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# School Education Plan Greystone Centennial Middle School



**Greystone  
Centennial**  
Middle School  
Synergy. Creativity. Citizenship.

**Parkland School Division No. 70**  
Excellence in Education

For 2011 - 2014

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## TABLE OF CONTENTS

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School Foundation Statements.....	3
School Profile.....	4
Trends & Issues.....	5
Priorities.....	6
Overview of Achievements.....	7
Goal One - Outcomes, Performance Measures, Targets & Strategies.....	10
Goal Two - Outcomes, Performance Measures, Targets & Strategies.....	13
Goal Three - Outcomes, Performance Measures, Targets & Strategies .....	17
Meeting the Needs of Diverse Learners.....	18
Professional Development Plans.....	19
Future Challenges .....	20
Budget .....	21
School Satisfaction Survey Results .....	22
A.I.S.I. ....	24
Results for School-based Performance Measures.....	25
School Education Plan Approval Form .....	31

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## School Foundation

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### FOUNDATIONAL STATEMENTS

#### **Our Vision**

*Dedicated to the development of young adolescents, GCMS is a vibrant learning organization characterized by synergy, creativity and citizenship*

#### **Our Mission**

*Our primary purpose is to create learning environments through which young adolescents achieve enduring success*

### **Principals and Beliefs**

#### **Students are at the center of our work**

- Decisions will be made according to what is in the best interests of the learning and development of our students
- All students can experience success in learning
- Students have diverse learning and program needs

#### **Successful learning occurs in safe, respectful environments**

- Excellence in teaching results in excellence in learning
- Everyone is responsible for contributing to the safety, respect and success of our school

#### **Effective Decisions are made collaboratively**

- Parents are our partners
- Leadership is a shared responsibility
- Effective home school communication is beneficial to all
- Meaningful collaboration arises from relationships built on trust, honesty and respect

#### **We are a learning community**

- Staff and students are lifelong learners
- We strive to develop skills for the world of work, post-secondary studies, lifelong learning & citizenship

**Synergy ~ Creativity ~ Citizenship**

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## School Profile

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### Greystone Centennial Middle School

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### Our School Team

499 Students ~ Grades 5 – 9

26 Teachers ~ 12 Support Staff

### Unique Features of our School

- Highly collaborative teaching teams who remain with the same group of students for 2-3 years to establish strong supportive relationships that promote individualized, personalized learning for students. Teachers really get to know the unique learning needs of their students.
- Students are expected to think deeply about their learning and make connections to the real world outside of school.
- Students are meaningfully involved in their own assessment and assist in developing clear criteria for achieving excellence.
- Flexible teaching spaces enable staff to group students in ways that are most responsive to learning needs.
- Focus on preparing students for the 21st century by developing skills in critical thinking, problem-solving, collaboration and perseverance.
- Students are encouraged to bring and use their personal technology devices into school to support and enhance learning in the digital age – teachers continuously work with students to develop skills in digital citizenship.

### What Our Parents Say

***GCMS feels like a community; the looping with teachers over more than one year has been helpful in building strong relationships; teachers really know our students and help them feel more comfortable at school*** ~ School Council

### How We Define Success

- Students see the value of their learning extending beyond the time and space of their years at Greystone
- Students show growth in their physical, intellectual and social/emotional capacities
- Through a competencies based instructional focus, students acquire the attitudes, skills, knowledge and values for living, learning and working
- Students are engaged thinkers, demonstrate ethical citizenship and develop their entrepreneurial spirit

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## Trends and Issues

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- Diversity of learners is making it more challenging for teachers to meet the needs of each individual within the classroom community
- Highly transient nature of the community
- Significant emotional/behavioral challenges of more and more students each year
- Wide range of parental support – many who are highly involved and those who do not stay connected with their children’s teachers in spite of ongoing efforts to make parents partners in learning
- Disparity between students in their access to technology for use at home and with respect to devices they can use at school
- Access to secure wireless internet at school
- Challenge of maintaining our focus on developing processes that take time to develop (using a variety of communication skills, emphasis on learning as a social enterprise and that students learn through collaboration, emphasis on developing self-assessment and ongoing reflection as a practice that puts students at the centre of their learning – all of this takes time away from instruction on content).

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## Priorities

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### Developmentally Responsive Curriculum and Assessment

The School Division Priorities are at the forefront of our planning and practice at Greystone Centennial Middle School. We will continue our focus on Inquiry at Greystone, as students and teachers develop assessment practices that are aligned with connecting student learning with meaningful, relevant, real world learning. Teachers will work collaboratively to strengthen their capacity to be “designers of learning”. As designers of learning, our teachers understand that their work must connect generative topics from the curriculum to the real lives of our students.

Teachers will further develop their expertise in developing key competencies in each subject discipline with students as they implement our new competencies-based report card in 2011/12.

### Citizenship and Social Responsibility

Each learning community will continue their focus on co-creating Citizenship and Social Responsibility criteria with their students. This will be an ongoing part of the reflection and goal setting our students do to self-assess their growth in this area.

We will continue to support and encourage our staff to provide opportunities for students to engage in service to school and community through responding to the question: “What does it mean to be a citizen?” Each Learning Community will be asked to engage in Inquiry into this area and develop a meaningful way to share their work in becoming a Citizen of Greystone/Spruce Grove/The World.

### Strategic System Planning

At Greystone Centennial Middle School we believe an Education Plan needs to be a living, breathing document that comes from within the organization ~ from the people who are mostly closely connected to the important, meaningful, real life work we do on a daily basis with our students ~ our students themselves, their parents and our teachers. The development of our Education Plan is ongoing throughout the year and begins in August when we as a team of dedicated staff recommit to our school and division vision and philosophy and continues at each Professional Development Day as we keep “the dream alive” by sharing, learning and reflecting with each other. At the forefront of our work are the divisions priorities in which we share with our staff following the Lead Team Education Planning session in January. Working with our school Design Team, Teams of Teachers and School Council we align these priorities and goals with the work at the school level. This year we asked for feedback and suggestions from our School Council in April using GoogleDocs. In addition, at our April Professional Development Day, as a staff we took the morning to share our “dream / utopian” school, turn dreams into reality by analyzing the data from the key stakeholders ~ Tell Them From Me Surveys, Accountability Pillars, Satisfaction Surveys, School based data including team meeting summaries, student, teacher and administrator blogs and project plans and identified, using the Competencies wheel ~ 21 st Century Learner – Engaged Thinker, Ethical Citizen & Entrepreneurial Spirit, areas of strength and continued growth for our school. Following this valuable and collaborative time together our Administration Team compiled the feedback and asked staff, during team time, to provide strategies to meet our goals and address our areas of growth. Our Design Team will be meeting during an after school “think tank” session to plan for next year. We look forward to sharing this strategic plan at our annual Staff Planning and Retreat in August of 2011.

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## Overview of Achievements

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### Parkland Satisfaction Parent Surveys Reports

- 100% satisfaction with the Special Needs Services available at GCMS
- 95% satisfaction with the safety of our school and our classrooms
- 92% satisfaction with the program choices available for our students

### Provincial Achievement Results Reports

- 20% of our Grade 9 students achieved the Standard of Excellence in Social Studies compared to only 12.8% last year – and increase of over 7% and 5% higher than Parkland School Division's 14.8%
- 77.1% of our Grade 9 students achieved the Acceptable Standard in Science compared with 65% last year
- 15.6% of our Grade 9 students achieved Excellence in Science compared with only 2.6% last year – an increase of 13%
- 100% of our Grade 9 students enrolled in our Knowledge and Employability Program achieved acceptable standards in Language Arts and Math

### Exemplary Teaching and Learning

The 2010-11 school year ended with a celebration assembly highlighting the relevant, authentic learning that took place in our school last year.

