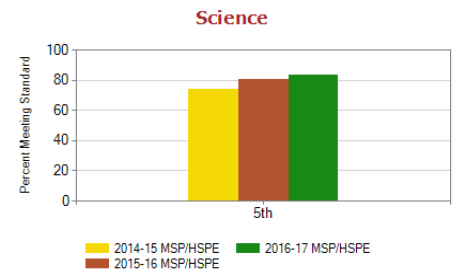
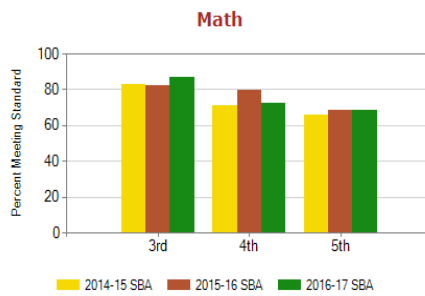
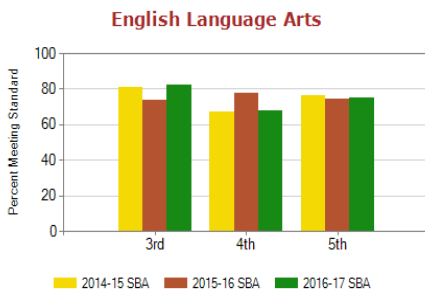


# 2017-2018

## Centennial Elementary School Improvement Plan

Enrollment	543
Free/Reduced Lunch	12.7%
Special Services	13.4%
English Language Learners	4.6%
Unexcused Absence Rate	0.9%

### WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



### Communication Goals:

- All classroom teachers will post kid friendly learning targets as “I Can” statements daily for both math and reading.
- All staff will provide monthly communication to families through the use of newsletters, emails, websites and/or phone calls. Staff will provide additional opportunities for parents to conference about their student as needed via email, phone calls, and meetings.
- The monthly school newsletter will be emailed to parents and staff and posted on the Centennial website. Construction updates will be included in the school newsletter when appropriate.

### Safety Goals:

#### Level 2 Emergency Plan:

- All drill expectations taught and practiced by October 31, 2017 with monthly drills to follow
- Partnership with local law enforcement agencies during lockout drills
- Emergency Plan walk-through drill in spring with staff

#### General Safety:

- Nine members with Right Response De-escalation Certification (Two Administrators, SSC, Special Education Teachers and 3 para educators)
- Communication and practice will occur related to the various intersections and crossing guard areas surrounding our school zone. This will include our 5th grade patrol students.

## **Achievement Goals:**

### **ELA**

- Kindergarten: By June of 2018, 80% of students in Kindergarten will correctly identify letters, first sounds and the 40 sight words using Wonders Assessments.
- 1st grade: By May of 2018, 90% of students in 1st grade will read 53 wpm according to the Wonders Spring Fluency Passage.
- 2nd grade: By May of 2018, 80% of students in 2nd grade will increase fluency rates by 20 wmp per trimester as measured by the Wonders End of the Year Nonfiction Fluency Assessment.
- 3rd grade: By May of 2018, 80% of students in the 3rd grade will read at least 107 CWPM with 97% accuracy as measured by the Wonders Oral Reading Fluency passages.
- 4th and 5th grade: By April of 2018, 80% of students will demonstrate +10 points of growth between the 2017 Fall MAP and 2018 Spring MAP as measured on the Achievement Status and Growth Summary Quadrant Chart.

### **ELA SPED**

80% of students in grades 2-5 will demonstrate +5 points of growth between the 2017 Fall MAP and 2018 Spring MAP as measured on the Achievement Status and Growth Summary Quadrant Chart.

### **ELA POVERTY**

80% of students in grades 2-5 will demonstrate +5 points of growth between the 2017 Fall MAP and 2018 Spring MAP as measured on the Achievement Status and Growth Summary Quadrant Chart.

### **MATH**

During the 2017-2018 school year teachers will measure growth between two Bridges Assessment measures. 100% of students in grades K-5 will show growth with 80% of students meeting grade level standards on post assessments.

