

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kim Noyes

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Centennial Elementary School

(As it should appear in the official records)

School Mailing Address 1860 South Chelton Road

(If address is P.O. Box, also include street address.)

City Colorado Springs State CO Zip Code+4 (9 digits total) 80910-1619

County El Paso County State School Code Number* 1383

Telephone 719-579-2155 Fax _____

Web site/URL http://centennial.hsd2.org E-mail knoyes@hsd2.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Andre Spencer

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: aspencer@hsd2.org

Other)

District Name Harrison School District #2 Tel. 719-579-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Victor Torres

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 20 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	50	42	92
1	54	40	94
2	46	46	92
3	43	46	89
4	38	60	98
5	40	30	70
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	271	264	535

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 25 % Black or African American
 - 45 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 20 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 36%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	121
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	72
(3) Total of all transferred students [sum of rows (1) and (2)]	193
(4) Total number of students in the school as of October 1	535
(5) Total transferred students in row (3) divided by total students in row (4)	0.361
(6) Amount in row (5) multiplied by 100	36

7. English Language Learners (ELL) in the school: 23 %
125 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Spanish, Tagalog, Samoan, Swahili, Hausa, and Arabic
8. Students eligible for free/reduced-priced meals: 90 %
 Total number students who qualify: 483

Information for Public Schools Only - Data Provided by the State

The state has reported that 90 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 23 %
123 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>9</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>15</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>37</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>43</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>9</u> Multiple Disabilities | <u>5</u> Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	92%	90%	86%	84%
High school graduation rate	0%	0%	0%	0%	0%

13. For schools ending

in grade 12 (high schools)

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Our school mission is "Achievement NOW."

PART III – SUMMARY

Welcome to Centennial Elementary! We are located in the southeast side of Colorado Springs and home to 535 Proud Panthers! We are a school-wide Title I school and serve students in kindergarten through fifth grade. We also house two significant support needs classrooms. The diversity at our school is celebrated as one of our valued strengths. Eighty percent of our students are of minority backgrounds with ninety percent of our students receiving free or reduced lunch. We believe it is our duty as educators to ensure all students have equal choices in their futures through the power of education. At Centennial Elementary, we focus each day on our mission of “Achievement NOW.”

At the heart of Centennial is academic achievement – it drives everything we do. High expectations exist for students, parents, and staff. We are constantly reflecting on our practices and finding ways to improve because we believe that success never rests. Teachers and administrators use aligned curriculum maps to ensure every Colorado state standard is taught. In addition, administrators provide ongoing instructional feedback to teachers daily. Conversations focus on determining and implementing what is best for kids during Monday Professional Learning Communities (PLCs) and Thursday student data meetings. Teachers make behavioral and academic expectations clear to all students as well as how academic success will be measured. Students use this information as they set their own learning goals.

We provide a strong and positive environment for both students and staff. Following the Positive Behavior Support (PBS) model, we have created our PRIDE motto (Prepared, Respectful, Integrity, Determined, Engaged) along with school-wide “teach to” rules for the classroom and all common areas. Students receive PRIDE dollars from staff members when they are caught following the rules; these earn them various rewards within their classrooms. Each week one student from each class is recognized by administrators for showing PRIDE and receives a prize and positive phone call home. In addition, each month one student per classroom is chosen as a student of the month, earning him or her lunch at a special table with administrators and a congratulatory phone call home. Finally, quarterly awards assemblies are held to honor academic achievements and good behavior.

The Centennial community is crucial to our success as we partner with parents and leaders in the surrounding areas. We use our newsletter, marquee board, email, Facebook, and instant messenger to help advertise the events occurring at our school. We have established such strong traditions that students and parents look forward to our coveted events. Every month, we have a family night to bring in community members and foster relationships between families and their students as well as families and our staff. During these family nights, we have dinner and offer events such as homework night, science night, and author’s night. During many family nights, we also give away free books to all children in attendance to encourage reading at home and to help build home libraries. Each year, we hold a Fall Carnival with booths run by staff and parents so that students may enjoy playing games, winning prizes, and spending time with their friends, families, and teachers. Our community also helps with our field day where students rotate through the various stations to learn positive ways to stay healthy. Centennial provides food baskets to families in need during the holidays to ensure our students have nutritional meals over holiday breaks. Finally, every student goes on two field trips each year to tie real world experiences to academic learning.

