

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	313.500	Custodial	1.750000	Salaries	\$2,218,005	96%
Weighted	342.526	Exempt	0.000000	Supplies, Equip., Services	\$83,757	04%
Regular	339	Support	5.700000			
		Teacher	<u>16.006000</u>			
Year Opened	1982	Total	23.456000	Total	\$2,301,762	100%

School Philosophy

Core values based on: Kindness, Citizenship, Collaboration, Perseverance

Vision: To provide multiple pathways for our students to achieve and demonstrate success.

Mission: Through meaningful relationships and encouraging a growth mindset, our students succeed in a nurturing and collaborative environment.

Community Profile

Built in 1982 to commemorate the centenary of Edmonton Public Schools, Centennial School is located in the southwest part of the city, primarily serving the communities of Garipey, Dechene, Donsdale and Uplands. This is a mature and stable community where great emphasis is placed on education and parents have high expectations for their children and the school. In addition to academics, we believe in the importance of providing a variety of opportunities to positively impact the development of the whole child.

Programs and Organization

Centennial school offers regular Kindergarten to Grade 6 programming with French as a Second Language beginning in Grade 4. Kindergarten programming is available with a morning and an afternoon class. Daily guided reading, writing workshop, word work, and targeted intervention options offer differentiated literacy instruction at all grade levels. The school has a music specialist who teaches Kindergarten to Grade 6 music and an annual artist in residency program. We accommodate our students with special needs and English Language Learning needs within our classrooms and supports utilizing a pyramid of intervention. There is a whole-school approach to supporting the whole child including intentional teaching about topics related to mental health and wellness.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

ATB Financial| Alberta Health Services| Edmonton Public Library (EPL)| Garipey Parent Association| Lessard Community League| Terry Fox Foundation| Touchmark Seniors Residence

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Through our Cornerstone Values and in alignment with Jasper Place Catchment goals and strategic plan, staff at Centennial School will implement best practices and instructional strategies and differentiate for student learning to improve student competence in literacy by:

- increasing collaboration within grade-level teams and division teams to share promising and best practices (OECD Report Priority Recommendation)
- applying literacy best practices including daily guided reading, Writing Workshop, word work and home reading for grades K-3
- prioritizing deliberate, systematic, and targeted intervention efforts, within our pyramid of intervention (OECD Report Priority Recommendation)

This will be measured by data analysis of teacher reporting including reading and writing at, above or below grade level based on teacher assessments. Additional measures may include CAT4, Benchmark Assessment System (BAS), on-demand writing measures, HLAT writing, PATs, data analysis of the Division Survey results and the provincial Assurance Survey results, student self-reflection, and teacher professional judgment (informed by conversations, observations, and student products).

Results Achieved:

During the 2021-2022 school year, 100% of students demonstrated growth in reading and writing. According to data collected on Reading Levels by the Division, 86.1% of Centennial students are reading at or above grade level which is up 7.2% from 78.9% the previous year and above the Catchment average of 71.0%. 91.7% of our students who identify as First Nations, Metis and Inuit are reading at or above reading level as compared to 43% of the Catchment students who also identify in this way. According to the CAT4, students in grades 2-6 showed an average of 11.2% growth in reading based on the percentage of students at stanine 4 and above and on the Grade 6 PAT 88.6% of students met the acceptable standard (and 40% of those met the standard of excellence).

Daily guided reading was scheduled school-wide from Kindergarten to grade 6. Teachers were given time to conduct summative assessment for students below grade level using the Fountas and Pinnell Benchmark System (BAS) in order to inform small group guided reading lessons and inform decisions regarding targeted intervention. According to the Spring 2022 Alberta Assurance Survey, 90% of students said they can get the help they need with their school work. 100% of families and 100% of teachers strongly agree or agree that the literacy skills their child/student(s) are learning at school are useful. Additionally, 100% of teachers indicated on the Division survey that they have access to the resources and supports they need when teaching.

