



Centennial School

School Education Plan & Results Report 2017 – 2020



WETASKIWIN REGIONAL PUBLIC SCHOOLS

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You can view this document on our school website:

*The Wetaskiwin Regional Public Schools' Annual Education Results
Report can be viewed at:*

PRINCIPAL MESSAGE

It is a pleasure to report on Centennial School's academic assessment and student survey results, as well as to provide analysis and projections as we move forward during the next three years. This report includes parts of our Positive Environment Plan as well as our First Nation and Metis Program Logic model.

Together, we will continue to achieve great things as a school community. We look forward to many opportunities for student success. With increasing student leadership opportunities and a commitment to providing prescriptive supporting programs we are confident our students will be increasingly successful. We are focused on meeting and exceeding our school and WRPS jurisdiction goals of ongoing improvement and success in Language Arts and Mathematics.

We will continue our staff development with a focus on high yield instructional strategies to support student learning and work on effectively engaging students.

Our student survey data provide good indications of changing areas of need, and we intend to continue to adjust our student programs and instructional efforts to meet student needs.

We look at the big picture of academics as well as the social, physical and emotional needs of our students. With Centennial School designated as an Alberta Ever-Active School, we will continue promoting student physical activity as a priority! We will be working hard to promote healthy living with our Health and Nutrition program. Increased student sports and wellness opportunities will be led by our Gr. 6-8 physical education teachers and coaches.

Our school planning is centered over how we can best serve our students and provide an optimum learning environment. This education plan and results report will serve to report on student achievement, our program rationale, and our focus moving forward. I trust you will find the information helpful.

Thanks to all parents, School Parent Council, and community members, who are working together with school staff to support our students. I look forward to continuing to work with you this school year.

Sincerely,

Mr. David Luck,
Principal

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Centennial Elementary 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
Safe and Caring Schools	Safe and Caring	82.5	80.6	86.8	89.5	89.5	89.3	Intermediate	Maintained	Acceptable
	Program of Studies Education Quality	75.0	n/a	82.6	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Drop Out Rate	92.2	96.3	94.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.4	76.1	n/a	n/a	n/a
	PAT: Excellence	59.8	75.0	66.0	77.9	77.9	73.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	6.8	4.8	3.6	19.5	19.4	18.8	Very Low	Maintained	Concern
	Diploma: Excellence	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Citizenship	n/a	n/a	86.3	82.7	82.6	81.9	n/a	n/a	n/a
Parental Involvement	Parental Involvement	72.2	71.8	78.6	83.7	83.9	83.6	Intermediate	Maintained	Acceptable
	School Improvement	n/a	n/a	98.5	81.2	80.9	80.7	n/a	n/a	n/a
Continuous Improvement	School Improvement	89.6	86.7	86.7	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- 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 (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); Mathematics (6, 9, 9 KAE); French Language Arts (Grades 6, 9); Mathematics (Grades 6, 9); Mathematics 30-1; Français 30-1; Français Language Arts 30-2; French Language Arts 30-2; French Language Arts 30-1; Français 30-1; Français Language Arts 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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 Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-2; French Language Arts 30-1; Français 30-1; Français Language Arts 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASIS), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.58	19.58 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	93.8	55.5	67.5	75.0	59.8	80	Very Low	Maintained	Concern	80	82	84
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.3	2.3	3.8	4.8	6.8	15	Very Low	Maintained	Concern	15	17	20

Comment on Results

(an assessment of progress toward achieving the target)

We are continuing to work on supporting students in literacy and numeracy. Diagnostic testing in the fall, followed by prescriptive supporting programs to meet student needs and work on skills is our normal routine. A significant factor in our current results is due to the number of students that are enrolled but not being taught at Grade level. Results for students that were taught at Grade level are much closer to or at provincial averages. As we continue to work on bringing students to Grade level, overall cohort results will significantly improve.

Strategies

1. Increase student participation on the Provincial Achievement Tests (with use of approved accommodations)
2. Use of student accommodations where applicable and when justifiable as per programming
3. Provide supports to enrich student learning to increase number of students attaining the Standard of Excellence
4. Provide supports to increase student reading comprehension
5. Provide supports to increase student writing levels
6. Continue effective programs that demonstrate improved student results & performance such as Reading Mastery & Precision Reading
7. Invested in a comprehensive school-wide guided reading program to benefit all students
8. Fostering a collaborative staff environment to develop consistent delivery of programs and use of authorized resources that meet and exceed student outcomes
9. Comprehensive student health approach to enable students to be setup for success
10. School-wide use and expectation of using research proven Daily 5 framework to improve literacy success
11. Use of remedial math programs (Leaps and Bounds) to increase numeracy success
12. Precision Reading Support – All Support Staff trained
13. Focus on diagnostic assessment and prescriptive programming to meet student needs
14. School-wide instructional focus on high yielding strategies
15. School-wide consistency with regard to use of resources and assessment
16. Leadership Team and Learning Support Team close monitoring and review of student concerns

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.3	81.9	82.2	71.8	72.2	85	Intermediate	Maintained	Acceptable	85	87	89
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	90.0	89.2	83.3	n/a	n/a	85	n/a	n/a	n/a	85	87	89

Comment on Results

(an assessment of progress toward achieving the target)

Our results in this area are up marginally. We are pleased on maintaining our results, but are focused on increasing overall satisfaction rates.

We have been making great efforts to offer a rich environment of school-wide social supports that focus on respect, character education, student services and academic programs.

As our province and school jurisdiction have faced economic challenges and program consolidation, some public perception has been negative in recent years. We believe this will change as we see the benefits of our new divisional reorganization and reconfiguration and improving provincial economy.

With our continuing efforts to provide comprehensive academic programs and realize increasing student success, we anticipate these results to be even higher next year.

Strategies

1. *Continue to offer quality Learning Opportunities*
2. *Continue to offer Student Leadership opportunities*
3. *Continue to offer programs that meet our student needs*
4. *Develop the component of Careers at the upper elementary level and junior high level*
5. *Continue to work on Assessment and school-wide consistency and use of resources*
6. *Engage more parents at School Council meetings so they can be informed of our comprehensive assortment of programs*
7. *Encouraging greater parental awareness and involvement through our school support services*
8. *Supporting students by coaching via our school resources to develop skills and increase student success*

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	91.7	44.0	63.3	65.0	39.3	70	Very Low	Declined	Concern	75	77	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.3	0.0	5.0	2.5	7.1	10	Very Low	Maintained	Concern	12	15	18
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

We continue to work on strategies to reduce our gap between self-identified FNMI students and provincial average results. The cohort results for 2016-2017 were negatively affected by the fact that a significant number of students were exempted from writing the PAT due to the fact that they did not receive the regular Grade 6 grade level programming. This explains a difference of approximately 32% year over year. As we look at the student results for our FNMI that were taught at grade level and wrote the PAT's, we find that they performed much higher and much closer to provincial average.

Strategies

1. Provide supports to increase student reading comprehension
2. Provide supports to increase student writing levels
3. Continue effective programs that demonstrate improved student results & performance such as Reading Mastery
4. Continue use of comprehensive school-wide guided reading program to benefit all students
5. Continue the process of a collaborative staff environment to develop consistent delivery of programs and use of authorized resources that meet and exceed student outcomes
6. School-wide focus on creating a "Sense of Belonging" – Dr. Brokenleg model
7. School-wide embracing of comprehensive health model – social-emotional, healthy nutrition and physical activity
8. School-wide philosophy of creating a welcoming, easygoing, friendly learning environment to enhance student success
9. After-school supporting programs available to engage students and offer a rich assortment of activities
10. Involvement of community agencies to support our students
11. Celebrating our students cultural heritage – opportunities during assemblies to sing, dance, etc.
12. Supports of FNMI and FSLW staff to meet student needs
13. Support of our FNMI worker to engage families and increase their involvement in school

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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 Examination 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; and Social Studies 30-2.

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.7	87.9	92.0	80.6	82.5	85	Intermediate	Maintained	Acceptable	85	87	89

Comment on Results

Results indicate an upward trend of teachers, parents and students that agree that students are safe at school and are learning the importance of caring for others, respecting others and treating others fairly. We would like to see this continue to move upward. The Centennial School Mindset and Mindfulness program is the main part of our school-wide Character Education effort. With input from all students, a school song was created and recorded. This song continues to be played during our assemblies and events. Students and staff frequently are reminded about the importance of mindset and mindfulness as a daily active process.

As we strive to create and maintain a strong sense of belonging within our school and students, we anticipate our school-wide behavior issues to remain at minimum levels. We work on creating and maintaining lots of student leadership opportunities and a healthy, varied number of programs for students during intramurals, recess, and afterschool, we anticipate our strong safe and caring school atmosphere to continue.

Our plan is to continue to be proactive to meet the needs of our students. Safe and Caring Philosophy is embraced by all staff. We have a strong desire to create a sense of belonging for all students. As our school programs and supports designed to focus on student success are rolled out to better meet student needs and with hopefully, another year of "Needs based school funding and Budgeting", we anticipate satisfaction results to continue to move higher over the next five years.

