

School Improvement Planning-Academic Targets

Goal: By June 2026, Centennial School staff will continue to support data driven practices to support learners. This practice will contribute to improved literacy and numeracy achievement for students.

Present Level of Performance: All staff are currently collecting data to make informed decisions for targeted interventions for learners in both literacy and numeracy. School teams collaborate weekly for PLCs and create ability groups that are co-taught with WCS/AST.

PLOP (Based on data pull from June 2025):

- Literacy: QPS:58%, QSS: 22%, EGLA= PAW/PHO=27%
- Numeracy (Number Sense): K-2=32%, 3-5= 65%

| Literacy Targets | | Numeracy Targets | |
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| <ul style="list-style-type: none"> • By June 2026, 65% of K-2 students will demonstrate mastery of the PAW and PHO pillars of EGLA, based on grade level standards. • By June 2026, 65% of 3-5 students will demonstrate mastery of the QPS grade level standards. • By June 2026, 30% of 3-5 students will demonstrate mastery of the QSS grade level standards, | | <ul style="list-style-type: none"> • By June 2026, 45% of K-5 learners will achieve mastery of year-end grade level outcomes for Quantity and Place Value. Based on Formative Assessment Spreadsheet data. • By June 2026, 30% of K-5 learners will achieve mastery of year-end grade level outcomes for Operations. Based on Formative Assessment Spreadsheet data. | |
| Strategy | Timeline | School Champion (s) | Indicator of Success |
| <ul style="list-style-type: none"> • Grade level teams will continue to meet weekly to collect and analyze student data to drive instruction. • Teachers will collaborate with AST, WCS and Resource to create STIPs and monitor student achievement following our processes and RTI. • Teachers will follow data collection schedule for targeted areas to report on student achievement. | <p>Ongoing-weekly PLC meetings for Literacy and Numeracy on rotation.</p> <p>STIPs operate on a 6-week cycle.</p> <p>Data collection schedule as dictated by provincial and district expectations.</p> | <p>School Admin</p> <p>AST and WCS Lead</p> <p>Resource</p> | <ul style="list-style-type: none"> • PLC templates are completed at PLC meetings to show ongoing data analysis. • STIP creation and progress reporting complete. • Students advance through our school based MTSS to access increasing interventions to support achievement. • Students show evidence of growth in literacy and numeracy skills based on data collected. |

| School Improvement Planning-Positive Working and Learning Environment Targets | | | |
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| Goal: By June 2026, school staff will implement strategies and interventions to contribute to a safe and positive working and learning environment for staff and students. | | | |
| Present Level of Performance: | | | |
| <ul style="list-style-type: none"> • Attendance: During the 2023-2024 school year, 32% of students experienced chronic absenteeism (missing 10% or more of the school year). In 2024-2025, 31% of students experienced chronic absenteeism. • Family Engagement: During the 2023-2024 school year, we started to implement family engagement events to support positive home and school connections. We hosted 3 events that year. In 2024-2025 we hosted 8 events. At the request of families and staff, we have embedded this practice as a monthly event. • Behaviour: Concerning student behaviour has been at the forefront of our work as a school community. During the 2023-2024 school year we documented 561 incidents concerning behaviour. During the 2024-2025 school year, that number decreased to 478 incidents. | | | |
| Attendance Target | | | |
| Goal: By June 2026, Centennial School will reduce the number of students experiencing chronic absenteeism to less than 30% of learners (based on PowerSchool Data) | | | |
| Strategy | Timeline | School Champion (s) | Indicator of Success |
| <ul style="list-style-type: none"> • Implement a school-wide, multi-tiered system of support (MTSS) for attendance. • Use shared attendance definitions (chronic absenteeism = 10% or more; Tier 3 = 20% or more) • Monitor attendance data daily and review trends weekly to guide decision-making • Apply a non-judgmental, strengths based, <i>Breaking Barriers and Building Bridges</i> approach when working with students and families • Initiate Tier 2 supports early to identify and reduce barriers to attendance • Develop Attendance STIPs grounded in data, family voice, and identified needs | <p>2025–2026 School Year:</p> <p>Develop, pilot, and refine the MTSS Attendance Framework</p> <p>Collect data and feedback from staff, families, and community partners</p> <p>August 2026:</p> <p>Official rollout and staff training on the MTSS Attendance Framework</p> | <p>School Admin</p> <p>WCS Lead Co-Teacher</p> <p>School Social Worker</p> | <ul style="list-style-type: none"> • Reduction of students missing 10% or more of instructional days to below 30% by June 2026 • Improved attendance outcomes for students receiving Tier 2 and Tier 3 STIPs • Increased family engagement in attendance planning and problem-solving • Evidence of collaborative partnerships with community and government agencies • Consistent documentation of progress monitoring and responsive adjustments • Positive feedback from families reflects a respectful, supportive, and non-judgmental approach • Fewer students escalating from Tier 2 to Tier 3 due to early, barrier-focused intervention |

