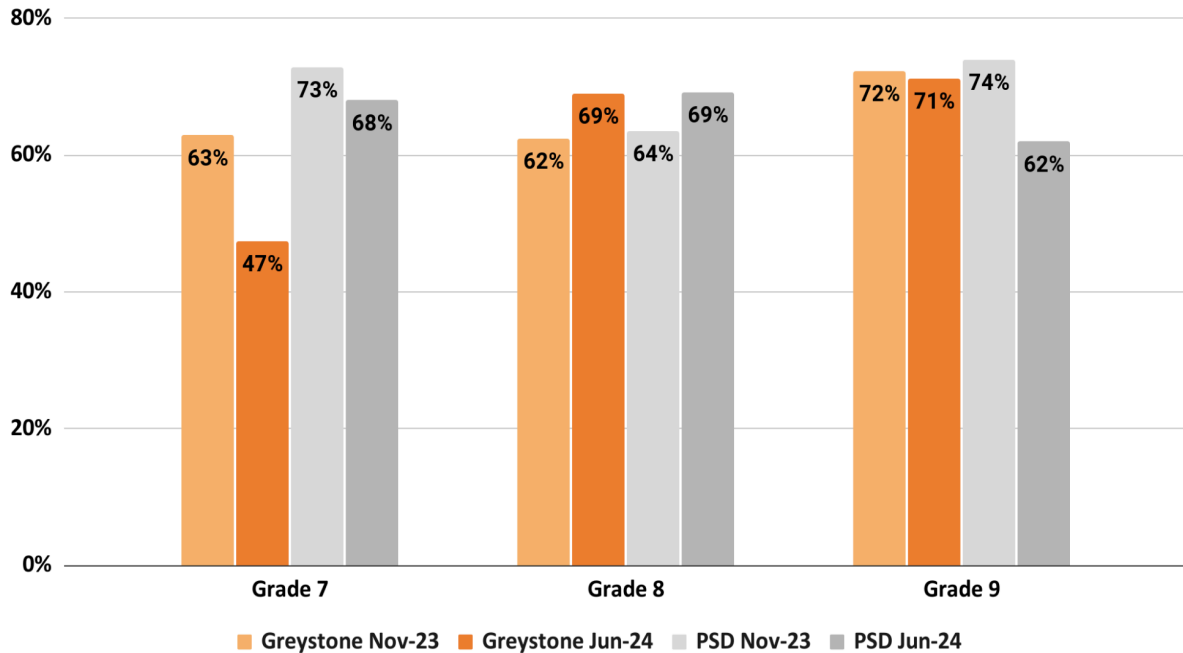
Overview of F&P Results

- Both grade 5 and 6 saw small decreases (3% and 1%, respectively) in students reading at or above grade level from September 2023 to June 2024.
- Parkland School Division saw modest increases of 3-5% in students reading at or above grade level.

Reading Comprehension Assessment Tool (RCAT) Reading Comprehension Screener - Grades 7-9

The RCAT is a screening tool that tests students ability in reading comprehension and identifies areas of strength and growth which helps inform school planning and teacher instruction.

RCAT - Percentage of Students at or Above Grade Level



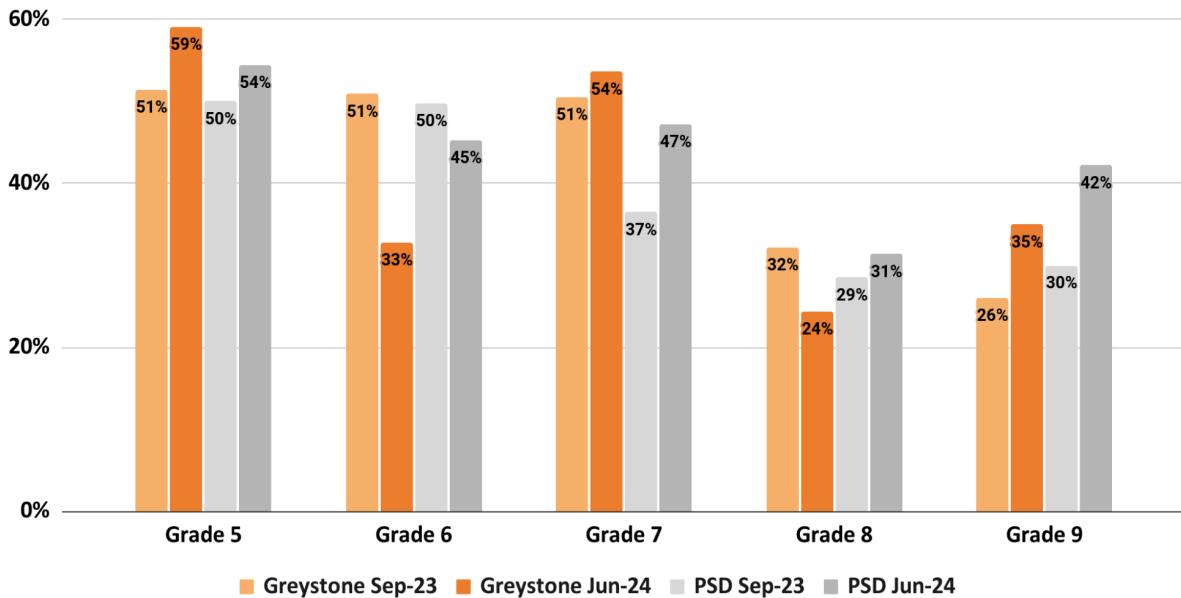
Overview of RCAT Results

- Grade 7 at Greystone saw a significant 16% drop on the RCAT.
- Grade 8 at Greystone had promising growth, improving by 7%.
- Grade 9 at Greystone stayed relatively stable, decreasing by 1%.
- Parkland School Division had modest increases and decreases, between 5-12%.

Words Their Way Spelling Inventory (WTW) Spelling Screening Tool - Grades 5-9

WTW is a spelling inventory that can identify a student's spelling ability. When compared to norms, a student can be identified as spelling at, above, or below grade level. This tool helps inform teacher instruction.

WTW - Percentage of Students at or Above Grade Level



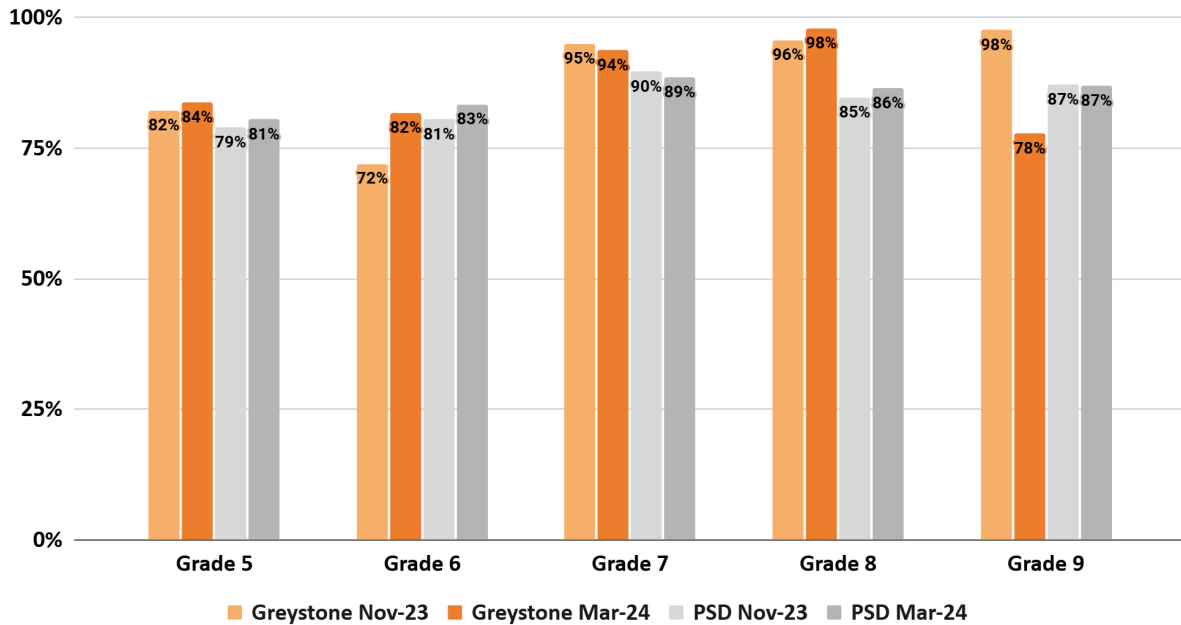
Overview of WTW Results

- Grade 5, 7, and 9 at Greystone had modest growth on the WTW, ranging from increases of 3-9%.
- Grade 8 had a modest decrease at Greystone, dropping by 8% while PSD saw a small increase.
- Grade 6 has a concerning 18% decrease on the WTW.
- Outside of grade 6 where a small decrease was observed, PSD saw an increase of performance in spelling throughout the year.

Highest Level of Achievement Test (HLAT) Writing Assessment - Grades 5-9

The HLAT is a test that measures students' writing skills compared with the Alberta curriculum in English Language Arts. This screening tool informs teacher instruction in writing.

HLAT - Percentage of Students at or Above Grade Level



Overview of HLAT Results

- Grade 5, 7, and 8 had little change on the HLAT achievement levels at Greystone but are higher than PSD.
- Grade 6 at Greystone demonstrated significant growth, improving by 10% between November in March - catching up to the PSD average achievement on the HLAT.
- Grade 9 at Greystone had a significant 20% decrease on the HLAT.

Interpretation of Literacy Screen Results for 2023-2024

- **F&P Results** - These results are disappointing and discouraging. Although Greystone saw only small decreases in the percentage of students reading at or above grade level, this trend was opposite when comparing them to the results of Parkland School Division.
- **RCAT Results** - Although Greystone results and changes throughout the year are similar to Parkland School Division, the results in grade 7 (16% decrease in RCAT scores) are concerning.
- **WTW Results** - The results of the WTW at Greystone are quite variable with grade 5, 7, and 9 showing 3-9% growth, grade 8 decreasing by 8%, and a significant 18% decrease in grade 6.
- **HLAT Results** - Although there was a significant 20% drop in grade 9, these results are encouraging as all other grades showed strong performance and/or small to moderate growth in this area.

Our literacy screen results from 2023-2024 highlight progress in writing, which has been one of the primary focus areas at Greystone for the last two school years. Reading has not been a focus of our School Development Plan since 2021-2022. 2022-2023 reading screen results were fairly stagnant, and this year, in general, we saw stagnant and even declining scores, which is opposite of the trend in PSD. The results of our screen data suggest that we need to reincorporate reading as a primary focus for 2024-2025. Previous administration was already aware of this and included reading in our 2024-2025 School Development Plan.

Numeracy Work Overview

Greystone teachers began the year with a focus on introducing and improving small group instruction specific to numeracy skill development. Through work with Building Thinking Classrooms, and collaboration with our grade level teams, teachers were able to begin some targeted lessons to fill gaps connected to number sense. Greystone teachers also implemented a Fact Fluency Sprint beginning in February. This was a 6 week focus on developing mental math strategies specific to the quick recall of facts.

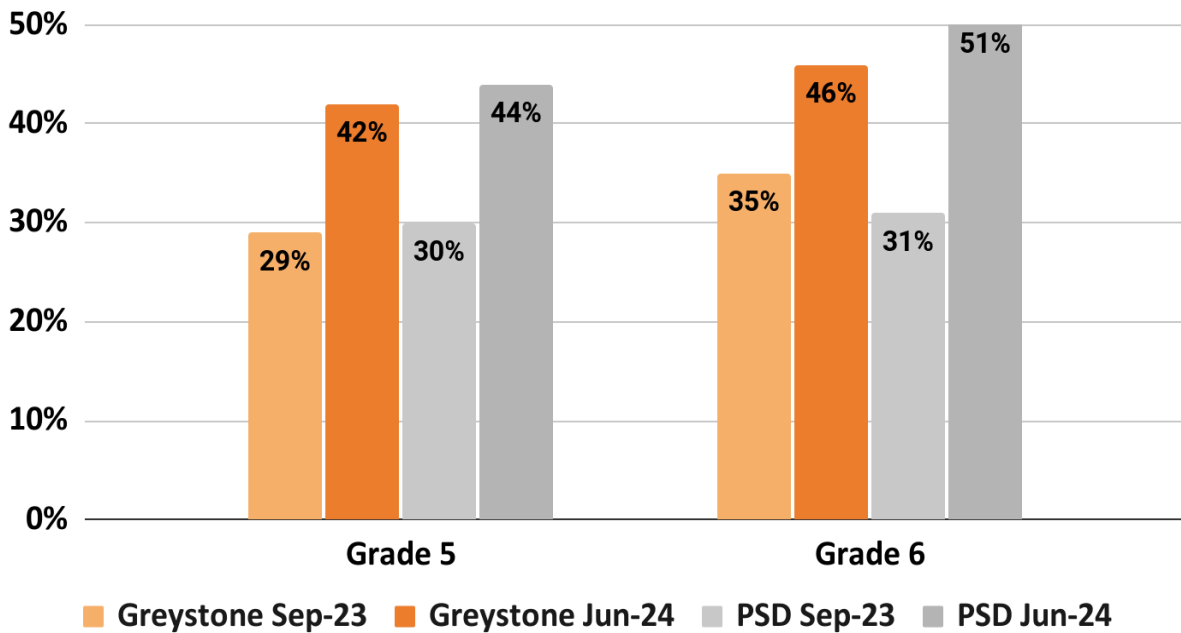
In addition to the work on developing number sense, our teachers felt a need to increase math literacy across all grade levels. We were able to extend our work on morphological awareness into math as well as work on developing a deeper understanding of the variety of ways one could be asked to solve a problem.

Numeracy Screen Results for 2023-2024

Elk Island Numeracy Screen Grade 5 and 6

The Elk Island is a Numeracy screening tool that students complete in the fall and spring. This screening tool identifies students strengths and weaknesses in many conceptual areas of numeracy. This tool helps inform teacher instruction and can help identify groups of students for intervention programming.