We believe Centennial is worthy of the Blue Ribbon award because we are beating the odds. Unfortunately, in our country the zip code of a school can forecast student academic achievement; this is not the case at Centennial. In addition to ninety percent of our students receiving free and reduced lunch, most of our students come in below grade level with large gaps in vocabulary, basic skills, and background knowledge. Despite these factors, Centennial has dramatically improved our student achievement over the past five years, as our high scores in reading, writing, and math state assessments reflect. The majority of our students make over one year’s academic growth in each single year. In addition to a majority of our students scoring proficient in all areas, we have double-digit percentages of students scoring at an advanced level in many of our tested areas. This past school year, we beat the district and state average for students performing proficient and or advanced in many tested areas. In reflecting on the popular film documentary of the state of education in our country, we at Centennial have resolved that our students will not have to continue “Waiting for Superman”; we ensure they have the best Supermen and Superwomen educating them each day so they will have every opportunity available to them in their futures.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Centennial attributes much of its success to the rigorous and engaging instruction used to deliver high quality curriculum. Rather than a prescribed program, curriculum maps in each instructional area have been developed around Colorado state standards utilizing district resources and research-based materials. Because we know curriculum alignment makes the most difference in achievement, Centennial’s staff teaches with instructional “book ends” in mind. Every lesson begins with a specific objective and ends with a demonstration of learning that assesses student mastery of the objective. Teachers rise to the expectation of high student engagement by using multiple response strategies and checks for understanding to ensure all students are actively learning throughout each lesson. We implement research-based Kagan strategies to foster student discussion at rigorous levels.

Our core reading program is McMillan/McGraw-Hill’s Treasures. This resource includes leveled readers, center ideas and materials, curriculum targeting English Language Learners, and an intervention program, Triumphs. The program includes instruction within the five components of literacy: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Teachers create differentiated learning opportunities allowing individual students to excel through choice boards, guided reading, and workshop formats. DIBELS and Aimsweb are used weekly to monitor student growth. Based on the current results, a school-wide data board is updated to allow for discussions revolving around appropriate interventions and instructional next steps. In addition to Treasures, we use Saxon Phonics, Lindamood-Bell, FOCUS on Reading, SIPPs, and Read Naturally to provide targeted interventions.

School-wide literacy instruction takes place during a protected two-hour block at Centennial. It occurs during the first block of the day and is carefully shielded from outside interruptions. To ensure this literacy block is a primary focus, every staff member participates in literacy instruction to reduce student teacher ratios. Literacy instruction is leveled to provide targeted lessons for each class; students’ level of literacy instruction is determined through diagnostic assessments and progress monitoring so they can be placed in a rigorous yet appropriate class. Students are serviced through an additional reading block if they have proficiency gaps in specific reading areas.

Our writing department has created curriculum maps focused around state standards while aligning curriculum resources from Write Tools, Step Up to Writing, 6-Trait Writing, and McMillan/McGraw-Hill language arts. Students are engaged in explicit and direct writing instruction through strategies such as modeling and shared writing. A research-based writing process is used as students respond to prompts in a variety of writing genres. Since writing instruction is departmentalized at Centennial, two teachers in each grade level specialize in writing and are responsible for teaching writing to all students in their grade level. These two teachers are content experts which facilitates high quality writing instruction. At Centennial, we ensure students have ample opportunity to write as writing blocks are at least one hour each day.

Math curriculum calendars were developed based on Colorado state standards of what students need to know and be able to do. We use our core math series EnVisions in addition to Mountain Math. Our school-wide goal is to develop students’ mathematical knowledge from concrete to pictorial to abstract. Math instruction takes the form of direct instruction combined with differentiated instruction to meet each student’s needs. Data is tracked using Aimsweb, unit assessments, district assessments, and teacher observation data. This information drives further discussions around the school-wide data board to determine if interventions are necessary or levels need to change.