#### **Greystone Celebrates our Community**

Individual awards did not receive the spotlight at Greystone's year end assembly. Instead, we featured Inquiry Learning, which is the cornerstone of our school's learning communities. Here is my message from this part of our Year End Celebration of Learning:

*Welcome to our film premiere showcasing the community projects that our students from grades five through eight were involved in this year. This film, and the public sharing of it, are part of a commitment our school made when we applied for a community incentive grant to purchase additional technology for our students to use in their learning this year. In order to meet the requirements of the grant we were awarded, we needed to demonstrate how our learning connected us to the greater community outside of the walls of our school through the use of technology.*

*This project became an excellent opportunity for our teachers and students to continue to develop the kind of learning that we have been working towards at Greystone since we opened the doors to our new school six years ago. It was a chance to make learning real, relevant and meaningful to our students by helping them make connections from the school based program of studies to the real world, outside of the school – the real people, places and stories of our community.*

*So, that was our challenge... how would we use technology to connect our curriculum and our students to our Spruce Grove Community – and how could our learning be captured in a way that had lasting value,*

beyond a test score, or an assignment to be handed in to a teacher? How would we create something to demonstrate that our students are developing the skills needed to be successful in the world we live in today – a world that requires them to be active, critical thinkers, collaborators, creators of new knowledge and how could they demonstrate they were using technology in ways that connect them to people in our community and our world?

Today's changing world needs our students to develop so many different skills than those that were needed from students in the past. We need today's students to be able to obtain information in new ways... not just from books but by interviewing real people, hearing their stories, and accessing relevant sources from the internet. In addition, today's learners are required to take their learning and create new ways of sharing it – with each other and with the world outside of the school. Our goal, through this project, was to demonstrate some of the important skills we are learning that will help our students find success in the 21<sup>st</sup> century – a world that has changed and will continue to change significantly as our students become adults. We are preparing our learners for a world than none of us can quite imagine right now. These are very exciting times!!!!

Many of the important skills our students need for success in our changing world were developed through this project. First, students took up a question, an inquiry, related to our Spruce Grove Community. Our teachers ensured that there was a meaningful connection to the curriculum. Students developed criteria for creating powerful questions for interviews, for what makes a powerful visual image and for what makes a powerful story. Students worked with new technology to create digital movies, digital books and learned how to use various devices for voice recordings and filming people both inside and outside of the school. Students examined different perspectives in a historical context and compared them to present day perspectives. Our students created a variety of final products – one of which is a feature movie that will be shared with Learning Community 6 students, families and guests at the Parkland Cinema following this assembly.

For the purpose of this assembly, we wanted to compile a snapshot of all of this learning from our Learning Communities 5 through 8, so we invited our friend, Mr. David Matthew Bonner, to create a movie that captured the highlights. We hope it will demonstrate to you how student learning can be made more meaningful when students are involved in work that takes them outside of the walls of the school or when the students are engaged in active exploration and demonstrations of learning that get them thinking like and acquiring the skills of real reporters, set designers, photographers, videographers, actors, authors, historians by asking important questions and seeking information to share with a bigger audience. Thank you for being our bigger audience today as our students learn from the past and the present to become our future – our future business owners, farmers, City Council members, community volunteers, even future mayors, in our Spruce Grove community... ENJOY!

Our Mayor, Stuart Houston, was in attendance at our assembly and will be linking our movie to the City of Spruce Grove's website.

**Additional highlights from our year include:**

- Greystone teacher, Catherine Savard, is selected as the Edwin Parr first year teacher nominee to represent Parkland School Division as a Provincial Finalist
- Principal Carolyn Cameron and Teacher Katy Rogal are invited to accompany Parkland School Division Deputy Superintendent Kelly Wilkins to present at the international ULearn 2010 Conference in Christchurch, New Zealand

- Greystone Principal, Carolyn Cameron, is interviewed by Dr. Jim Parsons from the University of Alberta, to provide qualitative research data as an AISI “success story” for the implementation of Inquiry Based Instructional Design to improve student learning and teacher professional practice/collaboration. The Greystone story appears in chapter twenty-one of Jim Parson’s new book, “Little Bits of Goodness”.
- The majority of our teachers agreed to share their Professional Growth Plan Reflections on our Administrator’s Blog – making their work and learning from the year public to colleagues and others.
- Teacher Collaboration continues to move professional practice forward by teachers making their practice public to each other for feedback/feed forward analysis. Teachers have been provided with regular common collaboration time and are spending more time together looking at outcomes – developing overarching big ideas/generative questions to guide the learning, common assessments and are looking at student work together to scaffold learning experiences for students in order to meet diverse learning needs – teachers are seeing the value of working alongside each other and we have created this year’s school schedule to ensure that all teacher teams have time built into their day to work together.

## Goal One: Success for Every Student

*Outcome: Students demonstrate proficiency in numeracy and literacy.*

Performance Measure	Results (in percentages)					Targets <sup>2</sup>		
	2007	2008	2009	2010	2011	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.5	69.7	74.2	79.3	73.9	75.9	77.9	79.9
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.6	7.1	9.6	9.9	10.7	12.7	14.7	16.7

\*\* The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

### Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2007		2008		2009		2010		2011	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	82.9	17.9	75.0	4.3	77.5	5.6	87.0	10.9	74.8	9.7
	Authority	82.7	16.6	85.0	17.2	83.6	13.2	87.3	18.3	83.3	14.9
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59.2	3.9
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.2	12.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8
Science 6	School	80.2	25.9	70.3	18.7	63.4	8.5	75.0	15.2	61.2	5.8
	Authority	79.3	25.8	80.5	23.5	78.7	21.4	80.7	23.7	73.5	20.4
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	70.7	12.0	64.1	5.8
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	72.4	13.6	67.9	12.3
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5
English Language Arts 9	School	94.8	14.4	74.5	5.3	85.6	18.3	92.3	12.5	83.7	12.0
	Authority	85.2	13.7	80.4	12.7	82.9	13.5	82.2	11.6	84.6	13.4
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	100.0	7.7	100.0	37.5
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	92.3	7.7	79.5	17.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.9	13.4
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.4	14.2
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3
Science 9	School	68.0	6.2	60.2	1.0	68.2	4.5	65.0	2.6	77.1	15.6
	Authority	72.0	10.8	71.1	10.1	75.0	14.9	74.9	14.1	80.8	21.2
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	71.8	12.8	58.9	20.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	70.4	17.8	67.5	14.8
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0

Comments on Results:

PAT's are an area where we continue to work on striking the balance between our focus on developing key competencies and habits of mind that will create active, curious learners and the call for regimented test preparation and content memorization required for high performance on PAT's. Our teachers are encouraged to move from a teacher directed model of classroom instruction to a student-centered approach that expects teachers to have an in-depth knowledge of the subject disciplines. This has been a challenge due to factors including teachers looping with students (where the focus has been centered on knowing and understanding the diverse learner needs and teachers not having year after year of continued experience and practice with course content at a single grade level).

We have a very young staff, we have had a continuous flow of teachers coming and going due to maternity leaves. We have had many temporary staff working with our students for shorter periods of time, creating additional challenges to establishing consistency and continuity in developing instructional practice that focuses on establishing the kind of classroom communities required to personalize learning while still expecting high standards for achievement from ALL learners.