Elk Island Numeracy Screen - Average Test Score

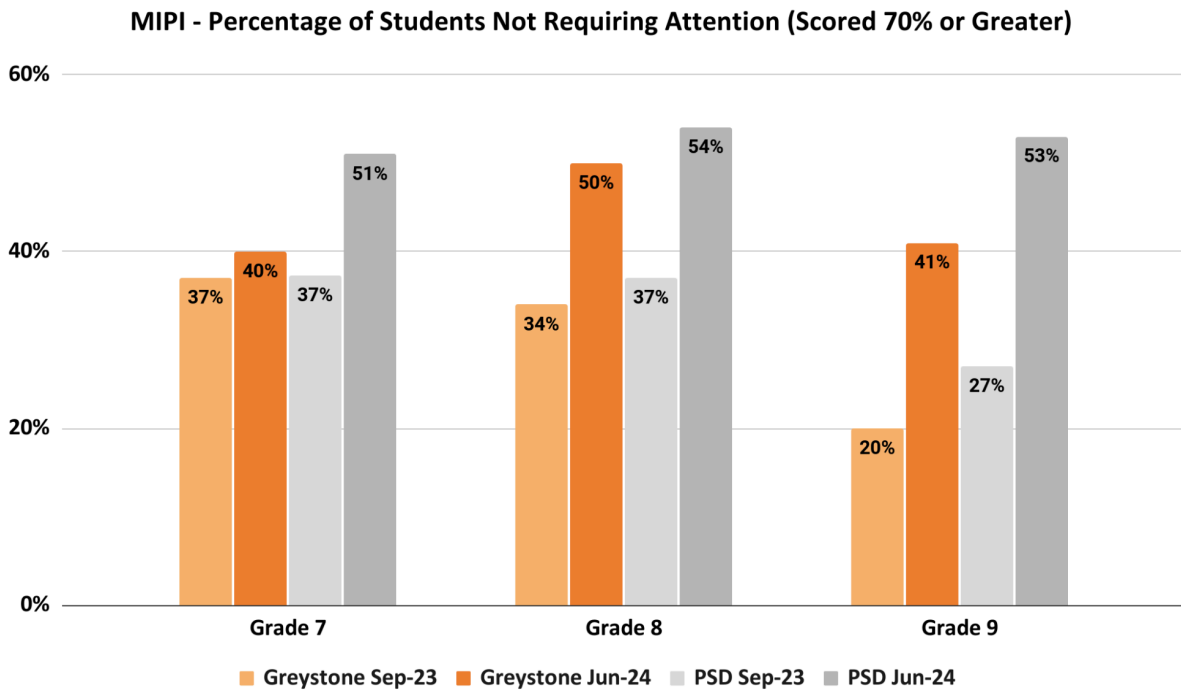


Overview of Elk Island Results

- Both grade 5 and 6 at Greystone saw significant improvement in average score, increasing by 13% and 11%, respectively.
- Similar results were seen in PSD; however, PSD saw greater growth and end of year scores in comparison to Greystone.

Math Intervention Programming Instrument (MIPI) Grade 7-9

The MIPI is a math screening tool that tests students' understanding of their previous years curriculum. A grade 8 MIPI tests students on grade 7 outcomes. This tool identifies students that require additional attention such as program modification and/or accommodations, remedial learning, or intervention. This tool uses a cut off of below 70% for students who require attention. This screen assists teachers in their instruction.



Overview of MIPI Results

- Greystone demonstrated moderate to significant growth in the percentage of students not requiring attention on the MIPI.
- Parkland School Division had significant growth in the percentage of students not requiring attention on the MIPI.
- Parkland School Division is demonstrating higher performance on the MIPI in grade 7-9.

Interpretation of Numeracy Screen Results

- **Elk Island Results** - While the growth is encouraging as an area to highlight for success of our 2023-2024 School Development Plan, we still have over half of our grade 5 and 6 students scoring below 50% on the screening tool. PSD saw even greater growth.
- **MIPI Results** - Greystone demonstrated growth in this area but was again outperformed by PSD.

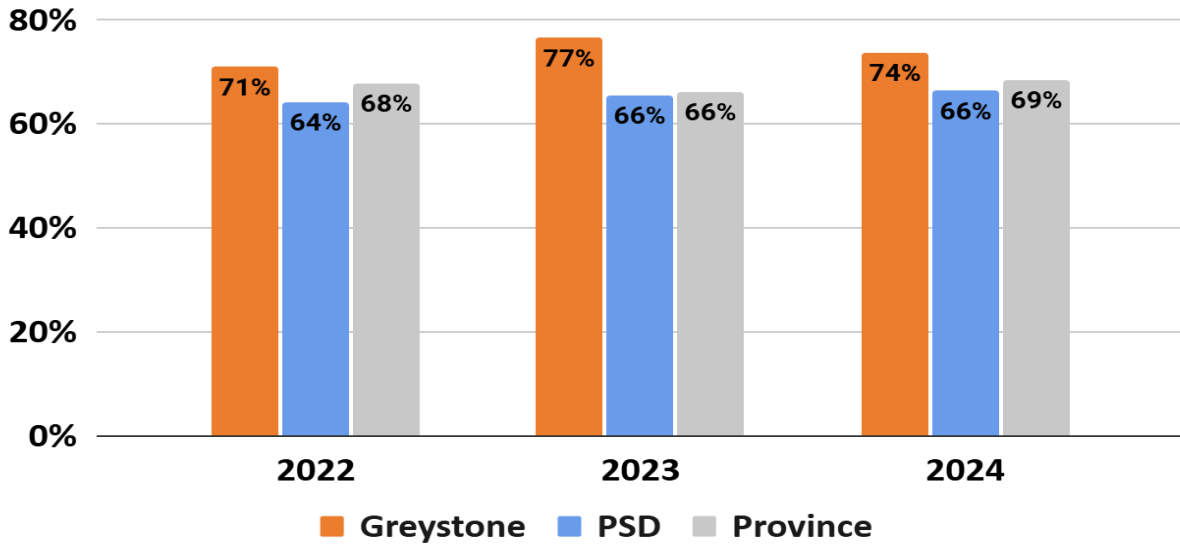
Our increase in results in Numeracy are positive, promising, and an area to highlight as an area of success of our 2023-2024 School Development Plan. As well, the similar growth seen by PSD indicates that our divisional initiatives and supports in numeracy are paying off. Although we demonstrated solid growth, many of our students are still below grade level expectations. When comparing Greystone results to the division, Greystone saw less growth than PSD. We need to continue to refine our work in Numeracy which means Numeracy will continue to be an area of focus for 2024-2025.



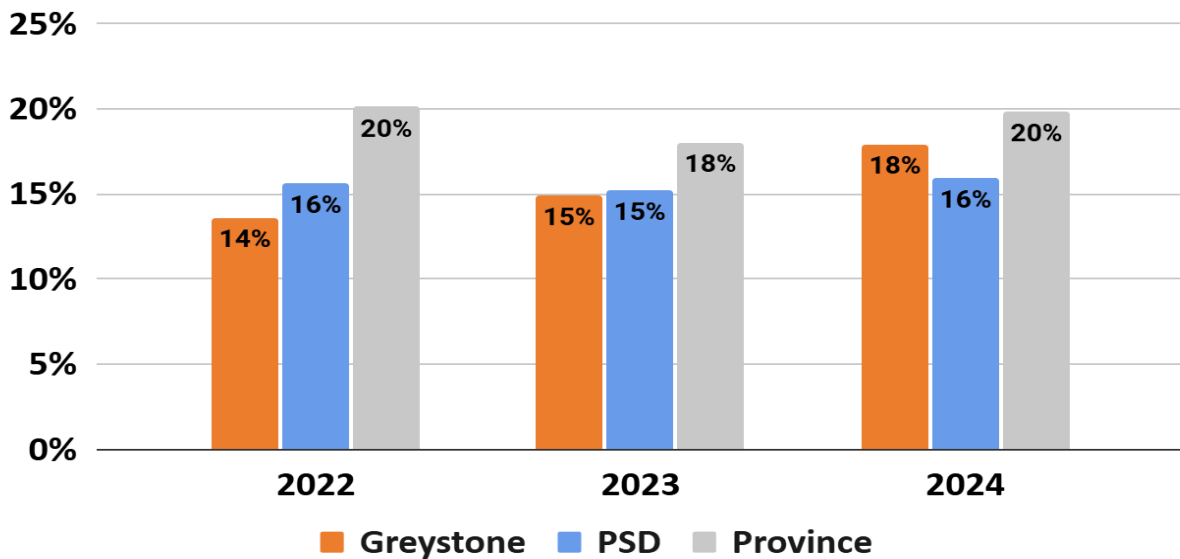
Provincial Achievement Test Results for 2023-2024

Grade 6 Social Studies Provincial Achievement Test

Gr 6 Social Studies PAT - Acceptable Standard or Above



Grade 6 Social Studies PAT - Standard of Excellence

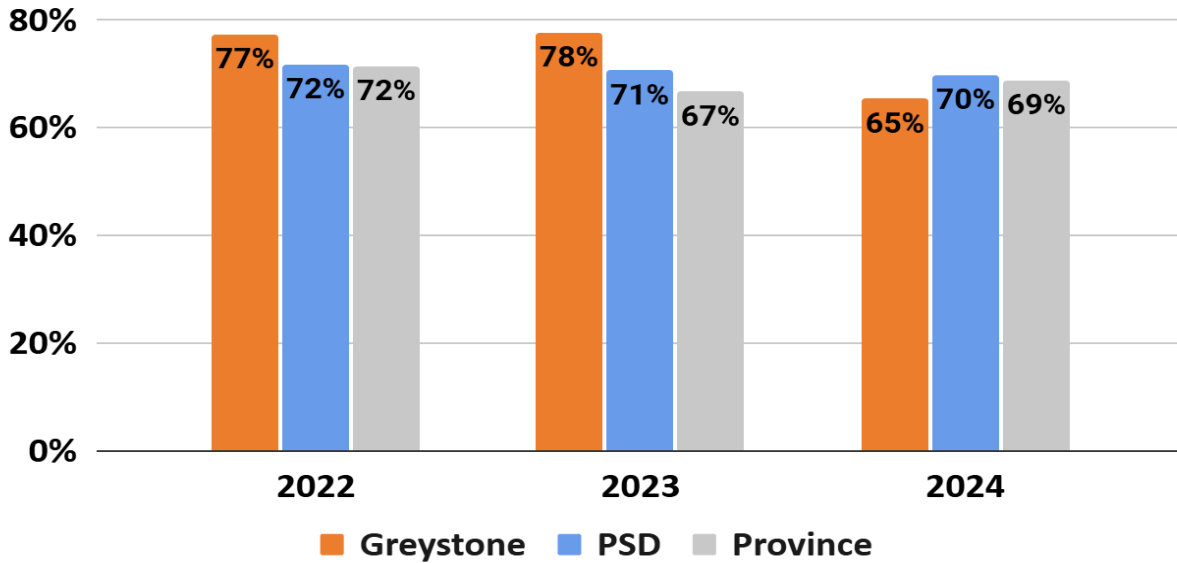


Overview of Results

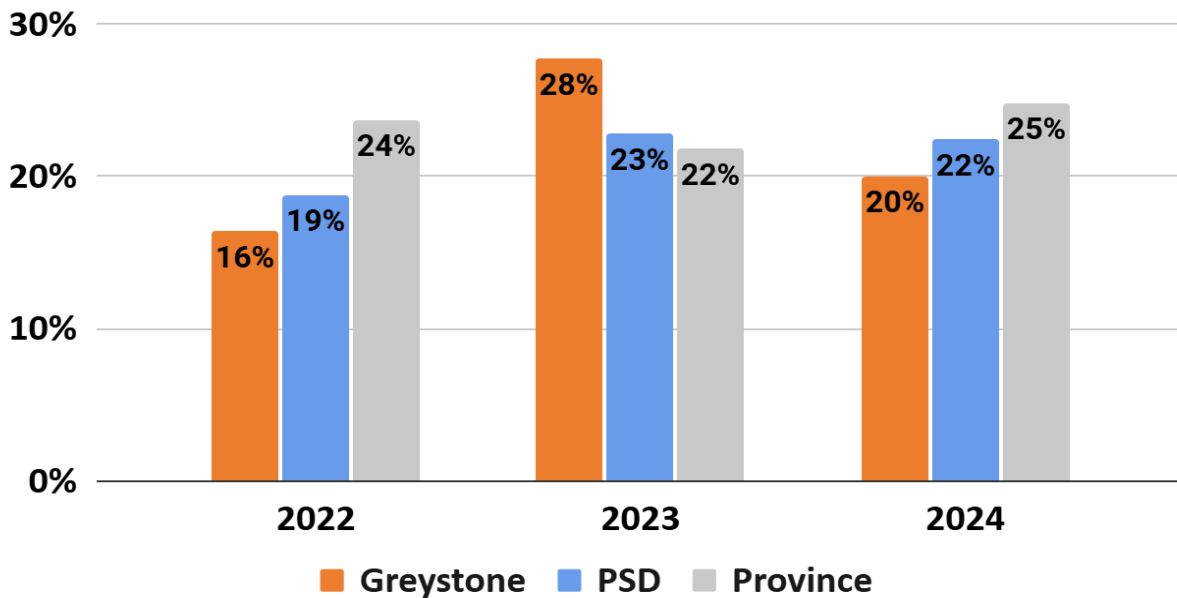
- Greystone has consistently scored well on the percentage of students meeting the acceptable standard, outperforming both PSD and the province annually.
- Greystone is on par or behind PSD and falls well below the province in percentage of students meeting the standard of excellence.

