

Title I, Part A Schoolwide	
Building Data	
Building: Centennial Middle School	F/R Percentage: 28
Principal: Josh Rosenbach	Grade Span: 7-8
District: Snohomish	Building Enrollment: 815
Plan Date: 6-28-19	Board Approval Date:

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Josh Rosenbach	Principal	Joshua.rosenbach@sno.wednet.edu
Amanda Cote	Assistant Principal	Amanda.cote@sno.wednet.edu
Jerry Christensen	Assistant Principal	Gerald.christensen@sno.wednet.edu
Shelley Barker	English Teacher	Shelley.barker@sno.wednet.edu
Leia Stevenson	Math Teacher	Leia.stevenson@sno.wednet.edu
Ian Cameron	Science Teacher	Ian.cameron@sno.wednet.edu
Karen Price	History Teacher	Karen.price@sno.wednet.edu
Jill Smith	Learning Support Specialist	Jill.smith@sno.wednet.edu
Dave Sage	Parent	Dave.sage@sno.wednet.edu
KT Allyn	Parent	ktallyn@frontier.com

Vision Statement

To ensure that all students receive the time and support needed to access and surpass essential grade level learning.

ESSA Supports: WA Framework Identification

Foundational:

Tier I: Targeted Supports: Targeted with 1-2 Student Groups:

Special Ed and English Language Learners

Tier II: Targeted 3+Targeted EL Progress:

Tier III Support: Comprehensive and Comprehensive Low Graduation Rate (below 67%):

Partners in Consolidated Plan

Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template

School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

Title I, Part A: Schoolwide Program Model

Four Required Components:

- 1. Comprehensive Needs Assessment
- 2. Schoolwide Reform Strategies
- 3. Activities for Mastery
- 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

- Based on a Needs Assessment
- Data driven
- Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure **all** of the following elements are included:

School Improvement Plan; WAC-180-16-220, Plan Requirements:

- Annual Board approval
- Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
- The ways in which the model is based on a self-review of the school's program
- The characteristics of successful schools
- Equity factors for all students
- The use of technology to facilitate instruction
- Parent, family, and community involvement, they relate to a positive impact on student learning

ESSA: Sec.1111(d)(1)(B), Plan Requirements:

- Indicators of student performance against State-determined long-term goals
- Exposition of evidence-based interventions
- Proof of a school-level needs assessment
- Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- Approval by the school, local educational agency and State educational agency

Component #1: Needs Assessment

Procedures to Support Your Comprehensive Plan

Centennial Middle is one of two middle schools in the Snohomish School District and is in the north part of the school district. Centennial serves 7th and 8th graders, and enrollment in the spring of 2018 was at 798 students.

In the 2018-19 school year there were 49 certificated staff and 21 para-educators who worked in the building, this includes the 39 certificated classroom teachers. The school has an EBD program, LINKS, a program for students on the Autism Spectrum, called CONNECTIONS, several resource classrooms for students who qualify, and push-in support (in English Language Arts and Math) for many of our students on IEPs.

Centennial draws students from Machias Elementary, Riverview Elementary, Cascade View Elementary, Dutch Hill Elementary, and Emerson Elementary. Centennial also serve students who identify and qualify under the McKinney-Vento Act.

Centennial students come from diverse homes; many live at low-income apartments, trailer parks, rural acreage and farmlands, downtown housing in the town of Snohomish, or in subdivisions near Snohomish or close to the Lake Stevens area.

In the 2019-2020 school year, Centennial will be offering two ELL classes, staffed by a certificated ELL teacher who also teaches at the feeder high school. She is supported by a .6 ELL para-educator, one of the 21 para-educators mentioned previously.