Strategies:

- Continue collaboration/mentorship with Galileo to focus on Inquiry and the use of the Inquiry Rubric to keep us aligned with the key areas for focus – Academic Rigor (critical thinking); Assessment; Relevant Learning
- Focus on Teacher Collaboration to look at Student Work - through grade level teams AND subject disciplines – teachers to critically examine student work to determine success at meeting high levels of achievement (ie. setting criteria for what exemplary teaching and learning looks like in all subject disciplines). We will use a teacher collaboration rubric to guide teacher practice next year.
- Continue scheduled classroom observations/critical feedback for ALL teachers by Administration Team with a focus on the Inquiry Rubric and coaching teachers in developing their Professional Growth Plan Goals related to the rubric.

## Goal One: Success for Every Student

*Outcome: Students are prepared for the 21<sup>st</sup> century.*

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.0	70.0	<b>81.0</b>	83.0	85.0
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	68.5	80.7	<b>72.0</b>	74.0	76.0

### Measure History

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	23	67.0	129	68.0	109	69.7	96	72.4	129	79.0
Parent	23	67.0	23	66.7	21	64.8	11	72.7	17	71.8
Student	n/a	n/a	92	53.1	69	61.2	66	65.5	87	74.9
Teacher	n/a	n/a	14	84.3	19	83.2	19	78.9	25	90.4

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	22	63.6	37	83.4	39	74.9	30	83.7	42	68.5
Parent	22	63.6	23	73.9	20	55.0	11	72.7	17	52.9
Teacher	n/a	n/a	14	92.9	19	94.7	19	94.7	25	84.0

Comments on Results:

- The results for active citizenship have improved due to all teachers taking an active role to create, within their classrooms, an ongoing focus on the Citizenship & Social Responsibility Standards. Teachers developed a co-created rubric with students that established criteria for their responsibilities as a Learning Community Member. Teachers have had students journal, self-reflect and goal set regularly in connection to their individual success in meeting the criteria from their rubrics. Teachers have been encouraged to have regular classroom meetings to address areas of success and areas for growth.
- Our teachers and students need to work on co-creating expectations for student behaviors, attitudes, skills that would align with success in the world of work – raising the bar in the area of collaboration, perseverance and working on the “hard parts”. This is aligned with our work on assessment and the expectation that students re-visit an assignment again and again in order to refine, develop and improve the quality of their work.

Strategies:

- Teachers working collaboratively to determine what exemplary teaching/learning looks like in every classroom – expecting high standards for student work and making time to work with small groups of students to go back and work on areas for improvement.
- It requires TIME spent on doing less but doing it WELL. This will be an area of focus as we provide teachers with collaborative learning time next year – the use of the inquiry rubric to assist students in “working on the hard parts” (perseverance).

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## Goal Two: Transformed Education Through Collaboration

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*Outcome: Students have access to programming and supports to enable their learning.*

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.1	83.8	<b>88.0</b>	90.0	92.0
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.	76.5	70.7	<b>78.0</b>	80.0	82.0
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.	85.8	82.5	<b>88.0</b>	90.0	92.0

### Measure History

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	23	76.8	129	86.8	109	78.7	97	86.0	129	86.1
Parent	23	76.8	23	84.8	21	67.5	11	80.3	17	77.5
Student	n/a	n/a	92	80.3	69	78.2	67	84.6	87	83.4
Teacher	n/a	n/a	14	95.2	19	90.4	19	93.0	25	97.3

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	23	82.3	129	69.1	109	68.4	97	74.6	129	76.5
Parent	23	82.3	23	70.6	21	68.3	11	74.7	17	74.1
Student	n/a	n/a	92	59.9	69	61.4	67	73.1	87	72.6
Teacher	n/a	n/a	14	76.8	19	75.5	19	76.0	25	82.7

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	23	76.8	129	81.6	109	80.4	96	85.4	129	85.8
Parent	23	76.8	23	77.5	21	74.3	11	87.3	17	84.7
Student	n/a	n/a	92	70.2	69	76.4	66	79.6	87	84.0
Teacher	n/a	n/a	14	97.1	19	90.5	19	89.2	25	88.8

Comments on Results:

- We have seen improvements in all of these areas if we compare this year's results to the previous average from the past three years. This is a promising trend as we had some challenges in community "perception" of this school being unsafe due to the large classes (double size classes brought together for two teachers to share), as well as the open pod spaces, less structured environment (students not needing to line up to come into the school, having choices for going outside at break or staying inside).
- We have thoughtfully tightened up many of the routines, spaces and structures in the school including no more double size classes all day every day, open pod areas have been re-designed as learning spaces, additional supervision stations and expectations for students to be in specific areas during break time.

Strategies:

- Continued collaboration between 3 middle schools to provide a range of choices for students in their exploratory program
- Continued focus on ensuring students are actively supervised during all times of the school day
- Staff continuing to develop teaching practices that utilize flexible groupings in using the many teaching spaces throughout the school (pods, breakout rooms, double classes) that ensures exemplary student learning is at the center of making decisions for using these spaces (and ensuring active, supportive coaching/teaching is occurring in all the learning spaces that are being utilized).

## Goal Two: Transformed Education Through Collaboration

*Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.*

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.5	80.6	<b>81.0</b>	83.0	85.0
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.7	70.5	<b>81.0</b>	83.0	85.0

### Measure History

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	23	64.0	37	85.0	40	78.7	30	77.9	42	78.5
Parent	23	64.0	23	81.4	21	63.8	11	69.8	17	64.3
Teacher	n/a	n/a	14	88.6	19	93.7	19	86.0	25	92.8

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
Overall	23	73.9	129	61.8	108	72.5	95	77.1	129	78.7
Parent	23	73.9	23	69.6	21	66.7	11	90.9	17	64.7
Student	n/a	n/a	92	58.7	69	67.4	66	68.2	87	87.4
Teacher	n/a	n/a	14	57.1	18	83.3	18	72.2	25	84.0

Comments on Results:

- Huge success for us in the perception of our teachers and students that our school has improved or stayed the same over the past three years compared with our previous three year average. We have worked so hard to create a school community that is “getting it right” in the area of student engagement, collaborative learning, assessment FOR/AS/OF learning and ultimately, student success. We have EXCELLENT teachers who are committed to doing their best work in our school – and we have expected so much of these individuals – it is truly a credit to their perseverance and dedication that we are coming out of our “implementation dip”.
- There is as dip in our parent perception in this area which will need to be addressed

Strategies:

- **Stay the course** – we will continue to focus on all aspects of the Inquiry Rubric and bring it to the forefront of our ongoing collaborative work.
- School Schedule will provide time for common “Teacher Learning”, feedback loops, critical reflection
- Student, Learning Community and Administration Blogs to keep parents informed and continued emphasis on celebrating student learning/achievement with parents through student led conferences, regular home/school communication through phone calls, e-mails, meetings.

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### Goal Three: Success For First Nation, Métis, and Inuit (FNMI) Students

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*Outcome: FNMI students are engaged in learning.*

Performance Measure	Current Result	Previous 3-yr Avg.	Targets (see note)		
			2011/2012	2012/2013	2013/2014
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0			
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	86.7	55.2			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	6.7	0.0			

Comments on Results:

We have a very low enrolment of FNMI students in our school population. With continued focus on inquiry, community and world projects, academic rigor and taking learning beyond the walls of the classroom all learners, including our FNMI students, will have increased opportunity and success.