Grade 6 Science Provincial Achievement Test

Gr 6 Science PAT - Acceptable Standard or Above



Grade 6 Science PAT - Standard of Excellence

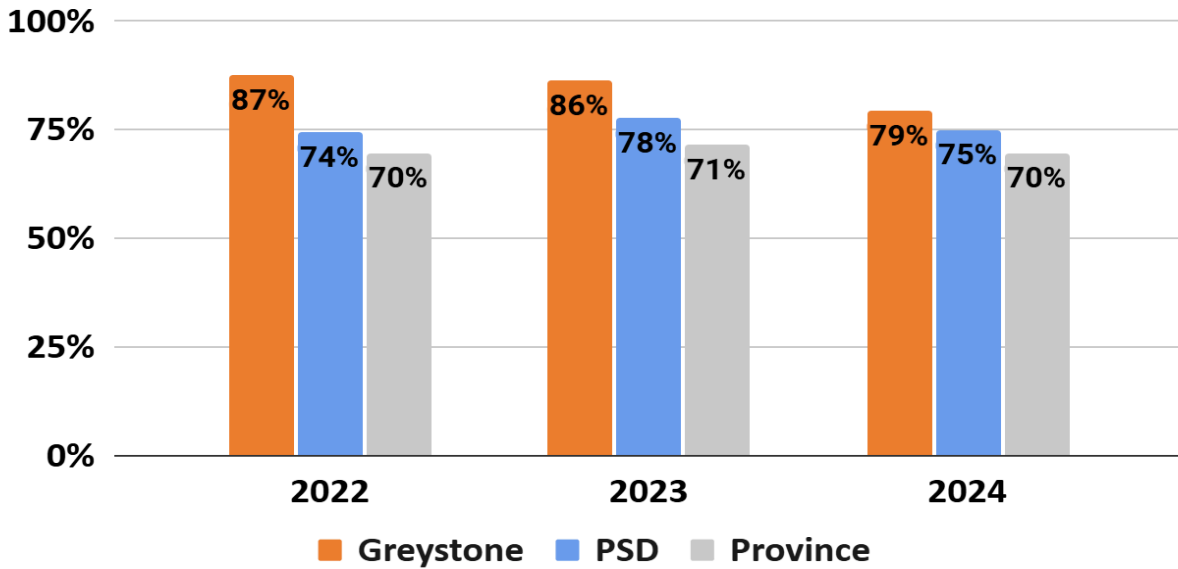


Overview of Results

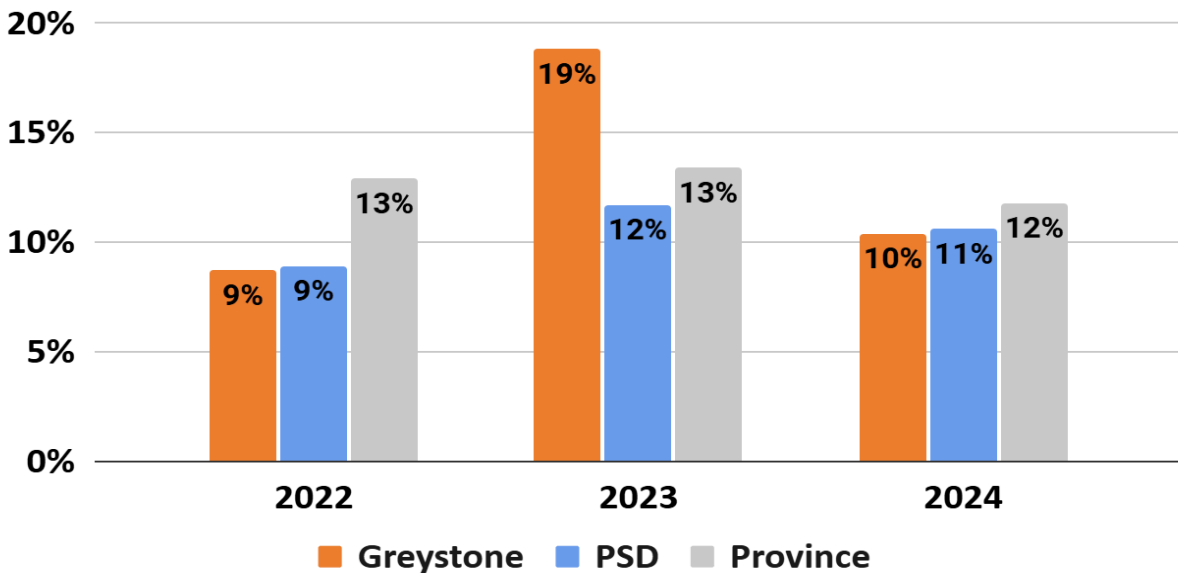
- Greystone performed well the previous two years on the grade 6 science PAT, but the percentage of students meeting the acceptable standard dropped significantly last year, by 13%. This was lower than both PSD and the province.
- Outside of 2023, Greystone has scored below PSD and the province in the percentage of students achieving the standard of excellence.

Grade 9 English Language Arts Provincial Achievement Test

Gr 9 ELA PAT - Acceptable Standard or Above



Grade 9 ELA PAT - Standard of Excellence

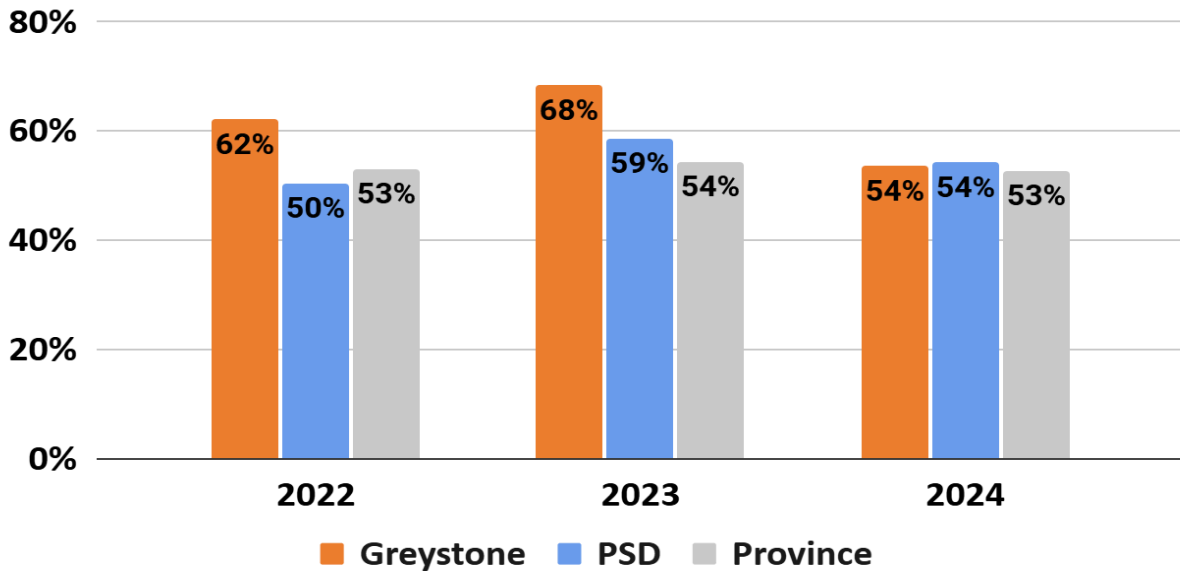


Overview of Results

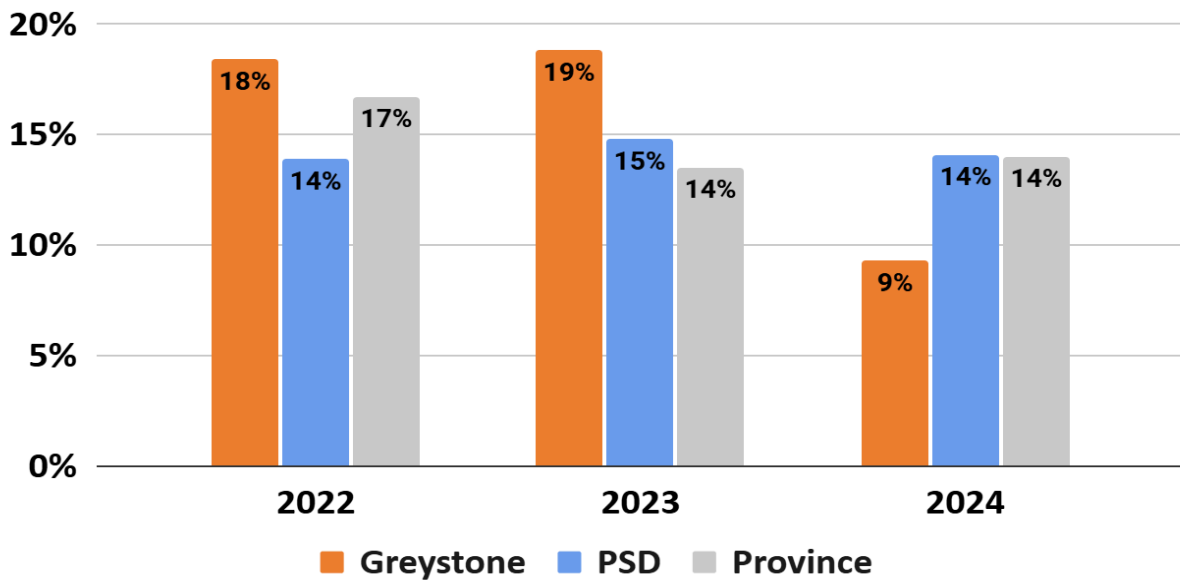
- Greystone consistently scores higher than PSD and the province on percentage of students meeting the acceptable standard in English Language Arts.
- Greystone's percentage of students meeting the standard of excellence in 2024 was slightly lower than PSD and the province.

Grade 9 Mathematics Provincial Achievement Test

Gr 9 Mathematics PAT - Acceptable Standard or Above



Grade 9 Mathematics PAT - Standard of Excellence

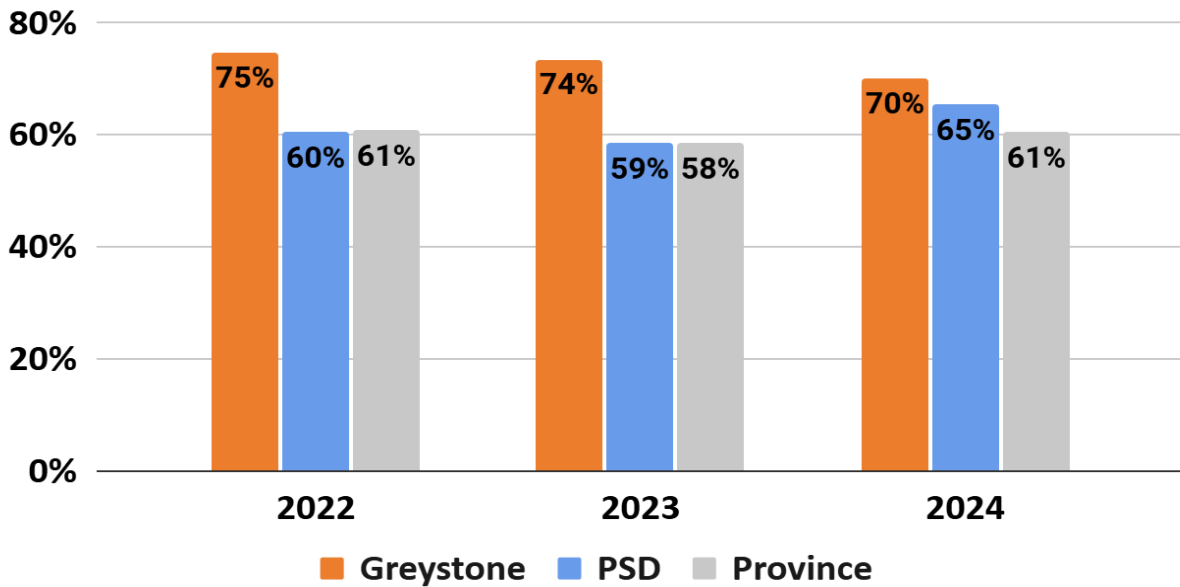


Overview of Results

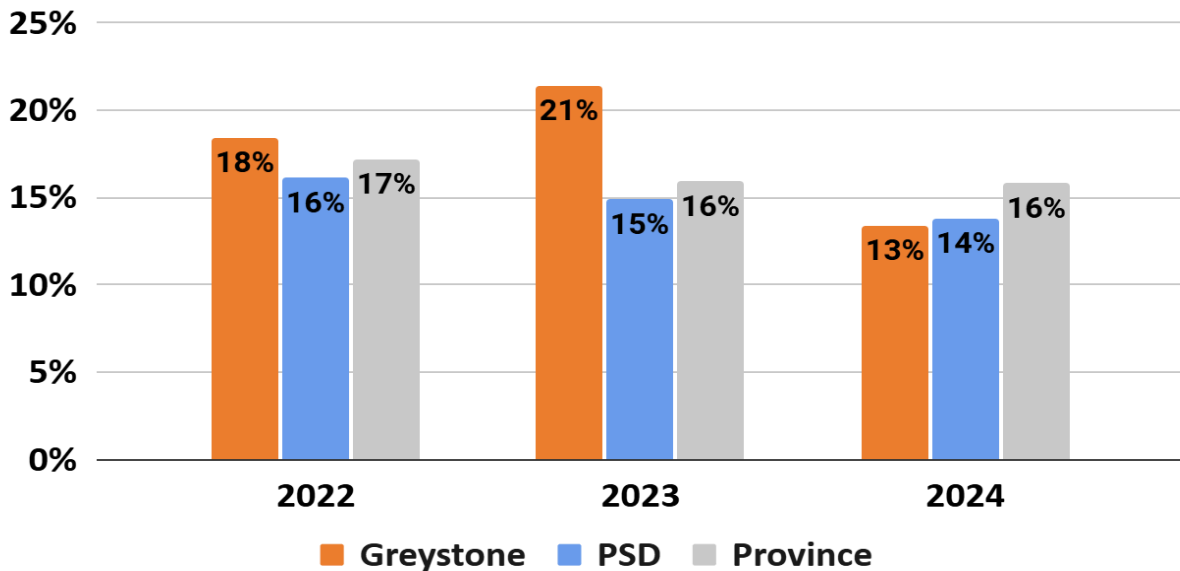
- After significantly outperforming PSD and the province in 2022 and 2023 in both students meeting the acceptable standard and achieving the standard of excellence, we had a significant decrease in performance in 2024, falling in line with PSD and the province on the acceptable standard and below the province on the standard of excellence.

