

Centennial School District



Mid-Year Update to Board *24/25 Strategic Planning Implementation*

James Owens, *Superintendent*

Facilitated by *Performance Fact*

January 22, 2025



Update on Implementation Support

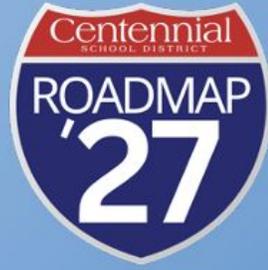
Using the Roadmap for Disciplined Implementation
to Pause, Reflect, & Adjust



Centennial SCHOOL DISTRICT

COLLABORATING IN COMMUNITY | CULTIVATING EQUITY | INSPIRING EXCELLENCE

Our Roadmap to Success for Every Student



PROFILE OF A CENTENNIAL GRADUATE

- ★ Academically Prepared
- ★ Passionate & Purposeful
- ★ Cares for Self



- ★ Cares for Community
- ★ Inquisitive & Innovative
- ★ Future-Ready

Preparing Every Student for Their Future

GOAL 5

Ensuring Equitable Access to High-Quality Academics

GOAL 4

Centering Student Voice, Empowerment & Leadership

GOAL 3

Support Every Student's Wellbeing & Inclusion

GOAL 2

Building a Strong Foundation PreK to 3

GOAL 1



EQUITY

Every learner will receive the necessary resources they need individually to thrive in our schools no matter what.

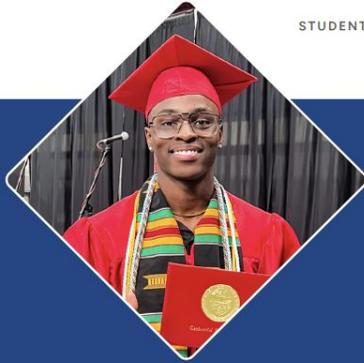
Updates On:

- Profile of a Graduate Actualization Work
- Roadmap for Disciplined Implementation
- ◆ Intensive School Transformation Program for CSI/TSI Schools



PROFILE OF A
Centennial Graduate

CIRCLE #1:
STUDENT LEARNING



ACADEMICALLY PREPARED

- ★ Demonstrates Effective Reading, Writing, Speaking & Listening Skills
- ★ Communicates Using Multiple Modes and/or Languages
- ★ Leverages Appropriate Tools, Resources & Strategies

PASSIONATE & PURPOSEFUL

- ★ Understands Personal Strengths
- ★ Practices Self Reflection
- ★ Sets Goals, Develops Plans & Takes Action

CARE FOR SELF

- ★ Prioritizes Personal Health & Wellness
- ★ Cultivates Positive & Healthy Relationships
- ★ Advocates for Self & Community

CARE FOR COMMUNITY

- ★ Honors Cultural Identities of Self & Others
- ★ Participates in Responsible Civic Engagement
- ★ Advocates for Social & Racial Justice

INQUISITIVE & INNOVATIVE

- ★ Maintains a Curious Mindset
- ★ Thinks Flexibly & Creatively
- ★ Generates Solutions to Complex Issues

FUTURE READY

- ★ Makes Informed Decisions
- ★ Develops Skills to Navigate Life
- ★ Pursues Future Plans



Strategic Priorities & Key Actions

CIRCLE #3:
EMPOWERING INFRASTRUCTURE

PILLAR A
Teaching & Learning



A.1 Ensure a safe and inclusive school environment that nurtures students' sense of belonging, social-emotional development, and positive relationship building.



A.2 Implement a culturally and linguistically responsive instructional framework in all classrooms and at all levels in order to support each students' access to and engagement in rigorous learning.



A.3 Ensure standards-aligned instructional materials represent and include the perspectives of people from historically-marginalized communities including people of color, people who experience disability, and people who are LGBTQ.

A.4 Develop a system of core learning experiences, co-curricular opportunities, and systems of performance assessments backwards mapped from the *Centennial Profile of a Graduate* to ensure all students achieve the outcomes articulated in the *Profile*.



A.5 Provide rigorous and relevant, real-world educational experiences as part of school programming and curriculum including hands-on learning, inquiry, and interest-based learning opportunities for all students.

A.6 Provide comprehensive language and literacy instruction for emerging bilingual students, including, but not limited to, an English language acquisition program with ample daily instructional time.