Students achieving below grade level in reading and demonstrating significant challenges decoding and encoding received intervention with [Structured Literacy \(SL\) intervention](#). Students who received SL made positive gains including; an average of one year's reading growth which has not been typical for these struggling learners. On average students in SL, when assessed using the WADE, improved by 15% when reading high-frequency words, 9% for reading and spelling phonetically regular words, and 10% for reading pseudo words. However, when data is analyzed for mastery of specific concepts or word structures within an achieved substep, students on average achieved 95.5% mastery for reading and 82% mastery for encoding (spelling).

Additional interventions for struggling readers included working one-on-one and in small groups with classroom teachers and Educational Assistants providing additional guided reading sessions. Additional teacher FTE was added to support 32 students in grades 1-3 who were identified as being below or at risk based on the provincial learning loss assessments in reading. These students received on average 30 additional hours of targeted literacy intervention.

The home-school connection was leveraged to support reading by Division 1 teachers sending home daily home reading books and Div 2 students had access to books of choice including digital books to increase the amount of time with text. Parents were informed of their child's reading progress at student-parent-teacher conferences in November 2021 and March 2022. Additionally, we hosted a parent information night "How to Read with Your Child At Home" and a parent information session for families of students receiving Structured Literacy intervention.

According to HLAT data, 82.5% of students are writing at or above grade level. This is 9.9% above the Catchment results and 13.7% above the Division results. 77% of students in grade 6 achieved an acceptable standard on their PAT writing and 11% achieved a level of excellence. Staff implemented writing workshop as a school-wide approach to teaching writing. Teachers collaboratively marked pre- and post-on-demand student writing samples three times throughout the year as well as the HLAT in the

spring.

Staff participated in several professional development opportunities related to the Writing Workshop approach including topics such as; assessment best practices, mini-lessons and utilizing the Units of Study resource. According to the Spring 2022 Alberta Assurance Survey, 93% of students said they can get the help they need with reading and writing. 100% of families and 100% of teachers strongly agree or agree that the literacy skills their child/student(s) are learning at school are useful. Additionally, 100% of teachers indicated on the Division survey that they have access to the resources and supports they need when teaching.

Through our Cornerstone Values and in alignment with Jasper Place Catchment goals and strategic plan, staff at Centennial School will increase the number of students achieving at or above grade level in mathematics by:

- increasing collaboration within grade-level teams and division teams to share promising and best practices (OECD Report Priority Recommendation)
- applying mathematics best practices including:
 - sharing learning goals with students
 - guided practice and independent practice
 - small group instruction
 - building math fluency
- prioritizing deliberate, systematic, and targeted interventions efforts, within our pyramid of intervention (OECD Report Priority Recommendation)

This will be measured by data analysis of results from the CAT4, Part A Math fluency data and of teacher reporting mathematics at, above, or below grade level based on classroom assessments including conversation, observation, and products.

Results Achieved:

Centennial School has maintained excellent results in mathematics. Throughout the school year, staff monitor student growth and identify students who require support.

During the 2021-2022 school year, 100% of students demonstrated growth in mathematics as assessed using a body of evidence to evaluate individual students' progress.

According to data collected from the [CAT4](#), students in grades 2-6, on average, showed an increase in the percentage of students at stanine 4 and above by 7.2% in mathematics and 11.2% in computation and estimation.

Additional teacher FTE was added to support 31 students in grades 1-3 who were identified as being below or at risk based on the mathematics provincial learning loss assessments. These students received on average 20 additional hours of targeted mathematics intervention.

According to the Spring 2022 Alberta Assurance Survey, 100% of families and 100% of teachers strongly agree or agree that the numeracy skills their child/student(s) is learning at school are useful. 100% of families are satisfied with the quality of education their child is receiving at school.

Teachers across the school planned for and implemented; differentiated lessons, guided practice and independent practice. Teachers used a combination of the Jump Math resource, Maximizing Math resources and Guided Math stations to differentiate for their learners and provide opportunities for small group work and to be able to provide targeted supports when necessary.