To compliment the core curriculum areas of Reading, Writing, and Math, explicit instruction occurs for Science and Social Studies. Curriculum maps stemming from state standards delineate what students need to know and be able to do for Science and Social Studies in each grade level quarterly. Instruction for Science and Social Studies at Centennial is very hands on and interactive. Within Science, students participate in weekly experiments to make their learning come alive. In Social Studies, students are exploring primary and secondary resources to engage in analysis leading to higher levels of critical thinking.

Centennial has been able to reach success and make student growth each year due to our aligned curriculum. Our curriculum in each subject area is based on state standards and aligned K-5. The focused instruction and resources utilized help ensure students success in all content areas. We set high expectations for our students and they reach them through the intentional delivery of a comprehensive curriculum.

2. Other Curriculum Areas:

In addition to the focus on core academic areas, students at Centennial are very fortunate to attend a specials class each day. Our specials classes reinforce core content and incorporate multiple activities that appeal to all learning styles. Research shows that students who appreciate the arts and participate in physical activity regularly are higher achievers. At Centennial, we value the research providing our students access to the arts and physical education each week.

Students attend physical education class at least once per week. Within this class, students learn about topics such as personal safety, coordination, balance, games, and activities. Throughout physical education class, students practice math concepts and write about physical education content to reinforce core academic areas. Participation in physical education helps students increase academic achievement in all subjects.

Art is another special that students attend at least once per week. In art, a major focus is building academic vocabulary. Students learn about topics such as lines, texture, shapes, and form while learning to appreciate artists from different eras. Students form judgments about art and must be able to interpret, analyze, describe and explain their analysis of an art piece.

Students also attend music class weekly. Music helps students solidify their understanding of math concepts. Students explore balance, rhythm, symbols, notation, and theory while learning to appreciate musicians across many ages. Our cultural music club has been on fieldtrips, performed in front of audiences, and recently recorded a song with The National Parks Service.

On a weekly basis, students attend library. During library, students are exposed to a plethora of literature and get firsthand experience working on computers. Students learn skills such as researching topics, comparing and contrasting information from multiple sources, and evaluating sources. In library, students learn to love books and reading which in turn is advantageous in every subject.

Centennial is proud of the additional courses that we are able to provide all students. We celebrate the work that the students do in these classes in many ways. Students demonstrate what they have learned in physical education by performing at parent nights and assemblies. Art students share their artwork at art night, in multiple art shows, and display their works of art in the community. Students also perform in multiple arenas sharing the music they have learned in music class. In library, we have had book giveaways where students are able to take books home to increase their love of reading and create their own libraries in their bedrooms. Our extra courses align with and support the learning that takes place in our core content areas.

3. Instructional Methods and Interventions:

Centennial acknowledges that some students enter school performing multiple grade levels below their own, while others are ahead, driving the need for differentiation. Differentiation takes place in three ways each day at Centennial. The first form of differentiation is departmentalization. All teachers teach literacy, then departmentalize for math, writing, and science. This allows specific and focused instruction as students move through their classes. Another level of differentiation occurs as departmentalized classes are leveled. Students performing at the same level in math are all in the same math class. This differentiation allows for targeted instruction and meets the students at their individual level. A final form of differentiation occurs within each departmentalized leveled class based on student individual achievement and drives different skill instruction.

All forms of differentiation work together. Support from special education and English Language Development provide seamless instruction. The groups are flexible with the weekly focus on data used to drive discussions about students needing to move groups for instructional purposes. For example, a

kindergartener reading at a first grade level goes to first grade for an hour of literacy instruction but returns to kindergarten for phonics instruction to ensure no holes are created.

Centennial has set aside money to purchase projectors and document readers, which differentiates for the visual learners and allows technology to be incorporated in each classroom. Teachers use this to model expectations as well as to show short real world film clips for relevancy. Understanding that many students are hands-on learners, classrooms differentiate for tactile learners. For example, math classes use manipulatives to introduce every concept.

