

Centennial School

School Improvement Plan September 2013-June 2016

We learn. We care. We make a difference. We are a Community!

Our vision: Centennial will be a proud and united Community that motivates our students to be caring citizens and life-long learners.

Our beliefs:

- We will have a strong sense of self and personal pride.
- We will be empathetic to others and respect individual differences.
- We will reach and exceed our own potential.
- We will take an innovative approach to teaching and learning.

Literacy Goals

Current Data	Grade	Reading [2012]	Writing [2011]
	2	57.2%	85.7%
	4	75.0%	43.7%

Reading Goal

Within 3 years, 80% of grade 2 students will perform at grade level as measured by running records.

Within 3 years, 85% of grade 4 students will perform at grade level as measured by running records.

By June 2014

60% of grade 2 students will perform at grade level as measured by running records.

80% of grade 4 students will perform at grade level as measured by running records.

By June 2015

70% of grade 2 students will perform at grade level as measured by running records.

83% of grade 4 students will perform at grade level as measured by running records.

By June 2016

80% of grade 2 students will perform at grade level as measured by running records.

85% of grade 4 students will perform at grade level as measured by running records.

Writing Goal

Within 3 years, 90% of grade 2 students will perform at grade level as measured by independent writing.

Within 3 years, 70% of grade 4 students will perform at grade level as measured by independent writing.

By June 2014

88% of grade 2 students will perform at grade level as measured by independent writing.

50% of grade 4 students will perform at grade level as measured by independent writing.

By June 2015

89% of grade 2 students will perform at grade level as measured by independent writing.

60% of grade 4 students will perform at grade level as measured by independent writing.

By June 2016

90% of grade 2 students will perform at grade level as measured by independent writing.

70% of grade 4 students will perform at grade level as measured by independent writing.

Math Goals

Current Data	Grade	2010	2011	2012
	3	----	72.4%	79.3%
	5	39.0%	38.5%	39.3%

Within 3 years, 74% of grade 4 students will be proficient at their grade level.

Within 3 years, 76% of grade 5 students will be proficient at their grade level.

By June 2014

The number of grade 4 students achieving appropriate or above on year-end benchmark assessment will be at least 70%.

The number of grade 5 students achieving appropriate or above on year-end benchmark assessment will be at least 72%.

By June 2015

The number of grade 4 students achieving appropriate or above on year-end benchmark assessment will be at least 72%.

The number of grade 5 students achieving appropriate or above on year-end benchmark assessment will be at least 74%.

By June 2016

The number of grade 4 students achieving appropriate or above on year-end benchmark assessment will be at least 74%.

The number of grade 5 students achieving appropriate or above on year-end benchmark assessment will be at least 76%.

Positive Learning Environment Plan (PLEP) Goals:

By June 2016 80% of parents will attend parent-teacher conferences.

By June 2016, less than 30% of students will miss 15 or more days annually.

By June 2016, 95% of students will feel happy and safe at school as measured by TTFM

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Literacy strategies for 2013-2016

Strategy	Domain	Responsibility	Timeline	Success Indicator
Develop and consistently use common reading strategies (similar to beanie babies). Strategies will be developed to support the use of CAFÉ.	Reading	Literacy team Teachers	Develop and launch September 2013 Employ September 2013-June 2016	The existence of common language and learning cues.
Develop a culture of sharing best practices within our building by creating time for teachers to observe one another and providing opportunity for follow-up discussion	Reading	Administration PLC teams	Support and facilitate a schedule for classroom visits [October & February] as determined by teachers and/or teams. Network conversations during staff meeting [November & March]	Teacher participation in the observation
Ensure all elements of a balanced literacy block are incorporated into daily/weekly plans by creating a check list to support.	Reading Writing	Literacy team Teachers	Develop and launch September 2013 Employ September 2013-June 2016	Increase reading levels based upon the grade 2 and grade 4 benchmark
Maintain school wide employment of the Write Traits & Daily 5.	Reading Writing	PLC teams, literacy team, literacy coach	Monthly	Decrease in time required to build student stamina. Student language will reflect knowledge of the core elements and processes associated with this pedagogy. Increase and/or maintenance in student success on benchmark assessments.
Maintain school wide employment and continue to enhance the RTI model that addresses specific gaps identified by formative assessments, benchmark assessments and provincial assessments	Reading Writing	Administration, Leadership Team, PLC team	Quarterly or as determined by PLC teams	Increase in student success on benchmark assessments. Decline in behaviour incidents.
Development of a yearly literacy action plan that addresses the identified and desired areas of teacher growth.	Reading Writing	Administration & literacy team	Each September	Completed document that indicates the literacy focus at bi-monthly staff meetings and available PLD opportunities.

Employ school-wide use of literacy checklist	Reading Writing	Literacy Team Teachers	Daily	Verbalized awareness and reference to the checklist during PLC meetings.
Expose student learning gaps by routinely assessing demand writing.	Writing	Teacher PLC team – shared assessment of random pieces.	K-2 monthly 3-5 bi-monthly	Increase in student success on benchmark assessments. Consistent evaluation practices.
Enhance literacy blocks and student achievement by adopting a new Writers' Workshop model based upon the "Writing Workshop: The Essential Guide" book study	Writing	Literacy team teachers	Year 1 – literacy team supports PD of new model Year 2-3 teachers employ model	PD plan Increase in student success on benchmark assessments.

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Math strategies for 2013-2016

Strategy	Responsibility	Timeline	Success Indicator
Common Math block K-2/3-5 to enable horizontal and/or vertical grouping	Administration & Leadership Team	September 2013 September 2014 September 2015	Evidence of multi-age/ability grouping Decrease in behaviour issues Increase in stretch learning activities
Create and employ pre and post-test assessments that align with monthly curriculum planning document (3-5) or with learning strands binder (K-2)	PLC teams	June 2013	Evidence of assessment resource Evidence of regrouping Evidence of guided instruction
Ensure key concepts are covered by using the District monthly curriculum planning document as a guide	Teacher & PLC teams	Monthly	Improved benchmark results Reduction in student learning gaps
Continue to provide Math activities on home link that support current curriculum objectives	Teacher	Weekly	Improved benchmark results
Continue to enhance parent engagement by offering learning events during and after instructional hours.	PLC teams, Math team, Administration	Bi-annual (per grade level)	Increase in parent participation

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PLEP strategies for 2013-2016

Strategy	Responsibility	Timeline	Success Indicator
To increase the number of parents/guardians attending Parent-Teacher/Student-led conferencing, an incentive such as a raffle for a gift basket, movie tickets, etc. will be held.	Administration	Fall/Spring	An increase in parent/guardian attendance.
To increase parents/guardians satisfaction with Parent-Teacher/Student-led conferencing, fall sessions will proceed as parent-teacher appointments. The spring session will be either parent teacher/student lead. Teachers will determine and communicate the selected format to families.	Teacher	Fall/Spring	An increase in parent/guardian attendance.
Increase the instance of parents volunteering in classrooms.	Teacher	Yearly	Improved assessment results Increase in positive student behaviour Increase in parent involvement
Enhance the resiliency of students by developing a common language to address the occurrence of conflict.	Administration Teacher	June 2014	Implementation of the WITS program