Strategies

- 1) Continue to embrace the Ramsankar & Brokenleg Safe and Caring School's model
- 2) Setting kids up for success for each day by offering breakfast, smudging, nutritious snacks and/or emergency lunches if desired and/or needed
- 3) Continue the process of a collaborative staff environment to develop consistent delivery of programs and use of authorized resources that meet and exceed student outcomes
- 4) Partnering with other schools – creating links, sharing resources, inviting classrooms to school events
- 5) Continue our School-Wide Mindset and Mindfulness Program that focuses on the promotion of understanding, virtues & empathy
- 6) Continue with the an array of student supports to meet needs
- 7) Provide Student Leadership Opportunities to keep students actively engaged in positive roles
- 8) Provide Student Supports via Student Groups led by FSLW& FNMI workers
- 9) Partner with community agencies to provide more programs and opportunities for our students
- 10) Continue to conduct student needs assessments and fine tune programming
- 11) We will offer supporting programs that we know make a difference
- 12) We will continue to effectively differentiate instruction to better meet the needs of all students
- 13) We will examine research & programs to identify what can be offered and implemented to help our students be more successful
- 14) We will strategically plan school PD that will equip staff to effectively help students attain mastery of required curriculum outcomes
- 15) Effective and regular weekly School leadership team meetings to create awareness and work on strategies to help our students
- 16) Strategic use of student presentations to equip students with skills, knowledge and awareness of pertinent topics

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	75.8	82.1	83.0	n/a	75.0	80	Intermediate	Maintained	Acceptable	80	83	85

Comment on Results

While funding concerns and potential school programming cuts may have contributed to lower satisfaction rates for our school and jurisdiction a few years ago, we continued to focus on improving our school programs and providing as much enriched program variety and student supports as possible. Our plan is to continue to be proactive to meet the needs of our students. We have established a five year plan to achieve greater school and student success by setting students up for success by looking after their health and well-being, making strategic investments in instructional literacy and numeracy programs. Our roll-out of chrome book devices has given teachers the ability of offering instruction using technology enhanced techniques that were not available before.

Our use of the My Blueprint program for Grade 7 & 8 student career and education planning has been well received and very beneficial to our students. We are excited to pilot an elementary version of My Blueprint in 2018. Health and physical education instruction has been re-energized with a greater focus on school-wide programs. As our school expanded to offer k-8 programs, and with the leadership of a physical education specialist we have increased student offerings in terms of health & sport programs.

To the greatest extent possible, we value a strong fine arts program offering at Centennial School. We have created expectations among our school community to have an annual Christmas Concert and Spring Concert in which students can showcase their skills with singing, instruments and drama. We continue to provide opportunities for student performances throughout the school year.

Our school programs and supports are designed to focus on achieving greater student success are rolled out to better meet student needs. We anticipate satisfaction results to continue to move higher over the next five years

Strategies

- 1) Continue our School-Wide Mindset and Mindfulness Programs
- 2) Offer specialized instruction for Music, Sports, Health and Career instruction
- 3) Provide Student Leadership Opportunities to keep students actively engaged in positive roles
- 4) Provide Student Supports via Student Groups led by FSLW & FNMI
- 5) Partner with community agencies to provide more programs and opportunities for our students
- 6) Continue to conduct student needs assessments and fine tune programming with pertinent remedial activities
- 7) We will offer supporting programs that we know make a difference
- 8) We will continue to effectively differentiate instruction to better meet the needs of all students
- 9) We will examine research & programs to identify what can be offered and implemented to help our students be more successful
- 10) We will strategically plan school PD to equip our staff to effectively help students attain mastery of required curriculum outcomes
- 11) Programs that continue to be a foundation of our literacy and numeracy programming:
 - School-Wide Guided Reading Program & Literacy Centre – Featuring Newest Scholastic Program
 - Reading Mastery & Precision Reading
 - School-Wide Handwriting Without Tears Program
 - School-Community Partnering with Local Agencies to offer a variety of programs for students
 - Leaps & Bounds Remedial Math Program to increase student Math Success
 - School-wide Daily 3 & 5 Literacy framework & Added emphasis on student writing

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.2	85.5	87.9	86.7	89.6	90	Very High	Maintained	Excellent	90	92	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.0	96.9	100.0	n/a	n/a	90	n/a	n/a	n/a	90	92	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.2	91.8	94.3	96.3	92.2	95	Very High	Maintained	Excellent	95	96	97

Comment on Results

We are targeting higher for the next year based on school efforts to get parents involved (FNMI Initiatives & greater staffed FSLW time) and School Parent Council efforts at increasing Parental involvement. Generally, we find that most parents are content with school involvement opportunities. However, for many of our parents and families, they are too busy to commit to formal regular meetings.

We see a relatively high degree of satisfaction. We want to maintain and increase parental involvement opportunities. As we continue to develop programs for our k-8 school population, we anticipate greater parental satisfaction as students have access to new, varied educational programs. Our school community culture has changed with the new programs and opportunities that have emerged with the addition of grades 7 and 8 during the last year. This has been viewed very positively and we expect greater benefits to continue especially as far as student leadership is concerned.

Strategies

1. *Increase opportunities for parental involvement*
2. *Increase efforts at having more parents come to and participate with School Parent Council*
3. *Special FNMI opportunities and events to have greater numbers of FNMI parents get involved*
4. *Provide supports to increase student reading comprehension*
5. *Provide supports to increase student writing levels*
6. *Continue effective programs that demonstrate improved student results & performance such as Reading Mastery*
7. *Continue to use our comprehensive school-wide guided reading program to benefit all students*
8. *Continue the process of a collaborative staff environment to develop consistent delivery of programs and use of authorized resources that meet and exceed student outcomes*
9. *Partnering with other schools – creating links, sharing resources, inviting classrooms to school events*
10. *Engaging FNMI parents with programs and leadership of FNMI Worker*

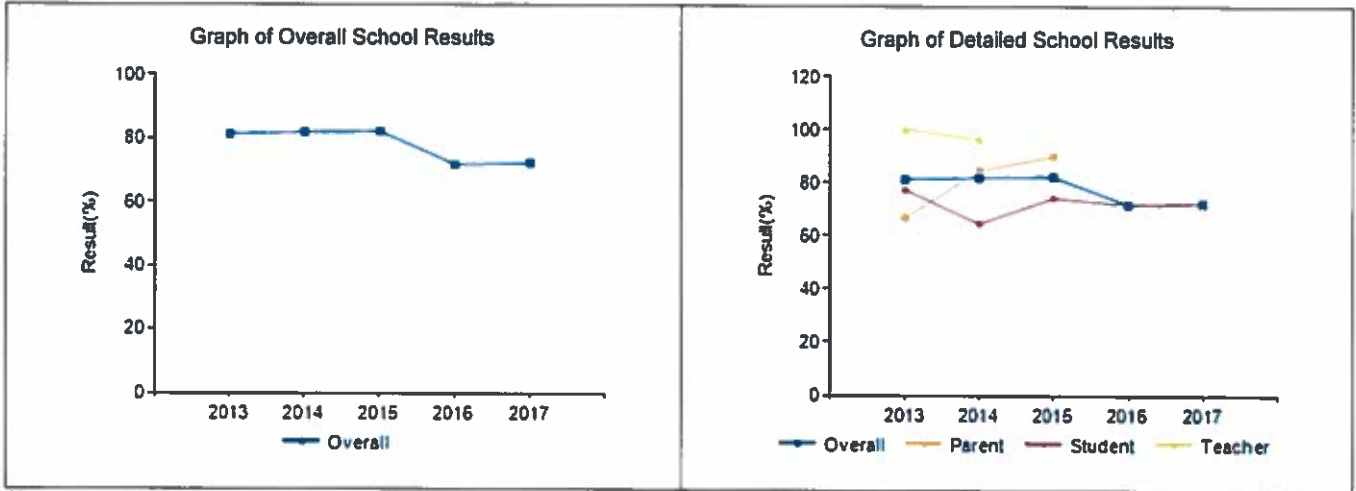
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.3	81.9	82.2	71.8	72.2	79.6	78.2	78.4	79.3	78.6	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	96.4	n/a	n/a	n/a	92.6	91.8	91.6	93.9	91.8	93.6	93.8	94.2	94.5	94.0
Parent	66.7	84.6	90.0	*	*	73.5	76.3	76.3	74.6	75.1	80.3	81.9	82.1	82.9	82.7
Student	77.3	64.6	74.3	71.8	72.2	72.8	66.6	67.3	69.6	68.9	76.2	74.5	74.2	74.5	74.4



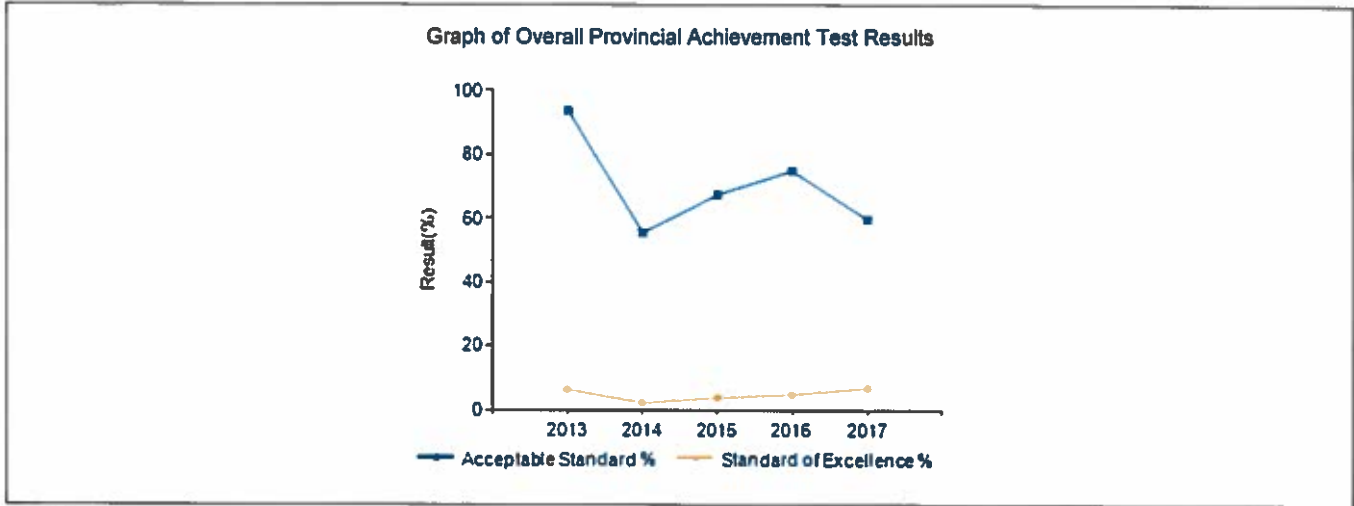
Notes:

