



# Centennial Elementary School Title IA Schoolwide Plan 2023-2024

## Committee Members

Angie Dederer- Reading Specialist

Megan Traeger- First Grade Teacher

Kim Roth- Principal, Title I Director, Title III Director

Steve Martinelli- Superintendent

Nancy Hallin- Title IA Instructional Assistant

Patti Bergby- Title IA Instructional Assistant

Emily Hays- Office Manager

April Tate- Special Education Teacher

Kylie Stillman- Parent

Michelle Lefeber- Teacher / Teacher Mentor

Jennifer James- Teacher / Early Learning Coordinator

Scott Golden- Upper Elementary Teacher Leader

## **Background**

Centennial Elementary school adopted the MyView Literacy Program from Savvas Learning in 2022-2023 and has continued with it this year. In 2023-2024 Centennial adopted Oregon Math from Big Ideas Learning and has continued to implement it this year. Our MTSS approach and response to intervention was redesigned in 2022-2023 to create more small group interventions for all students. The Title Leadership Team, teaching staff, and site council were highly involved in the redesign. The new shift was made to better support students who may have been adversely affected by lost instructional time during COVID, to reduce student to teacher ratios, foster student staff relationships, to differentiate instruction based on student needs, and to increase independent skill development time allowing for immediate feedback. An additional push in support for tier two students and tier three that require intervention, while protecting academic core. Centennial educators are participating in the WREN PDSA process and the professional development related to the Center for Educational Leadership. A combination of site council meetings, the WREN and CEL improvement teams, and data team ensure that all aspects of the academic model are functioning in a way that serves individual student learning needs and the improvement teams ensure that staff are working collaboratively to promote continuous improvement. WREN, CEL, and Site Council teams meet monthly on Tuesdays, grade level teams meet bi-monthly on Thursdays, and the staff meets as a whole to review data and improve monthly.

## **Needs Assessment**

The Spring 2022 data showed significant growth despite the academic loss of previous years due to interrupted instruction from COVID. Centennial Staff used the Oregon Report Card Ratings Detail, Dibel results, State Testing Results, iReady data, DESSA, and teacher data to carefully track student progress. The 2023 Winter data showed growth but not at the level needed to accelerate student achievement to meet benchmark targets in language arts. Language arts was recognized as the highest need area. By the end of the 2023 school year, great success was shown using the small group intervention structure and the additional push in support during core instruction in the data. The 2023-2024 school year will continue to focus on small group intervention structure, intensified pull out for tier 2 and 3 students, and focused push-in support during core instruction.

Staff will continue to use the new Savvas reading curriculum and supplemental instructional materials such as Heggerty and Secret Stories were used to support core instruction and build phonemic awareness. Support staff and teachers were trained to better use these supports, along with high leverage teaching practices. Staff received extra training in Oregon Math from Big Ideas to strengthen the teacher's abilities and utilize the curriculum to its maximum potential. PLCs, WREN PDSA cycles, and CEL work will continue to provide collaboration amongst specialists, grade level teachers, and support staff to ensure improvement efforts are continuous and instructional services continue to provide academic success for all students.

## **Goals**

### **1. Provide Academic Support to all students.**

Academic student achievement goals that support all students require commitment and coordination from all stakeholders. The process requires that teachers and support staff work together to provide supplemental support within the classroom, so all students can achieve high academic standards.

Staff will provide focused English Language Arts (ELA) instruction:

- By implementing with fidelity the Savvas Literacy curriculum into grades K-5.
- With the rigor and relevance to the ELA CCSS requirements for grades K-5.
- With Haggerty and Savvas intervention curriculum for grades K-5.
- Utilizing whole group ELA instruction and small group leveled reading / writing instruction as protected time in the master schedule.
- Continuing MTSS model as a push in model providing differentiated instructions to all students K-5th grade with third tier pull out interventions for our highest need students.
- Using Secret Stories and utilizing the Science of Reading to build phonemic awareness.
- Scheduling PLC every other week to discuss learning growth and address student needs.
- iReady will be used to support individualized reading instruction, along with additional interventions in class.

Staff will provide focused math instruction:

- By implementing with fidelity the Oregon Math, Big Ideas curriculum in grades K-5.
- With the rigor and relevance that math CCSS requires in grades K-5.
- Whole group math blocks will be protected and push in supports will be used as primary intervention.
- iReady will be used to support individualized math instruction, along with additional interventions in class.
- PLC implementation will focus on math proficiency and increasing math fluency.
- PLC every other week to discuss student learning and growth to determine next steps to meet student needs.

2. Provide differentiated instruction to all students. Staff will provide differentiated instruction by:

- adapting curriculum and / or content as needed.
- utilizing digital tools 1:1 devices school wide.
- accessing online resources (iReady, Oregon Math, Savvas Literacy)
- Create flexible leveled reading groups and provide differentiated instruction throughout the academic day in protected time that is flooded with paraprofessional support.
- Utilize CEL, WREN, ESD, and ENVOY professional development knowledge to inform instruction.

3. Use interim and formative assessments for grades K-5.

Staff will analyze formative and summative assessments to determine student needs, groupings, and level of support.

- Alignment to state standards
- The ability to provide reliable data
- A strong continuum from grade level to grade level
- Pre-Post Data
- iReady Math and Reading
- DESSA for social emotional learning
- State testing and interim Assessments
- Scholastic Reading Inventory & Dibel
- Utilize professional development knowledge to inform instruction
- CEL and WREN improvement cycles, informed by multiple data points

## **Evaluate**

Goal 1 Will Be:

- Achieved when all instructional staff have incorporated the ELA math CCSS for all students.
- Supported by supplemental and push-in intervention hours provided by paraprofessionals.

Goal 2 Will Be:

- Measured by the percentage of students who received differentiated instruction and met their grade level achievement standards.
- Reflected in each teacher's Individual Student Learning Growth Goal.

Goal 3 Will Be:

- Measured by multiple data points from several summative and formative assessments according to the school's K-5 yearly testing schedule.

When these goals are attained:

- Integrated CCSS curriculum will be taught to all students.
- Appropriate differentiation will occur for all students
- Interim and formative assessments will regularly drive instruction and interventions
- Student growth goals will be met for all students.
- All students will achieve high academic standards.

### **Supplemental Service Plan**

After analyzing all of the evidence, the staff selected the following supplemental services and activities to support the goals of the 2023-2024 school wide plan.

- Paraprofessionals will support the instructional needs of students by providing literacy support under the direct supervision of specialists.
- Paraprofessional Training and on-site program support
- Centennial School Wide Supplemental Supplies and Materials: Secret Stories, Heggerty, Leveled Readers, Decodable Readers, high interest reading level appropriate books, reading incentive books
- Events: Read Across America, Read a thon, school-wide reading events, Book Buck Reinforcers
- Parent and Family Involvement: Parent teacher conferences, volunteers, Parent Club, Climate Committee, Site Council, Improvement Team, Fall Title Meeting, assemblies, field trips, parents involved in the curriculum process, weekly newsletters
- Schoolwide Planning: Summer work, additional work with leadership during the year, math, tech, data team, Site Council, SEL Team, CEL

Team, WREN team, Adoption Committee. These committees meet monthly to review school goals and action plans for implementation.

**Budget**

Centennial Elementary School Wide Title IA 2022-2023 Budget