Grade 9 Social Studies Provincial Achievement Test

Gr 9 Social Studies PAT - Acceptable Standard or Above



Grade 9 Social Studies PAT - Standard of Excellence

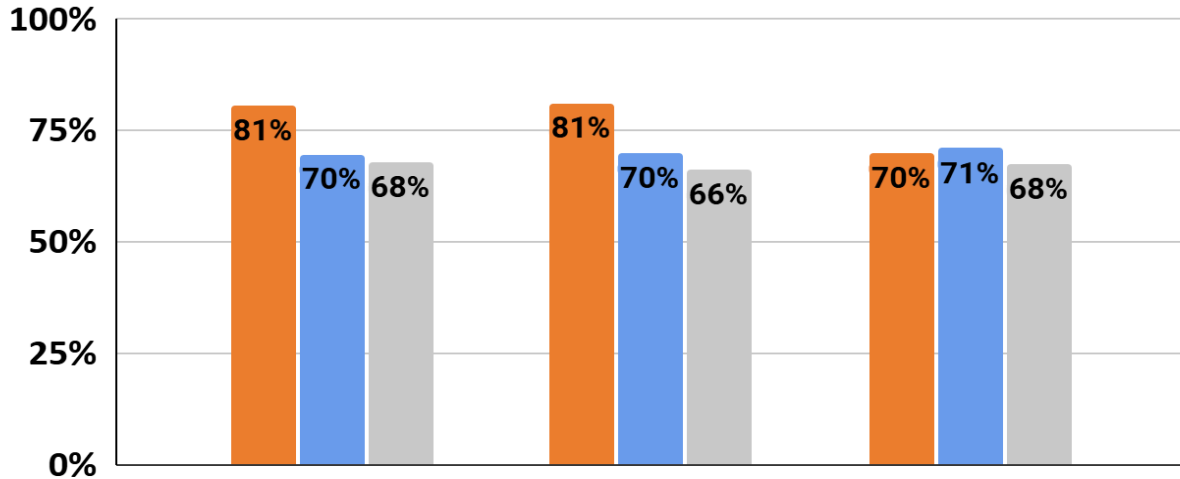


Overview of Results

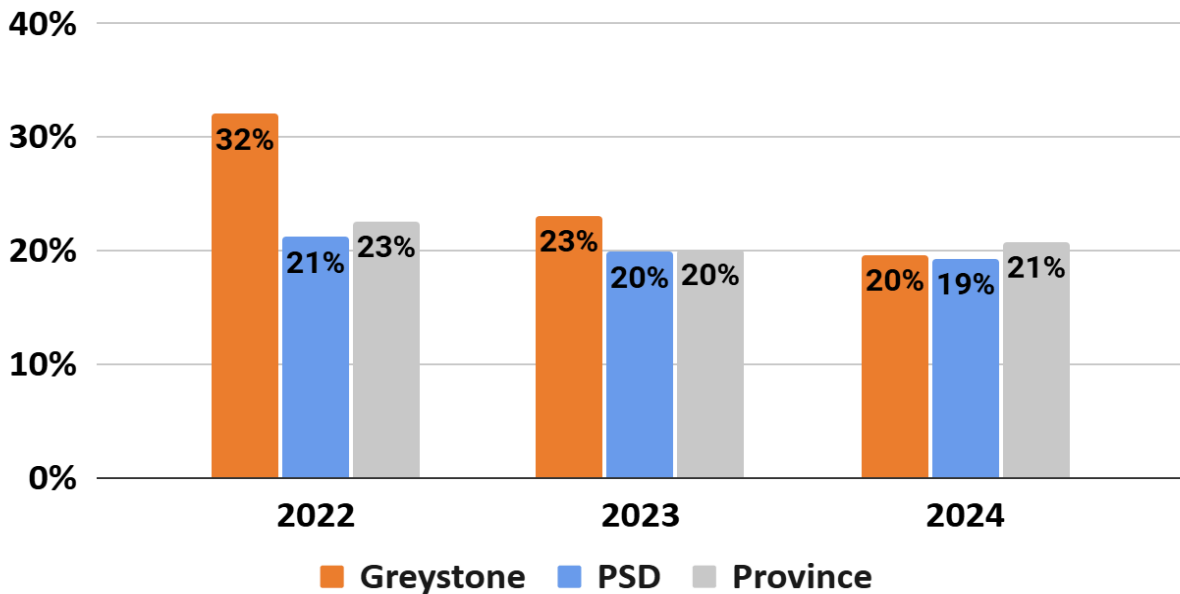
- Greystone has historically outperformed PSD and the province in social studies in both the acceptable standard and the standard of excellence.
- Another considerable dip in both acceptable standard and standard of excellence occurred in 2024 in comparison to previous years.

Grade 9 Science Provincial Achievement Test

Gr 9 Science PAT - Acceptable Standard or Above



Grade 9 Science PAT - Standard of Excellence



Overview of Results

- Greystone has previously outperformed PSD and the province in science in both the acceptable standard and the standard of excellence.
- Once again, a considerable dip in both acceptable standard and standard of excellence occurred in 2024 in comparison to previous years.

Interpretation of PAT Results

- **Grade 6 Social Studies** - These results show that Greystone's area of strength is ensuring students understand the grade 6 social studies curriculum at an acceptable level. However, we tend to lag behind PSD and the province in students achieving the standard of excellence.
- **Grade 6 Science** - After significantly outperforming PSD and the province on students scoring acceptable, we had a significant 13% drop in 2024, scoring below PSD and the province. Further examination of the large dip in percentage of students meeting the acceptable standard last year is required.
- **Grade 9 English Language Arts** - While our scores indicate that our students demonstrate success in English Language Arts by outperforming PSD and the province, the rate of achievement of acceptable standard decreased last year. This is a result we will need to continue to monitor. Outside of 2023, we have scored slightly lower than PSD and are well behind the province in the percentage of students achieving the standard of excellence.
- **Grade 9 Mathematics** - After heavily outperforming PSD and the province on both rates of scoring acceptable and achieving the standard of excellence, last year's results are disappointing. Further examination of what changed last year compared to years prior is required.
- **Grade 9 Social Studies** - As seen in the other PATs, scores dropped in social studies in both the percentage of students meeting the acceptable standard and achieving the standard of excellence. Social studies is an area of strength for Greystone given our annual performance on the grade 9 PAT.
- **Grade 9 Science** - As seen in the other PATs, scores on the grade 9 science PAT dropped in both the percentage of students meeting the acceptable standard and achieving the standard of excellence.

Overall, we appear to do a great job at the grade 6 level ensuring students know the basics of the curriculum, outside of our dip in science in 2024. However, when examining the percentage of students achieving the standard of excellence is generally below PSD and the province. Further work can be done in providing enrichment and extension opportunities to help increase our percentage of students meeting the standard of excellence.

In grade 9, we have typically performed very well in all subject areas for both students scoring acceptable and achieving the standard of excellence. However, we had a significant decrease in all eight measures last year and are worth further examination. As suggested in the factors to consider when interpreting results, we do need to consider that there is variability in the overall performance of the cohort from year to year. To help analyze this further in other years, examining this cohort's performance on their grade 6 PAT would help provide further evidence to this; unfortunately, PAT data is not available for 2021. There have been staffing changes in grade 9 and performance will need to be monitored to see if this is an ongoing area of concern or a one time dip in performance.

Social-Emotional Learning Work

At Greystone we were able to increase our implementation of the SOS-Q survey from one grade level to the whole school, which was important in our plan to identify areas to target connected to the growth and development of social-emotional learning. Through our data we were able to determine that we needed to teach skills connected to external resilience - confidence (Grade 5 & 6); internal resilience - anxiety (Grade 7 - 9) and utility of schools (Grade 7-9).

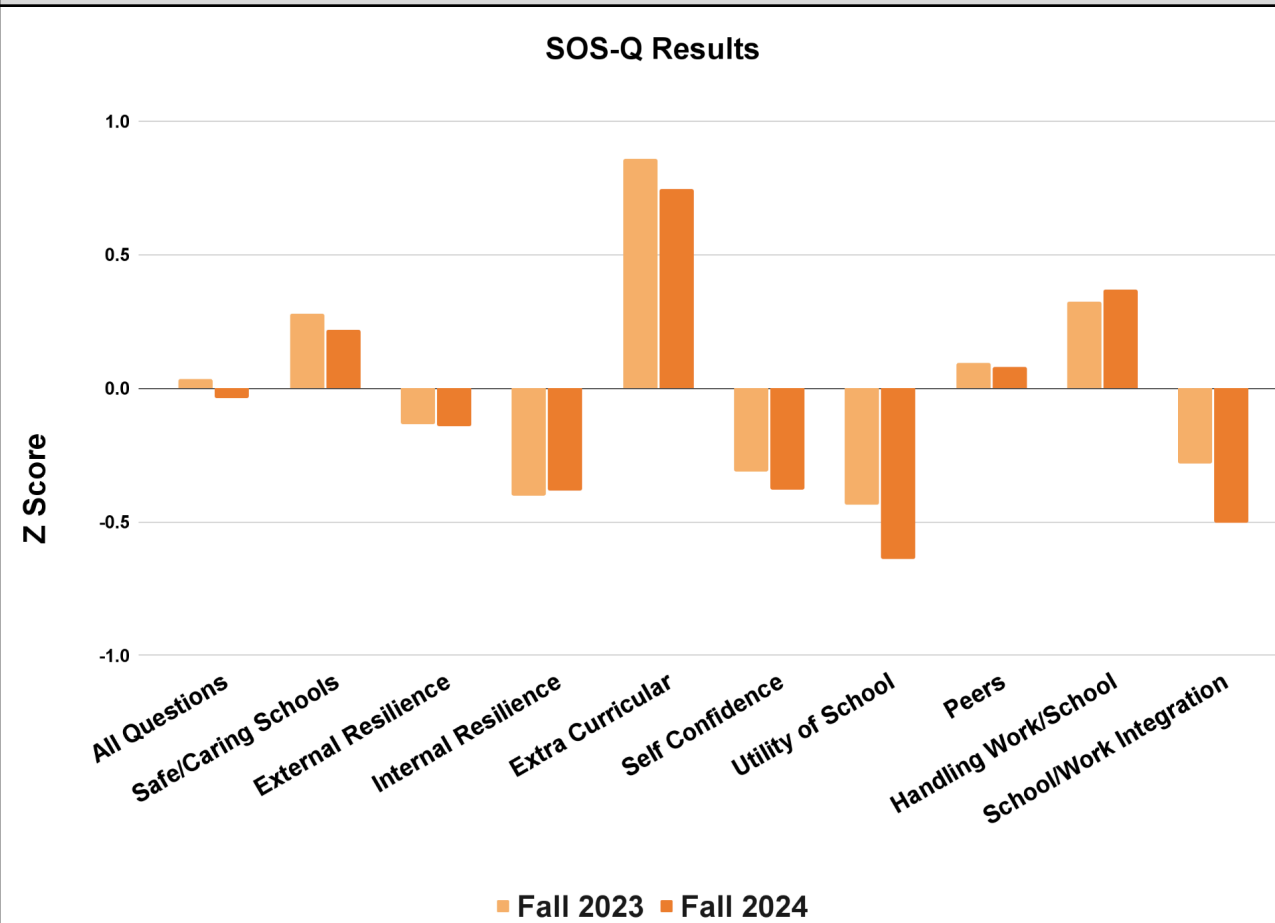
With this data, grade level teams work to create a plan specific to the students in their classrooms. Most of this targeted learning was embedded in the physical education and wellness/health curriculum with individual classes implementing some daily/weekly routine activities to encourage reflection within the students.

For the utility of schools, our administration team along with our school counsellor planned a Career Fair for Grade 7 - 9 students, which took place in January. This event was well received from the students, parents as well as the surrounding community. We had many local businesses reach out and ask to participate in our event.



Student Orientation to School Questionnaire (SOS-Q) Grade 5-9

The SOS-Q is a divisional comprehensive screening tool that measures student perception about a student's feelings about many areas in relation to attending school. This tool helps identify school trends which help guide school work in social-emotional learning. This tool can also identify students who are at-risk for disengaging from school. Results are provided by Z-score, a measure indicating number of standard deviations above or below the Canadian average.



Overview of Results

- Significant changes in the consent process for students writing the SOS-Q between 2023 and 2024 resulted in an extremely large increase in responses this year. In 2023, we had 240 responses, in the fall of 2024, we had 447.
 - The significant change in respondents makes results more difficult to interpret due to a large change in the controlled variable.
- In general, Greystone students continue to feel positive about extracurricular opportunities, and also had strong results in the area of safe and caring schools, peer relations, and handling work/school pressures.
- Utility of school, internal resilience, and school/work integration continue to be Greystone students' biggest areas of concern.

Interpretation of SOS-Q Results

- Although there is no data to support this, we expected a decrease in results due to the change to a negative consent process. We believe that with a positive consent, our students that have more positive feelings about school are more likely to get their sign formed and return it. However, the much larger data pool gives us a much more accurate picture of how our students are feeling about school.
- The trends remain similar in 2024 compared to 2023. One area to highlight for the success of last year's SEL work is that our students feel that they are better able to handle work and school pressures compared to 2023.
- Planned post-testing in spring 2025 will allow us to better capture our progress in this area due to the large change in the consent process.

Alberta Education Assurance Measures Results

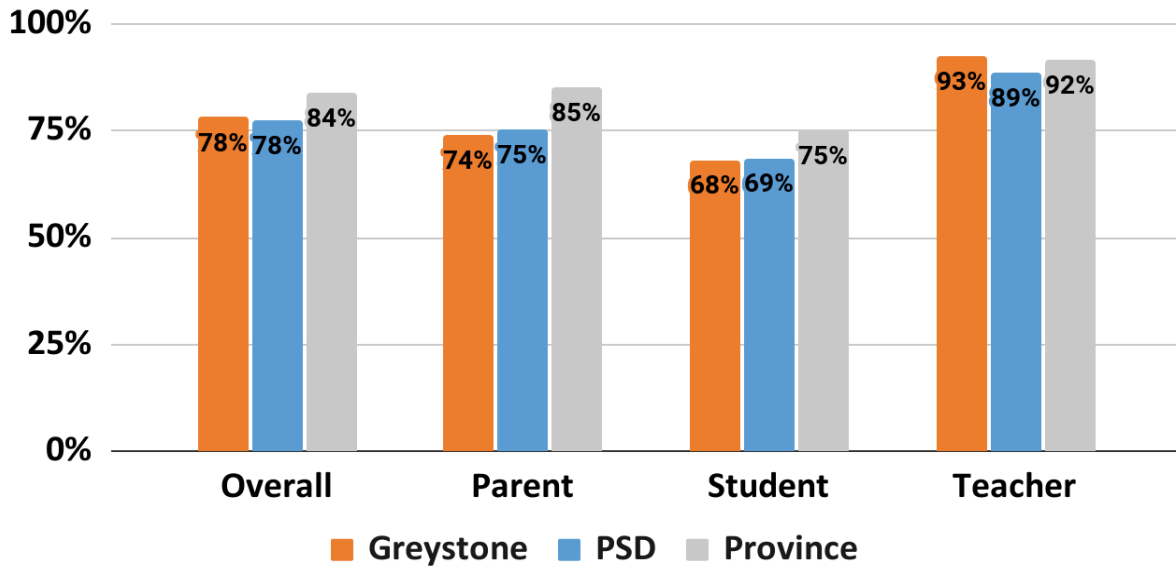
As mentioned earlier in this report, the Alberta Education Assurance Measures is completed at Greystone by our grade 7 students, some of their parents, and most of our teachers. While this is useful data, there were 4-5 times greater responses from our students compared to the other stakeholder groups, so these results must be interpreted carefully.