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| <ul style="list-style-type: none"> • Escalate to Tier 3 supports through collaborative problem-solving with families, Social Development, and community partners • Promote positive attendance culture through recognition and relationship-based practices • Strengthening collaboration between school, families, ESS, and community partners • Celebrate and reinforce positive attendance through universal recognition | <p>Establish shared language, processes, and expectations</p> <p>2026–2027 School Year:</p> <p>Full implementation with ongoing monitoring and refinement</p> | | |
| Family Engagement | | PBIS/Behaviour | |
| <p>Goal: By June 2026, we will embed monthly Family Nights at the Hive to promote positive home and school connections.</p> | | <p>Goal: By June 2026, there will be a 10% decrease in the number of students experiencing chronic behaviour challenges over the past school year’s data (PowerSchool Data).</p> | |
| Strategy | Timeline | School Champion (s) | Indicator of Success |
| <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> • Weekly Buzz-Family news-communication for families sent out via SchoolMessenger • Create a Family Engagement Committee with staff and family members to coordinate monthly events • Intentionally schedule monthly events during the last Thursday of each month. • Attendance Action meetings. • Monitor Attendance at monthly Family Nights • EST-EAL coordinates initial meet and greet Newcomer families to ensure they are | <ul style="list-style-type: none"> • Weekly Communication • Monthly events and planning meetings • 2025-2026 school year | <p>Admin Team Community Schools Coordinator School Social Worker Chair-Family Engagement Committee ESS Team including EST-EAL supporting</p> | <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> • Committee leads monthly events • Attendance at Family Nights with a goal of 100 attendees per event. • Decrease in chronic absenteeism and increase in academic performance • Ongoing collaboration with families, ESS and community partners to co-create support plans at each level of our system of support. • Newcomer families are provided with a tour of the school, translation support as needed and a welcome meeting to answer questions and build positive school connections. |

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| <p>connected with the school from the moment they arrive,</p> <ul style="list-style-type: none"> • Participate in Action Reacher Project for EECD (Impact of Family Engagement) <p>PBIS/Behaviour:</p> <ul style="list-style-type: none"> • PBIS roll-out at the beginning of the year with ongoing expectations re-visited through the year. • Implement Tier 1 tracking system for minor concerns connected to school-wide expectations. • Ensure the MTSS is used to support positive behaviour. • Recognition systems for meeting school-wide expectations • Monthly PBIS assemblies • Create and use Flowcharts for managing behaviour in the classroom, with options for escalating levels of support and response. • ESST members will prioritize debriefing with homeroom classes when the class has been exposed to a violent incident or reverse evacuation. | <ul style="list-style-type: none"> • 2025-2026 school year-monitor, reflect and refine on current MTSS for Behaviour. | <p>Newcomer Families.</p> | <p>PBIS/Behaviour:</p> <ul style="list-style-type: none"> • Reduction of overall concerning incidents in the building by 10% compared to the previous year • Earlier identification and support for students demonstrating behavioural challenges • Increased use of Tier 2 and Tier 3 supports with documented progress monitoring • Positive engagement of families in behaviour planning and intervention strategies • Evidence of consistent trauma-informed, inclusive practices by staff • Improved student self-regulation and social-emotional skill development • Feedback from students, families, and staff reflects a respectful, supportive, and restorative approach |
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