The differentiation discussed above would not be effective if it were not for the instructional techniques used to create high levels of student engagement. Kagan strategies are utilized to involve all students in learning. It is an expectation that multiple response strategies and checks for understanding are part of every lesson and inform instruction. A typical lesson includes a teacher question with students talking in their table teams before sharing out.

Effective instruction and differentiation has been crucial to closing the achievement gap and enables all students to receive explicit instruction at their own instructional level. The percent of students scoring advanced has at least doubled in every category over the past six years. From 2010 to 2013, third grade advanced Reading increased from 0% to 33% and third grade advanced Writing increased from 0% to 32%. Math advanced rates increased dramatically from 2011 to 2014; third grade advanced Math, 14% to 51%; fourth grade advanced Math, 9% to 32%; fifth grade advanced Math, 12% to 30%.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Many times in our country, a school's zip code or the percent of students receiving free and reduced lunch predicts students' academic achievement. This is not the case at Centennial. Over the past five years the percentage of students receiving free and reduced lunch has increased from 78% to 90% and the student enrollment has increased from 380 to 535 students. Contrary to the norm, our academic achievement in the areas of reading and math has also increased during this time. Therefore, as challenges have increased at Centennial, expectations have increased as well leading to higher achievement.

Our achievement in reading has increased thirty-two percentage points over the past five years from 48% proficient or advanced to 80 % proficient or advanced. One of our subgroups, Limited English Proficient students, has seen even more growth in reading than the overall population. Over the past five years, the proficiency in reading for the Limited English Proficient subgroup has grown thirty-five proficiency points from 47% to 82%.

Math achievement has grown in proficiency as well with 80% of students scoring proficient or advanced as opposed to 59% five years ago. One of our largest subgroups, black students, gained more proficiency points over the last five years. This group of students grew from 56% proficient and advanced to 78%.

Our Special Education and English Language Learner subgroups have grown tremendously over the past five years. In reading, Special Education students have grown twenty-seven percentage points in Reading proficiency and twenty-two percentage points in Math. Students with Limited English Proficiency have grown thirty-five proficiency percentage points in Reading and twenty-two proficiency points in Math. Acknowledging that even with this great growth our subgroups of Special Education and English Language Learners are performing at lower proficiency levels than the overall student population, we have developed targeted interventions to close this achievement gap. Our Special Education and English Language Development teachers plan standards based lessons with classroom teachers to provide support tied to aligned curriculum. In addition, weekly progress monitoring systems are in place to track the effectiveness of instruction and identify when changes must be made to improve individual student achievement.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Centennial operates as a Professional Learning Community (PLC) using assessment results to guide the four essential questions on a daily, weekly, monthly, and yearly basis to ensure student and school performance improves. Each week, grade level teams meet with administration to focus on our data board. Centennial's data board tracks each student's data points for reading, writing, and math. This board allows the instructional team to analyze each student's data weekly and to determine which students are making progress or not in each subject area. Once the data is analyzed, instructional decisions follow. They include but are not limited to re-teaching, changing a student's instructional group, revising a student's intervention, or adding a student to an intervention group.

Larger scale assessments occur after every unit and curriculum based measures aligned to the curriculum map. In addition, state assessments occur in February and March. Assessment results are utilized to determine the standards that have been successfully mastered and those that need additional instruction. These results are also analyzed by subgroups to ensure that all subgroups are equally successful on each assessment by closing or eliminating all achievement gaps.

At Centennial, we believe that monitoring and communicating assessment results with students, parents, and our community is vital to our success and the growth our students have made. Results are communicated with the students for them to track their own learning and set personal goals. Teachers communicate with parents every day through daily planners, phone calls home, and emails. On a monthly basis, newsletters are sent home with students and given to community members highlighting student academic growth. Report cards are sent at the end of each quarter and progress reports midway through each quarter. These documents

provide us a way to communicate assessment results to parents. We have scheduled parent teacher conferences twice a year. During these conferences teachers go into detail with parents regarding assessment results including student strengths and student next steps.

Since our core belief is increasing academic achievement, we ensure all communication addresses our current level of achievement as well as next steps for growth. Student achievement is what we talk about at Centennial Elementary.