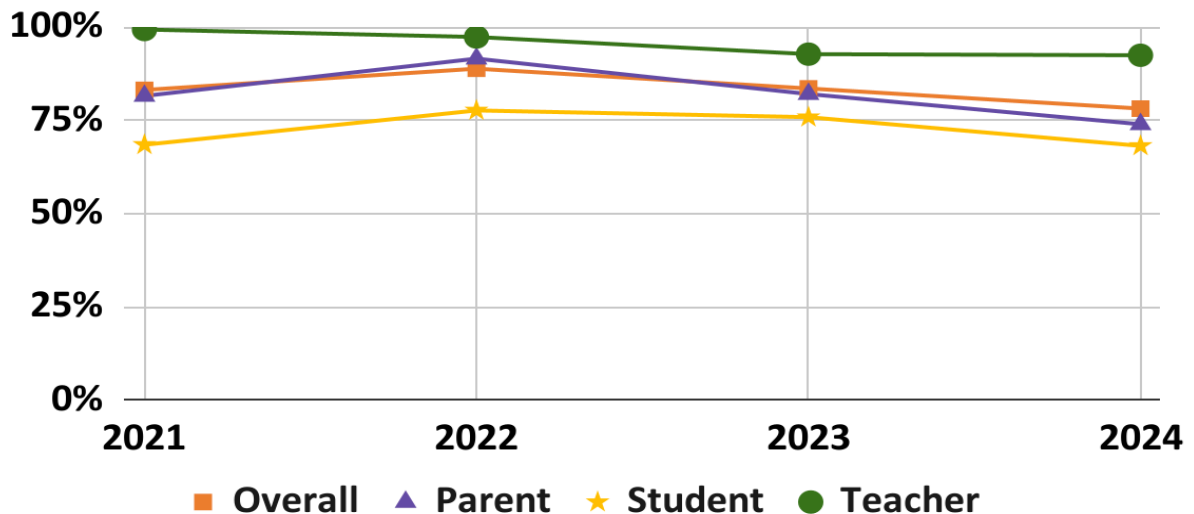
Welcoming, Caring, Respectful, and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Welcoming, Caring, Respectful and Safe Learning Environments Satisfaction - 2024



Trend of Welcoming, Caring, Respectful and Safe Learning Environments at Greystone



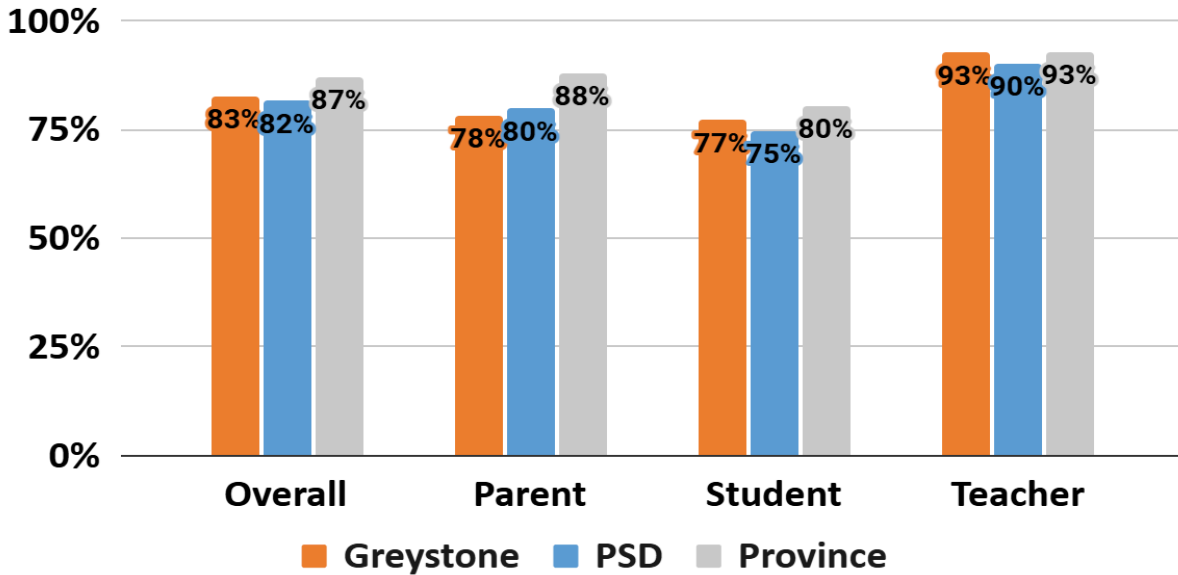
Overview of Results

- Our teachers score our learning environments in line with PSD and the province.
- Students and parents believe that our learning environments are in line with PSD, but worse than the province.
- In general, all stakeholders believe that our learning environments have become less welcoming, caring, respectful, and safe over the last few years.

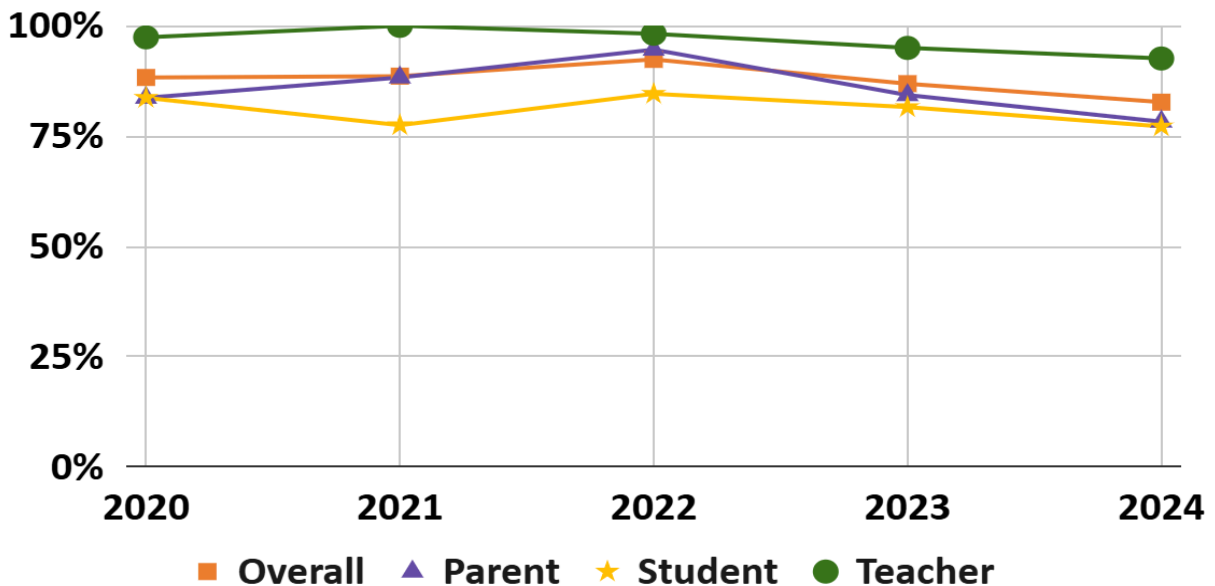
Safe and Caring

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.

Student Safety and Caring for Others - 2024



Trend of Student Safety and Caring for Others at Greystone



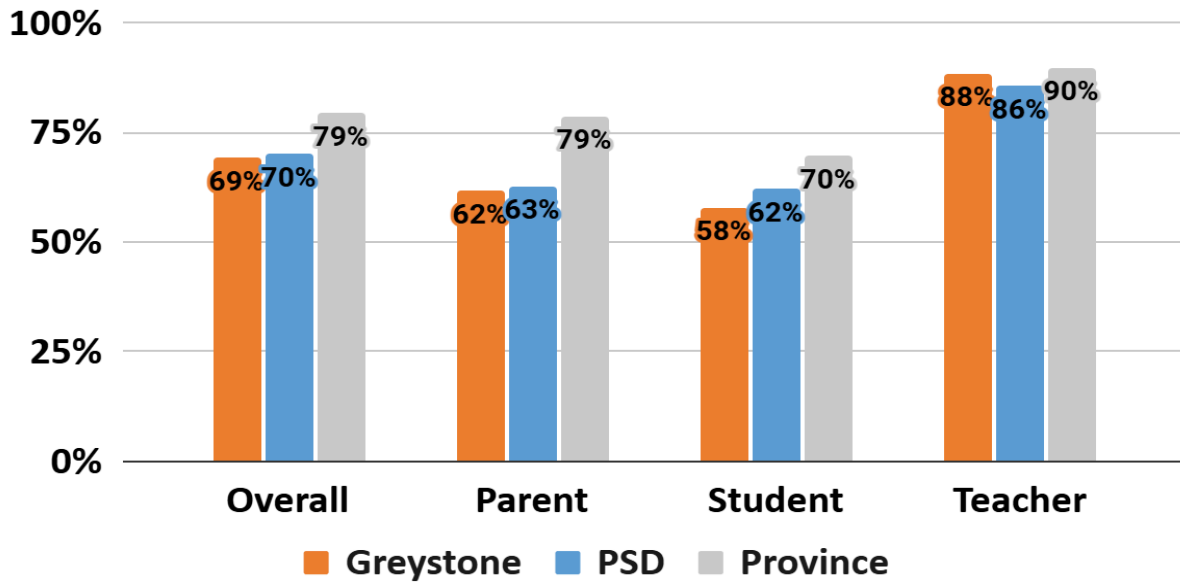
Overview of Results

- Greystone scored similarly to PSD in this area, but below the province.
- All stakeholder groups reported lower scores in this area over the last 2 years.

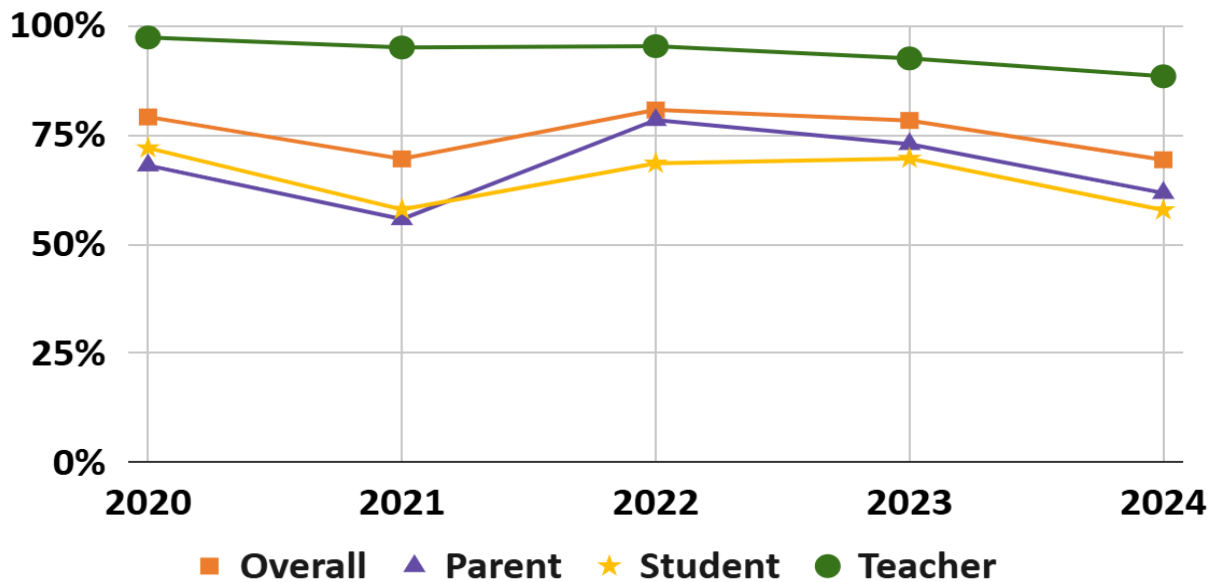
Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Student Citizenship - 2024



Trend of Student Citizenship at Greystone



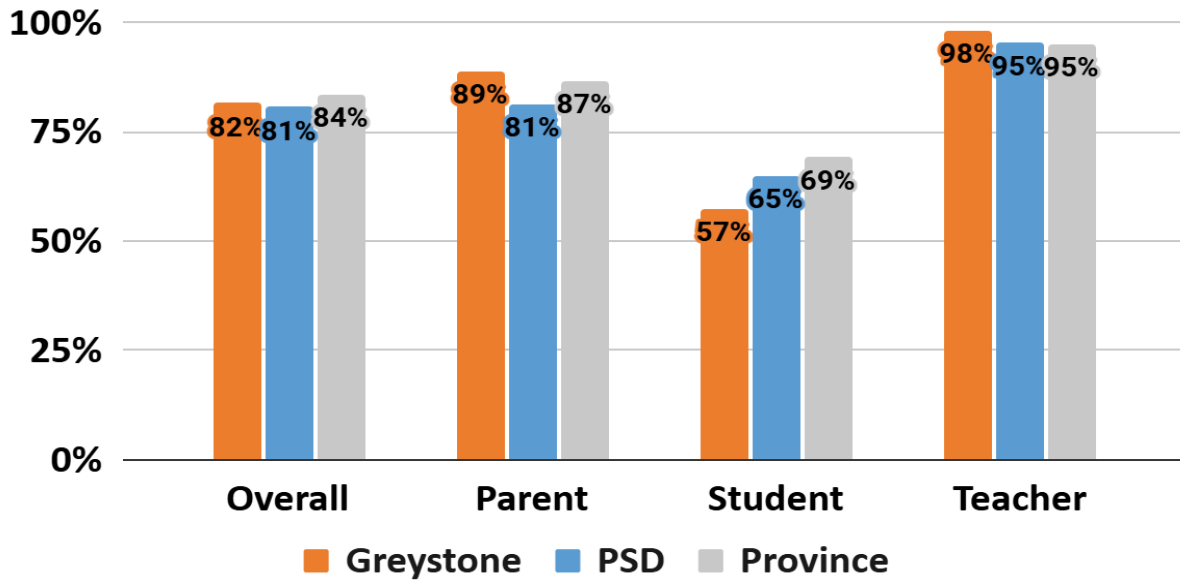
Overview of Results

- Greystone scored slightly below PSD and well below the province for citizenship scores in 2024.
- All stakeholder groups reported a decrease in scores in this area, which is concerning.