Several teachers were part of a JP Catchment Guided Math Community of Practice (CoP). Resources that were purchased included; Mathletics to support independent practice in class and during online learning, class sets of mini white boards for guided practice, and an extensive collection of math manipulatives.

The home-school connection was leveraged to support reading by teachers posting on SchoolZone ways parents could support their child's mathematical learning at home. Parents were informed of their child's progress in mathematics at student-parent-teacher conferences in November 2021 and March 2022.

Through our Cornerstone Values and in alignment with Division goals and strategic plan, Centennial School staff will support the whole child by:

- implementing universal, targeted and specialized strategies and fostering relationships to support students' mental health
- implementing Social Thinking language and intervention to support students with social-emotional learning challenges
- implementing Collaborative & Proactive Solutions (CPS) to support students exhibiting challenging behaviours
- offering professional learning opportunities for staff in mental health and wellness
- supporting and enhancing the educational experience and achievement of First Nations, Metis and Inuit students (OECD Report Priority Recommendation)
- honouring cultural diversity, promoting cultural understandings and fostering a sense of belonging for all staff, students and families

This will be measured by:

- data analysis of the Division Survey results, the provincial Assurance Survey results and Resilience Survey results
- families will have the opportunity to provide regular feedback at the school level through google forms

Results Achieved:

Centennial staff engaged in several professional learning opportunities to increase their level of competence and confidence in supporting our students beyond their school work. Professional learning included; the work of Dr. Ross Greene and the Collaborative and Proactive Solutions (CPS) model for students with challenging behaviours, Social Thinking to support students who have social participation challenges, access to Jody Carrington's new release "Teachers These Days" to support trauma-informed practices and a variety of learning experiences to build staff foundational knowledge related to First Nations, Metis and Inuit. On the Assurance Survey, 93% of staff indicated the professional development opportunities made available have significantly contributed to their ongoing professional development.

According to the Assurance Survey, 90% of students indicated they can get help with problems that are not about their school work. According to the Division survey, 88% of students said their school has been able to provide them with good supports for their mental health. 60% and 47 % respectively of staff felt the Division provides high-quality mental supports and services for staff and students. 60% of families feel that their child's school provides the support they need for their mental health.

Staff are beginning to infuse the Social Thinking language into their classroom conversations and daily routines to support students with social participation challenges and to teach all students how to share space with others in ways that everyone feels comfortable. Social Thinking concepts and language were shared with the whole school via "Social Thinking Thursdays" on the morning announcements. Staff also engaged in several professional learning opportunities to learn about the core concepts. Similarly, staff attended PD about the Collaborative and Proactive Problem Solving (CPS) model to address students with challenging behaviours. According to the Assurance Survey, 83% of parents felt students treat each other well and 100% of parents believe their child's school is a welcoming place to be. 88% of students indicated that other students treat them well and 93% feel welcome at school.

There were 37 students (approx. 10%) who were supported in some capacity by the Specialized Learning Support (SLS) Team. Supports ranged from academic and psychological assessments for learning challenges, Speech and Language, OT, English Language Learner supports, social work and/or mental health work and school-family liaison. According to the Assurance Survey, 90% of students indicated they can get help with problems that are not about their school work. 100% of teachers stated their school's continuum of supports and services are responsive to students' needs and 93% said students can get help at the school with problems that are not related to school work.

What were the biggest challenges encountered in 2021/22?

- supporting students who had chosen online learning
- supporting students who had poor attendance and/or participation in online learning classrooms
- supporting students and families who shifted to distance learning when uncomfortable being in-person
- teachers and staff needing to prepare to pivot at any time to potentially move online and/or to flex when supply EAs or teachers were unavailable
- how to best meet students' diverse learning needs in online environment
- learning how to access and navigate mental health supports for both staff and students
- regularly adjusting routines and procedures to follow COVID-19 safety protocols
- limited ability to run intervention groups (same cohorts) while maintaining COVID-19 protocols for the majority of the school year
- moving back into in-person events in the spring -supporting students, families and staff who felt uncomfortable with the shift to easing COVID-19 protocols
- maintaining connections with the parent community via virtual conferences and google meets for the majority of the school year

What are the implications from 2021/22 that will impact your current year plan?