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Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	6.3	71.9	3.1	70.0	0.0	80.6	3.2	69.7	6.1		
	Authority	77.1	9.3	79.9	12.8	78.9	12.7	76.2	10.2	75.9	12.2		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	School	87.5	6.3	43.8	3.1	45.0	0.0	71.0	3.2	54.5	6.1		
	Authority	70.9	9.3	67.7	12.2	65.3	9.2	62.7	6.3	58.4	6.6		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	93.8	12.5	62.5	3.1	80.0	10.0	87.1	12.9	54.5	9.1		
	Authority	71.6	21.4	66.7	24.8	62.7	15.2	67.5	18.5	67.1	17.6		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	93.8	0.0	43.8	0.0	75.0	5.0	61.3	0.0	60.6	6.1		
	Authority	61.6	12.9	56.0	12.8	54.2	10.0	59.0	11.7	61.6	14.1		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		

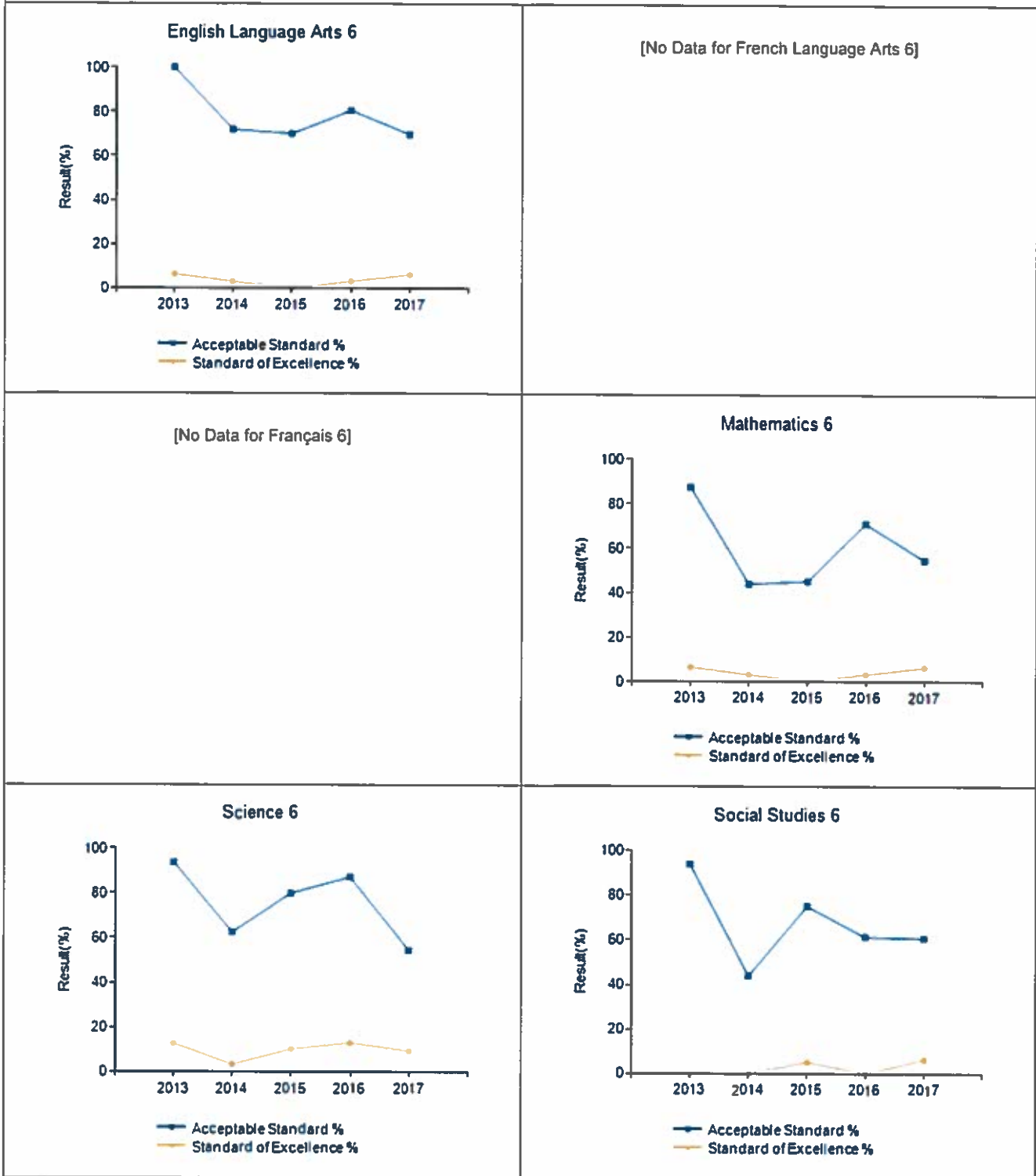
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
 3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course



Notes:

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2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Centennial Elementary School						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Maintained	Issue	33	69.7	28	74.2	49,572	82.5	46,989	82.5
	Standard of Excellence	Very Low	Maintained	Concern	33	6.1	28	2.1	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	33	54.5	28	53.2	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	33	6.1	28	2.1	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very Low	Declined	Concern	33	54.5	28	76.5	49,501	76.9	46,914	76.7
	Standard of Excellence	Very Low	Maintained	Concern	33	9.1	28	8.7	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	33	60.6	28	60.0	49,485	72.9	46,903	70.5
	Standard of Excellence	Very Low	Maintained	Concern	33	6.1	28	1.7	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	74.0	43,808	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	67.0	43,722	65.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2018. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.38	17.38 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.81	79.81 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

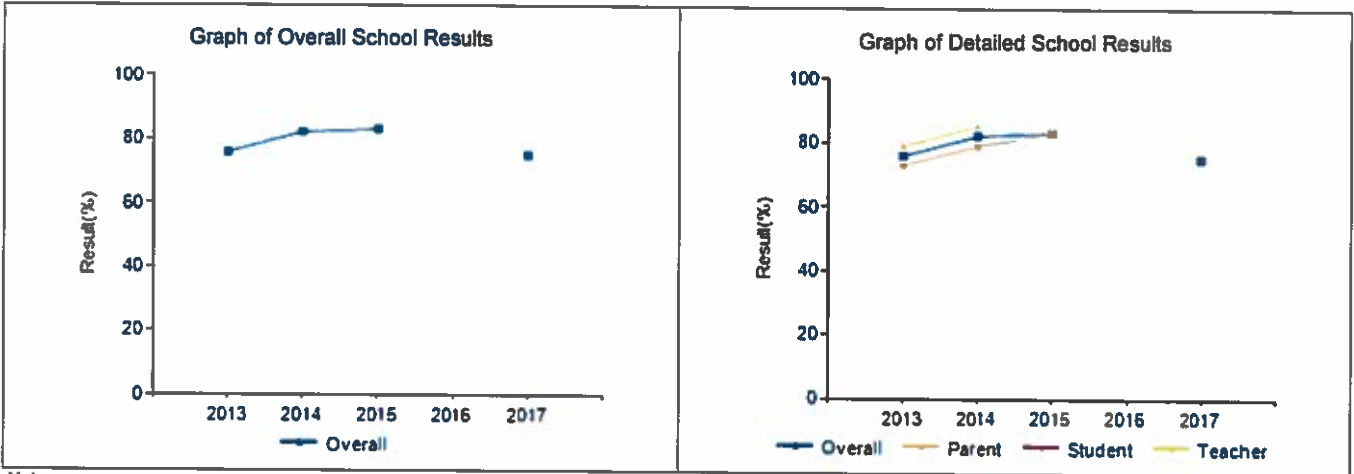
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	75.8	82.1	83.0	n/a	75.0	76.3	77.2	77.3	76.5	76.8	81.5	81.3	81.3	81.9	81.9
Teacher	78.8	85.2	n/a	n/a	n/a	83.4	86.6	85.2	84.8	85.2	87.9	87.5	87.2	88.1	88.0
Parent	72.9	79.0	83.0	*	*	69.4	71.9	72.3	71.5	71.1	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	75.0	76.3	73.2	74.5	73.3	74.2	77.8	76.6	76.9	77.5	77.7