Part VI School Support

1. School Climate/Culture

At Centennial, our school culture is a culture of focus around our school mission of “Achievement NOW.” Everything we do helps support increasing student achievement. Every stakeholder plays a crucial role in furthering our mission of “Achievement NOW.” For students, they know that their job is to come to school ready to learn and do their best work every day. Parents support this mission by ensuring that their children get to school on time, do their homework every night, and read at home each night. Our staff supports our important mission by delivering focused aligned lessons. School leaders base all decisions on increasing student achievement and are instrumental in uniting all stakeholders around this goal.

Centennial staff members value student engagement and understand the difference that this makes in learning. All staff members have been trained in Kagan engagement strategies and understand that learning must be an active process. High levels of student engagement and interaction lead to high levels of student success. Since the focus at Centennial is around increasing achievement, a multitude of incentives to celebrate learning are present. We have quarterly awards to honor and celebrate achievement and growth in all content areas. Students receive certificates and medals to commemorate their accomplishments. In addition, their parents are invited to attend these events. All students set reading fluency goals and upon reaching their goals are awarded incentives.

In addition to supporting academic growth at Centennial, we believe it is important to support social and emotional growth of all learners. Our PBS System helps establish desired outcomes for student behavior and clearly defines how students can be successful. Students are rewarded each week as teachers select students of the week based on citizenship. In addition, students are selected each month to be students of the month earning a book, certificate, bag of goodies, and a special lunch with their principals. To help with ongoing growth of our students, our counselor provides bi-weekly lessons that help them grow into responsible and caring young adults.

Centennial is a place that teachers want to be because of the support they receive. Administration understands the hard work that teachers do and believe that it is administrations’ job to ensure that teachers have everything they need to do their jobs well. Teachers are supported with weekly instructional feedback, endless instructional supplies, targeted technology resources, instructional support staff, and ongoing professional development. All of these supports help teachers feel highly valued at Centennial. In addition, teachers receive monthly positive notes in their boxes, shout outs in the weekly newsletter for exemplifying our mission, and raffle tickets for seeing effective instructional practices in their classrooms. Another positive way of acknowledging staff is our staff of the month program which honors four staff members each month with a special breakfast. Providing teachers support and showing them how much they are valued creates a positive culture for students and teachers to thrive.

2. Engaging Families and Community

At Centennial, we know all stakeholders must be involved to maximize the success of our students and their learning. We regularly host parent events to involve parents in our school mission “Achievement NOW.” At some of our parent nights, the focus is simply on fun and families spending time together in a safe environment. For example, our carnival and science night allow families to play games together and conduct science experiments together. At other family nights, we focus on sharing strategies with parents that they can use to help their child with learning at home. For example, homework night and writing night give parents tangible ways to help support learning at home.

Equally important to parent support is earning the support of the community. We have worked hard to increase our community partnerships knowing that this will broaden the village to support student learning. Our key community partners include The Street Soldierz Motorcycle Club, The McDivitt Law Firm, Koats 4 Kids, and Adopt a School Army Unit. All of these organizations partner with our school to help us maximize our resources for our students. They are invested in the success of our students and staff and

collaborate with us to ensure we are living our mission of “Achievement NOW.” The Street Soldierz Motorcycle Club provides school supplies, backpack donations and jackets for students annually. In addition, they lead a holiday food drive and provide baskets of food for over 50 families each holiday season. They also give their time by volunteering and mentoring students. The McDivitt Law Firm sponsors our kindergarten classes annually by providing all backpacks and beginning of the year school supplies. They also attend events throughout the year and read regularly with our kindergarten students. Last year, we were adopted by Koats 4 Kids, an organization that hosts a grand gala each year which charges coats for entry. Our school received enough coats to give a brand new coat to each child. Another outstanding community partnership is that of our Adopt a School Army Unit. Our school has numerous soldiers who volunteer regularly and mentor students. In addition, they support special events by sending teams of soldiers to our school to help with setup, serving, and clean up after events. All of these community partnerships enable our staff to host regular events and create magnificent opportunities for our Centennial Panthers and their families.