- professional learning and collaborative planning opportunities to support implementation of the new curriculum
- focusing on supporting student, family and staff mental health and wellness
- utilizing various data sets (teacher professional judgement, CAT4, Learning Loss data, Resilience survey) to inform classroom practice
- using best practices in universal, targeted and individualized learning supports to address interruption in learning due to the impact of COVID-19
- maintaining clear and ongoing communication with families to discuss student learning and achievement

- focusing on building and maintaining relationships with staff, students, families and community members
- continuing to build foundational knowledge and build relationships with the First Nations, Metis and Inuit community
- initiating professional learning to advance action towards anti-racism

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7260 Centennial School

Assurance Domain	Measure	Centennial School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.8	87.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	93.5	92.6	87.0	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	75.7	n/a	97.2	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	12.9	n/a	44.4	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.9	95.8	93.4	89.0	89.6	90.3	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.5	94.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.8	89.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	94.1	78.3	83.1	78.8	79.5	81.5	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

By June 2023, Centennial students will demonstrate one year's growth in reading, writing and mathematics. Staff will support student growth in literacy and numeracy using high-quality instruction, as measured by triangulated evidence including; teacher reports for reading and writing at, above or below grade level, CAT 4, LeNS, CC3, on-demand schoolwide writing measure and HLATS, reading levels as determined by F&P benchmark, data analysis of the Division Survey and provincial Assurance Survey results, student self-reflection and teacher professional judgment (informed by conversations, observations, and student products).

Division Priority 1

By June 2023, Centennial School will engage in targeted action to advance positive change toward anti-racism and reconciliation. Our efforts will be measured by data analysis of the Division Survey results, the provincial Assurance Survey results, Resilience Survey results and on-going conversations with staff, students, families and community members.

Division Priority 2

By June 2023, Centennial School will create opportunities for students and staff to build strategies, skills, and relationships that contribute to positive well-being and a sense of belonging. This will be measured by data analysis of the Division Survey results, the provincial Assurance Survey results and Resilience Survey results, families will have the opportunity to provide feedback through a Google form posted on SchoolZone and the triangulation of data from teachers regarding student growth in relation to Social Thinking competencies and the success of the Collaborative and Proactive Problem Solving approach to support students with challenging behaviours.

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,217,046		2,301,762
Internal Revenue		0		0
REVENUE TOTAL		2,217,046		2,301,762
Classroom	14.585000	1,499,805	14.814000	1,523,353
Leadership	1.200000	160,994	1.192000	161,378
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	29,588	.000000	50,000
TOTAL TEACHER	15.785000	1,690,387	16.006001	1,734,731
(% of Budget)		76.25%		75.37%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	35,070	.000000	38,964
Support	4.740000	266,126	5.700000	319,682
Support (Supply/OT)	.000000	10,000	.000000	8,000
Custodial	1.750000	113,628	1.750000	113,628
Custodial (Supply/OT)	.000000	3,000	.000000	3,000
TOTAL NON-TEACHER	6.490000	427,824	7.450000	483,274
(% of Budget)		19.3%		21%
TOTAL STAFF	22.275000	2,118,211	23.456000	2,218,005
(% of Budget)		95.54%		96.36%
SUPPLIES, EQUIPMENT AND SERVICES		66,320		53,342
INTERNAL SERVICES		31,115		29,015
OTHER INTEREST AND CHARGES		1,400		1,400
TOTAL SES		98,835		83,757
(% of Budget)		4.46%		3.64%
TOTAL AMOUNT BUDGETED		2,217,046		2,301,762
Carry Forward Included		0		-11,900
Carry Forward to Future		0		0