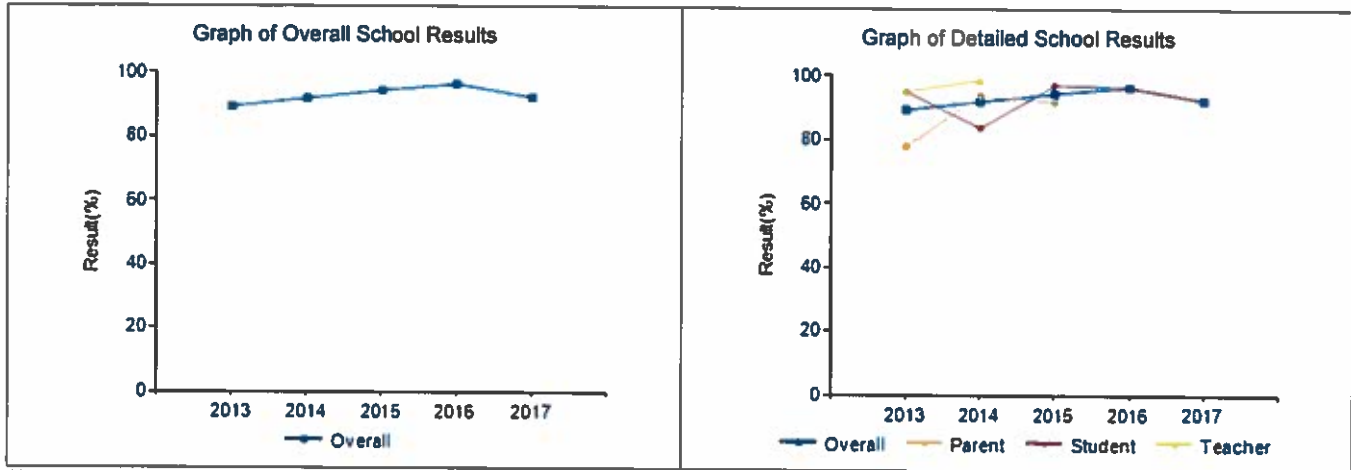
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 8. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.2	91.8	94.3	96.3	92.2	88.9	86.9	87.6	87.3	88.3	89.8	89.2	89.5	90.1	90.1
Teacher	95.0	98.5	n/a	n/a	n/a	97.2	96.7	94.6	96.1	95.5	95.7	95.5	95.9	96.0	95.9
Parent	77.8	93.6	91.7	*	*	81.6	79.3	81.9	79.7	82.8	84.9	84.7	85.4	86.1	86.4
Student	94.8	83.5	96.9	96.3	92.2	87.9	84.8	86.3	86.2	86.6	88.7	87.3	87.4	88.0	88.1



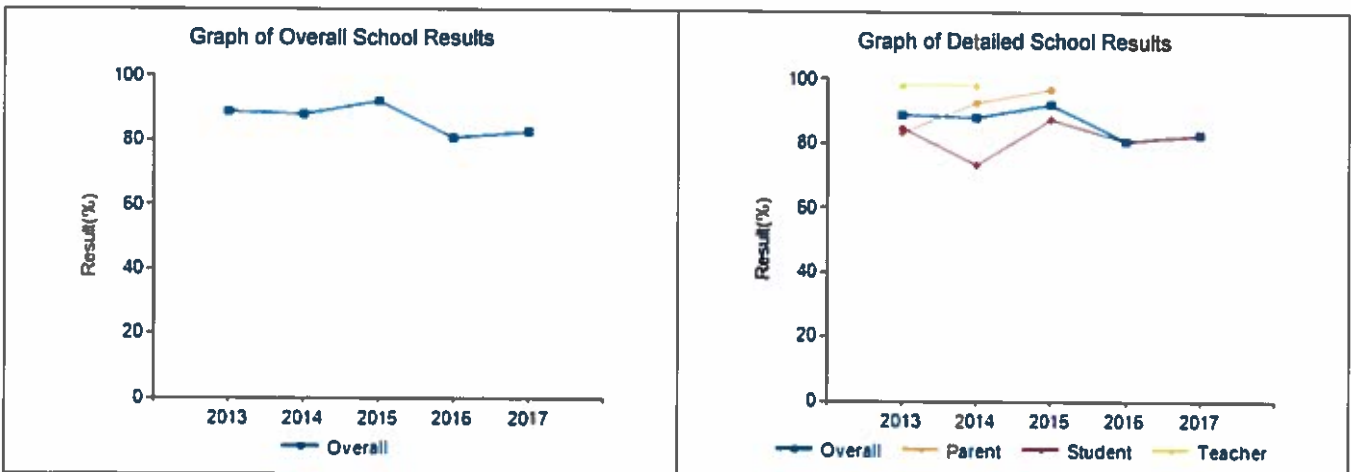
Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.7	87.9	92.0	80.6	82.5	87.1	85.8	86.8	86.0	85.8	89.0	89.1	89.2	89.5	89.5
Teacher	98.0	98.1	n/a	n/a	n/a	94.8	95.1	93.2	94.7	94.2	95.0	95.3	95.4	95.4	95.3
Parent	83.3	92.5	96.7	*	*	84.7	84.9	87.7	83.9	83.9	87.8	88.9	89.3	89.8	89.9
Student	84.6	73.2	87.4	80.6	82.5	81.8	77.3	79.3	79.3	79.4	84.2	83.1	83.0	83.4	83.3



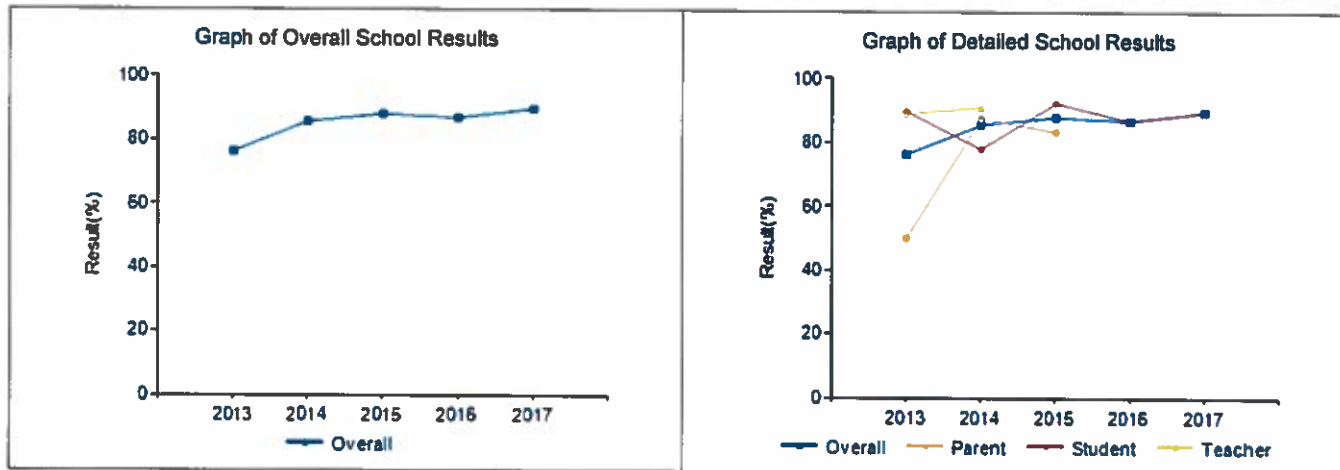
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.2	85.5	87.9	86.7	89.6	76.0	75.9	75.7	73.8	75.1	80.6	79.8	79.6	81.2	81.4
Teacher	88.9	90.9	n/a	n/a	n/a	80.4	82.6	82.6	77.9	78.5	80.9	81.3	79.8	82.3	82.2
Parent	50.0	87.5	83.3	*	*	67.8	71.9	70.4	67.2	71.0	77.9	77.0	78.5	79.7	80.8
Student	89.6	77.9	92.4	86.7	89.6	79.9	73.3	74.1	76.2	75.9	82.9	81.2	80.7	81.5	81.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.



WETASKIWIN REGIONAL PUBLIC SCHOOLS

POSITIVE SCHOOL ENVIRONMENT AND HEALTHY RELATIONSHIPS

WRPS Mission Statement:

“We inspire, sustain and celebrate learning, are open to all students, and focus on service through research-based instruction so that children and youth discover, develop and act upon their potential”

School Mission / Vision Statement

Students, parents, staff, and the community, *working together*, to achieve a safe and caring learning environment. We are committed to provide strong technology, fine arts, physical education and academic programs that develop confident, adaptable, skilled, and inquisitive students.

What is a Positive School Environment?

1. The Education Act 33(1)(d) directs that a Board has responsibility to “ensure that each student enrolled in a school ... and each staff member... is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”. (page 37).
2. The Alberta School Boards Association defines a safe and secure school culture as “one that is physically, emotionally and psychologically safe, characterized by:
 - caring
 - common values and beliefs
 - respect for democratic values, rights and responsibilities
 - respect for cultural diversity
 - respect for law and order
 - common social expectations
 - clear and consistent behavioural expectations
 - appropriate and positive role modelling by staff and students
 - respect for individual differences
 - effective anger-management strategies
 - community, family, student and staff involvement” (1994, p. 16).

Building and maintaining a Positive School Environment is a Collaborative Process:

Roles and Responsibilities

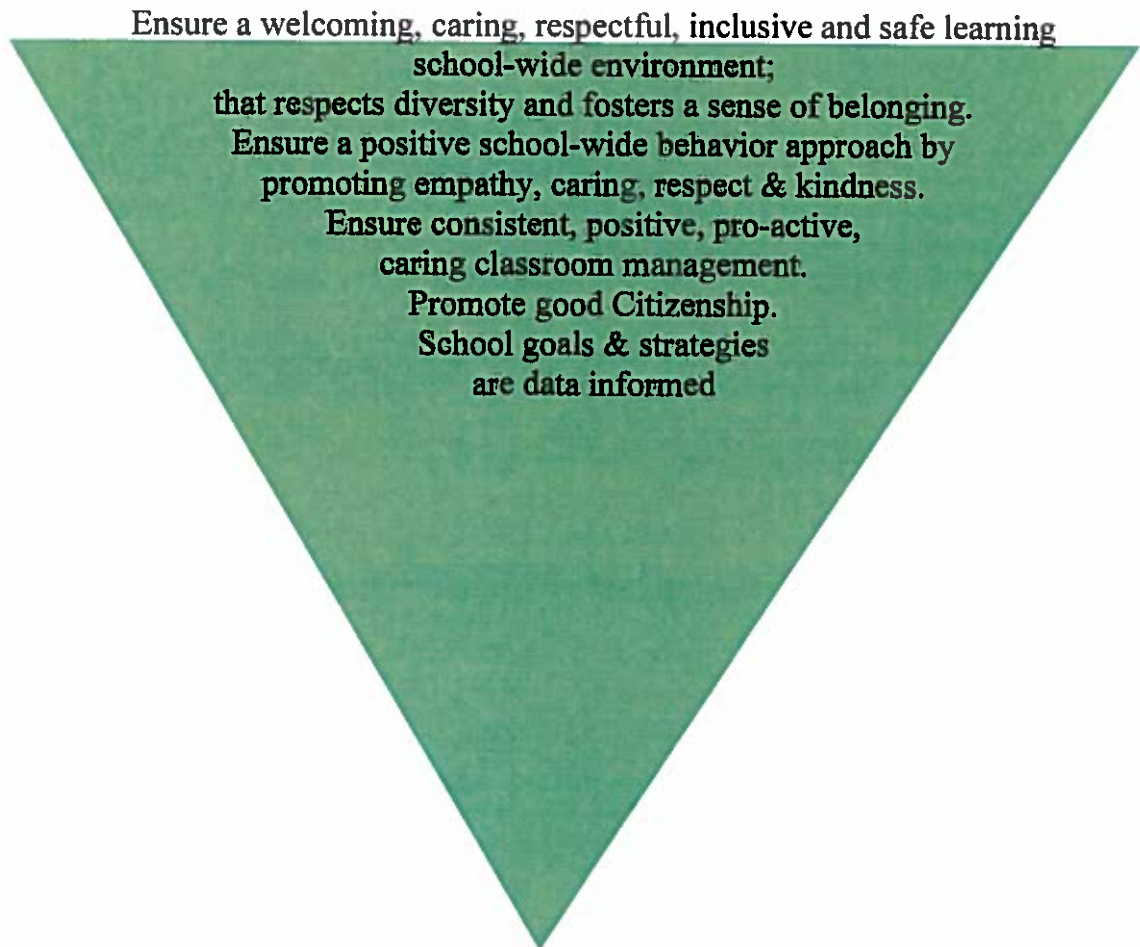
School Wide Positive School Environment: A Collaborative Process

