

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	337.500	Custodial	1.750000	Salaries	\$2,496,934	96.65%
Weighted	373.636	Exempt	0.000000	Supplies, Equip., Services	\$86,528	03.35%
Regular	364	Support	7.100000			
		Teacher	<u>16.788000</u>			
Year Opened	1982	Total		25.638000	Total \$2,583,462	100.00%

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 a variety of 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:

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

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.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

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).

Results Achieved:

During the 2022-2023 school year, 100% of students demonstrated growth in reading and writing as assessed using a body of evidence to evaluate individual students' progress.

According to data collected on Reading Levels by the Division, 83% of Centennial students are reading at or above grade level which is above the Catchment average of 71.0%. 81.3% of our students who identify as First Nations, Metis and Inuit are reading at or above reading level as compared to 46.9% of the Catchment students who also identify in this way. According to the CAT-4, 80.6% of students in grades 4-6 were reading at a stanine 4 and above in the fall and increased to 87.4% by the spring. On the Grade 6 PAT 96.1% of students met the acceptable standard (and 33.3% of those met the standard of excellence).

On average students in Structured Literacy (SL), when assessed using the WADE, improved by 20% when reading high-frequency words, 21% when reading phonetically regular words, 13% when reading pseudo- words and 8% when spelling words. However, when data is analyzed for mastery of specific concepts or word structures within an achieved substep, students on average achieved 93% mastery for reading and 62% mastery for encoding (spelling). Additional interventions included working one-on-one and in small groups with classroom teachers and Educational Assistants providing additional guided reading sessions, and using the Foundations program for students K-3. Teacher FTE was added to support 27 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.

According to HLAT data, 82.2% of students are writing at or above grade level. This is 12.9% above the Catchment results and 18.4% above Division results. Staff implemented writing workshop as a school-wide approach to teaching writing. According to PAT data, 86.5% of grade 6 students write at an acceptable standard.

Centennial School has maintained excellent results in mathematics. Throughout the school year, staff monitor student growth and identify students who require support. During the 2022-2023 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 4-6, on average, showed an increase in the percentage of students at stanine 4 and above from 88.5% in the fall to 92.6% in the spring in mathematics. When looking at computation and estimation, there were 72.7% of students at stanine 4 and above in computation, and increased significantly, by 14% to 86.7% in the spring.

Additional teacher FTE was added to support 27 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 2023 Alberta Assurance Survey, 95% of students said they liked learning language arts and 83% said they liked learning math. 100% of students said it is easy to get the help they need with their school work if they need it. 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. 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.

According to the Division Survey, 81% of families strongly agree or agree that their child's learning needs are supported at Centennial School. 100% of teachers strongly agree or agree they have the knowledge and skills to support students in both literacy learning and numeracy learning. 93% of students think they got better at math and 93% and 94% strongly agree or agreed they got better at reading and writing.

Staff participated in several professional development opportunities related to Literacy and Numeracy. 100% of teachers indicated on the Division survey that they have access to the resources and supports they need when teaching. On the Assurance Survey, 100% of staff indicated the professional development opportunities made available have significantly contributed to their on-going professional development and on the Division Survey, 95% of staff indicated they strongly agree or agree that school-level professional learning and supports enhanced their confidence in supporting all students to achieve learning outcomes.

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.

Results Achieved:

Centennial staff engaged in several professional learning opportunities to increase their level of competence and confidence to advance change toward anti-racism and reconciliation. Centennial students learned about different cultures and religions through literature, morning announcements and displays in the school. Centennial staff and students were provided learning opportunities to learn about and recognize important cultural holidays and celebrations within our broader community and we are working towards ensuring our classrooms and library offer diverse reading materials that celebrate cultural diversity.

According to the Assurance Survey, 90% of students feel welcome at school, 97% of students feel safe at school, and 100% feel their teachers care about them. Additionally, 85% of students and 100% of teachers strongly agree or agree that students at our school respect each other. 93% of students indicated they can get help with problems that are not about their school work.

According to the Division survey, 100% of staff and 92% of students feel the school is a place where all students feel like they belong. 100% of staff and 96% of students strongly agree or agree that many diverse cultures are represented in the books and materials at our school. 75% of staff agree that they have the knowledge and skills to program for and support students who are First Nations, Metis and Inuit and 99% of students agree our school takes action to support truth and reconciliation.