3. Professional Development

Centennial develops a data-based action plan which drives our professional development plan. Each spring, the entire staff outlines and determines the top priorities for the upcoming year and outlines professional development needed to implement the priorities. For example, last year professional development and continuing support was provided to help achieve the prioritized goal of increased math achievement.

Professional development is an expectation at Centennial to ensure continuous improvement not only for students, but for educators as well. Constant written and verbal feedback is provided by administration after weekly classroom instructional observations. The summarized results of these instructional visits are relayed to the school as a whole and drive future professional development. For example, if administrators notice a lack of rigor and relevance during instructional visits, professional development on this topic will be provided. In addition, teachers are provided time to observe each other and provide feedback as well as gain new strategies from each other on a monthly basis.

The Centennial schedule provides protected time for staff development. Every grade level has common plan time during which professional development may occur. In addition, our school has extended school hours on Tuesdays-Fridays to allow for a student early release on Monday. Centennial staff members remain in the building for Professional Learning Communities during which discussions of student data and professional development occurs to help teachers grow professionally in order to increase student achievement.

Site administration provides focused professional development as needed. This past year professional development has been provided on objectives and DOLs (demonstrations of learning), engagement, teaching an aligned curriculum, using data to monitor the effectiveness of interventions, using manipulatives to improve math instruction, and writing in the area of math. To help build capacity within the building, teachers have also led several professional development sessions. These have included topics such as writing in content areas, visual supports, questioning techniques, and interactive math journals.

Our school district utilizes objectives and DOLs (demonstrations of learning) in daily instruction. Teachers are required to have a learning objective that references the skill that we want students to learn as a result of a lesson. The objective is referencing the take away or what you want students to know and be able to do. The demonstrations of learning are how we measure the learning that has taken place in a given lesson. The DOL is similar to a check for understanding or an exit slip. Students complete the DOL the last 5-10 minutes of class. Teachers then use the results of a DOL to customize/differentiate instruction for the following day's instruction. We have provided professional development geared at writing aligned objectives and DOLs to focus our instruction as well as ensure that the results from DOLs are being utilized to adjust instruction and differentiate to meet the needs of individual students. We also regularly analyze DOL data in data meetings with our teachers to monitor student learning.

Finally, the district provides multiple opportunities for professional development. Centennial teachers participate in subject focused collaboration meetings each month with teachers throughout the district. In addition, several teachers have attended district trainings on engagement, curriculum alignment, classroom management, and writing instruction.

4. School Leadership

The leadership philosophy at Centennial is tied to our core beliefs. The administration and staff at Centennial believe that our main purpose is to improve academic achievement and fulfill our mission, “Achievement NOW.” Our principal and assistant principal are instructional leaders that lead the passionate drive at Centennial ensuring that with our help, at-risk students at Centennial will achieve at the same rate as non-at-risk students. Our school administrators spend the majority of their time in classrooms aligning to our core belief that effective instruction makes the most difference in academic achievement. On-going instructional feedback is given to teachers daily. In addition, data dialogues occur each week to monitor student growth and achievement ensuring that data drives instructional changes in the classroom. Our principal and assistant principal do whatever it takes to ensure excellent instruction including: modeling phonics lessons, helping with writing interventions, or teaching a math class.

The road to excellence begins with loading the right people on the bus. Centennial’s expectations are made very clear from school administration with every decision based on what helps students’ improve achievement. Applicants for Centennial undergo a rigorous hiring process including an interview, a demonstration lesson in a Centennial classroom, and reference checks.

Once the best educators are secured, the next step is to provide training. School administration ensures embedded professional development occurs and allows no excuse for poor quality instruction. Finally, resource allocation is tied to the needs that leadership identifies. For example, this past year to focus on improved math instruction, school administration allocated additional math resources.

Leadership density is crucial to the success at Centennial as teachers, paraprofessionals, parents, and students are developed to become leaders. Teachers and paraprofessionals are provided leadership opportunities through leadership academies, building leadership teams, and collaborator groups. In addition, Centennial’s teachers often host district and out-of-district teachers to share successful strategies and model effective instruction. Demonstrating leadership, 5 teachers received distinguished teacher status in our district’s pay-for-performance plan. Parents are provided leadership opportunities through the PTO, make-and-take parent nights, and volunteer time. Students can capitalize on leadership roles in activities like Student Council.