Roles	Responsibilities
School Administrator	<ul style="list-style-type: none"> • Through collaboration with the school community holds leadership responsibility for providing an emotionally safe environment where students have a sense of Belonging. • Articulates a clear philosophy regarding student code of conduct and discipline in the school • Brings stakeholders together for visioning, planning and evaluating progress; • Manages financial and material resources required to implement programming; • Evaluates and reports outcomes to parent community and jurisdiction.
Guidance Counsellors and Family School Liaisons (FSLs) & FNMI Staff	<p>Collaborate with administrators and school teams in helping to explore and locate research based positive school environment programming that suits the unique school community;</p> <ul style="list-style-type: none"> • By exploring and identifying needs, gaps and strengths in the school environment; • By administering and interpreting needs assessments & school culture surveys • consultation/collaboration support to LST Team and teachers; • liaising with community partners and organizations; • Helping to activate student and parent voice in the assessment, implementation and evaluation stages of Positive School Environment programming. • Developing relationships with parents and community
Learning Support Teachers (LSTs)	<ul style="list-style-type: none"> • Work collaboratively to develop, document, implement and monitor interventions for students identified with emotional/behavioral needs in Tier 2 and 3. • Consultation/collaboration support for students with complex needs • Liaise with school division student support personnel
Learning Assistant Teacher (LAT)	<ul style="list-style-type: none"> • Supporting Students Tier 2 & 3
Classroom Teachers	<ul style="list-style-type: none"> • Collaborate with administrators and school teams in implementation and evaluation of Positive School Environment programming. • Ensure a positive classroom environment where students feel emotionally safe, respected and a sense of Belonging. • Identify to the Learning Support Team those students who are not successful with tier one interventions alone.
Wellness Leaders	<ul style="list-style-type: none"> • Shares knowledge, expertise, skills and linkages to Comprehensive School Health and Health curriculum relating to staff and students' social/emotional/developmental needs, Healthy Relationships and Career Explorations. • SCHEP Representative
Mental Health Capacity Staff	<ul style="list-style-type: none"> • Work with students and staff. • Program Implementation: Zones of Regulation; Go Zen; Flexible Me; • Working with pods of students based on identified needed supports • Develop capacity with teachers: coaching, supporting, sharing ideas, modeling
Teacher Assistants	<ul style="list-style-type: none"> • Support and reinforce school wide and classroom behavioral expectations; • Support individual students according to their Individualized program Plan (IPP).

SAFFRON Centre	<ul style="list-style-type: none"> • Internet Safety & Relationship • Programs for students / schools
Centre for Suicide Education & Information / Alberta Suicide Awareness	<ul style="list-style-type: none"> • Targeting K-8 students with presentations
Alberta Health Services – Sexual Health Nurse	<ul style="list-style-type: none"> • Supporting health programs • Providing students and staff information • LGBTQ supports
RCMP School Liaison	<ul style="list-style-type: none"> • Supporting schools and students • Education programs: DARE; Cyber-Bullying; Drug & Gang Awareness • Admin Support • VITRA Support and Participation
Parents	<ul style="list-style-type: none"> • Provide insights into the social/emotional/developmental needs of the student body • Collaborate with school staff to achieve a Positive School environment
Director of Support Services	<ul style="list-style-type: none"> • Through collaboration with school administration, staff and parents, holds leadership responsibility for ensuring emotionally safe environments where students have a sense of Belonging. • Brings stakeholders together for visioning, planning and evaluating progress; • Reports outcomes to jurisdiction and province.
School Supporting Students and Families	<ul style="list-style-type: none"> • Provision of Emergency clothing • Provision of supplemental snacks • Provision of emergency lunches • Supports and resources for families: targeted food hampers, etc.

Tier 1 Triangle: Universal Supports that Benefit All Students

Tier 1



TIER 1: Ensuring a School Wide Positive School Environment

Expected Outcomes in a Positive School Environment

- ✓ Students and Staff feel a welcoming positive environment at Centennial School
- ✓ Students and Staff feel a sense of belonging at Centennial School – a friendly, safe & respectful atmosphere permeates
- ✓ Student basic social, emotional, physical, and intellectual needs are met and they are able to learn
- ✓ An environment of mutual respect and cooperation exists among all Centennial School stakeholders: Students, Staff, Parents and Community
- ✓ Students want to be at School, thus attendance rates continue to increase

Examples:

- Students are motivated to be at school because they have positive and healthy relationships in their school.
- Students are motivated to be at school because their academic and emotional needs are understood and appropriately supported.

Rational for targeting these outcomes:

- The Safe and Caring Schools research and the Martin Brokenleg Model of creating a sense of belonging clearly make a strong case that by meeting students' basic needs, students will achieve greater academic success.
- School survey data (Accountability Pillar and Our School) indicate public interest and support for safe and caring and character education / virtues project initiatives, as these help provide basic supports to enable effective learning.
- Research indicates that students in communities with major poverty and low socio-economic status, inner-city environments, perform better when basic needs are met and they are in a welcoming, supportive environment.
- Attendance has been an issue for a significant percentage of students during the last decade. We are striving to improve attendance rates.
- We see community trends in Wetaskiwin indicating greater concern about gang activity, drug use and bullying in general. Being aware of the larger urban community issues and concerns, we want to monitor and guard against problems emerging at our school level.

School Behavior Philosophy

“Let us put our hearts and our minds together and see what good we can do for our children” - Chief Sitting Bull

Respecting oneself, respecting others, and respecting our property and surroundings are central to our expectations of our students. Our behavior expectations policies will be reinforced with Character Education & Virtues Project initiatives throughout the school year as we target good citizenship themes on a monthly basis. We also support positive behaviors through our school-wide mindfulness initiative in all classrooms. We encourage respect and kindness and promote empathy school-wide.

Behaviors Requiring Disciplinary Action:

There will be Zero Tolerance* for:

- ◆ Threatening the safety and security of others / Assault / Abusive language / Vandalism / Drugs / Theft / Willful and/or open disobedience / Inappropriate dress / Bullying*

* Bullying is defined as repeated negative actions that target a child over time.

Zero Tolerance refers to Policy 827.0000 of the Wetaskiwin Regional Public Schools **Policy Handbook**, and states:

- a. In Wetaskiwin regional Public Schools, “zero tolerance” shall mean that all student misbehaviors and disciplinary issues are challenged, managed, and dealt with. There is a “zero tolerance” for ignoring or avoiding student misbehavior or disciplinary issues.
- b. All inappropriate behaviors are dealt with appropriately, based on the merits of each individual case, with provision for varying consequences depending on the nature of the problem and the people involved.
- c. Common sense, discretion, and prudent professional judgment must be exercised in determining the appropriate consequence for each situation.

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- d. Foresight, vigilance, and pro-active early interventions are employed in order to limit or preclude the advent or escalation of disciplinary issues.

Student Responsibilities

A. WE WILL DO OUR SCHOOL WORK

1. We will follow instructions and directions.
2. We will do our work neatly.
3. We will do our assignments on time.
4. We will be on time.
5. We will be prepared for class.
6. We will be ready to listen and work.
7. We will work hard and try to do our best.

B. WE WILL RESPECT EVERYONE

1. We will use kind and polite words when we speak to others.
2. We will listen to and obey all school staff.
3. We will take turns. We will talk when it is our turn to talk.
4. We will be good listeners.
5. We will respect that others are here to learn also.
6. We will play fair.
7. We, older students, will set a good example for younger students.

C. WE WILL RESPECT THE SAFETY & LEARNING OF ALL

1. We will be fair and play safe.
2. We will get along with others.
3. We will stay on the school grounds.
4. We will walk throughout the school.
5. We will respect the learning of others.
6. We will work and listen quietly at our desks.

D. WE WILL TREAT THE SCHOOL, AND THE PROPERTY OF OTHERS WITH RESPECT

1. We will keep our school, and the school grounds tidy.
2. We will not touch what belongs to others, unless they give permission.
3. We will clean up after ourselves.
4. We will put things back where we found them.
5. We will take care of all school property and equipment.
6. We will help to make school a pleasant place.
7. We will use school materials and equipment in the proper intended way.