Strategies:

As we continue with our inquiry focus and provide students with “real work” beyond the classroom in the area of social studies and Citizenship and Social Responsibility this will enable us to continue to develop community relationships and work with experts that will support us in educating and celebrating diversity.

- Social Studies ~ Multiple Perspectives, Aboriginal Heritage
- Histories and Stories of Canada ~ LC 5 Elder visit
- Democratic Process in the Iroquois Nation ~ LC 6
- Aboriginal Canadian History and Movement of People ~ LC 7
- Worldviews & Intercultural Awareness - Historical Interviews ~ LC 8
- Diversity and Perspective ~ LC 9

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## Meeting the Needs of Diverse Learners

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This year Greystone Centennial Middle School supported and programmed for approximately 112 students on Individualized Program Plans and Regular Program Adaptations. We embrace Inclusion Education and model our supports and programming in meeting the personalized needs of all of our students. Our diverse needs range from students who transitioned from “Adapt” classrooms, two MYALT specialized programs to seventeen level six students in our grade 5 to 9 classrooms exhibiting Severe Social Emotional and Behavioral needs from Autism, Pervasive Developmental Disorders, to Conduct and Oppositional Defiant Disorders, Hearing Impaired and other medical diagnosis including Osteogenesis Imperfecta and Alcohol Related Neurological Disorders. In addition we modify and adapt programming for numerous students with mild, moderate and significant learning disabilities.

### School Organization

Our support team consisted of four Educational Assistants, teams of teachers at each grade level and the administration team work closely to support and monitor our students with special needs by implementing flexible groupings within each learning community and one on one and small group support by Educational Assistants. Our Intervention Council, wrap around support team, was available to meet when needed to work with individual teachers or teams to assist with programming and support for challenging students as needs arose. In addition to school based supports we have developed a strong relationship with community agencies such as FCSS – Family and Community Support Services, the local RCMP, Sunrise Support, Alberta Health Services and Children’s Mental Health to work with our students and staff

### Services & Supports Accessed for Students

Educational Assistants  
Assistive Technology – Read Write Gold, laptops for written expressions, reading comprehension, Reading A – Z Program, IPOD voice recordings, Dragon Naturally Speak, Smart Inclusive Technology  
Social Skills Group  
Knowledge and Employability Program – small group Language Arts and integrated Math, Science & Social Studies  
Small Group supervised lunch programs  
Specialized Assessment and Consultations Services  
Sunrise Support – Parkland School Division  
Rainbows Program offered throughout the year to provide additional support to students who have experienced grief and loss  
Girls & Boys Groups ~ FCSS & GCMS staff to support a small group of students with socialization and positive choices  
Heroes Program – FCSS  
DARE – RCMP  
AADAC  
Challenge Day and Follow-up Access to Counseling Supports as Needed

### Successes/Achievements

Development and implementation of effective and excellent IPPs and RPAs – working as a team with our teachers, families, and administration team  
Flexibility with staff when needs arise – adapting Educational Assistant schedules based on needs at any given time  
Ability of our staff to effectively program for many diverse learners  
Building capacity of staff and sharing of expertise within school setting  
Community Contacts and supports  
Adapt Transition Meetings with Broxton Park & PSD staff and parents  
Smart Inclusion Support with Nicole Lakusta  
Learning Community Support Meetings in September at each grade level to discuss students  
Transition Meetings with our feeder school – Brookwood, Millgrove and Parkland Village  
High School Transition Meetings with Special Education Key Contact and High School Counselors

### Challenges

Technology resources – number of laptops, communication devices, budget allocations  
Staff Resources – Educational Assistant time, scheduling common planning time, PD time for teachers and Educational Assistants to participate in together  
Increased number of students who require specialized programming ~ MYALT, Columbus Academy and regular daily 1:1 support

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## Professional Development Plans

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**In working with Greystone Professional Staff, we will continue to focus on the GALILEO PRINCIPLES that lead to Exemplary Teaching and Learning**

### ***Principle 1: Stewarding the intellect through inquiry-based learning approaches***

We promote inquiry as the stance that is foundational for all aspects of life of a school community. It's based on the belief that understanding is constructed when students and teachers work together to pose and solve problems that arise in the course of authentic, intellectually engaging, collaborative activity. In an inquiry-oriented classroom, a student's innate imagination, curiosity and drive to understand the world is respected and cultivated. These learning communities are dedicated to robust, collaborative, discipline-based inquiry, which fosters intellectual habits of thought and meaning-making in all students.

### ***Principle 2: Infusing digital technologies***

Knowledge within every discipline is either created or furthered with the use of digital technologies. When we take the stewardship of the intellect seriously as an educational charge, students are given the opportunity to think differently each time they use digital technologies.

### ***Principle 3: Providing high-quality assessment***

The primary purpose of assessment is to improve student learning. As such, it must be tied to meaningful, authentic work. The intent of high-quality assessment is to improve, not just audit, student performances of learning and understanding; therefore, a range of authentic formative assessment practices are utilized to create strong, self-directed learners. Teachers work collaboratively with students to co-create criteria for learning performances. Students are provided with the strategies, skills and opportunities to assess their own learning and to provide meaningful feedback to their peers. Students learn to set goals, identify their next learning steps, and develop strategies to improve their learning and understanding.

### ***Principle 4: Honouring collaboration and teamwork***

Building relationships and planning a method of learning together allows students and teachers to understand individual and collective motives, roles, and beliefs. Effective dialogue is of central importance, resulting in a group ethic that fosters a sense of belonging, trust, and purposefulness. In addition to its work in the classroom, Galileo consults regularly with a variety of provincial, national, and international organizations to create, promote, and disseminate innovative teaching and learning practices.

### ***Principle 5: Fostering scholarship of teaching***

Ongoing, effective professional learning plays an essential role in the improvement of student learning and has a positive impact on school culture. Teachers receive direct mentoring in curriculum content, instructional strategies, and the effective use of teaching with digital technologies. There is a commitment to making teaching public, by collaborating with colleagues and the broader outside community. Working collaboratively, teachers systematically inquire into various aspects of their teaching. They meet regularly with each other to critically examine, question, discuss various aspects of teaching, and provide feedback and feed forward to and with each other. Through this process teachers develop an understanding of "knowledge-practice relationships as well as how inquiry produces knowledge, how inquiry relates to practice, and what teachers learn from inquiry within communities". Teachers also commit making a contribution to their profession through publishing and presenting.

## Exemplary Teaching and Learning at Greystone

- Create common planning time and co-create a rubric with staff based on what effective collaboration should include (using the Teacher Collaboration Rubric from Calgary Science School as a starting point).
- Develop shared understanding of "Look-for's" in a classroom that is using active inquiry, authentic assessment to engage students in their learning. See examples "Exemplary Teaching & Exemplary Learning" from the Calgary Science School
- Further develop our classroom observation/critical feedback/reflection/coaching tool to be responsive to individual needs of teachers so that it aligns with their professional growth plans AND the goals of our school improvement plan – and set as a priority for our Instructional Leadership Team to work on with teachers (work towards sharing this responsibility among critical friends).
- Provide teachers with opportunities for access to in-school mentorship/coaching regarding the use of technology to transform student learning
- Provide teachers with opportunities to collaborate with Galileo Mentor, teachers from the Calgary Girls School, Calgary Science School for ongoing learning opportunities
- Continue to connect regularly with "Design Team" to reflect on how to continue moving forward with all teachers
- Encourage teachers to develop their own Professional Learning Network through Social Media (Twitter) and to share their learning by developing their own Professional Blogs.
- Making work public through the use of appropriate digital technologies
- Regularly meet with Subject Discipline Groups on PD Days and additional time when teachers can be "freed" up to continue to develop authentic learning tasks/assessments for the competencies that will align with our new report card.