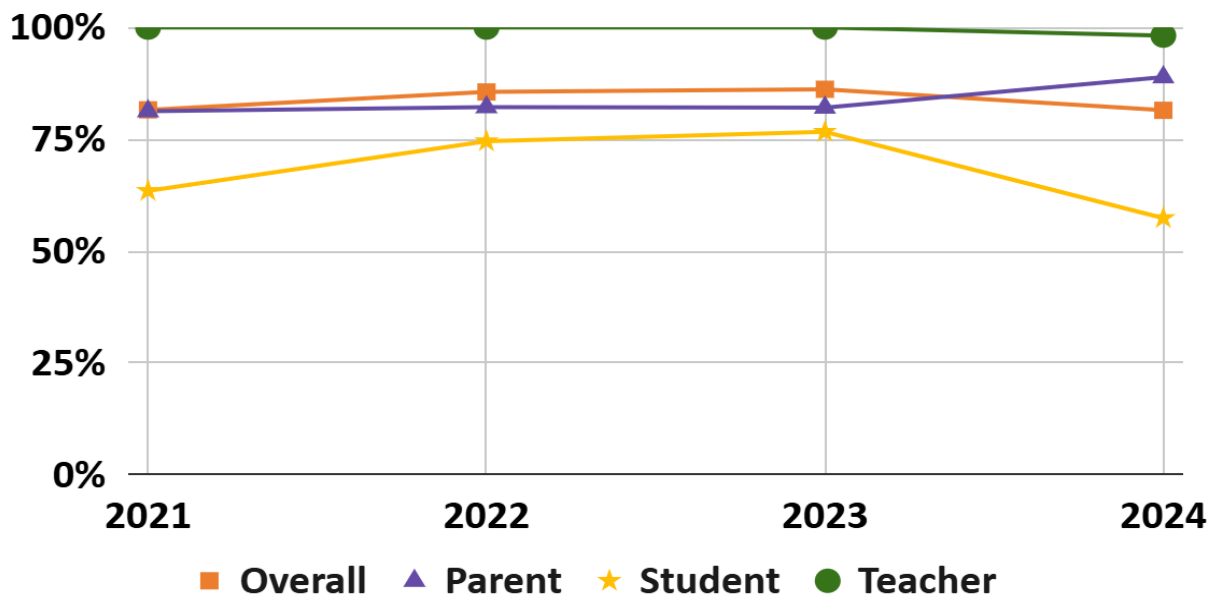
Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Student Engagement in Learning - 2024



Trend of Student Engagement in Learning at Greystone



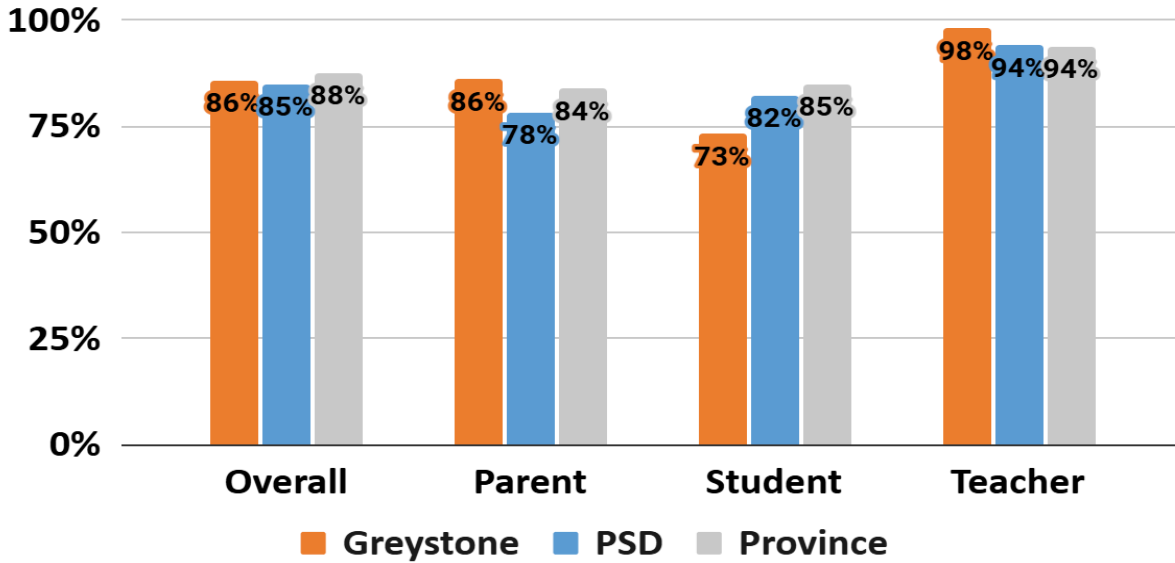
Overview of Results

- Parents and Teachers believe that students are slightly more engaged in their learning than PSD and the province.
- Grade 7 students scored very low in this area in 2024 at only 57%, a significant decline, which was also well below PSD and province.

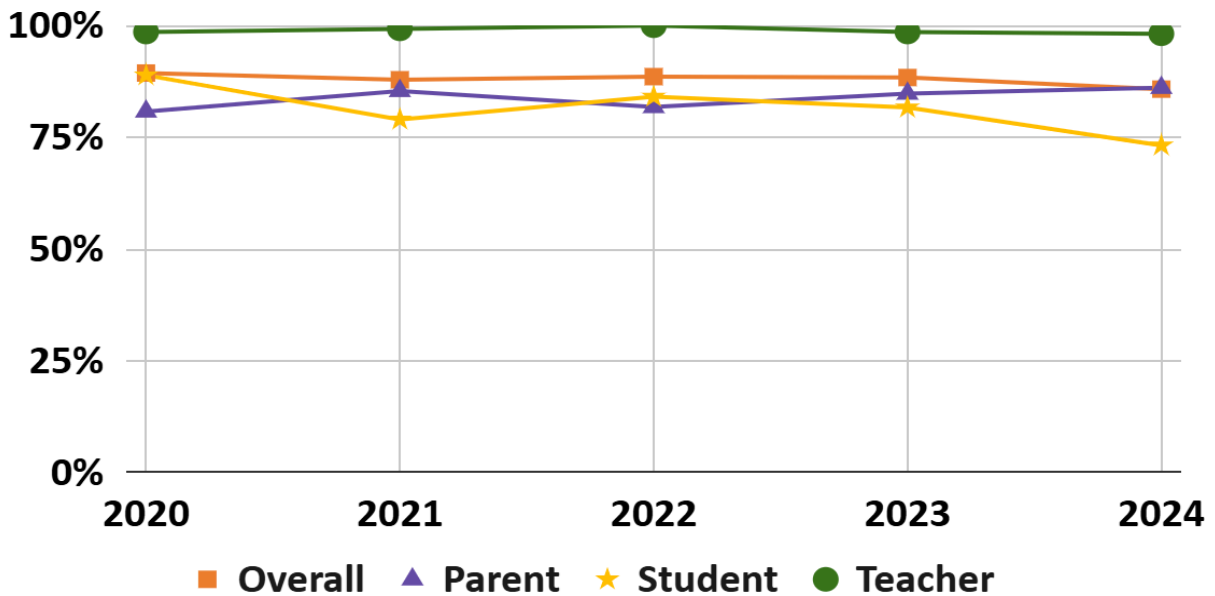
Educational Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Education Quality Satisfaction - 2024



Trend of Education Quality Satisfaction at Greystone



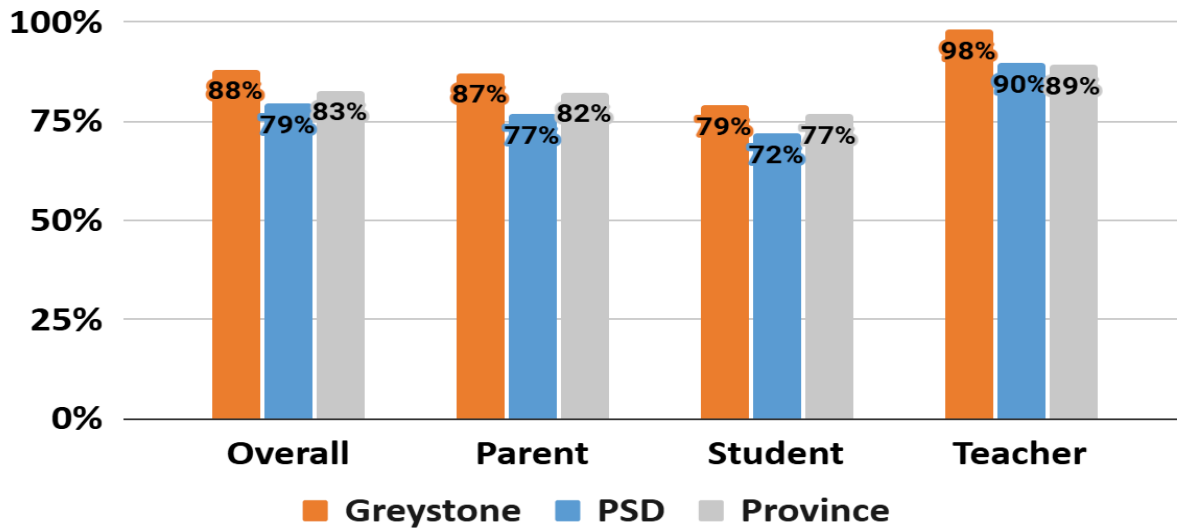
Overview of Results

- Parents and Teachers are more satisfied with the educational quality at Greystone than both PSD and province.
- Grade 7 students at Greystone had a significant decrease from previous years, as the student score for 2024 is significantly below PSD and the province.

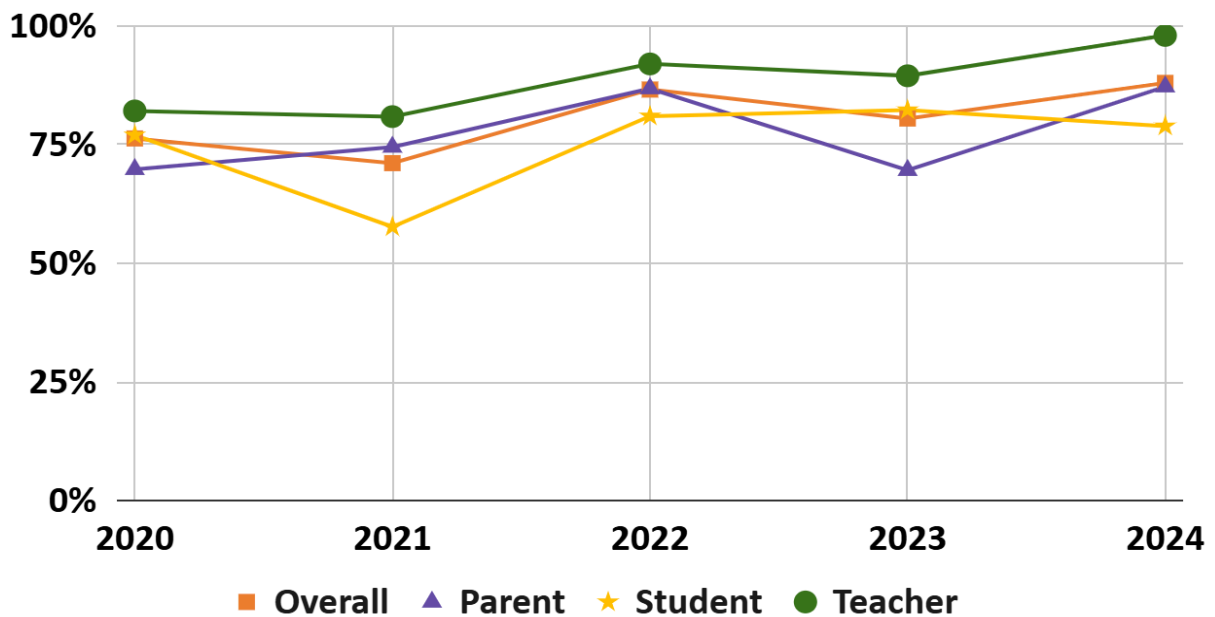
Program of Studies Offered Satisfaction

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

Broad Program of Studies Satisfaction



Trend of Broad Program of Studies Satisfaction at Greystone



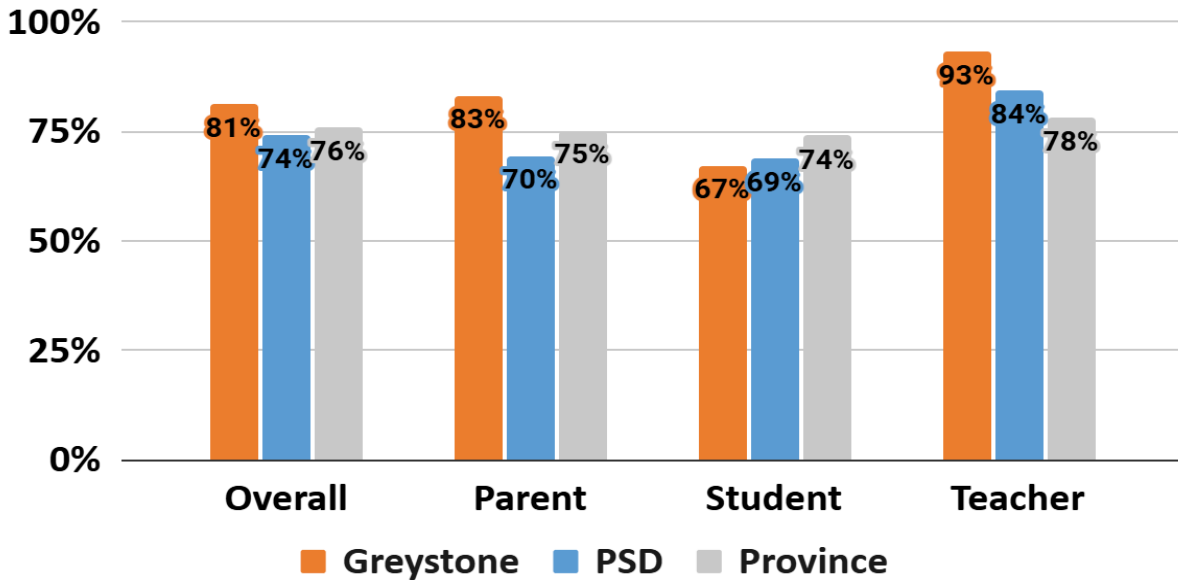
Overview of Results

- This is an area of great success at Greystone, as our results in this area are significantly higher than PSD and the province.
- In general, results improved from 2023 to 2024, except for a small decrease in student satisfaction.

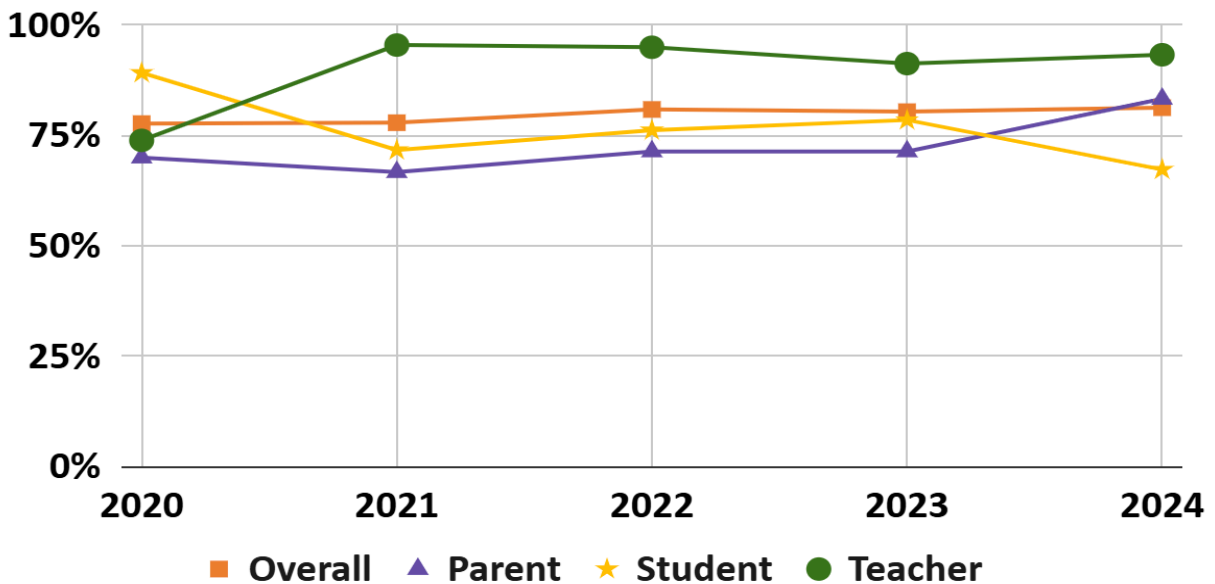
School Improvement Satisfaction

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.

School Improvement Satisfaction - 2024



Trend of School Improvement Satisfaction at Greystone



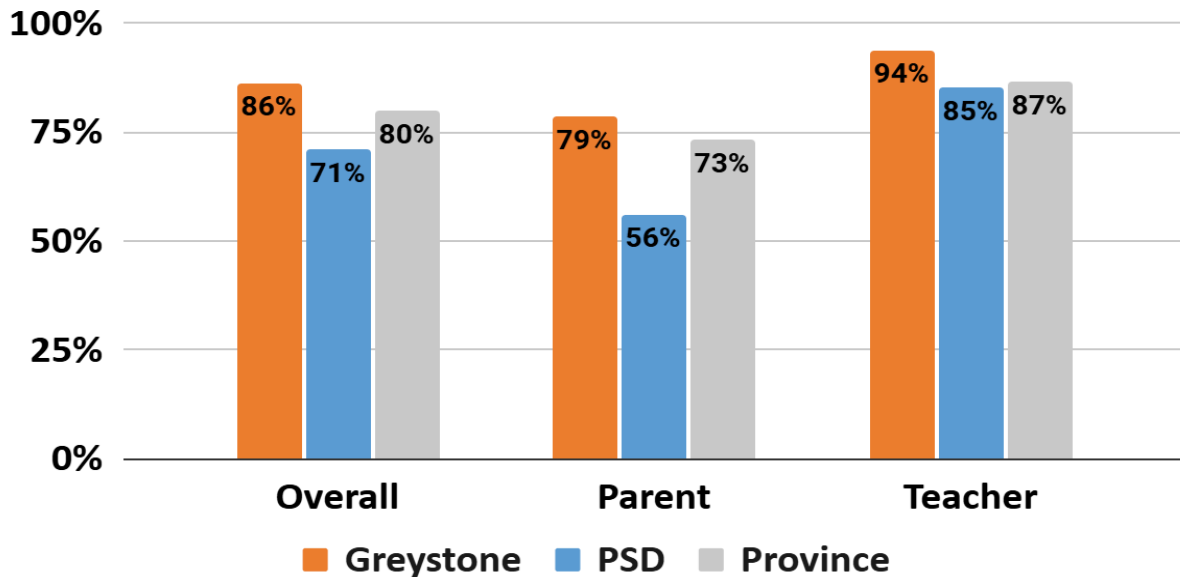
Overview of Results

- Parents and Teachers are more satisfied with the PSD and Greystone's improvement than both PSD and province.
- Grade 7 students at Greystone had a significant decrease from previous years, as the student score for 2024 is significantly below PSD and the province.

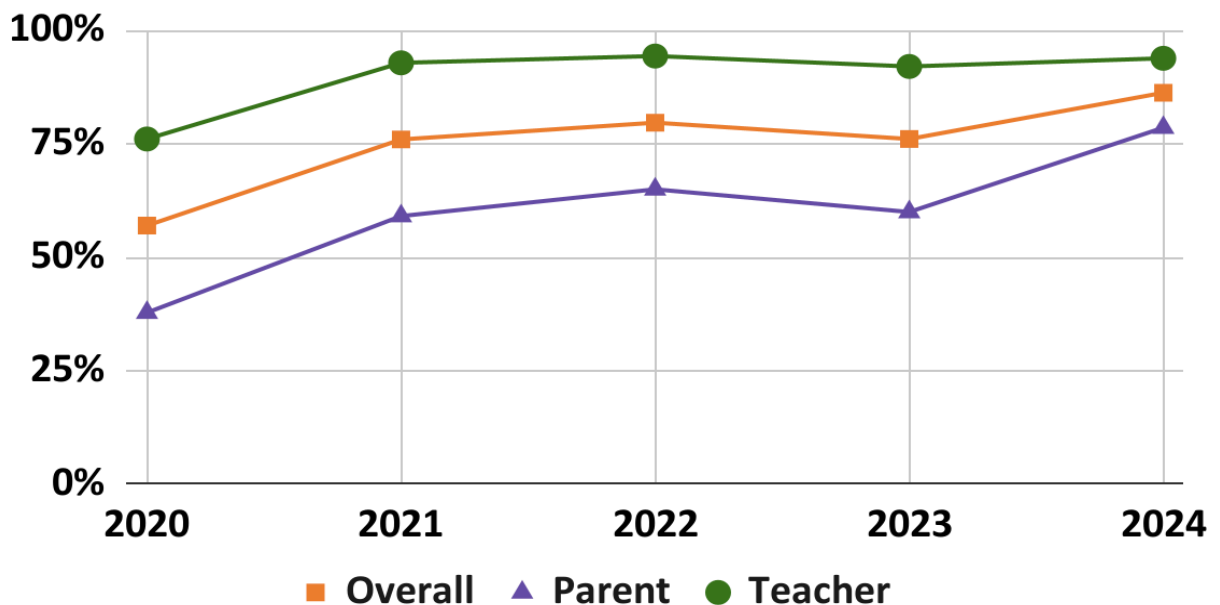
Lifelong Learning Satisfaction

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Lifelong Learning Satisfaction - 2024



Trend of Lifelong Learning Satisfaction at Greystone



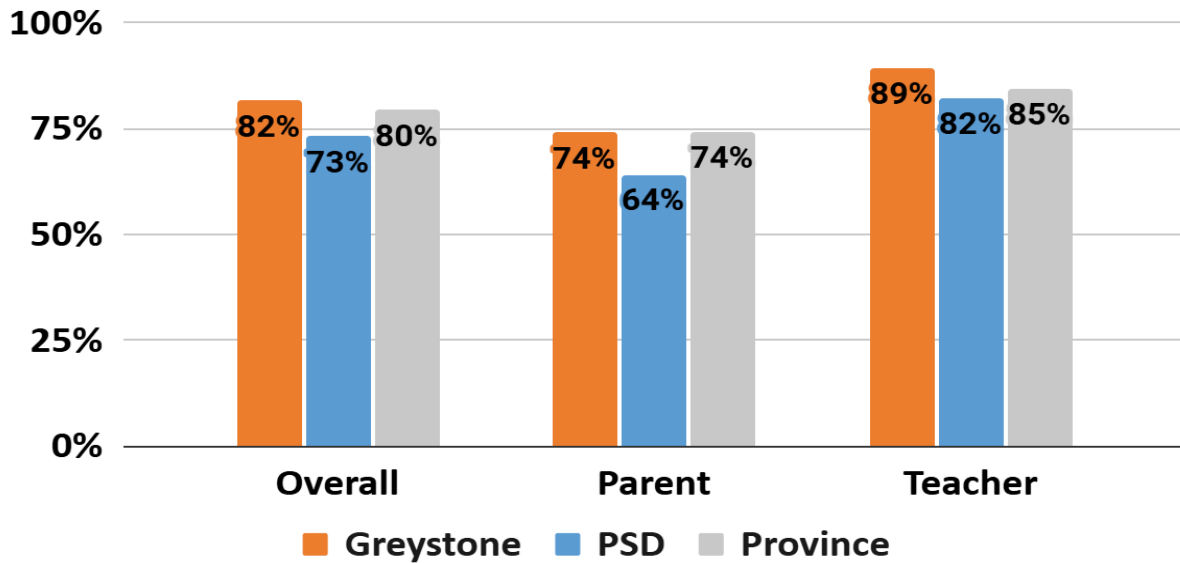
Overview of Results

- Both teachers and parents are very satisfied that students are demonstrating knowledge, skills and attitudes necessary for lifelong learning, scoring much higher than PSD and province.
- Greystone has trended upwards over the past 4 years in this area.

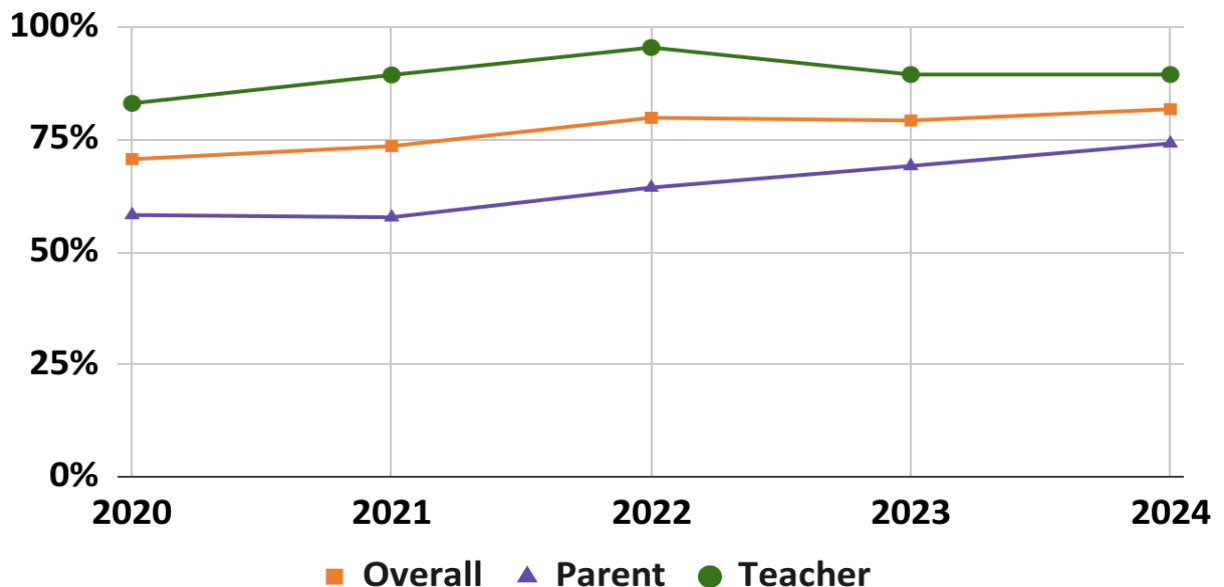
Parental Involvement Satisfaction

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Parental Involvement Satisfaction - 2024



Trend of Parental Involvement Satisfaction at Greystone



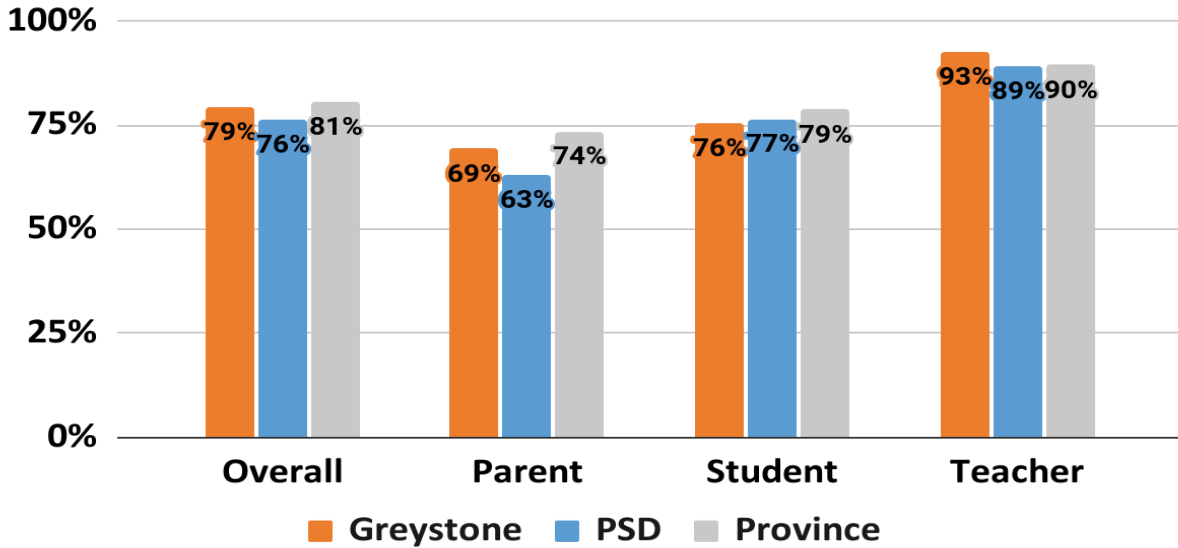
Overview of Results

- Greystone scores significantly higher than PSD and slightly higher than the province in satisfaction with parent involvement.
- Greystone has trended slightly positive in this area over the last number of school years.

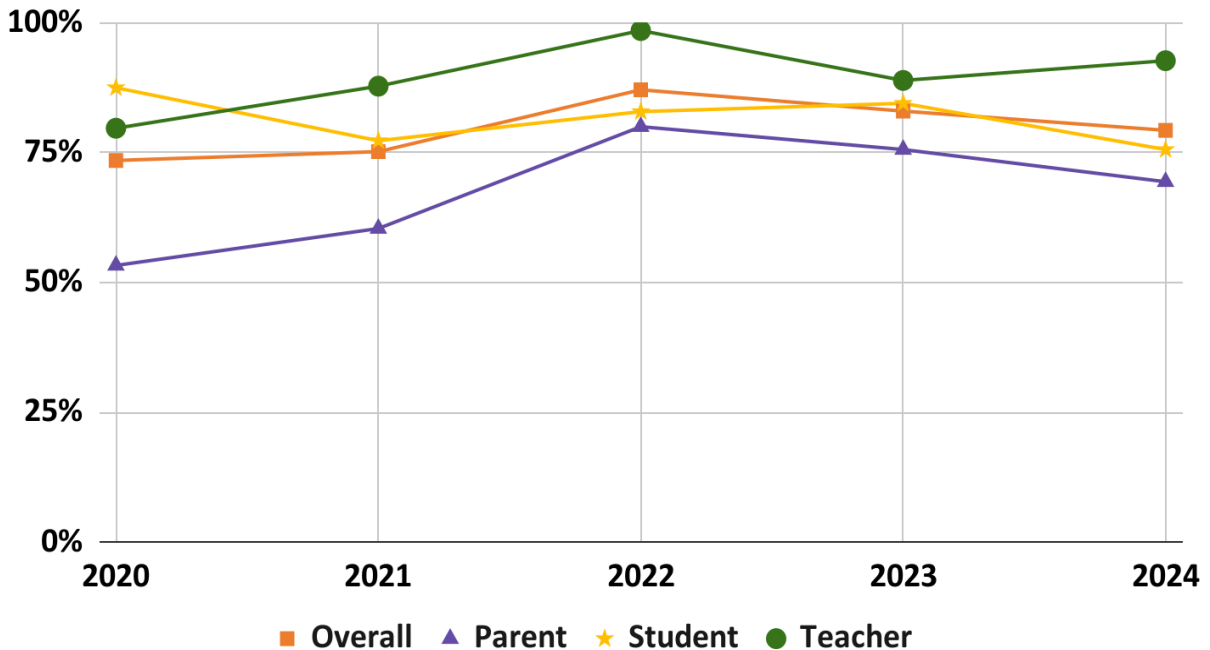
Program of Studies - At Risk Students Satisfaction

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

Satisfaction in Program Access for at Risk Students - 2024



Trend of Program Access for at Risk Students at Greystone



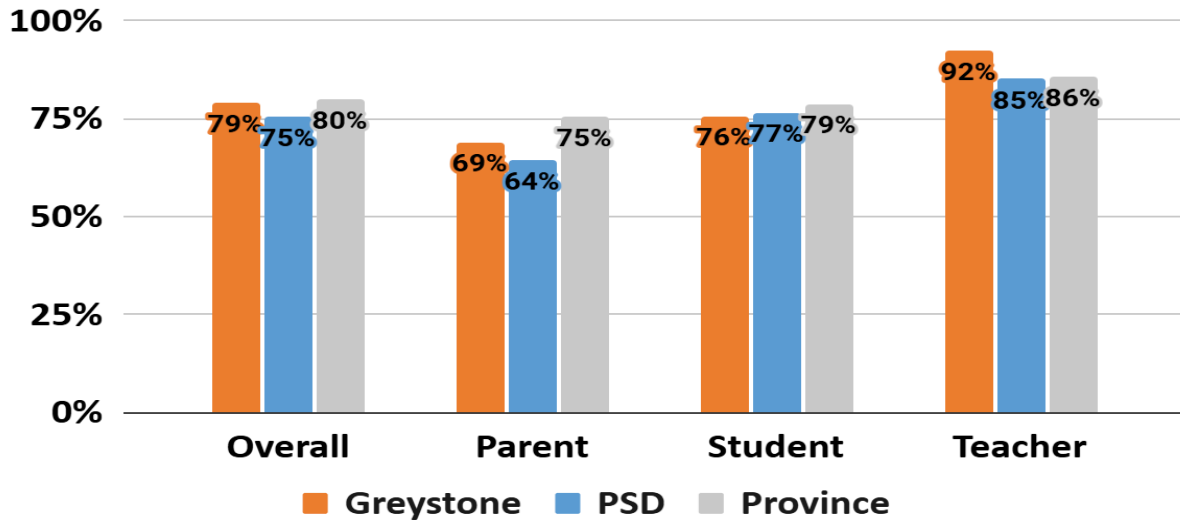
Overview of Results

- Greystone has trended downward in this area after peaking in 2022.
- Our scores are slightly higher than PSD and slightly lower than the province.