Centennial believes that it takes a village to raise a child and ensure he or she will have choices and opportunities in life. Through building leadership density, Centennial successfully makes this happen daily and lives the mission of “Achievement NOW.”

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CSAP/TCAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	82	74	73	61	64
Level 4, exceeds standard	55	23	19	17	14
Number of students tested	81	55	56	57	42
Percent of total students tested	96	94	96	98	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	6	4	2	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above	84	72	75	57	63
Level 4, exceeds standard	54	21	15	13	4
Number of students tested	75	51	45	52	41
2. Students receiving Special Education					
Level 3, meets standard and above	50	100	44	25	37
Level 4, exceeds standard	33	66	22	0	0
Number of students tested	6	3	9	4	8
3. English Language Learner Students					
Level 3, meets standard and above	79	85	100	65	69
Level 4, exceeds standard	45	30	14	17	15
Number of students tested	24	20	14	23	13
4. Hispanic or Latino Students					
Level 3, meets standard and above	81	82	77	60	60
Level 4, exceeds standard	45	21	14	13	8
Number of students tested	33	28	27	30	23
5. African- American Students					
Level 3, meets standard and above	77	64	63	61	57
Level 4, exceeds standard	38	21	0	23	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	18	14	11	13	7
6. Asian Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	100	62	68	55	66
Level 4, exceeds standard	80	25	43	33	33
Number of students tested	20	8	16	9	9
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CSAP/TCAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	90	66	57	60	57
Level 4, exceeds standard	37	19	7	11	16
Number of students tested	53	57	57	45	56
Percent of total students tested	94	95	96	97	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	5	4	3	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above	90	64	58	58	57
Level 4, exceeds standard	38	18	3	11	16
Number of students tested	50	50	53	43	54
2. Students receiving Special Education					
Level 3, meets standard and above	60	50	66	16	33
Level 4, exceeds standard	20	20	0	16	33
Number of students tested	5	10	3	6	3
3. English Language Learner Students					
Level 3, meets standard and above	100	71	65	53	58
Level 4, exceeds standard	47	14	8	15	17
Number of students tested	19	14	23	13	17
4. Hispanic or Latino Students					
Level 3, meets standard and above	96	59	62	50	63
Level 4, exceeds standard	37	9	6	10	18
Number of students tested	27	22	32	20	22
5. African- American Students					
Level 3, meets standard and above	81	52	45	41	53
Level 4, exceeds standard	36	17	0	0	11
Number of students tested	11	17	11	12	26
6. Asian Students					
Level 3, meets standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	81	85	50	100	57
Level 4, exceeds standard	27	28	33	10	28
Number of students tested	11	14	6	10	7
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CSAP/TCAP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	76	57	50	60	58
Level 4, exceeds standard	33	10	2	13	20
Number of students tested	51	47	38	45	34
Percent of total students tested	96	94	97	97	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	6	3	3	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above	76	58	48	60	57
Level 4, exceeds standard	31	7	0	13	21
Number of students tested	42	43	33	45	33
2. Students receiving Special Education					
Level 3, meets standard and above	25	20	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	4	5	3	4	2
3. English Language Learner Students					
Level 3, meets standard and above	71	50	50	56	62
Level 4, exceeds standard	35	6	0	12	25
Number of students tested	14	16	12	16	8
4. Hispanic or Latino Students					
Level 3, meets standard and above	60	65	47	65	53
Level 4, exceeds standard	13	8	0	20	20
Number of students tested	23	23	17	20	15
5. African- American Students					
Level 3, meets standard and above	90	44	27	55	50
Level 4, exceeds standard	10	0	0	5	20
Number of students tested	10	9	11	20	10
6. Asian Students					
Level 3, meets standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	85	55	77	60	100
Level 4, exceeds standard	64	33	11	20	40
Number of students tested	14	9	9	5	5
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CSAP/TCAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	92	89	78	56	46
Level 4, exceeds standard	12	32	11	1	0
Number of students tested	82	56	60	58	43