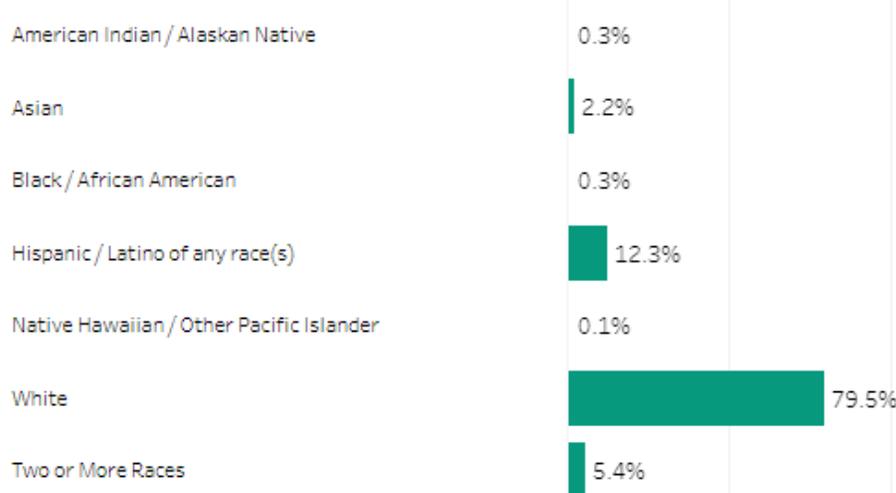
Enrollment



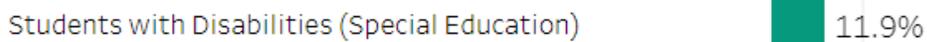
Gender (Percent of October Enrollment)



Race/Ethnicity (Percent of October Enrollment)



Special Programs (Percent of May)



ELL Data:

As of May 2019, there were 28 identified English Language Learners at Centennial, which made up 3.4% of the population. All the identified ELL students scored at a Level 1 or 2 in their reading data.

In the 17-18 school year there were 13 identified English Language Learners at Centennial, making up 1.5% of the population. These students all scored at a Level 1 or 2 in their reading data.

To address the need to show progress towards proficiency and with the increasing ELL population the district has added a .4 certificated ELL teacher to Centennial for the 2019-2020 school year. This teacher also works at the feeder high school, which will help as students transition there.

Attendance Data:

- 80% 7th graders had fewer than 2 absences
- 78% 8th graders had fewer than 2 absences
- 79.4% of all students attend regularly

All daily absences generate a phone call to the student's residence. When students reach a certain number of absences, excused or unexcused, a letter is sent home to notify parents. If attendance does not improve after that there are family meetings with the assistant principal and/or counselor, attendance contracts are often used, and at times, the district's BECCA coordinator has been notified.

----- **Smarter**

Balanced Assessment

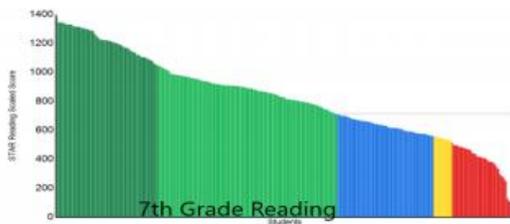
Organization Type	Select Organization	Select Grade Level	Select Student Group
School	Snohomish School District_Centennial Middle School	7th	All

2017-18	General Assessment	
	English Language Arts	Math
Students Expected to Test	405	406
% Meeting Standard	63.4%	47.2%
% Level 4	20.0%	24.3%
% Level 3	43.4%	22.9%
% Not Meeting Standard	36.5%	52.7%
% Level 2	21.4%	30.7%
% Level 1	13.5%	20.1%
% No Score*	1.4%	1.7%
Percent Met excluding No Score	64.4%	48.1%

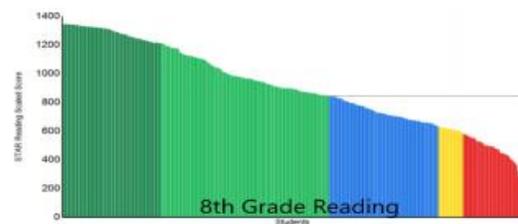
Organization Type:
 Select Organization:
 Select Grade Level:
 Select Student Group:

	General Assessment			
	2017-18	English Language Arts	Math	Science
Students Expected to Test		389	389	389
% Meeting Standard		64.2%	48.5%	60.9%
% Level 4		16.9%	26.2%	29.3%
% Level 3		47.3%	22.3%	31.6%
% Not Meeting Standard		35.7%	51.4%	39.0%
% Level 2		20.3%	26.7%	18.7%
% Level 1		13.3%	22.1%	17.9%
% No Score*		2.0%	2.5%	2.3%
Percent Met excluding No Score		65.6%	49.9%	62.4%