Ensuring a Positive School Environment: Action Plan

OUTCOME #1

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
✓ Students and Staff feel a welcoming positive environment at Centennial School	ALL Students, Parents, Staff, Community	<ul style="list-style-type: none"> ✓ Visitors are greeted by staff & students ✓ School Ambassadors ✓ Appealing visual displays showcasing students ✓ Cultural displays to provide multicultural awareness ✓ Welcome Matting – Positive Message 	All Staff – This is an expectation of all that work at Centennial	Continuous	Feedback from Survey results Anecdotal comments from students

OUTCOME #2

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Students and Staff feel a sense of belonging at Centennial School – a friendly, safe & respectful atmosphere permeates	ALL Students & Staff & School Families	<ul style="list-style-type: none"> ✓ Safe & Caring Message ✓ “Kindness” theme through-out of student programs: Use of Sharing & Talking Circles, Cultural Engagement: Beading, Drumming, Dance, Arts & Crafts, Sports: Intramural & After-School ✓ Communicate clear student expectations & responsibilities. This is provided as a Student 	ALL Staff are expected to contribute Some programs are led by School Assembly Team FSLW and FNMI Workers teach or lead with Supporting programs	Ongoing	Feedback from survey results Parent comments during PTI

<p>✓ Student basic social, emotional, physical, and intellectual needs are met allowing students to better be able to learn</p>	<p>All students</p>	<p>Agenda Insert each year & classes review it throughout the year</p>	<p>We also involve outside agencies and Elders to present and talk to students</p>	<p>Ongoing</p>	<p>Feedback from survey results Parent comments during PTI</p>
<p>✓ Students are supported verbally with encouragement, guidance, problem-solving, and given leadership opportunities ✓ Students have multiple emotional supports: one on one with FSLW, Groups, Talking Circles, Community Agency supports are bridged via FSLW, Cultural supports are bridged with FNMI worker. ✓ Intellectually we are meeting a student needs by employing a RTI model – identifying student levels and supporting them with IPP’s, small group support, literacy support and various targetted and universal supports. ✓ Students are supported with physical opportunities and supporting programs: noon hour physical activity via intramurals, after-school physical activity – soccer and family gym nights, etc. ✓ Students also benefit from food</p>	<p>All students</p>	<p>Students are supported verbally with encouragement, guidance, problem-solving, and given leadership opportunities Students have multiple emotional supports: one on one with FSLW, Groups, Talking Circles, Community Agency supports are bridged via FSLW, Cultural supports are bridged with FNMI worker. Intellectually we are meeting a student needs by employing a RTI model – identifying student levels and supporting them with IPP’s, small group support, literacy support and various targetted and universal supports. Students are supported with physical opportunities and supporting programs: noon hour physical activity via intramurals, after-school physical activity – soccer and family gym nights, etc. Students also benefit from food</p>	<p>All Staff Specific programs are led by FSLW Specific programs are led by FNMI Worker Specific programs are delivered by various community agencies: Hope Mission, etc.</p>	<p>Ongoing Annual Updates</p>	<p>Feedback from survey results Parent comments during PTI Tracking of</p>

			and snack items donated by the school and community organizations like Hope Mission. <ul style="list-style-type: none"> ✓ Implementation of Breakfast Program throughout the school year ✓ Provision of nutritional snacks; emergency lunches, and clothing for students in need ✓ Christmas hampers for 20-30 families ✓ Food Backpacks for families ✓ Provision of snacks for bus students 	Support Funding by local business and private donors and health grants.	Breakfast every morning	numbers by FSLW
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OUTCOME #3

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
✓ An environment of mutual respect and cooperation exists among all Centennial School	ALL	<ul style="list-style-type: none"> ✓ Opportunities for students to have a part in decision making ✓ Opportunities for parents to have a role in school based decision making ✓ Opportunities for Staff Input and decision making ✓ Opportunities for Student 	All Staff have various roles and expectation	Ongoing	Annual Review

<p>stakeholders: Students, Staff, Parents and Community</p>		<p>leadership</p> <ul style="list-style-type: none"> ✓ Provision of supports and links of resources for parents and families ✓ Staff supports are provided – to help with contacting parents, and dealing with physical, emotional and social needs of students and families. 			

TIER 2 Targeted or TIER 3 Specialized Interventions

When do we move to Tier 2 Targeted Interventions?

When Tier 1 School Wide Positive School Environment supports have been insufficient to support a student's social/emotional needs and/or success, moving to Tier 2 interventions is indicated

How does a student access Tier 2 intervention?

Typically the referring teacher will complete a quick checklist to communicate strengths, issue, concerns, and reason for referral.

Checklists to gather good information about the students' strengths, interests and needs as well as parents' desire for involvement are located in the [Building on Success: helping students make transitions from year to year](#) document from Alberta Education.

Weekly LST Meetings – FSLW, FNMI, LST, Principal, VP, LAT

What do Tier 2 Targeted interventions look like?

Services for students in Tier 2 are typically provided by the Guidance Counsellor and/or Family School Liaison (FSL)

Depending upon the age of the student, Counsellors and/or FSLs will consider completing an initial interview with a parent at the start of the intake process (except when it is not in the best interest of the student).

Counsellors and/or FSLs will provide direct counselling services to students exhibiting emotional and/or behavioral problems.

Supports may be provided through small (research based) groups or one on one interventions. Through goal setting, they will build support plans for individual children, families and/or groups.

They will provide crisis intervention support/services to students and families.

The MHCB and/or FSL will work collaboratively with school personnel, community agencies and other professionals to advocate for children's needs, and/or remove barriers that impede learning and/or development.

CENTENNIAL SCHOOL

INDIGENOUS PROGRAM LOGIC MODEL

2017 - 2020

Sense of Belonging: Increase academic success and contribute to social-emotional well-being

Strategies	Practices and Actions	Evidence and Results
<p>Provide supports and learning opportunities</p>	<ul style="list-style-type: none"> ● Cultural room and safe space for students to work with MLW at various times throughout the day ● Access to FSLW and daily breakfast program ● Access to nutritional snacks and emergency lunches ● Access to smudging ● Leadership & Conflict Resolution activities promoted including: Peacemakers & WDACS 	<ul style="list-style-type: none"> ● The number of students participating in cultural activities & Circle Groups is steady and consistent ● Many students both FNMI and non-FNMI participating ● Number of Peacemakers: 17 ● Daily average number of students dropping in to see MLW: 9 ● Number of students participating in WDACS community program: 12 ● Average number of students coming for breakfast daily: 53 ● Average number of students getting an emergency lunch daily: 22
<p>Provide culturally significant opportunities for students</p>	<ul style="list-style-type: none"> ● Work with Elders/community members to support cultural instruction ● Provide conversational Cree language in Culture room ● Host cultural events: pipe ceremony; round dance ● Provide cultural opportunities (beading, sewing, drumming) ● Daily smudging as needed/wanted ● Dancing: traditional hoop, etc. 	<ul style="list-style-type: none"> ● Average Number of students smudging daily: 41 ● Number of kids beading: 30 ● Sewing: 6 ● Number of boys drumming: 12 ● Number of kids dancing: 28 ● Number of Elders/community members leading or helping with programs during school year: 5 ● Number of events hosted: 15 ● Events: Smudge room opening; teepee teachings; pipe ceremonies; boy's cultural ceremonies; flag raising; round dance

<p>Prepare students for academics; academic supports meeting with parents, students, staff</p>	<ul style="list-style-type: none"> • Liaison between teachers, MLW, FSLW and FNMI families • Attend appointments for students and parents to mental health and medical appointments • Arrange or provide transportation for students as required 	<ul style="list-style-type: none"> • Home visits: 1 • Attendance letters monthly: 6 • Attendance parent contact monthly: 60 • transport of students/parents: 3 • Daily teacher drop-in support: 3 • LST team member: weekly meetings and VTRA meetings • Parents have been appreciative of the supports provided
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Attendance, Study Habits, Work Ethic, Planning: Improve school attendance and academic success

Strategies	Practices and Actions	Evidence and Results
<p>Increase Student Attendance</p>	<ul style="list-style-type: none"> • Monitor student attendance and assist teachers to contact families • Complete home visits to address attendance concerns • Determine reasons for tardiness • Problem solve transportation issues • Liaise with Maskwacis Transportation 	<ul style="list-style-type: none"> • FNMI attendance rate • Communication records • Attendance letters monthly: 6 • Attendance parent contact monthly: 60 • Home visits: 1
<p>Promote study habits, work ethic and planning</p>	<ul style="list-style-type: none"> • Students will receive career goal planning via <i>myblueprint</i> student profile (plan to implement in future) • Arrange presentations, speakers, role models to support our students in making positive healthy choices 	<ul style="list-style-type: none"> • Student profiles completed in <i>myblueprint</i> (TBD in future) • Student participation in leadership and enrichment events and activities: Peacemakers; WDACS; cultural

Academic Success: Achieve literacy at the same rate as all other students

Strategies	Practices and Actions	Evidence and Results
Reading Intervention Programs	<ul style="list-style-type: none"> ● September diagnostic assessments completed ● Supporting programs begin in October each school year 	<ul style="list-style-type: none"> ● Number of students that receive supports: ● Student Assessment measures: ● Gr. 6 PAT results: ● FNMI vs Non-FNMI PAT results ● Our School Survey data:

Academic Success: Achieve numeracy at the same rate as all other students

Strategies	Practices and Actions	Evidence and Results
Mathematics Strategies and Supporting programs	<ul style="list-style-type: none"> ● September diagnostic assessments completed ● Supporting programs begin in October each school year 	<ul style="list-style-type: none"> ● Number of students receiving supports ● Gr. 6 PAT results: ● FNMI vs Non-FNMI PAT results ● Our School Survey data:

CENTENNIAL SCHOOL

SCHOOL BUDGET & SCHOOL GENERATED FUNDS PLAN

2017 – 2020

Budget Manager Inquiry

Account summary for year 2018

Location Centennial School

Subtotalling: FUND-OBJECT-PROGRAM-LOCATION-SUB PROGRAM-COSTING, OFF

Selection Criteria CENTENNIAL SITE BUDGET

Year 2018

Account	Description	Budget	Commit.	Budget Inquiry Detail	
				Expenditures	Balance \$
1-101-200-45-0200-00000	AB ED BASIC ECS	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-200-45-0325-00000	AB ED BASIC ECS MM ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0020-00000	AB ED SHARED SERVICES ALLOC	<u>(1,972,163.00)</u>	0.00	<u>(1,972,163.00)</u>	0.00
1-101-300-45-0028-00000	AB ED AISI ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0100-00000	AB ED BASIC GRADES 1-9 ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0155-00000	AB ED LEARNING SUPPORT ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0160-00000	AB ED COUNSELLING ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0162-00000	AB ED ESL ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0320-00000	SP ED SYS PROGRAM ALLOCATION	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0321-00000	AB ED EQUITY OF OPPORTUNITY ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0325-00000	SP ED SCHOOL BASED ALLOCATION	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0345-00000	AB ED FNMI ALLOC	<u>(10,500.00)</u>	0.00	<u>(10,500.00)</u>	0.00
1-101-300-45-0355-00000	AB ED CLASS SIZE ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-101-300-45-0380-00000	AB ED SMALL SCHOOL ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-104-320-45-0173-00000	PROV GOVT INST SPECIAL PROJECT	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-105-300-45-0100-00000	FEDERAL BASIC GRADES 1-9 ALLOC	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-170-300-45-0045-00000	RESOURCE FEES ALLOCATION CN	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-173-300-45-0131-00000	PGM REVENUE-AGENDA	<u>0.00</u>	0.00	<u>0.00</u>	0.00
1-584-300-45-0000-00000	SURPLUS CARRY-FORWARD	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-210-200-45-0000-00000	CERT. SALARY ECS GENERAL	<u>46,670.00</u>	0.00	<u>19,093.49</u>	27,576.51
2-210-300-45-0000-00000	CERT. SALARY INST. GENERAL	<u>1,197,867.00</u>	0.00	<u>498,425.49</u>	699,441.51
2-210-303-45-0000-00000	CERT. SALARY INST. COUNSELLING	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-210-310-45-0000-00000	CERT. SALARY INST. ADMIN GEN.	<u>145,196.00</u>	0.00	<u>59,401.91</u>	85,794.09
2-210-325-45-0000-00000	CERT. SALARY M&M GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-210-325-45-0155-00000	CERT. SAL M&M LEARNING SUPPORT	<u>155,568.00</u>	0.00	<u>63,644.89</u>	91,923.11
2-230-300-45-0150-00000	CERT. SUBSTITUTE INST. PD REL.	<u>10,058.00</u>	0.00	<u>781.95</u>	9,296.05
2-230-300-45-0151-00000	CERT. SUB INST SBA	<u>0.00</u>	0.00	<u>2,666.81</u>	(2,666.81)
2-230-303-45-0000-00000	CERT. SALARY SUBS INST COUNSEL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-230-320-45-0173-00000	CERT. SALARY SUBS BCI	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-230-395-45-0045-00000	CERT. SUBS SALARY AISI CN	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-235-300-45-0150-00000	SUBSTITUTE BNFTS INST. PD REL.	<u>0.00</u>	0.00	<u>41.83</u>	(41.83)
2-235-300-45-0151-00000	SUB BEN INST SBA	<u>0.00</u>	0.00	<u>133.96</u>	(133.96)
2-235-320-45-0173-00000	CERT. BENEFITS SUBS CBI	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-235-395-45-0045-00000	CERT. BENEFITS SUBS AISI	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-250-200-45-0000-00000	UNCERT. SALARY ECS GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-250-300-45-0000-00000	UNCERT. SALARY TA INST.GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-250-300-45-0150-00000	UNCERT SALARY SUB PROF DEVEL	<u>0.00</u>	0.00	<u>220.10</u>	(220.10)
2-250-300-45-0151-00000	UNCERT SALARY SUB SBA	<u>0.00</u>	0.00	<u>3,191.31</u>	(3,191.31)
2-250-320-45-0000-00000	UNCERT. SALARY SEVERE GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-250-325-45-0000-00000	UNCERT. SALARY TAS	<u>268,269.00</u>	0.00	<u>114,423.69</u>	153,845.31
2-251-311-45-0000-00000	UNCERT. SALARY LIBRARIAN	<u>21,392.00</u>	0.00	<u>9,914.81</u>	11,477.19
2-253-310-45-0000-00000	UNCERT. SALARY ADMIN ASSIST	<u>54,818.00</u>	0.00	<u>21,373.28</u>	33,444.72
2-259-300-45-0150-00000	UNCERT SAL SUBS PD RELEASE	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-259-300-45-0151-00000	UNCERT SAL SUBS SITE BASED	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-411-300-45-0000-00000	CONSULTANT INSTRUCTION GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-421-300-45-0000-00000	STAFF RELATIONS	<u>0.00</u>	0.00	<u>0.00</u>	0.00
2-440-310-45-0000-00000	PHONE/MAIL INST.AL ADMIN GEN.	<u>3,900.00</u>	0.00	<u>1,361.31</u>	2,538.69
2-442-300-45-0000-00000	PRINTING & BINDING INST. GEN.	<u>800.00</u>	0.00	<u>258.70</u>	543.30
2-443-300-45-0000-00000	ADVERTISING INST. GENERAL	<u>1,000.00</u>	0.00	<u>0.00</u>	1,000.00
2-471-200-45-0000-00000	FIELD TRIPS ECS GENERAL	<u>500.00</u>	0.00	<u>0.00</u>	500.00
2-471-300-45-0000-00000	FIELD TRIPS INST. GENERAL	<u>6,000.00</u>	0.00	<u>385.18</u>	5,614.82
2-471-300-45-0156-00000	FIELD TRIPS INST. SWIMMING	<u>0.00</u>	0.00	<u>228.60</u>	(228.60)
2-500-200-45-0000-00000	SUPPLIES ECS GENERAL	<u>500.00</u>	0.00	<u>0.00</u>	500.00
2-500-300-45-0000-00000	SUPPLIES INST. GENERAL	<u>20,325.00</u>	0.00	<u>12,256.27</u>	8,068.73
2-500-300-45-0112-00000	SUPPLIES INST. LANGUAGE ARTS	<u>0.00</u>	0.00	<u>0.00</u>	0.00

<u>Account</u>	<u>Description</u>	<u>Budget</u>	<u>Commit.</u>	<u>Expenditures</u>	<u>Balance \$</u>
<u>2-500-300-45-0120-00000</u>	SUPPLIES INST. PHYS ED	<u>2,500.00</u>	0.00	<u>967.22</u>	1,532.78
<u>2-500-300-45-0133-00000</u>	SUPPLIES INST. TECH	<u>2,000.00</u>	0.00	<u>0.00</u>	2,000.00
<u>2-500-300-45-0163-00000</u>	SUPPLIES INST. COMPLEMENTARY	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-500-300-45-0178-00000</u>	FOOD FOR STUDENTS	<u>0.00</u>	0.00	<u>332.08</u>	(332.08)
<u>2-500-320-45-0000-00000</u>	SUPPLIES SEVERE GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-500-325-45-0000-00000</u>	SUPPLIES M&M GENERAL	<u>500.00</u>	0.00	<u>0.00</u>	500.00
<u>2-500-345-45-0045-00000</u>	SUPPLIES FNMI CN	<u>10,500.00</u>	0.00	<u>4,446.77</u>	6,053.23
<u>2-510-310-45-0000-00000</u>	OFFICE SUPPLIES-SCHOOL ADMIN	<u>2,200.00</u>	0.00	<u>0.00</u>	2,200.00
<u>2-511-300-45-0000-00000</u>	EQUIPMENT MAINT. INST. GEN.	<u>1,500.00</u>	0.00	<u>0.00</u>	1,500.00
<u>2-520-300-45-0000-00000</u>	LEASING INSTRUCTION GENERAL	<u>1,000.00</u>	0.00	<u>1,877.57</u>	(877.57)
<u>2-540-200-45-0000-00000</u>	TEXTBOOKS INST. ECS	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-540-300-45-0000-00000</u>	TEXTBOOKS INST. GENERAL	<u>8,000.00</u>	0.00	<u>92.89</u>	7,907.11
<u>2-545-200-45-0000-00000</u>	LIBRARY ECS GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-545-311-45-0000-00000</u>	LIBRARY INST.SUPP GENERAL	<u>2,000.00</u>	0.00	<u>4,263.62</u>	(2,263.62)
<u>2-560-300-45-0000-00000</u>	EQUIPMENT INST. GENERAL	<u>2,000.00</u>	0.00	<u>1,847.09</u>	152.91
<u>2-560-310-45-0000-00000</u>	EQUIPMENT ADMIN GENERAL	<u>1,000.00</u>	0.00	<u>30.15</u>	969.85
<u>2-570-200-45-0000-00000</u>	TRAVEL & SUBSISTENCE ECS GEN.	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-570-300-45-0000-00000</u>	TRV. & SUB INST. GEN.	<u>1,000.00</u>	0.00	<u>146.18</u>	853.82
<u>2-570-300-45-0260-00000</u>	TRV. & SUB INST. PROF DEV	<u>5,000.00</u>	0.00	<u>593.36</u>	4,416.64
<u>2-570-310-45-0000-00000</u>	TRV. & SUB INST ADMIN GENERAL	<u>2,000.00</u>	0.00	<u>226.44</u>	1,773.56
<u>2-570-320-45-0000-00000</u>	TRV. & SUB SEVERE GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-570-325-45-0000-00000</u>	TRV. & SUB M&M GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-570-345-45-0045-00000</u>	TRV. & SUB FNMI CE	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-570-395-45-0045-00000</u>	TRV. & SUB AISI CE	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-575-200-45-0000-00000</u>	DUES & FEES ECS GENERAL	<u>200.00</u>	0.00	<u>0.00</u>	200.00
<u>2-575-300-45-0000-00000</u>	DUES & FEES INST. GENERAL	<u>400.00</u>	0.00	<u>105.00</u>	295.00
<u>2-575-300-45-0260-00000</u>	DUES & FEES INST. PROF DEV	<u>5,000.00</u>	0.00	<u>1,649.28</u>	3,350.72
<u>2-575-310-45-0000-00000</u>	DUES & FEES INST.AL ADMIN GEN.	<u>3,000.00</u>	0.00	<u>0.00</u>	3,000.00
<u>2-575-320-45-0000-00000</u>	DUES & FEES SEVERE GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-575-325-45-0000-00000</u>	DUES & FEES M&M GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-575-345-45-0045-00000</u>	DUES & FEES FNMI CN	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-575-395-45-0045-00000</u>	DUES & FEES AISI CE	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-580-300-45-0000-00000</u>	SURPLUS INST. GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-612-300-45-0158-00000</u>	SUPPLY RECOVERY- SWIMMING	<u>0.00</u>	0.00	<u>0.00</u>	0.00
<u>2-751-300-45-0000-00000</u>	CAPITAL INSTRUCTION GENERAL	<u>0.00</u>	0.00	<u>0.00</u>	0.00
Total		<u>0.00</u>	<u>0.00</u>	<u>(1,158,313.77)</u>	<u>1,158,313.77</u>