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## **Future Challenges**

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### **Current Learning Research**

We are gaining a better understanding of what constitutes deep, memorable learning for students. This, combined with our need to prepare for a changing world that none of us can clearly define, creates a very complicated reality for educators. We are challenged to redefine what authentic, meaningful teaching and learning looks like in our classrooms. Since we opened the doors to our new middle school over five years ago, our focus has been to create learning spaces that engage our learners to be curious, creative, critical thinkers and to be actively involved participants in their own learning. We have implemented many promising practices to achieve success with this focus.

### **Looping**

Strong relationships built over time provide excellent support to students. Teachers face the ongoing challenge of mastering an extensive curriculum including two to three years of student outcomes.

### **Team Teaching/Collaboration**

Teams of teachers work closely to design authentic, inquiry-based learning tasks that include ongoing assessments to inform practice. The challenge is to find the time needed to do this complex and demanding work.

### **Assessment**

A balanced assessment program provides a range of evidence of student learning that includes performances, reflections, rubrics, oral presentations as well as multiple choice exams. The Provincial Achievement Exams are one of a number of demonstrations of learning. We are committed to working with students in grade 6 and 9 throughout the year to practice and prepare for the PATs. We have accessed the support of our Learning Services Facilitator to provide LC6 and LC9 teachers with strategies and summarization techniques to ensure students are set up for success with these yearend evaluations. We continue to explore opportunities to publicly share other examples of student learning that demonstrates excellence in achievement aligned with a very detailed curriculum.

### **Technology**

Using technology as a tool to transform student learning is a significant challenge as we need to put more technology in the hands of our students for anytime access to this valuable resource. We need to let students lead the way with technology while still ensuring that they are becoming digitally responsible citizens.

### **School Based Performance Measures**

We are looking for expertise to assist us in collecting data that will inform our practice using evidence from our new Competencies Based report card. Our expectation is that as we continue to develop exemplary teaching and learning through our focus on inquiry we will be able correlate strong achievement on Provincial Achievement Tests with success in the Competencies Based report card.

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## **Budget**

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## Parkland Satisfaction Survey (2010/11) Spring Results

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show our school's satisfaction results in relation to the jurisdiction's goals. The percentages listed represent the percent of respondents who indicated "strongly agree" or "agree" on the student survey, or the number of respondents who indicated "very satisfied" or "satisfied" on all other surveys. In schools where there were fewer than 6 respondents in a group, i.e. under 6 staff members responding to the survey, results have not been included to ensure anonymity. Results that have been suppressed are indicated by (-). Grey areas of the table indicate that a result is not available because the question was not asked to that group. The response rates are the percentage of parents, students, and staff that completed the 2010-11 Satisfaction Survey.

SATISFACTION SURVEY RESPONSE RATES										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School	Parkland Division	# of surveys returned	Parkland Division	School	Parkland Division	School	Parkland Division	School	Parkland Division
Survey Response Rates	37%	24%	n=5	14%	91%	90%	81%	73%	86%	78%

SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.									
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff		
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	
Overall quality of education / I like my school (gr. 3/6)	88%	90%	93%	92%	73%	83%	100%	98%	
School Characterized by dignity, respect, and <b>aring</b>	86%	87%	95%	95%	80%	86%	97%	87%	
Dignity & Respect			81%	91%	75%	78%			
Friends at school			98%	98%	98%	97%			
Safe environment:	91%	88%	87%	93%	74%	87%	92%	89%	
Building			88%	96%	92%	93%			
Classroom			77%	80%	85%	87%			
Grounds									
Students are treated fairly	97%	91%	84%	93%	66%	80%	100%	96%	
Satisfaction with the variety of program choices available	88%	84%			60%	79%	91%	95%	
Teachers use computer technologies to help learn	92%	89%	91%	95%	78%	86%	86%	90%	
Technology improves student learning			84%	92%	81%	83%			
The School/Teachers provide help and support	88%	87%	92%	96%	70%	83%			
Process to respond to needs of at-risk students							83%	83%	
Parents satisfaction with access to special needs services <sup>1</sup>	-	71%							
Parents satisfaction with timeliness of special needs services <sup>1</sup>	-	72%							
Students with special needs are meeting their IPP goals <sup>1</sup>	-	76%					88%	88%	
Responsive Programming / Curriculum	90%	88%					97%	89%	

Note 1: Answered by parents with children that receive special needs assistance in school.

**SATISFACTION LEVELS RELATED TO GOAL 2: Excellent Learner Outcomes Achieved by Students.**

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Students are prepared for world of work	-	74%			74%	73%	87%	86%
Students are prepared for post-secondary studies	-	78%			73%	81%		
Students have information re: next steps in learning programs	93%	88%			84%	84%		
Satisfaction with career planning assistance	-	54%			71%	68%		
Students are being prepared to be good citizens	91%	92%	90%	96%	67%	75%	88%	93%
Students know how they should behave			97%	99%	94%	97%		
Satisfaction with progress and achievement of your child	86%	90%						

**SATISFACTION LEVELS RELATED TO GOAL 4: Highly Responsive and Responsible Jurisdiction.**

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Satisfaction with opportunity for involvement in decision making	86%	86%					89%	82%
School's effort to involve parents in child's learning experiences	86%	86%					97%	95%
Satisfaction with involvement of special needs specialists <sup>1</sup>	-	65%						
Satisfaction with quality of special education services overall <sup>1</sup>	-	71%						
School Council has meaningful role							91%	90%
Teachers are available discuss child's education	95%	93%						
School always works to improve the quality of education offered	84%	89%					97%	98%
Way school informs about progress & achievement	83%	86%	91%	94%	92%	86%	100%	98%
Satisfaction with communications from the school/Division	86%	89%					97%	88%
Satisfaction that educational dollars are well spent in school	82%	80%						
Access to Professional Development activities							97%	90%
Quality of professional development activities							94%	87%

Note 1: Answered by parents with children that receive special needs assistance in school.

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## A.I.S.I.

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**Project Title:** Challenging Students to Think Critically

**Main Goal:** To improve student achievement and engagement in grades K-12 through the promotion of critical thinking

**Number of Staff Involved:** All twenty-five teachers including administrators

**Significant Outcomes:**

- ✓ Supported continued focus on creating an inquiry based approach to teaching and learning
- ✓ Assisted teachers to work with students in developing criteria to evaluate performances and learning tasks
- ✓ Lead Teacher found ways to embed this initiative into our current focus on inquiry
- ✓ Teachers collaborated regularly to design rigorous tasks designed to promote deeper thinking and inquiry
- ✓ Implemented critical thinking in our math problem solving and developed a school math fair that emphasized developing strategies to analyze challenging problems in order to develop processes to solve – focus on perseverance
- ✓ Began implementing a feed forward loop with teachers as they look at student work together in order to assess how well students demonstrated the achievement of learning outcomes.
- ✓ Collaboration among teachers was strengthened and deepened this year as teachers regularly collaborated to analyze meaningful tasks in various subject disciplines

**What is Working Well:** Continuing to align critical thinking with our focus on inquiry – sharing the process for designing critical thinking challenges as a way of promoting academic rigor within our inquiry approach.

