



School Improvement Planning Framework

School: Centennial School	Ed Centre: SJEC
School Year: 2024-2025	

School Strengths	
Indicate two school strengths and then below, elaborate with both evidence and rationale for that particular strength.	
School Strength #1	
Domain:	Systemic School Planning
Sub Domain:	School Improvement Planning
Indicator:	Staff members are engaged in continuous, job-embedded professional learning focused on advancing positive student outcomes.
School Strength #1 Comments:	School staff have provided positive feedback indicating they are actively involved and engaged in joint decision making for school-wide initiatives.
Evidence & Rationale for Strength #1:	Perception Survey Data (Staff and Students) SIP is reviewed and updates annually with ongoing monitoring through PLCs by staff. All staff have opportunities to engage in SIP process throughout the year (formal and Informal)
School Strength #2	
Domain:	Learning Environments
Sub Domain:	Positive Behavioral Interventions and Supports
Indicator:	School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.
School Strength #2 Comments:	Our PBIS roll out (School-Wide) is impacting positive change with student behavior and staff engagement and promotes consistency with behavior expectations across all settings. Our school-wide systems to access support (Tier 1 and Tier 2 flowcharts) ensure all staff know how to respond to student behavior, and how to access support.
Evidence & Rationale for Strength #2:	PowerSchool data-decrease over last year Perception Survey Data from Staff ESS Meetings and process-staff using POI binder consistently

Potential area(s) of focus from growth identified through self-assessment process	
Briefly describe the Potential Area of Focus:	Teachers will use the Teaching Process Map, along with the PDCA cycle to make data informed decisions to drive instruction in the classroom setting. School has established defined literacy and numeracy goals to support this practice: Literacy: k-2: By the end of June 2025, 40% of K-2 students will achieve the end of year EGLA standards. 3-5: By the end of June 2025, 40% of 3-5 students will achieve the end of year QPS/ QSS standards. Numeracy: K-2: By the end of June, 2025 40% of K-2 students will achieve the end of year standards on the Counting Principals assessment. 3-5: By the end of June, 2025 40% of grades 2-5 students will achieve mastery on the grade level math running record concept.
Evidence & Rationale for your Potential Area of Focus:	EGLA Data QSS/QPS Math Running Records Report card data Provincial Assessments



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Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	Direct PL on the Teaching Process Map and the PDCA cycle. Co-Planning Templates provided along with PLC meeting minute template. UFLI PL provided to support direct literacy instructions. Co-Teachers from WCS and AST supporting teams with long-term and short-term planning. Protocols adapted to be used to support data driven planning.
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Potential Area of Focus Category			
Domain:	Classroom Practice		
Sub Domain:	Instructional Planning	Status of Goal:	New Goal Added
Indicator:	Teachers create and use daily and long-term plans designed to assess and address the diverse needs of learners.		

Potential area(s) of focus from growth identified through self-assessment process

Briefly describe the Potential Area of Focus:	The school will continue to improve upon current PBIS practices while also fostering ongoing family and community engagement to support positive attendance habits and school connectedness. Behaviour Goal: By the end of February 2025, we will reduce our incidents of "walking out without permission" by 50%. From September – November 26th we had 32 incidents of walking out without permission documented in Power School. Attendance and Family Engagement: By June 2025, chronic attendance concerns will decrease from 21% of students to 15% or less.
Evidence & Rationale for your Potential Area of Focus:	Perception Survey Data-Staff and Students Participating with Family engagement events Direct feedback from PSSC and Family Engagement Committee Power School Behavior Data
Suggested Professional learning opportunities or actions items needed to support progress (e.g., high-yield instructional practices):	Staff collaboration and feedback with setting expectations around students in hallway without permission. Team established "Did you ask?" campaign and signage. Dec. 6th-School wide roll out at Monthly PBIS assembly-all students revised instruction on expectations and next steps. Monthly family engagement events open for all families to attend: September-Open house-Community Resources Night, October-Family Literacy Night, November-Family Movie Night, December-Christmas Concert/Caroling, January-Open Gym, February-Family Math Night, March-Family Dance, April-Spaghetti Dinner Fundraiser, June-Talent Show Parent Engagement Committee-dedicated volunteers supporting the school community. PSSC Community Engagement with Partners (Nick Nicolle/C and Y/Social Pediatrics Team)

Potential Area of Focus Category			
Domain:	Learning Environments		
Sub Domain:	Positive Behavioral Interventions and Supports	Status of Goal:	In Progress - Goal Modified
Indicator:	School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.		

Completed By

AMY M. MCCLURE

Name

Signature

12-16-2024

Date