SCHOOL GENERATED FUNDS ANNUAL PLAN

For the school year ended

August 31, 2018

School	Centennial School
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Fund	ALL
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Sources of Revenue:

Opening Balances	15,566
Fundraising	7,400
Student Fees	13,276
Donations	600
Other	6,000
Total Revenue	<u>42,842</u>

Expenditures:

Other Expenses	1,200
Fundraising Related Expenses	1,200
Expenses paid for by Fundraising	9,780
Fees Related Expenses	15,026
Donations Related Expenses	9,000
Total Expenditures	<u>36,206</u>
Closing SGF balance	<u>6,636</u>

SCHOOL GENERATED FUNDS ANNUAL PLAN
 For the school year ended August 31, 2018

School	Centennial School
Fund	General
Person Responsible	Principal
Purpose	This account is used for miscellaneous donations. Special projects or one-time

Sources of Revenue:

Opening Balances		6,184
Fundraising Activities:		
	-	
<u>HOT LUNCH (2)</u>	400	
	-	400
Student Fees Activites:		
	-	
	-	
Donations Activites:		
	-	
	-	
	-	
Other Activites:		
	-	
<u>SPECIAL CLASSROOM FUNDRAISERS</u>	1,000	
	-	1,000
Total Revenue		<u>7,584</u>

Expenditures Activites:

Other Expenses		
	-	
	-	
Fundraising Related Expenses		
<u>HOT LUNCH SUPPLIES AND MISC</u>	250	
	-	250
Expenses paid for by Fundraising		
<u>FIELD TRIP COSTS</u>	1,200	
<u>YEAR END STUDENT ACTIVITIES</u>	1,100	2,300
Fees Related Expenses		
	-	
	-	
Donations Related Expenses		

	-	-
Total Expenditures		<u>2,550</u>
Closing SGF fund balance		<u>5,034</u>

	Proposed Per Student Fee 2017/18	Total Budgeted Proposed Fees 2017/18	Actual Per Student Fee 2016/17	Total Forecasted Actual Fees 2016/17	Per Student % Change
Early Childhood Services					
Enhanced (Full Day) ECS	\$0.00	\$0.00	\$ -	\$0.00	0%
Other (please describe)	\$0.00	\$0.00	-	\$0.00	0%
Total Early Childhood Services		\$0.00		\$0.00	
Extracurricular Fees					
BADMINTON	\$5.00	\$50.00	\$ -	\$0.00	#DIV/0!
BASKETBALL	\$80.00	\$1,600.00	-	\$0.00	#DIV/0!
VOLLEYBALL	\$80.00	\$1,600.00	-	\$0.00	#DIV/0!
CROSS-COUNTRY	\$10.00	\$300.00	-	\$0.00	#DIV/0!
SKIING	\$35.00	\$1,050.00	-	\$0.00	#DIV/0!
TRACK & FIELD	\$10.00	\$200.00	-	\$0.00	#DIV/0!
Total Extracurricular Fees		\$4,800.00		\$0.00	
Activity Fees					
Field Trips:					0%
ECS KINDERGARTEN - EDMONTON ZOO	\$8.00	\$184.00			
ECS KINDERGARTEN - TELUS WORLD OF SCIENCE	\$12.00	\$276.00			
GR 1 KRAAY FAMILY FARM / LACOMBE CORN MAZE	\$7.00	\$175.00			
GR 1 WETASKIWIN HERITAGE MUSEUM	\$5.00	\$125.00			
GR 1 TELUS WORLD OF SCIENCE	\$20.00	\$500.00			
GR 2 JURASSIC FOREST	\$14.00	\$378.00			
GR 2 RECREATIONAL SWIMS - WETASKIWIN	\$6.00	\$162.00			
GR 2-3 UKRAINIAN VILLAGE	\$10.00	\$270.00			
GR 2-3 EDMONTON ZOO	\$8.00	\$216.00			
GR 3-4 TELUS WORLD OF SCIENCE	\$12.00	\$264.00			
GR 3-4 WINSPEAR THEATRE HEARING AND SOUND	\$15.00	\$330.00			
GR 4 FORT EDMONTON PARK	\$20.00	\$460.00			
GR 4 WETASKIWIN LAND-FILL/RECYCLING/WATER STATION	\$0.00	\$0.00			
GR 5 FORT EDMONTON	\$20.00	\$520.00			
GR 5 LEDUC AGRICULTURE WEST - ELECTRICITY MUSEUM	\$0.00	\$0.00			
GR 5 REYNOLDS MUSEUM	\$6.00	\$156.00			
GR 5 RECREATIONAL SWIMS	\$10.00	\$260.00			
GR 5-6 & 6 - RECREATIONAL SWIMS	\$10.00	\$440.00			
GR 5-6 & 6 - REYNOLDS MUSEUM	\$15.00	\$660.00			
GR 5-6 & 6 - WARWAR CAMP - RECREATIONAL ACTIVITIES	\$0.00	\$0.00			
GR 5-6 & 6 - U OF A ASTRONOMY TOUR	\$0.00	\$0.00			
GR 5-6 & 6 - DESS CROSSLEY EXPERIMENTAL FOREST	\$0.00	\$0.00			
GR 5-6 & 6 - ALBERTA LEGISLATURE DAY TOUR	\$0.00	\$0.00			
GR 7 & 8 - 4H CENTER	\$8.00	\$560.00			
GR 7 & 8 - TELUS WORLD OF SCIENCE	\$12.00	\$840.00			
GR 7 & 8 - FORT EDMONTON	\$20.00	\$1,400.00			
GR 7 & 8 - WEST EDMONTON WORLD WATER PARK	\$0.00	\$700.00			
Other (please describe)	\$0.00	\$0.00	-	\$0.00	0%
Total Activity Fees		\$8,876.00		\$0.00	
Lunch Supervision And Noon Hour Activity Fees					
Annual/Monthly	\$0.00	\$0.00	\$ -	\$0.00	0%
Drop-In	\$0.00	\$0.00	-	\$0.00	0%
Total Lunch Supervision & Noon Hour Activity Fees		\$0.00		\$0.00	
Non-Curricular Goods and Services					
Agenda Books	\$0.00	\$0.00	\$ -	\$0.00	0%
Caution Fees/Refundable Deposits/Damage Fees	\$0.00	\$0.00	-	\$0.00	0%
Fitness Centre	\$0.00	\$0.00	-	\$0.00	0%
Library	\$0.00	\$0.00	-	\$0.00	0%
Locker Rental	\$0.00	\$0.00	-	\$0.00	0%
Locks	\$5.00	\$750.00	5.00	\$580.00	0%
Student Council	\$0.00	\$0.00	-	\$0.00	0%
Student ID	\$0.00	\$0.00	-	\$0.00	0%
Uniforms	\$0.00	\$0.00	-	\$0.00	0%

Other (please describe)	\$0.00	\$0.00	-	\$0.00	0%
Other (please describe)	\$0.00	\$0.00	-	\$0.00	0%
Total Non-Curricular Supplies and Materials		\$750.00		\$580.00	
Other Fees to Enhance Education					
Swimming lessons	\$0.00	\$0.00	\$	\$0.00	0%
Please describe	\$0.00	\$0.00	-	\$0.00	0%
Total Other Fees to Enhance Education		\$0.00		\$0.00	
Other Fees					
Please describe	\$0.00	\$0.00	\$	\$0.00	0%
Please describe	\$0.00	\$0.00	-	\$0.00	0%
Total Other Fees		\$0.00		\$0.00	
TOTAL FEES		\$14,426.00		\$9,607.00	
Enrollment					
School Jurisdiction Eligible Funded Students					
Grades 1 to 9		\$173.00		\$156.00	
Grades 10 to 12 FT		\$0.00		\$0.00	
Total		\$173.00		\$156.00	
ECS Eligible Funded		\$21.00		\$20.00	
FTE ECS Enrolled		\$10.50		\$10.00	
Reviewed By:					
_____ Superintendent of Schools			_____ Secretary-Treasurer		