**What Did Not Work Well:** Making critical thinking challenges a “stand alone” approach – must be developed within the context of ongoing teaching and learning within the classroom. This is difficult when challenges are designed in isolation and then presented to teachers as an “activity” to do in each classroom – the challenges must be connected to ongoing work being done in each classroom

**Project Adjustments:** As the year progressed, we invited another teacher to join our Lead Teacher at the PD sessions so that they could continue to develop ways to support our teachers with the current work on inquiry.

**Sharing and Celebration of AISI project and findings:** Administrative Team and Lead Teacher were invited to the Banff Leadership Conference to share the inquiry work being done at Greystone; specifically, how teachers are collaborating to analyze student learning to develop more rigorous, authentic tasks and products for our students. Ongoing sharing occurred during staff Professional Development Days, Student Led Conferences and Year-End Celebrations of Learning with Parents.

**Unexpected Results:**

- ✓ We were interviewed by Jim Parsons, AISI Program Director from the University of Alberta, to share our AISI success in developing critical thinking and inquiry among our students. He is using our work, along with the work of other schools around the province, to contribute to his book
- ✓ Our school was highlighted as one of the most innovative schools in Canada in the Education Canada Magazine. Information about our partnership with Galileo was included.
- ✓ Representatives from our school were invited to an international education conference in New Zealand to share and celebrate the success we are experiencing at Greystone related to innovative teaching practices focused on inquiry and collaboration.

## Results for School-based Performance Measures

### Evidence of Exemplary Teaching and Learning at Greystone

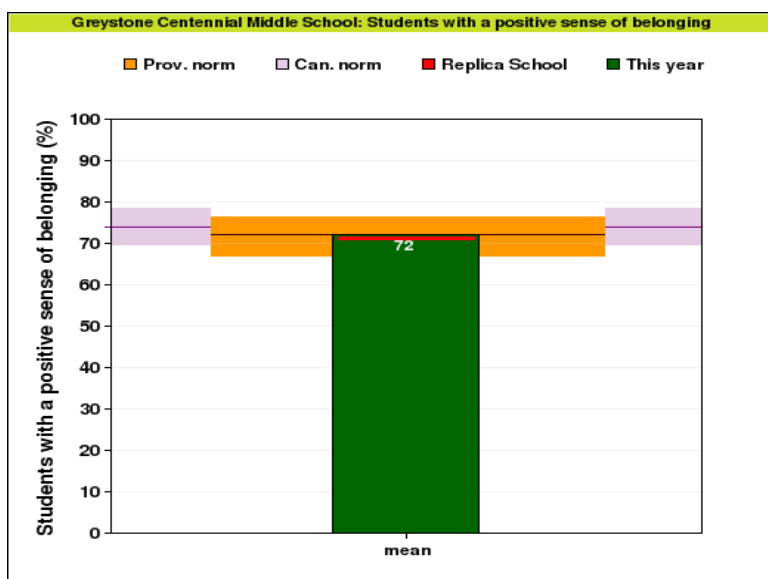
Current research tells us that the single most effective way to achieve excellence in student learning is to develop a collaborative, professional focus on improving teacher practice in every classroom within the school. To this end, our teachers are engaged in the following:

- ✓ Teacher Professional Growth Plans shared publicly with colleagues and revisited throughout the school-year
- ✓ Open doors to classrooms – teacher teams currently work alongside each other sharing students and best practices; daily job-embedded professional development by being in and out of each others' classrooms during instructional time
- ✓ Colleagues nominating each other for excellence in teaching recognition
- ✓ Strong focus on continuous, lifelong learning demonstrated by commitment to journal/blog reflections identifying successes and areas for growth and professional sharing with colleagues
- ✓ Teams of teachers attending conferences to support school improvement goals and sharing learning with colleagues
- ✓ Teachers being mentored on-site through current, research-based, best practices in curriculum delivery
- ✓ Teachers collaboratively learning about inquiry and utilizing the inquiry rubric to improve practice
- ✓ Feed forward loop to provide objective, constructive comments after looking at student work together

### Tell Them From Me Surveys

In November of 2010, Greystone students from grades 7 – 9 participated in the Tell Them From Me Survey (TTFM) developed by the Learning Bar. TTFM is an online school survey that allows students to give their input into school improvement initiatives in an anonymous way. The student survey measures include such topics as social/emotional outcomes (e.g. student engagement, emotional health), physical health outcomes (e.g. physical fitness, risky behaviours), and drivers of student outcomes (e.g. quality instruction, classroom context).

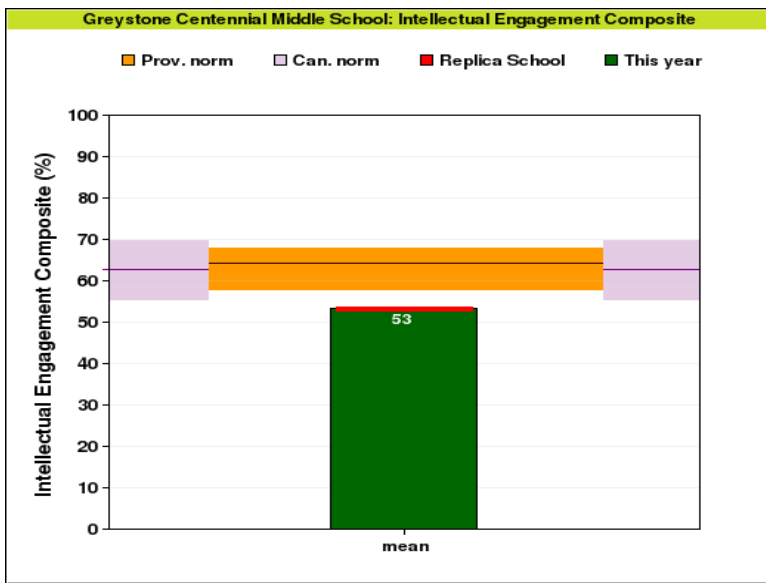
The following four graphs are highlighted from the extensive data as areas our school will continue to focus on.



#### Positive Relationships

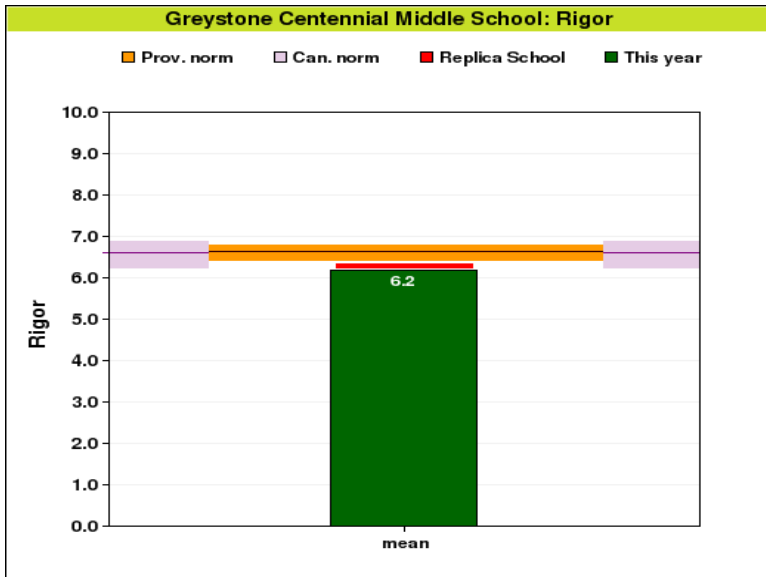
Students respond to 5 Likert questions about their friendships at school. The results are reported as **"the percentage of students with positive relationships"**.