A.7 Systematically monitor the linguistic and academic development of students with emerging English proficiency including students' progress in developing English proficiency, as well as students' progress toward meeting or exceeding state standards in all subject areas.**

A.8 Expand opportunities for all students to enroll in and successfully complete advanced coursework including dual enrollment.

A.9 Develop a plan for differentiated and targeted support to schools identified in the equity audit needing support in the areas of: School Climate and Culture; Mastery of Critical Academic Skills; and effective instructional practices.**



PORTRAIT *of a* GRADUATE



COMMUNICATION



SOCIAL SKILLS



CIVIL &
GLOBAL CITIZEN



CRITICAL
THINKING



PROBLEM-SOLVING &
CREATIVITY



Profile Design Work

- Design Team Including Students, Parents, Community Members, Staff
- 2-Day Retreat to Develop
 - Draft Profile Progression Matrices
 - *Backwards Mapping Profile Qualities K-12*
 - Draft Instructional Vision
 - *Elements of Effective Instruction ALIGNED to the Profile*



Draft Progression Matrix

Profile QUALITY: INQUISITIVE & INNOVATIVE

	PRIMARY	UPPER ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<i>Maintains a Curious Mindset</i>	<ul style="list-style-type: none"> ○ I...ask questions about topics I am interested in ○ I... am open to learning new things 	<ul style="list-style-type: none"> ○ I... ask questions about things to get answers and to support the development of my own learning ○ I...define new issues or problems that exist around me. 	<ul style="list-style-type: none"> ○ I... ask questions that lead to additional inquiry opportunities to support others and myself in learning ○ I...adjust my process and try new methods when I fail. 	<ul style="list-style-type: none"> ○ I...ask questions imagining future possibilities ○ I... seek opportunities to try new things beyond my current reality
<i>Thinks Flexibility and Creatively</i>	<ul style="list-style-type: none"> ○ I... listen to others' ideas and generate my own ideas ○ I...ask for help when facing a challenge. 	<ul style="list-style-type: none"> ○ I...summarize ideas that are different from my own. ○ I...ask for help and identify possible solutions. 	<ul style="list-style-type: none"> ○ I...seek alternate viewpoints to expand my own thinking and validate others' viewpoints. ○ I...can anticipate where roadblocks or challenges may arise and problem-solve independently or with peers. 	<ul style="list-style-type: none"> ○ I can analyze a diversity of ideas and perspectives to make decisions and respect the viewpoints and decisions of others. ○ I...adapt my approach as needed and persist through challenges.
<i>Generates Solutions to Complex Issues</i>	<ul style="list-style-type: none"> ○ I... try something new ○ I... can identify and talk about problems 	<ul style="list-style-type: none"> ○ I...explain my choices to those around me. ○ I...can identify possible solutions to problems I encounter and choose one to act on 	<ul style="list-style-type: none"> ○ I...design new ideas that challenge the norm. ○ I can collaborate with others to identify possible solutions to a problem 	<ul style="list-style-type: none"> ○ I can take risks and try unconventional approaches in my learning ○ I can use a variety of resources and perspectives to identify possible solutions to a problem

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Draft Progression Matrix

Actualizing our Profile of a Graduate (January 2025)

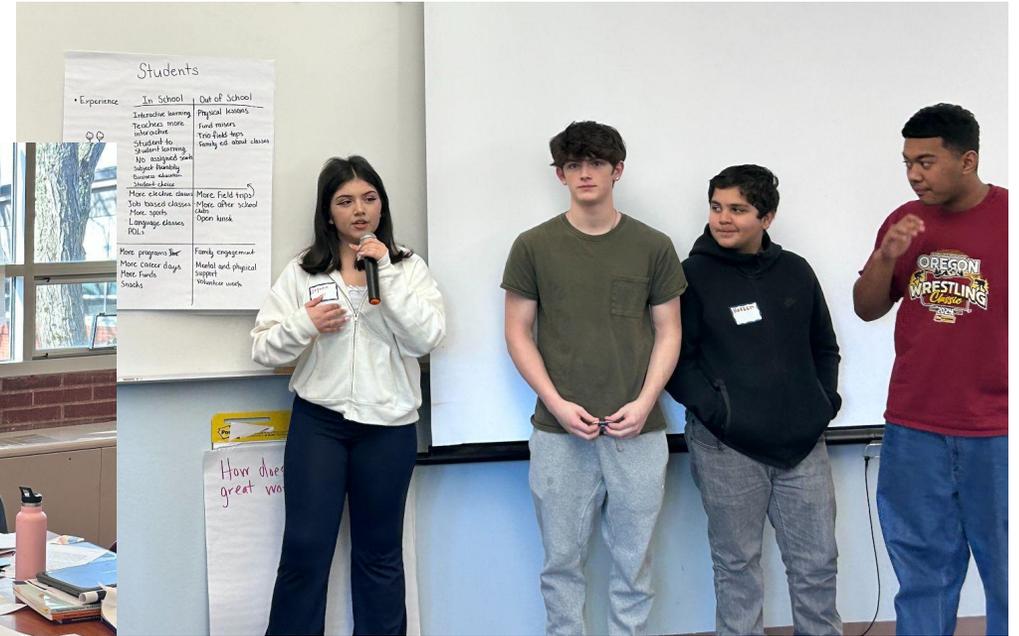
CENTENNIAL SCHOOL DISTRICT

DRAFT: CARE FOR SELF

	PRIMARY	UPPER ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<i>Prioritizes Personal Health & Wellness</i>	<ul style="list-style-type: none"> I can sort healthy and unhealthy foods and list different forms of physical activity. 	<ul style="list-style-type: none"> I can begin a routine to eat healthy and practice positive personal hygiene. 	<ul style="list-style-type: none"> I can maintain routines (ex: healthy eating, personal hygiene, etc.). 	<ul style="list-style-type: none"> I can evaluate and make adjustments to my routines in order to maintain a healthy lifestyle.
	<ul style="list-style-type: none"> I can list things that bring me joy and make me happy. 	<ul style="list-style-type: none"> I can describe activities that bring me joy and benefit my physical and mental health. 	<ul style="list-style-type: none"> I can explain how to balance my school work and personal activities in a way that will benefit my overall physical and mental health. 	<ul style="list-style-type: none"> I can prioritize my time and make commitments to maintain a positive school/life balance that benefits my overall physical and mental health.
<i>Cultivates Positive & Healthy Relationships</i>	<ul style="list-style-type: none"> I can identify the social skills necessary for healthy relationships and achieving goals. 	<ul style="list-style-type: none"> I can recognize in oneself and others how social skills affect relationships and achieving goals. 	<ul style="list-style-type: none"> I can use social skills to collectively achieve mutual goals that affirm identities and perspectives. 	<ul style="list-style-type: none"> I can analyze and critique the health of relationships and whether they affirm identities and perspectives.
	<ul style="list-style-type: none"> I can identify ways to solve a problem that is culturally sensitive to the perspectives of those involved. 	<ul style="list-style-type: none"> I can use collaborative problem solving skills to resolve conflict in a way that is culturally responsive to those involved. 	<ul style="list-style-type: none"> I can understand the context and perspective from which others are making decisions and actively use collaborative approaches to problem solving and maintaining relationships. 	<ul style="list-style-type: none"> I can analyze the importance of working with others to establish, maintain, and strengthen relationships by affirming cultural and social perspectives.
<i>Advocates for Self & Community</i>	<ul style="list-style-type: none"> I can list what I'm good at and my interests. 	<ul style="list-style-type: none"> I can list my strengths and challenges. 	<ul style="list-style-type: none"> I can identify how my strengths and challenges affect my decision making. 	<ul style="list-style-type: none"> I can explain how to utilize my strengths when I face challenges.
	<ul style="list-style-type: none"> I can list my strengths that could help myself and others. 	<ul style="list-style-type: none"> I can list strengths that I have that could help myself and my community. 	<ul style="list-style-type: none"> I can identify my strengths to advocate for myself and my community. 	<ul style="list-style-type: none"> I can utilize my strengths to advocate for myself and my community.



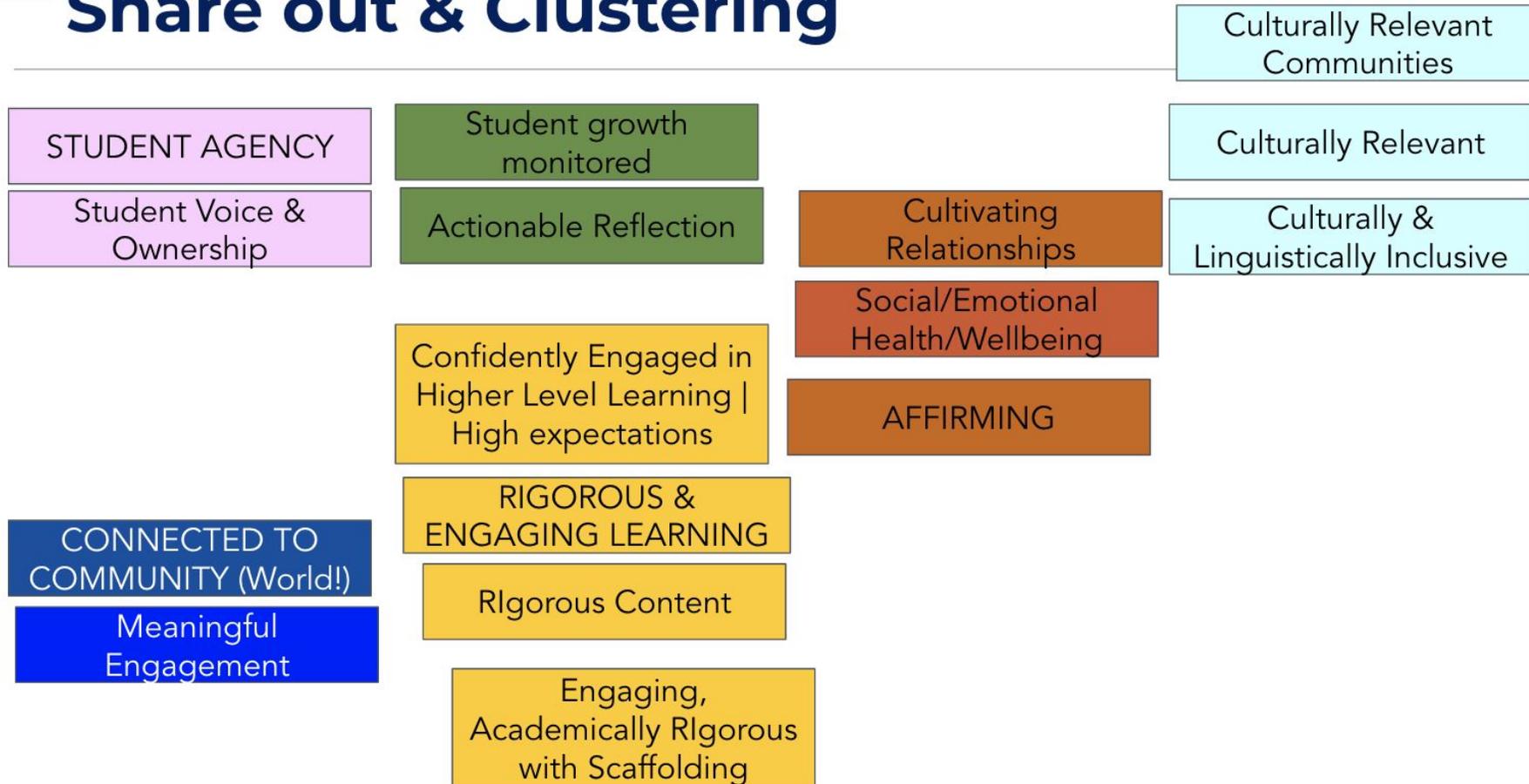
Instructional Vision Development



Instructional Vision Development

Whole Group

Share out & Clustering



Draft Instructional Vision

DRAFT Elements

1. Culturally & Linguistically Relevant/Embracing Intersectional Identities
2. Relationship Centered Learning
3. Student Voice/Ownership
4. Rigorous Academic Engagement/High Expectations
5. Actionable Reflection/Feedback
6. Community Connected



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Next Steps:

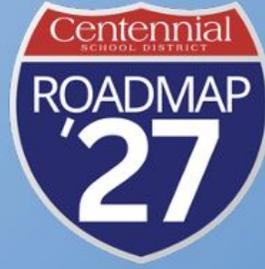
- Community Forum & Feedback
- School Staff Engagement & Feedback
- Design Retreat Day 3 in February



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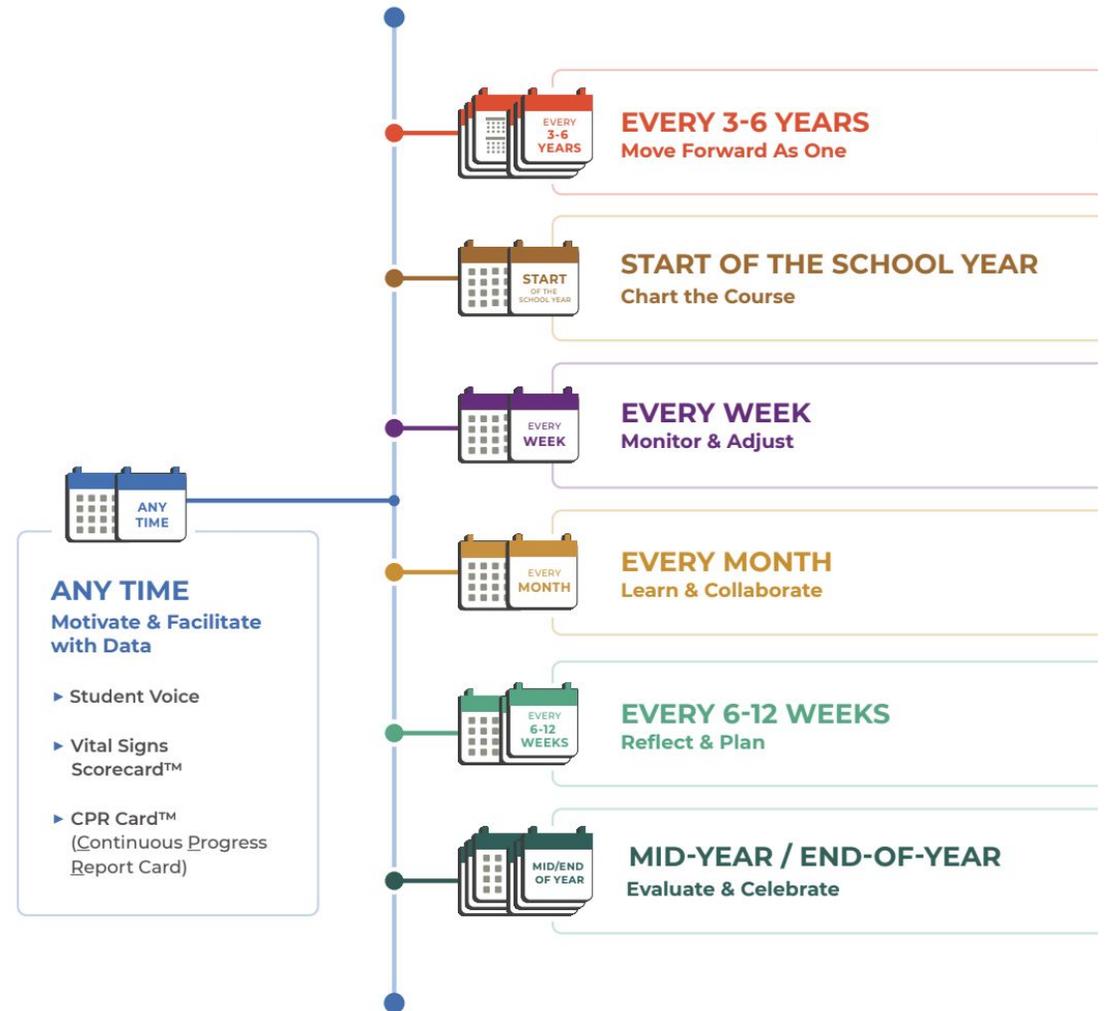
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Roadmap for Disciplined Implementation



Start of School Year

[Chart the course]

- Finalize Vital Signs Scorecards/Dashboards
- Finalize Annual Strategic Plan Priorities & District Action Plans
- Finalize School Improvement Plans



Every Month

[Learn & collaborate]

- *Intensive School Transformation Process with 5 Schools*
 - Principal Coaching for High Performance
 - Monthly Instructional Walkthrough
 - Site Based Leadership Team Capacity Building



Every 9 Weeks

[Reflect & plan]

- Data Summit for All Schools Three Times a Year
- Progress Monitoring Surveys Three Times a Year
 - 10 Question Longitudinal Survey
 - Students, Staff, and Community



Anytime (Data!)

[Motivate & facilitate with data]

- Vital Signs Scorecards for All Schools
- Annual Comprehensive Student Survey
- Annual Comprehensive Staff Survey Administered
- Annual Comprehensive Family/Community Survey



Looking Ahead

- Data Summits in March & May
- Monthly Coaching Visits with CHS, CMS, Meadows, Parklane and Powell Butte
- Updated Dashboard for District @ Trimester
- Updated Vital Sign Scorecards for Schools @ Trimester
- Survey Administration
- Profile of a Graduate
 - Staff Engagement
 - Community Forum
 - Day 3 - Design Retreat