Percent of total students tested	96	94	96	98	95
Number of students tested with alternative assessment					
% of students tested with alternative assessment	64	6	4	2	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above	92	88	77	52	47
Level 4, exceeds standard	11	30	10	1	0
Number of students tested	76	52	48	53	42
2. Students receiving Special Education					
Level 3, meets standard and above	66	66	44	0	44
Level 4, exceeds standard	0	0	22	0	0
Number of students tested	6	3	9	4	9
3. English Language Learner Students					
Level 3, meets standard and above	91	90	81	52	61
Level 4, exceeds standard	0	30	0	4	0
Number of students tested	24	20	16	23	13
4. Hispanic or Latino Students					
Level 3, meets standard and above	90	92	72	53	43
Level 4, exceeds standard	3	32	3	0	0
Number of students tested	33	28	29	30	23
5. African- American Students					
Level 3, meets standard and above	94	93	83	61	25
Level 4, exceeds standard	11	26	8	7	0
Number of students tested	18	15	12	13	8
6. Asian Students					
Level 3, meets standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	95	75	82	55	55
Level 4, exceeds standard	23	25	29	0	0
Number of students tested	21	8	17	9	9
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CSAP/TCAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	90	84	57	47	46
Level 4, exceeds standard	0	10	0	0	0
Number of students tested	53	57	57	46	56
Percent of total students tested	94	95	96	97	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	5	4	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above	90	84	56	45	46
Level 4, exceeds standard	0	8	0	0	0
Number of students tested	50	50	53	44	54
2. Students receiving Special Education					
Level 3, meets standard and above	60	50	0	0	33
Level 4, exceeds standard	0	10	0	0	0
Number of students tested	5	10	3	6	3
3. English Language Learner Students					
Level 3, meets standard and above	94	85	60	53	47
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	19	14	23	13	17
4. Hispanic or Latino Students					
Level 3, meets standard and above	96	77	62	45	50
Level 4, exceeds standard	0	4	0	0	0
Number of students tested	27	22	32	20	22
5. African- American Students					
Level 3, meets standard and above	81	82	36	15	42
Level 4, exceeds standard	0	5	0	0	0
Number of students tested	11	17	11	13	26
6. Asian Students					
Level 3, meets standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	81	92	66	90	57
Level 4, exceeds standard	0	21	0	0	0
Number of students tested	11	14	6	10	7
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CSAP/TCAP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Level 3, meets standard and above	58	70	47	60	51
Level 4, exceeds standard	5	0	2	2	0
Number of students tested	51	47	38	45	33
Percent of total students tested	96	94	97	97	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	6	3	3	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3, meets standard and above	54	69	48	60	50
Level 4, exceeds standard	2	0	3	2	0
Number of students tested	42	43	33	45	32
2. Students receiving Special Education					
Level 3, meets standard and above	0	20	0	0	0
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	4	5	3	4	2
3. English Language Learner Students					
Level 3, meets standard and above	57	81	46	56	37
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	14	16	12	16	8
4. Hispanic or Latino Students					
Level 3, meets standard and above	39	73	47	60	33
Level 4, exceeds standard	0	0	0	0	0
Number of students tested	23	23	17	20	15
5. African- American Students					
Level 3, meets standard and above	60	55	0	55	60
Level 4, exceeds standard	10	0	0	0	0
Number of students tested	10	9	11	20	10
6. Asian Students					
Level 3, meets standard and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
above					
Level 4, exceeds standard					
Number of students tested					
7. American Indian or Alaska Native Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
9. White Students					
Level 3, meets standard and above	78	66	100	80	100
Level 4, exceeds standard	14	0	0	20	0
Number of students tested	14	9	9	5	4
10. Two or More Races identified Students					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
11. Other 1: Other 1					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
12. Other 2: Other 2					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					
13. Other 3: Other 3					
Level 3, meets standard and above					
Level 4, exceeds standard					
Number of students tested					

NOTES: