

The background features a light gray illustration of a winding road that curves from the bottom left towards the right. In the distance, there are rolling hills and two stylized trees with simple outlines and a few leaves.

# Roadmap '27

Review, Priorities, & Focus

School Board Retreat

July 30, 2025



# Looking Back to Plan Forward





# District Level Goals & Metrics

<b><u>Goal 1 &amp; 4:</u> Building a strong foundation PreK-3 &amp; Ensuring equitable access to high-quality academics</b>	<b>ELA</b> STAR & State Assessment	<b>Math</b> STAR & State Assessment
<b><u>Goal 2:</u> Supporting every students' wellbeing &amp; inclusion</b>	<b>Student Survey:</b> Questions on perceptions of safety, inclusion and belonging	Attendance Rates
<b><u>Goal 3:</u> Centering student voice, empowerment &amp; leadership</b>	<b>Student Survey:</b> Questions on engagement in learning	<b>Student Survey:</b> Questions on perceptions and experiences of voice, empowerment, and opportunity to contribute to change
<b><u>Goal 5:</u> Preparing every student for their future</b>	9th Grade on Track	4 Year Graduation Rate, 5th Year Completion Rate (updated in Nov)  (Future Profile of a Graduate Products and Presentations of Learning)

# 2024-25 End-of-Year Excellence Targets

[LINK](#)

The following are not available from ODE until Nov 2025:

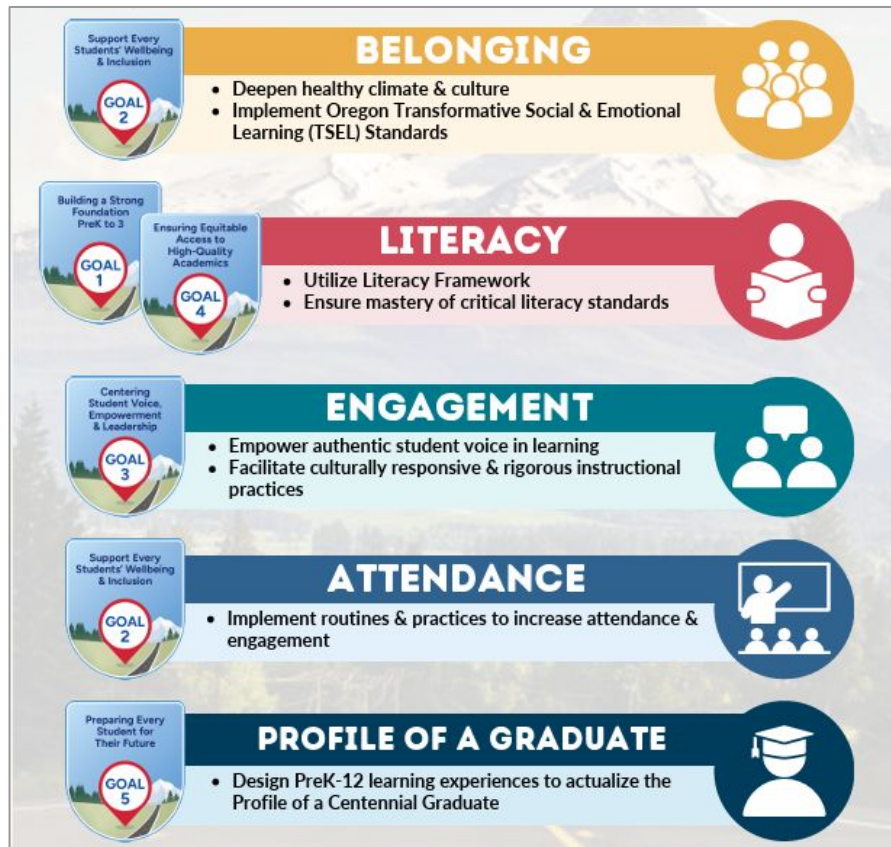
- ❖ 4 Year Graduation Rates
- ❖ 5 Year Completion Rates





# Planning Forward

## Year 3 Strategic Plan Prioritized Goals & Actions



Multi-Tiered  
Systems of  
Support (MTSS)

Professional  
Learning  
Communities  
(PLCs)

# Centennial School District - Profile of a Graduate

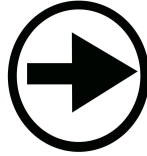


- ❖ A guiding vision for our PreK-Post12 educational system.
- ❖ Essential knowledge, skills, disposition, and interpersonal competencies.
- ❖ A guide to ensuring students develop the knowledge and ability to apply critical thinking, adapt, collaborate, and thrive in a rapidly changing world.



# Profile of a Graduate - Development Timeline

- ❖ Jan 13 & 14: Design Retreats
- ❖ Jan 30: Community Forum
- ❖ Feb 18: Ad Council, 3rd Design Retreat, Community Partner Forum
- ❖ Ongoing: Feedback Loops with Administrators and School Staff



Key Themes  
from Staff  
Input



Vision for  
Teaching &  
Learning  
Aligned to the  
POG



Implications  
& Next Steps



# Key Shifts in Teaching & Learning

## *From Traditional to Transformational*

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<b>Teacher-Directed</b>	➔ <b>Learner-Directed</b>	➔ Students own more of the process, voice, and reflection
<b>Individual Tasks</b>	➔ <b>Collaborative, Inquiry-Based Learning</b>	➔ Real-world, interdisciplinary problem solving
<b>Rigid Curriculum</b>	➔ <b>Flexible, Responsive Instruction</b>	➔ Teaching that adapts to student needs and interests
<b>Coverage</b>	➔ <b>Deep Understanding</b>	➔ Less focus on pacing guides; more on conceptual mastery and application
<b>Compliance</b>	➔ <b>Engagement</b>	➔ Replacing task completion with purpose-driven learning
<b>Standardized Tests</b>	➔ <u><b>Performance-Based Assessment</b></u>	➔ Assessments that capture thinking, process, and growth





# Key Shifts in Teaching & Learning

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Role of the Teacher	Role of the Student
<ul style="list-style-type: none"><li>❖ Shift from instructor to facilitator/coach</li><li>❖ Designing learning experiences, not just delivering content</li><li>❖ Emphasis on curiosity, problem-solving, collaboration</li></ul>	<ul style="list-style-type: none"><li>❖ Active participants, not passive recipients</li><li>❖ Opportunities for voice, choice, and authentic work</li><li>❖ Practicing real-world skills (collaboration, advocacy, reflection)</li></ul>



# *Profile of a Graduate Instructional Framework*

*(from 2024 POG Design Team)*

Culturally & Linguistically Affirming
Student-Owned
Community-Connected
Feedback-Rich
Rigorous & Engaging
Relationship-Centered





# Recommended Next Steps

Engaging with Leadership	Engaging with Staff	Pilot with Early Adopters
<ul style="list-style-type: none"><li>❖ Engage with site leaders around the Framework.</li><li>❖ Use the Framework to FOCUS the work of “instruction” for the 2025/26 school year.</li><li>❖ Select 1 or 2 areas for a school leader PLCs focus. Design Instructional Leadership Scope and Sequence to deepen shared knowledge in those areas.</li></ul>	<ul style="list-style-type: none"><li>❖ Review grade level progressions</li><li>❖ Select one Quality to Focus on for engagement</li><li>❖ Given literacy and rigor emphasis from sites, consider starting with “Academically Prepared”</li></ul>	<ul style="list-style-type: none"><li>❖ Select schools/grade levels/classrooms to pilot redesign of key elements of Curriculum and Instruction around these areas.</li><li>❖ Consider a focus on upper elementary and middle school.</li><li>❖ Build out one-two elements of the system: Projects/Portfolios, Student Led Conferences, etc.</li></ul>

# 2025-26 Draft POG Implementation Plan

<b><u>Small Pilot Plan for “Academically Prepared”</u></b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
PD, Practitioner Reflection*, & Collaborative Planning for Implementation	Sept, Oct, Nov	Jan, Feb, March	April, May
Student Led Conference - Pilot of POG Learning <i>(template “portfolio” slides to be provided as starter)</i>	K-8: Nov 25 & 26 HS: Oct 16 & 17	K-8: March 19 & 20 HS: Jan 29 & 30	
Trimester Data Summit: Practitioner Showcases Product/Reflection/Learning and Next Steps (assess readiness for next phase of implementation)	Nov 2025	March 2026	May 2026
<b>May - Centennial School District - POG Student Learning Summit</b>			

*\*Note: Practitioner Reflection includes visuals of student products, self reflection regarding student outcomes and learning based on progressions and evolved pedagogical practices*