

OSD School Improvement Plan

Building Data	
1a. Building: Centennial Elementary School	1g. Grade Span: K - 5 including DLC K - 5 School Type: Elementary
1b. Principal: Shannon Ritter	1h. Building Enrollment: 488
1c. District: Olympia School District	1i. F/R Percentage: 19.6%
1d. Board Approval Date: November 2023	1j. Special Education Percentage: 21.3%
1e. Plan Date: October 2023	1k. Multilingual Percentage: 4.8%

School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role)	
Shannon Ritter, Principal	Elaine Rinker, Resource Teacher and Building Assessment Coordinator
Denise Freund, Assistant Principal	Heather Slater, Teacher Librarian & OEA Building Representative
Chelsea Richardson, School Counselor	Andrea Cunning, Developmental Learning Classroom Teacher
Beth Martin, 1st grade Teacher	Amy Hill, Booster Club President
Patty Thies, 3rd grade Teacher	
Lisa Peterson, 4th grade Teacher	

Vision and Mission Statement:

- The mission of Centennial Elementary School is to ensure high levels of learning for all.
- The vision is to strive to promote curiosity for learning.

SY 2023–2024 SMARTIE Goal #1:

All students will report an increase in sense of belonging when compared to the fall 2023 surveys. Kindergarten - 2nd grade students will show an increase from 82% to 100% on question #9 (I feel like I belong at school) from the K-2 Centennial Leadership team created SEL survey. Students in grades 3rd - 5th will report an increase in sense of belonging from 75% in the fall of 2023 compared to 85% in the spring of 2024, as measured by the 3rd - 5th Panorama Survey which asks questions specific to sense of belonging.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal? 1, 3, and 4

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
Activity 1	Exit tickets collected	September 2023 -	Administration will	Culturally Responsive

<p><i>Instructional staff book study, Culturally Responsive Education in the Classroom will be used for lesson/unit planning that is more inclusive and based on the 6 themes in the book in order to increase students' sense of belonging in the classroom.</i></p>	<p>after monthly PLC Book study meetings</p> <p>CRE themes woven into lesson/unit planning - PLC minutes shared with principal and observable in walk-throughs and formal evaluation based observations</p>	<p>December 2023</p> <p>Instructional Staff will meet 4 times from September to December to discuss and implement strategies and new learning from the book with a focus on the 6 CRE themes.</p> <p>Exit tickets will be used to plan for each session and determine the needs for additional staff development.</p> <p>Additionally, exit tickets will help guide the work of the Equity Team.</p>	<p>facilitate the book study with input from the Leadership Team and Equity Team.</p> <p>All instructional staff will participate in the book study and incorporate lesson/unit planning and reflection during PLC time.</p>	<p>Education in the Classroom. Book.</p> <p>Principal created slide deck with CRE choice menu and chapter questions for discussion.</p> <p>PLC time monthly to discuss and plan for lessons/units reflecting CRE themes.</p> <p>Asynchronous hour(s) monthly for independent reading of assigned chapters.</p> <p>Equity Team will provide additional support around teacher needs</p>
<p>You Belong Theme: "You Belong Day" Students self select an interest activity to participate in. Staff and community volunteers will have the opportunity to lead an interest activity.</p> <p>"You Belong" whole school bulletin board in the entryway welcoming</p> <p>Direct instruction on what You Belong Means along with small</p>	<p>Students will complete an interest survey to determine which activity they would like to engage in. Each student will complete an exit ticket for "You Belong Day"</p> <p>All students and staff will have a star with their initials glued to the bulletin board</p> <p>Students will complete exit tickets related to lessons supporting a sense of belonging.</p>	<p>"You Belong Day" "February 2, 2024 (am only)</p> <p>October 2023</p> <p>Throughout the year</p>	<p>Counselor, Principal and all staff</p>	<p>All staff will lead an interest group</p> <p>Partner with Booster Club and community members as instructional partners to increase the types of activities offered and decrease the number of students in each group.</p> <p>Materials will be determined based on student interest survey</p> <p>You belong t-shirt purchased for each student and staff member</p>

group instruction on acceptance of others.				ASCA driven school counseling lessons Principal and Counselor created Exit tickets
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Building budget was used for the purchase of books for staff				
2. Grant funding, Booster Club and Student Council funding for student materials and t-shirts related to "You Belong Day"				

SY 2023–2024 SMARTIE Goal #2:				
All students in Kindergarten will make growth in letter and sound identification with 80 % of students scoring at grade level benchmark by Spring of 2024 using grade level WaKids checkpoints and Wonders Phonics Screeners.				
In order to access grade level content, all students in grades 1st - 5th will make growth in reading fluency and accuracy with 80% of students reading at grade level benchmark by Spring of 2024 using grade level Wonders Fluency fiction and nonfiction passages.				
80% of students eligible for special education services in grades 1st - 5th , in the area of reading fluency will meet or exceed their IEP goals in the area of fluency as measured by monthly progress monitoring measured by the special education staff.				
<u>OSD Student Outcome(s)</u> : What OSD Student Outcomes are tied to this SMARTIE goal?				
Outcome 2:				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to</i>	<i>What short- and long-term data will be collected to measure the</i>	<i>What was / is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible for</i>	<i>What resources will be used to implement this activity toward reaching</i>

<p><i>have an impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Oral reading fluency assessments administered by classroom teachers</p> <p>Daily, in class opportunities to build reading fluency: read to self, partner reading, choral reading and options for listening to stories via Wonders on-line options.</p>	<p>Kindergarten: Wonders Phonics Screener and Wa Kids Assessments</p> <p>Grades 1 - 5: Fiction and nonfiction Wonders Fluency Passages - 4 times a year</p> <p>MAP Assessment in Reading - twice a year</p>	<p>Duration of the school year with progress monitoring 4 times a year (Sept., Dec., March and June) Non-fiction twice and Fiction twice)</p> <p>MAP Assessment Fall 2023 and Spring 2024</p> <p>Grade level PLC teams will discuss progress monitoring assessments and plan for interventions after each of the three checkpoint during the year</p> <p>Grade level PLC teams will discuss progress monitoring assessments and plan for interventions after both MAP assessments</p>	<p>Classroom teachers in partnership with Multilingual and Resource Teachers.</p>	<p>Wonders Fluency Passages - Nonfiction</p> <p>Wonders Fluency Passages - Fiction</p> <p>Wonders Grades 1 - 5 Curriculum-Based Oral Reading Norms Grades</p> <p>CES Leadership agreed upon scoring protocol and nonfiction and fiction passages</p> <p>Inquiry into purchasing UFLI curriculum for grades K - 2 as a supplemental resource for reading fluency (November leadership agenda item)</p>
<p>Activity 2 One Book One School - Whole school/community reading event to build</p>	<p>Student participation reading logs</p> <p>All students will participate in the stop, drop and read event the</p>	<p>March 18 - 29, 2024</p>	<p>Instructional staff and school administration partnering with Centennial Booster Club and families</p>	<p>One book one school book: title to be determined by staff (surprise for students)</p> <p>Kickoff assembly and school-wide daily activities</p>

fluency and community	first day the book is unveiled Exit tickets			related to the book
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Building Budget sub coverage to allow release time for teachers to conduct reading fluency assessments, \$2000.00 (Dependent on teacher interest)				
2. ASB (Student Council) to purchase books for students and accompanying activities; \$4000.00				