



GREYSTONE **NE** **CENTENNIAL MIDDLE SCHOOL**

2025-2026 Development Plan

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Introduction

Greystone Centennial Middle School serves grades 5-9 in Spruce Grove, Alberta, serving approximately 550 students. 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.

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.

Capturing 2024-2025

The 2024-2025 school year at Greystone was a busy and successful school year. We continued providing a number of curricular and extracurricular programs. Some highlights include a choir trip to Whistler BC and a provincial banner with results of Western Nationals to come this summer, national banners in elementary and middle school archery, a student exchange to Quebec City. We began an elder-in-residence program tied closely to our Indigenous Youth Spirit Council, and look forward to beginning a medicine garden next year. We continued to be competitive in a number of athletic programs, and continued to add to our CTF programming with some new options like bicycle repair and maintenance.

While we pride ourselves in what we offer for curricular and extracurricular programming at Greystone, we also strive to continuously improve our school. In the 2024-2025 school year, Greystone Centennial Middle School had 3 main areas of focus for school development:

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



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 2024-2025 will be formally reviewed in our Annual Educational Results Report in the Fall of 2025. 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.

While we feel confident that our work in our 3 primary areas are still important and we are heading in the right direction, some data trends are showing that we need to add an additional priority moving forward in the area of utility of school.

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 2025-2028. The different plans for the 2024-2025 school year guide the work of Greystone Centennial Middle School.

Alberta Education Business Plan 2025-2028					
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 2025-2028					
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 Belonging	5 Support Systems are Efficient and Effective	6 Parkland School Division is Well Governed
School Development Plans 2025-2028					
School outcomes and objectives are based on alignment to the Division's six outcomes.					



Greystone Primary Areas of Focus and Elements of Interest 2025-2026

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 - Expanding Student Success in Literacy and Numeracy - REFINED

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 literacy and numeracy.

Area of Focus 2 - Students Social-Emotional Development - CONTINUED

Also under Outcome 2 of the PSD Education plan, we will be continuing to focus on Student Development of their Social-Emotional Skills to help increase Mental and physical well-being.

Area of Focus 3 - Improve Student Utility of School - NEW

Under the first outcome of the PSD Education Plan - Students and Staff Demonstrate Success, we will aim to improve student perception of the utility of school, or usefulness of school. We will do this by improving community building opportunities within our school, seeking ways to make learning in both our core subject and complementary courses more authentic and relevant to students and their lives.



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 academic success in literacy and numeracy, we will utilize the following assessments:

- Elk Island Catholic Schools (EICS) Numeracy Screens
- Fountas & Pinnell (F&P)
- DIBELS reading screen
- CORE phonics screen
- Words Their Way Spelling Inventory
- Reading Comprehension Assessment Tool (RCAT)
- Quarterly writing assessments
- Provincial Achievement Data for grades 6 & 9
- Other locally developed measures dependent on our programming in 2025-2026
- School stakeholder feedback from staff, parents, and students

For our second Area of Focus, centered on Social and Emotional Learning (SEL), we will rely on the following:

- Assurance survey data
- Student Resiliency Survey
- Previous data from Student Orientation to School Questionnaire (SOS-Q)
- Counselor's Data that will specifically highlight the number of students requiring additional support or demonstrating proficiency in navigating life's uncertainties.
- School stakeholder feedback from staff, parents, and students

Finally, looking at our third area of focus, centred on utility of school, we will rely on the following measures:

- Assurance survey data
- Student Resiliency Survey
- Attendance Data Trends
- Counselor's Data
- School stakeholder feedback from staff, parents, and students



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.

Improved attendance trends, specifically a reduction in students requiring attendance intervention.

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

Literacy and Numeracy Leads will help lead the work we do in literacy and numeracy. While ensuring that divisional screen data is collected and analyzed appropriately, they will also provide shoulder to shoulder support to the school and staff in these areas. Both our leads are experts in their field and offer a wealth of knowledge and expertise in these subject areas.

Staff Teams in our 3 areas of focus (literacy/numeracy, SEL and utility of school) will be created and will meet regularly to inform the work of the school every 6-8 weeks. These teams will be composed of staff volunteers who are passionate in these particular areas. 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.

Inclusive Education Lead blocks will continue where our IEL will meet weekly with teacher pairs. 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. One adjustment to this block is that we will also have one block a month that will include the school council and admin team to collaborate around individual student issues.



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.

Professional Development Days will focus on our main 3 areas of focus, typically in a rotation format. While there is often overlap, our leads and staff teams will drive the focus of these days. Strong staff representation helps create buy in and healthy risk taking to drive our learning forward. Our schedule for next year is set up as:

Holidays	PD Days	General Overview of the Day	Morning	Afternoon
	August 26	AM: New Teacher/Non-Instruction Work Time PM: Same as Above	Scott & Lindsay available for lunch and to head back to the school with new teachers as required.	
	August 27	AM: Site-Directed PM: Site-Directed	Staff Meeting (Longer) SEL	Review of goals/direction; CTF Meeting (connected to utility of schools goal); LC Team Meetings
	August 28	AM: Approved Self-Directed PM: Approved Self-Directed	Self-Directed	Self-Directed
	August 29	AM: PSD Welcome Back @ Memorial PM: Site-Directed		Transition Time for Students who require it (2:00-3:00) Admin directed - get ready for students time
September 1	Labour Day			
	September 29	AM: Site-Directed PM: Site-Directed	Staff Meeting	Literacy/Numeracy PD
September 30	TRC Day			
October 13	Thanksgiving Day			
	November 3	AM: Site-Directed PM: Self-Directed	Staff Meeting SEL & Utility of Schools	Self-Directed
Nov. 10 - Nov. 14	Fall Break/Remembrance Day			
Dec. 22 - Jan. 2	Winter Break			
	January 30	AM: Site-Directed PM: Self-Directed	Staff Meeting Literacy/Numeracy	Self-Directed
	February 5 & 6	Teacher's Convention		
February 16	Family Day			
	February 27	AM: Site-Directed PM: Site-Directed	Staff Meeting	SEL/Utility of Schools Opportunity to share something from Convention?
	March 27	AM: Site-Directed PM: Self-Directed	Staff Meeting Literacy/Numeracy	Self-Directed
Mar. 30 - Apr. 6	Spring Break/Easter Holiday			
	May 15	AM: Site-Directed PM: Self-Directed	Staff Meeting Reflection and Next Year Planning	Self-Directed
May 18	May Long Weekend			
	June 29	AM: Site-Directed PM: Non-Instructional Work Time	Staff Meeting	(must complete all year-end tasks)



Area of Focus # 1 - Academic Success in Literacy and Numeracy Plan

Our goal in numeracy is to help students become confident and capable problem solvers. We believe that mathematical success is not just about getting the right answer but about developing a variety of strategies to approach and solve problems. Our focus is on supporting students in building a toolbox of diverse problem-solving skills they can apply in different contexts. This includes encouraging flexible thinking, promoting multiple solution paths, and helping students make connections between concepts. By presenting open-ended problems, common language between grade levels, encouraging productive struggle and creating space for mathematical discussion, we aim to foster perseverance and resilience in how students tackle challenges.

Greystone is committed to using a data-informed instruction approach to improve students' 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, as well as the grade 6 PAT results from the previous academic year. These assessments are conducted in the fall to identify learning gaps, inform teaching practices, and help form numeracy intervention groups.

This year, we will also be running dedicated numeracy intervention sessions for students in grades 5 and 6. In addition, our Math Lead will have the opportunity to work side by side with our junior high teachers to support both instruction and intervention efforts. 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.

Through classroom instruction, targeted intervention, and collaborative learning, we are working to ensure that every student has the opportunity to grow as a critical thinker and strategic problem solver. This includes conducting sprints to enhance students' fact fluency and build their numerical confidence. 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.

Our school remains dedicated to employing a data-informed approach to enhance literacy instruction. Greystone is grounded in a structured literacy approach, emphasizing explicit, systematic instruction. In 2025-2026, we have specifically targeted word work through phonics and morphology. This approach will help us identify areas of strength and growth and ensure instruction is targeted and



responsive to student needs. To evaluate progress, we will utilize a variety of baseline and ongoing assessments to ensure our teaching strategies effectively support learners.

In reading, we will focus on developing strong decoding and comprehension skills through a foundation in the five pillars of the Science of Reading. We use a range of assessments—including the DIBELS Reading Screener, CORE Phonics Screener, Fountas & Pinnell Benchmark Assessment, and the Reading Comprehension Assessment Tool (RCAT)—to monitor progress and guide instruction at the individual, class, and grade levels. The DIBELS will be used as a universal screening tool for all students in grades 5 and 6, and for Tier 2 and Tier 3 students in grades 7 through 9. The CORE Phonics Screener will be administered to any tiered student in grades 5 and 6 who scores below the cut point on the DIBELS, as well as to students in grades 7 through 9 who are not making adequate progress in decoding skills.

In writing, instruction is based on the Parkland School Division Writing Scope and Sequence, with students completing four formal assessments each year. Teachers will use interrater reliability practices to analyze writing samples and identify trends in strengths and areas for growth. These insights help guide lesson planning and strategy selection to meet the needs of individual students and the group as a whole.

These focused, data-driven approaches ensure we are supporting all students in becoming skilled readers and writers.

Area of Focus # 2 - Social & Emotional Learning Plan

Our school will continue to place 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 and school-level priorities, we will use the Student Resiliency Survey and Assurance Measure Data from Alberta Education, along with teacher input. These will help us target to meet the social-emotional needs of our students

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.



Area of Focus # 3 - Utility of School Plan

As the utility of school is a new priority area for our school, it is important to analyze the data trends we have carefully to identify our first steps. Utility of school, in essence, refers to the student's perception of the usefulness of school. Through the data collected over the past few school years, specifically, on the SOS-Q and Alberta Education Assurance Measures have highlighted low scores or areas of concern in the following areas:

- Student engagement in learning
- Citizenship among students
- Welcoming, caring, respectful, and safe learning environments

To increase student engagement in learning, we will prioritize professional learning opportunities for staff that focus on making learning more relevant and authentic to students. In addition, engagement will also be enhanced outside the classroom by expanding our range of complimentary programs in junior high, specifically in our fine arts and languages and career and technology foundation courses. By making this a priority area, we hope to increase relevance, real-world application, and engage our students in their learning.

To strengthen student citizenship, the school will broaden its focus on student leadership and community service. Next year, we will look to implement peer mentorship opportunities, and organize service-learning events such as school-wide clean-ups and local community initiatives. Citizenship education will also be embedded into regular classroom routines

In fostering a welcoming, caring, respectful, and safe environment, we will ensure our students are aware of their legal responsibilities as a student so they are more aware of school expectations. Through coaching and accountability, our hope is that students begin to feel more welcome and safe in their learning environments. Further, Greystone will look to add more ways to come together, including considerations of school-wide spirit activities, cultural celebrations, and student appreciation initiatives to promote inclusion and belonging.

Implementation of this plan will be overseen by designated staff from our utility of school team. As well, we will aim to include a student advisory group that will also be formed to co-develop initiatives and offer feedback throughout the year. The school leadership team will engage in data reviews at least 3 times a year using the student resilience survey to assess impact and make responsive adjustments as needed, as well as comparing annual assurance education measure survey results.



Summary and Conclusion

In the upcoming school year, Greystone Centennial Middle School will continue its tradition of educational excellence by focusing on academic success, social-emotional-learning, and utility of school. 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.