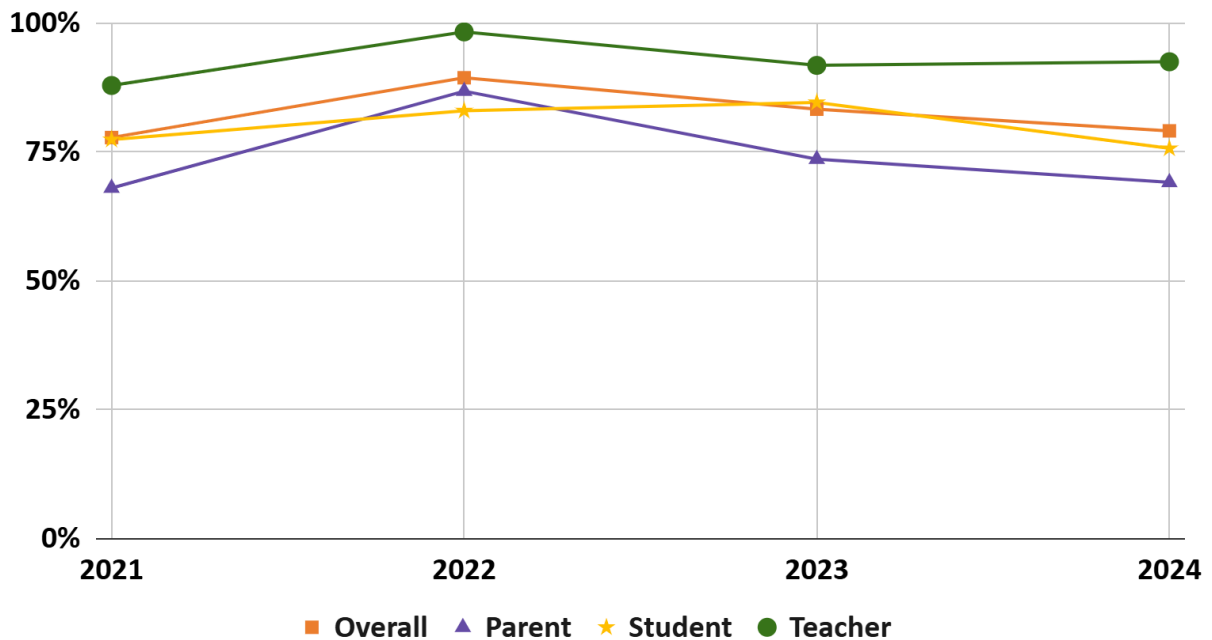
Access to Supports and Services Satisfaction

Percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.

Access to Supports and Services Satisfaction- 2024



Trend of Satisfaction in Access to Supports and Services at Greystone



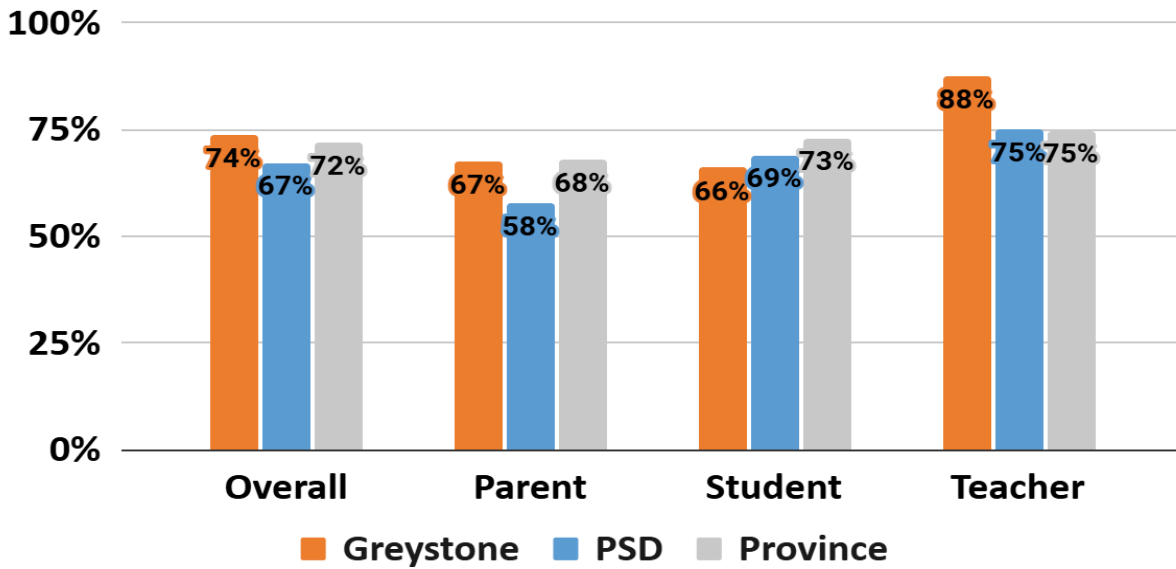
Overview of Results

- Greystone has trended slightly downward in this area over the last 2 years.
- Although overall we score in line with the province and higher than PSD, our parental satisfaction in access to support and services is somewhat below the province.

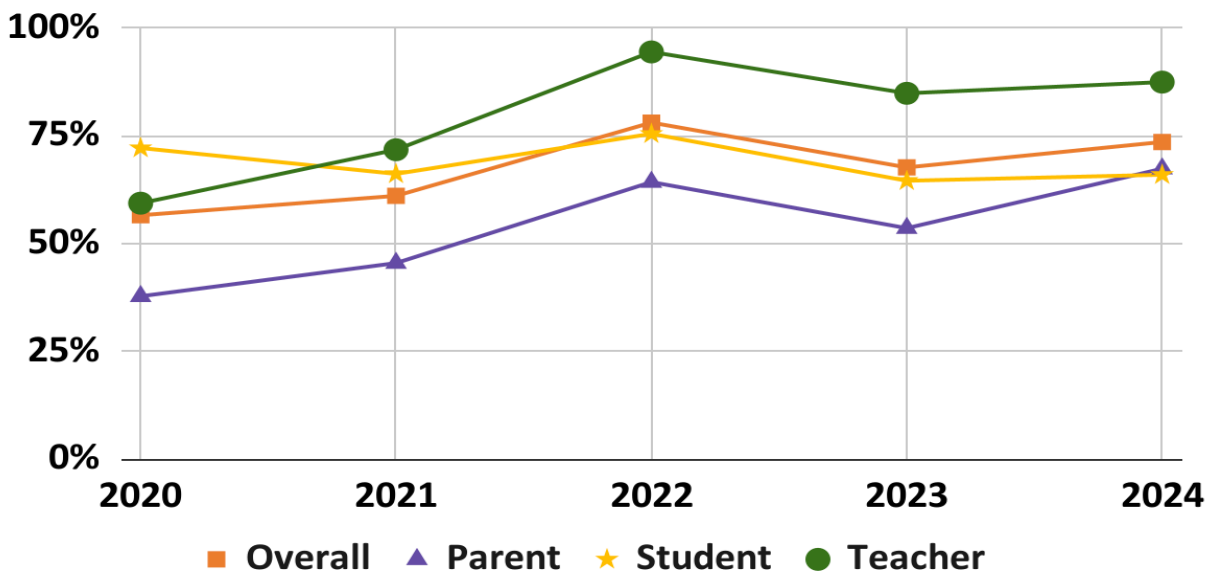
Program Access Satisfaction

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Satisfaction in Program Access - 2024



Trend of Satisfaction in Program Access at Greystone



Overview of Results

- There is disagreement between our teachers, parents, and the students in this area. While our teachers and parents are more satisfied than teachers and parents in PSD and the province with respect to community program access, our students are significantly below other students in PSD and the province.
- Greystone improved in this area from all stakeholders in 2024.

Interpretation of Alberta Education Assurance Measures Results

When reviewing the results of the Alberta Education Assurance Measures, it is possible to identify key themes in the data by looking at categories that are related, such as student citizenship and safe, caring, respectful and safe learning environments. As well, reviewing stakeholder groups independently is also useful in identifying key themes for a particular stakeholder group, such as reviewing only student responses. The following key trends or themes are seen in our data:

- **Teachers and Parent Satisfaction in Education at Greystone** - When reviewing the results of categories related to the teaching, learning, and programs we offer, and school improvement, teachers and parents are very satisfied with what we are doing. This is something to celebrate.
- **Student Decline in Satisfaction** - The grade 7 students that responded to this survey in 2024 seem relatively dissatisfied with the majority of items related to their education. Student satisfaction levels have either stayed the same or declined over the last two years. Work needs to be done to make sure our students feel heard and start feeling better about their education.
- **Declining Learning Environment and Worsening Student Behaviour** - When reviewing categories related to the learning environment of students and student behaviour, it is clear from all stakeholders that we are declining in this area. We are hopeful that with some of the work that has already begun in 2024-2025 with increased expectations, consistent levels of accountability, and educating students on their legal responsibilities as students will help scores improve in these areas.
- **More Support Required At School for Students in Need** - When reviewing the three categories related to program access for at-risk students and those requiring additional supports, we have improved in helping families access community supports, but work needs to be done in increasing access to those programs at school. We are hopeful that increased EA support, increased intervention programs, and increasing our counsellor to full time this year will help improve in these areas going forward.



First Nations, Metis, and Inuit Initiatives and Success

Our Youth Indigenous Spirit Council, which consists of students from Grade 5 through 9, led our initiatives in First Nations, Metis and Inuit Learning this past year. Funds from our DEHR Grant were used to prompt and share Indigenous Culture within our school community with a focus on providing leadership opportunities for the Council members. We were able to following the following opportunities to our council as well as other students in our building:

- Medicine Teachings & Smudge Teachings with Elder Phillip Campiuo.
- Plant Medicine and Metis Art with Artist Angela Hall.
- Indigenous Peoples Interactive Map of Canada.
 - Map was in our library for a week in September - all classes worked through a set of activities and teachings connected to this resource.
- Rock your Moccasin Day.
- The council created a logo and we were able to create hooded sweatshirts for the students on council. The plan is to use this logo and create a fundraising campaign for next year. Grey shirt sales will, the money will go back into the council; orange shirt sales, the money will go towards a charitable foundation.
- Skydancer Workshop - Beaded Pin project with Inuit Crafter, Jamie Horak.
- Student-led MMIW presentation for Grade 8 & 9 students on May 6, 2024.



Conclusions and Next Steps

The 2023-2024 school year was overall a positive year at Greystone Centennial Middle School. However, when reviewing the results from the various screening tools, assessments, and surveys, it is clear that we need to continue the work we are doing. The following focus areas have been identified after analyzing our results from 2023-2024:

- One of our key priorities continues to be social-emotional learning, as it is the pathway to improving our learning environments and inter-relational skills of our students. We believe that if our students have the skills required to be successful in school, that they will feel better about being here. Greystone will target this area by working with our SEL team to target areas of needs on the SOS-Q by grade area. We have increased our counsellor to full time and will continue to support students through increased universal classroom lessons, targeted small groups, and individual counseling. We will continue our Community Classroom program for our grade 5-7 students.
- We have identified that reading needs to be a focus for this school year, which is clearly highlighted by our stagnant results on our reading screens over the last two school years. We will do this in grades 5 and 6 by small group, daily reading intervention sprints of approximately 8-10 weeks in duration. The programming will be explicit and targeted within the areas of phonics, decoding and comprehension. Resources will be researched based and combined with the elements of structured literacy components. Grades 7-9 will use technology for accommodation in reading and educational assistants and teachers will support the remediation of targeted decoding and comprehension skills through explicit instruction during either flex blocks or guided reading. Greystone's literacy team will develop and share targeted reading strategies and lessons to target specific areas of need.
- Writing is an area of strength for Greystone, but needs to continue to be an area of focus. Through four summative writing assessments within the year, including using interrater reliability and collaborative grade level team marking, areas of growth will be identified. Programming suggestions and resources will be discussed with each teacher and the literacy lead to continue this work. Greystone's literacy team will develop shared lessons to target the areas of need in writing.
- While we demonstrated growth in numeracy last year, many of our students are still requiring support and working below grade level. Numeracy needs to continue to be a priority, and we will work to improve students' conceptual understanding by developing the ability to approach problems flexibly and with resilience. We will do this by continuing to build fact fluency, teaching problem solving strategies through the use of problem strings, and developing place value comprehension using hands on and visual approaches.
- A new area of growth was identified when reviewing our PAT results in grade 6. While we have traditionally done a great job in having our students reach the acceptable standard, we can examine ways to enhance our teaching and increase the rate of students achieving the standard of excellence.

In summary, we will continue our work and refine our instructional practices and intervention efforts, while utilizing the expertise of our literacy, numeracy, and SEL team along with resources from the division to continue to improve both the educational environment and learning at Greystone Centennial Middle School. We look forward to the work and are hopeful that we will find improvement in all areas during the 2024-2025 school year.