- Kindergarten: Teachers will administer the Comprehensive Growth Assessment (CGA) twice a year to measure growth and levels of proficiency. Additionally, teachers will administer the Number Corner assessments.
- 1st grade: Teachers will administer the Number Corner Baseline twice a year to measure growth and levels of proficiency. Additionally, teachers will administer Bridges post assessments and Number Corner check-ups to monitor progress.
- 2nd grade: Teachers will administer the Number Corner Baseline Assessment twice a year to measure growth and levels of proficiency. Additionally, teachers will administer Bridges pre and post assessments for each unit to monitor progress.
- 3rd grade: Teachers will administer the Number Corner Baseline Assessment twice a year to measure growth and levels of proficiency. Additionally, teachers will administer Bridges pre and post assessments for each unit to monitor progress.
- 4th and 5th grade: Teachers will administer the Number Corner Baseline Assessment twice a year to measure growth and levels of proficiency. Additionally, teachers will administer Bridges pre and post assessments for each unit to monitor progress.

### **MATH SPED**

80% of students in grades 2-5 will demonstrate +5 points of growth on the Fall MAP 2017 to the Spring MAP 2018 as measured on the Achievement Status & Growth Summary with Quadrant Chart.

### **MATH POVERTY**

80% of students in grades 2-5 will demonstrate +5 points of growth on the Fall MAP 2017 to the Spring MAP 2018 as measured on the Achievement Status & Growth Summary with Quadrant Chart.

### **SCIENCE**

- Kindergarten: By May of 2018, 80 % of students will meet benchmark on identifying the parts of a tree. Students will also be able to tell the function of each part of the tree, as measured by FOSS informal and summative assessment.
- 1st Grade: By May of 2018, 100% of the first graders will be able to accurately sort rocks according to size, shape, or texture when given a bag of earth materials as observed by the teacher.
- 2nd Grade: 1/3rd of 2<sup>nd</sup> grade students will participate in the Centennial Science Fair in March of 2018.

- ❑ 3rd Grade: By May of 2018, 100% of third graders will participate in investigations and record observations in their interactive notebooks as measured by a commonly created rubric from sciencenotebook.org.
- ❑ 4th Grade: Students will demonstrate understanding of the SSCC: 3-LS 4-4 as demonstrated through an informative presentation of salmon habitats by December 2017.
- ❑ 5th Grade: 90% of students will complete at least one inquiry project by correctly stating the scientific process including: one question, materials and procedures list, hypothesis, data table with results and conclusion by spring 2018

### **SCIENCE SPED**

5th grade students meeting or exceeding standard on the Science MSP will increase from 44.4% on the 2017 assessment to 55% of the students meeting or exceeding standard on the 2018 Science MSP.

### **SCIENCE POVERTY**

5th grade students meeting or exceeding standard on the Science MSP will increase from 81.8% on the 2017 assessment to 90% of the students meeting or exceeding standard on the 2018 Science MSP.

## **Professional Growth Goals:**

Professional Learning Communities ~ Year 4

- ❑ 20 Certificated Teachers have attended a PLC and/or RTI conference
- ❑ All Certificated staff will attend the October 13, 2017 PLC Inservice with Dr. Muhammad
- ❑ Grade level PLC's will meet each Wednesday for one hour to focus on instruction of essential academic standards, formative assessment and a flexible intervention and extension planning.

New Master Schedule

- ❑ CORE subjects aligned in order to better access Special Education and support staff
- ❑ Daily WIN Block (30 minutes daily) built into master schedule
- ❑ Full implementation of WIN Time (What I Need) to support intervention and extension with a focus on Reading

## **PBIS Goals:**

Tier 1:

- ❑ Common Area Expectations Teaching Rotation led by paraeducators the first three days of school
- ❑ All staff will continue to support Tier 1 systems including teaching school-wide common area expectations, procedures and routines within their classrooms. All staff members will utilize Pride Slips and Positive Office Referrals monthly. Re-teaching of expectations will occur after Winter and Spring Break and as needed based on SWIS data.

Tier 2:

- ❑ Focus on refining Tier 2 interventions to include Second Steps instruction in K - 2, CICO, Recess Academy and friendship groups with support from the Counselor and Behavior Technician.

## **Strengths:**

- ❑ Experienced teaching staff and teacher leaders committed to student achievement
- ❑ Positive school culture that values PLC collaboration
- ❑ Mobility rate of students and staff
- ❑ Strong and active enrichment programs: Music Program, Choir, Orchestra, Band, Library, Physical Education, Student Council, Spanish Club, Coding Class and Art Club
- ❑ Supportive and active Booster Club and Volunteer Program

## **Opportunities For School Growth:**

- ❑ Instructional space availability as enrollment increases - particularly for Band, Orchestra, Itinerant staff and WIN Time groups
- ❑ Special Education caseload continues to increase with specific needs for behaviorally challenged students
- ❑ Kindergarten readiness continues to be a concern with specific needs for social and emotional support