- Do you have 'close friends' at school that you can trust?
- I share my private feelings with a friend at school
- During the past four weeks, how well have you gotten along with your friends at school?
- My friends push me to do foolish things
- I value my friends' opinions when making decisions



### Intellectual Engagement Composite

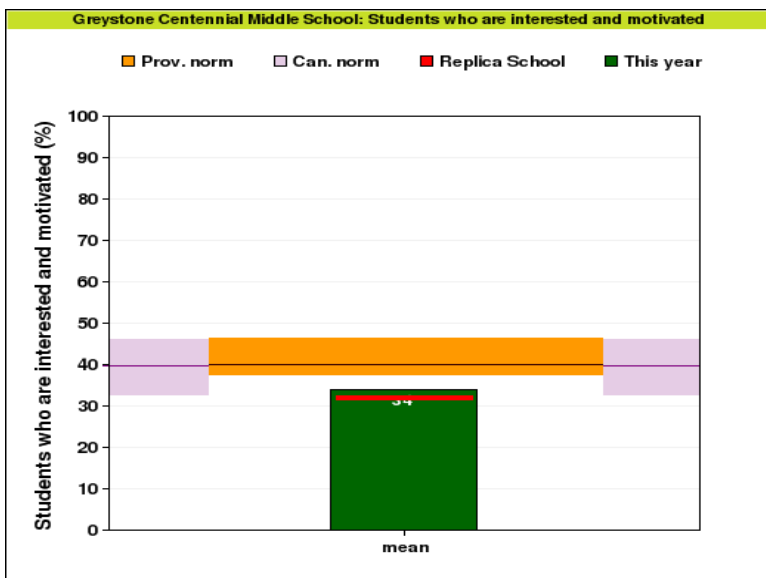
A composite measure is derived from 54 of the questions that are asked for the measures of **Interest and Motivation (18)**, **Effort (9)**, **Effective Learning Time (9)**, **Relevance (9)**, and **Rigor (9)**. These questions pertain to three subject areas - language arts, mathematics, and science. The scores are scaled on a 10-point scale and students with scores above 6 are considered to be intellectually engaged. The results are reported as **"the percentage of students who are intellectually engaged"**.



### Rigor

Students respond to 6 Likert questions, from a full set of 9 Likert questions, regarding the rigor of classroom instruction in three subject areas - language arts, mathematics, and science. Rigor refers to instruction that is well organized, with a clear purpose, and with immediate and appropriate feedback that helps students learn. The results are reported as **"the average score for rigor"**. The questions for each subject area are:

- We understand the purpose of each class lesson.
- Teachers quickly give students specific feedback on their work.
- The feedback from tests and quizzes help me learn.



### Interest and Motivation

Students respond to 12 Likert questions, from a full set of 18 Likert questions, regarding their interest and motivation in three subject areas - language arts, mathematics, and science. The results are reported as **"the percentage of students who are interested and motivated"**. The questions for each subject area are:

- I spend a lot of time day-dreaming, socializing, or pretending to pay attention.
- I enjoy learning new concepts and ideas.
- I enjoy our class projects so much that often I do not want to stop.
- I wish we did not have to take [the subject area].
- I enjoy [the subject area] classes so much that I lose track of time.

## Year End Report Card Data

Learning Community 5 Statistics		
Total Number of Students	Number on RPA's	Number of IPPs
101	6	15

Excellence in Learner Outcomes				
	ELA	Math	Science	Social
Students Achieving Excellence	13%	27%	21%	15%
Area of Growth in Learner Outcomes				
Students at an Area of Growth	0%	2%	0%	0%

Citizenship and Social Responsibility	
Students who have met all CSR outcomes	48%

IPP Statistics		
Met All Goals	Met Majority of Goals	Met Less Than Half of Goals
20%	53%	27%

Learning Community 6 Statistics		
Total Number of Students	Number on RPA's	Number of IPPs
103	13	23

Excellence in Learner Outcomes				
	ELA	Math	Science	Social
Students Achieving Excellence	18%	29%	21%	25%
Area of Growth in Learner Outcomes				
Students at an Area of Growth	5%	4%	4%	0%

Citizenship and Social Responsibility	
Students who have met all CSR outcomes	<b>70%</b>

IPP Statistics		
Met All Goals	Met Majority of Goals	Met Less Than Half of Goals
<b>13%</b>	<b>35%</b>	<b>17%</b>

Learning Community 7 Statistics		
Total Number of Students	Number on RPA's	Number of IPPs
<b>99</b>	<b>11</b>	<b>12</b>

Excellence in Learner Outcomes				
	ELA	Math	Science	Social
Students Achieving Excellence	<b>18%</b>	<b>53%</b>	<b>30%</b>	<b>21%</b>
Area of Growth in Learner Outcomes				
Students at an Area of Growth	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

Citizenship and Social Responsibility	
Students who have met all CSR outcomes	<b>60%</b>

IPP Statistics		
Met All Goals	Met Majority of Goals	Met Less Than Half of Goals
<b>42%</b>	<b>50%</b>	<b>8%</b>

Learning Community 8 Statistics		
Total Number of Students	Number on RPA's	Number of IPPs
<b>80</b>	<b>7</b>	<b>7</b>

Excellence in Learner Outcomes				
	ELA	Math	Science	Social
Students Achieving Excellence	<b>16%</b>	<b>33%</b>	<b>26%</b>	<b>19%</b>

Area of Growth in Learner Outcomes				
Students at an Area of Growth	3%	3%	4%	1%

Citizenship and Social Responsibility	
Students who have met all CSR outcomes	42%

IPP Statistics		
Met All Goals	Met Majority of Goals	Met Less Than Half of Goals
29%	43%	29%

Learning Community 9 Statistics		
Total Number of Students	Number on RPA's	Number of IPPs
99	9	7

Excellence in Learner Outcomes				
	ELA	Math	Science	Social
Students Achieving Excellence	11%	29%	6%	16%
Area of Growth in Learner Outcomes				
Students at an Area of Growth	3%	9%	7%	9%

Citizenship and Social Responsibility	
Students who have met all CSR outcomes	58%

IPP Statistics		
Met All Goals	Met Majority of Goals	Met Less Than Half of Goals
14%	43%	43%

## **Student Year End Report Card Reflections**

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### **Respect & Integrity**

I put myself in the awesome category for Respect and Integrity because I listen with my eyes, ears and heart. I don't always understand what is being said at first but listening that way helps a lot. I don't interrupt during class when someone is speaking because I know that would take away from others learning.

### **Group Work**

I thought that my group worked very well today. I think that it helped us that at the beginning we decided everyone would be equal and everybody would work together as a group.

I tried my best to be involved in the group discussion. I contributed and was focused. I always try and didn't give up even though most of the class was done the math test before I was. I gave myself, awesome!

The goal I focused on today was to get others to share their ideas with our group.

### **Independence and Cooperation**

Awesome – I was listening to the instructions and stayed with the assigned group and task. I had self confidence to work with the group. To improve next time, I will write down more information and try even harder.

I listened to the instructions, worked in my group and helped those who didn't understand or had questions.

### **Self Control & Responsibility**

I feel I did these things well. I was listening, paying attention, focusing and following our classroom agreements.