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.

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 CPS model for students with challenging behaviours, Social Thinking to support students who have social participation challenges, as well as work around neurodiversity, mental health literacy, Interoception, resilience, and accessing mental health resources. On the Assurance Survey, 100% of staff indicated the professional development opportunities made available have significantly contributed to their on-going professional development.

Centennial Students had the opportunity to join over 15 clubs and leadership opportunities throughout the year to strengthen relationships within the school and build a sense of community and belonging. Students were also provided opportunities to extend their learning and connections to the broader community through an athlete in residency program, inquiry projects, Inquiring Minds Site Schools, and in-school/out of school field trips. All classes attended quarterly catchment-wide presentations with our Mental Health Capacity Building (MHCB) Wellness Coach covering topics such as; Understanding the Brain, Mental Health Literacy, Emotional Literacy and Regulation.

Centennial School staff and the School Council worked together to host a variety of events on topics such as; Navigating Social Media and Executive Functioning with Children as well as sharing resources for how to access community mental health supports.

According to the Assurance Survey, 98% of students indicated they can get help with problems that are not about their school work and 98% believe the teachers are available to help them. 100% of teachers stated students could get help with problems that are not related to school work.

According to the Division survey, 100% of staff feel confident helping students build skills that support their wellness. 95% of students strongly agree or agree that their school helps them develop skills that support their wellness and 94% of students feel like they belong at our school.

What were the biggest challenges encountered in 2022-2023?

- increase in number of students presenting with varied self-regulation and executive functioning challenges
- researching and investigating best practices to support students in developing fact fluency and mathematical understandings as we implement a new curriculum
- consistently achieving and maintaining results that are at a high standard

- impact on the mental health of students and staff after the last two years
- staffing shortages

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- professional learning and collaborative planning opportunities to support students developing mathematical relationships and reasoning
- focus on supporting student, family and staff mental health and wellness
- utilizing various data sets to inform classroom practice
- using best practices in universal, targeted and individualized learning supports to address achievement gaps
- continue to build foundational knowledge and build relationships with the First Nations, Metis and Inuit community
- initiate professional learning to advance action towards anti-racism
- planning for interventions to address students' social competency, executive functioning and regulation needs

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	94.4	86.8	86.8	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	95.9	93.5	89.5	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	75.9	51.4 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	9.3	5.7 *	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	99.4	96.9	93.4	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	welcoming, Caring, Respectful and Safe Learning Environments (W/CRS/SE)	96.6	92.5	92.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	96.3	92.8	92.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	96.0	94.1	88.8	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

Centennial School will support student growth in literacy and numeracy using high quality instruction.

What data will you use to track continuous improvement?

In order to track continuous improvement, staff will use triangulated data including CAT 4, LeNS, CC3, PATs, diplomas, HLATS, reading levels and teacher professional judgement.

Division Priority 1

Centennial School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging.

What data will you use to track continuous improvement?

This will be measured by data analysis of the Division Survey results, the provincial Assurance Survey results and Resilience Survey results.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,491,076		2,583,462
Internal Revenue		0		0
REVENUE TOTAL		2,491,076		2,583,462
Classroom	15.776000	1,698,649	15.596000	1,679,267
Leadership	1.192000	169,026	1.192000	169,114
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	51,909	.000000	72,401
TOTAL TEACHER	16.968000	1,919,584	16.788000	1,920,782
(% of Budget)		77.06%		74.35%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	38,964	.000000	38,964
Support	5.700000	331,878	7.100000	413,325
Support (Supply/OT)	.000000	3,250	.000000	2,250
Custodial	1.750000	118,613	1.750000	118,613
Custodial (Supply/OT)	.000000	2,000	.000000	3,000
TOTAL NON-TEACHER	7.450000	494,705	8.850000	576,152
(% of Budget)		19.86%		22.3%
TOTAL STAFF	24.418000	2,414,289	25.638000	2,496,934
(% of Budget)		96.92%		96.65%
SUPPLIES, EQUIPMENT AND SERVICES		49,787		62,488
INTERNAL SERVICES		26,000		23,040
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		76,787		86,528
(% of Budget)		3.08%		3.35%
TOTAL AMOUNT BUDGETED		2,491,076		2,583,462
Carry Forward Included		0		0
Carry Forward to Future		0		0