### **LC 6 Students ask themselves:**

What kind of citizen am I right now?  
What kind of citizen do I want to be?  
What kind of learner am I right now?  
What kind of learner do I want to be?  
Do I have a growth or a fixed mindset?

I am a respectful and trusting citizen.

I want to get better at asking for help when I need to.

I want to make sure I include everyone in the group conversations.

I am independent and also work well with others.

I have a growth mindset because I learn from my mistakes and take on challenges.

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## School Education Plan Approval Form

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**School Name:** Greystone Centennial Middle School

**Principal:** Mrs. Carolyn Cameron

1. I, Jason McMullen, School Council Chairperson, certify that the proposed School Education plan was developed in consultation with parents and that the School Council has/will have opportunities to develop strategies in support of the school education plan. (Make reference to numbers of meetings and number of parents represented) as outlined following:

*regular monthly meetings involving the school council which is open to participation from all parents/guardians of the school's students*

Signature: \_\_\_\_\_

*J. McMullen*

Date: *November 8<sup>th</sup>, 2011*

2. I, Carolyn Cameron, Principal, certify that the proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's current School-Based Education Planning Manual.

Principal's Signature: \_\_\_\_\_

*Carolyn Cameron*

Date: *Nov 8, 2011*

3. Amendments required prior to Superintendent's approval:

\_\_\_\_\_  
\_\_\_\_\_

4. The proposed School Education Plan was developed according to the parameters and guidelines outlined in Parkland School Division's School-Based Education Planning Manual.

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Greystone Centennial Middle

## Revenue And Allocations To Budget Center

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Grade 5 Allocation	\$623,263	\$488,907
Grade 5 Allocation Rate	\$5,666.03	\$5,201.14
Grade 5 Enrolment	110 students	94 students
Grade 6 Allocation	\$543,939	\$520,114
Grade 6 Allocation Rate	\$5,666.03	\$5,201.14
Grade 6 Enrolment	96 students	100 students
Grade 7 Allocation	\$558,544	\$494,108
Grade 7 Allocation Rate	\$5,319.47	\$5,093.90
Grade 7 Enrolment	105 students	97 students
Grade 8 Allocation	\$537,266	\$397,324
Grade 8 Allocation Rate	\$5,319.47	\$5,093.90
Grade 8 Enrolment	101 students	78 students
Grade 9 Allocation	\$457,474	\$529,766
Grade 9 Allocation Rate	\$5,319.47	\$5,093.90
Grade 9 Enrolment	86 students	104 students
Class Size Adjustment	(\$37,382)	
5-6 CSI Adjustment	\$23,666	
7-9 CSI Adjustment	(\$61,049)	
Level 6 Code 42 Allocation	\$136,425	\$114,211
Level 6 Code 42 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 42 Enrolment	8 students	6 students
Level 6 Code 44 Allocation	\$51,159	\$76,140
Level 6 Code 44 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 44 Enrolment	3 students	4 students
Level 6 Code 45 Allocation	\$17,053	\$19,035
Level 6 Code 45 Allocation Rate	\$17,053.10	\$19,035.10
Level 6 Code 45 Enrolment	1 students	1 students
Special Needs Pending	\$0	\$76,140
Level 6 Code 46 Allocation Rate	\$17,053.10	\$19,035.10
Pending Level 6 Enrolment	0 students	4 students
English Second Lanuage Allocation	\$1,155	\$0
English Second Lanuage Allocation Rate	\$1,155.21	\$1,126.02
ESL Enrolment	1 students	0 students
FNMI Allocation	\$53,473	
Allocation Weighting Factor	\$5,501	
FNMI Enrollments (331-334)	51 students	
FNMI factor	\$0.1906	
Approved Special Allocation	(\$10,000)	\$0
AISI Allocation	\$47,309	\$58,488
Innovative Technology Funding Allocation	\$0	\$16,786
Transfers to from Other Sites	(\$58,222)	(\$24,213)
Surplus / Deficit Carryforward	\$167,988	\$49,319

\* - See the notes section for details about Line Item notes on this page

Site Allocation	2011-12 Finalized Budget	2010-2011 Finalized Budget
Salary Conversion	(\$29,869)	
<b>Total Site Allocation</b>	<b>\$3,059,576</b>	<b>\$2,816,126</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>99%</b>	<b>99%</b>

Individuals	2011-12 Finalized Budget	2010-2011 Finalized Budget
School Based Course Material Fees	\$45,000	\$15,000
<b>Total Individuals</b>	<b>\$45,000</b>	<b>\$15,000</b>
<b>% of Revenue And Allocations To Budget Center</b>	<b>1%</b>	<b>1%</b>

<b>Total Revenue And Allocations To Budget Center</b>	<b>\$3,104,576</b>	<b>\$2,831,126</b>
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**Expenditures**

Certificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
<b>Total Certificated</b>	<b>\$2,471,282</b>	<b>\$2,275,386</b>
<b>% of Expenditures</b>	<b>80%</b>	<b>80%</b>

Uncertificated	2011-12 Finalized Budget	2010-2011 Finalized Budget
<b>Total Uncertificated</b>	<b>\$325,629</b>	<b>\$238,765</b>
<b>% of Expenditures</b>	<b>10%</b>	<b>8%</b>

Personnel	2011-12 Finalized Budget	2010-2011 Finalized Budget
<b>Total Personnel</b>	<b>\$58,244</b>	<b>\$43,223</b>
<b>% of Expenditures</b>	<b>2%</b>	<b>2%</b>

Contracted/General Services and Supplies	2011-12 Finalized Budget	2010-2011 Finalized Budget
Miscellaneous Services	\$38,730	\$21,728
Support Services	\$18,065	\$0
Other Prof/ Tech Services	\$3,000	\$3,000
Postage	\$1,000	\$1,000
Printing	\$0	\$4,000
Advertising	\$500	\$500
Telephone & Fax	\$9,000	\$9,000
Subsistence	\$1,333	\$2,295
Staff Development	\$28,000	\$18,000
Contracted Transportation	\$0	\$17,000
Maint & Repair Equipment	\$3,000	\$3,000
Equipment Rental	\$3,000	\$3,000
Membership Fees	\$500	\$500
Registration Fees	\$1,000	\$1,000
Supplies	\$30,000	\$30,000
Textbooks	\$6,000	\$6,000
Media Materials	\$12,000	\$12,000
Software	\$8,000	\$8,000
Furniture & Equip Under 5000	\$5,000	\$5,000
Technology Intergration	\$45,948	\$30,222
Acquistion of Prop & Equip Capital	\$16,000	\$10,000
Labour Transfer to other sites	\$7,844	\$7,844
Supplies & Services Transfers to other sites	\$11,500	\$5,000

\* - See the notes section for details about Line Item notes on this page

<b>Contracted/General Services and Supplies</b>	<b>2011-12 Finalized Budget</b>	<b>2010-2011 Finalized Budget</b>
Transfer to Reserves (Contingencies)	\$0	\$75,663
<b>Total Contracted/General Services and Supplies</b>	<b>\$249,420</b>	<b>\$273,752</b>
<b>% of Expenditures</b>	<b>8%</b>	<b>10%</b>

<b>Total Expenditures</b>	<b>\$3,104,575</b>	<b>\$2,831,126</b>
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### Summary

	<b>2011-12 Finalized Budget</b>	<b>2010-2011 Finalized Budget</b>
Total Revenues and Allocations To Budget	\$3,104,576	\$2,831,126
Total Expenditures	\$3,104,575	\$2,831,126
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

### Notes

\* - See the notes section for details about Line Item notes on this page