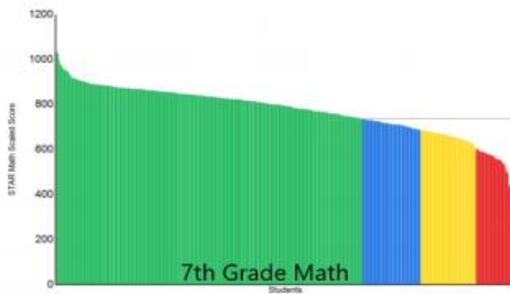
Other student learning information: 2018 Fall Benchmark data for STAR Reading and Math



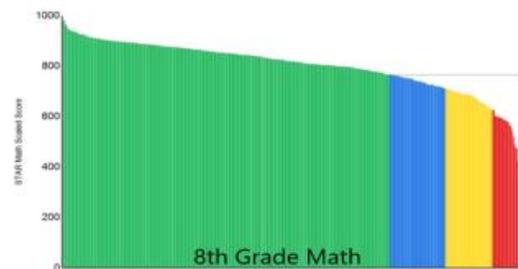
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
All Above Benchmark				
Above Benchmark	At/Above 1051 SS	At/Above 75 PR	83	22%
At Benchmark	At/Above 713 SS	At/Above 40 PR	147	39%
Category Total			230	62%
Below Benchmark				
On Watch	Below 713 SS	Below 40 PR	79	21%
Intervention	Below 561 SS	Below 20 PR	15	4%
Urgent Intervention	Below 522 SS	Below 15 PR	49	13%
Category Total			143	38%
Students Tested			373	



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
All Above Benchmark				
Above Benchmark	At/Above 1214 SS	At/Above 75 PR	83	21%
At Benchmark	At/Above 847 SS	At/Above 40 PR	143	37%
Category Total			226	58%
Below Benchmark				
On Watch	Below 847 SS	Below 40 PR	93	24%
Intervention	Below 633 SS	Below 20 PR	21	5%
Urgent Intervention	Below 584 SS	Below 15 PR	49	13%
Category Total			163	42%
Students Tested			389	



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
All Above Benchmark				
Above Benchmark	At/Above 736 SS	At/Above 40 PR	261	67%
Category Total			261	67%
Below Benchmark				
On Watch	Below 736 SS	Below 40 PR	50	13%
Intervention	Below 689 SS	Below 25 PR	47	12%
Urgent Intervention	Below 612 SS	Below 10 PR	32	8%
Category Total			129	33%
Students Tested			390	



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
All Above Benchmark				
Above Benchmark	At/Above 787 SS	At/Above 40 PR	265	72%
Category Total			265	72%
Below Benchmark				
On Watch	Below 787 SS	Below 40 PR	49	12%
Intervention	Below 713 SS	Below 25 PR	41	10%
Urgent Intervention	Below 639 SS	Below 10 PR	23	6%
Category Total			113	29%
Students Tested			368	

Component #2: Schoolwide Reform Strategies

Procedures to Support Schoolwide Reform Strategies

Patriot Period

Centennial Middle School has had a 30-minute intervention period built into the schedule for the last six+ years. During this time, it was more independent and student-directed time; students could go and work with teachers if they wanted, or study/read individually if they wanted. Starting this past fall, we implemented a more purposeful use of this time, including the following aspects:

- Four days a week, instead of two
- Increased the number of certificated staff with Patriot Period groups so the groups are smaller
- Purposeful schedule of students (based on SBA & STAR data) for those who need tier two interventions.
- Opened labs for day to day help with core subjects
- Purposeful re-organization of students at checkpoints through the year

ELL Support

Starting this fall, we have a .4 Certificated ELL teacher to support our English Language Learners. She will have two separate classes, organized by Proficiency levels as indicated on the ELPA 21. These classes are supplementary to their 7th or 8th grade ELA class. In the past, we have only had part time para support for ELL students – this increase in certificated support for ELL students will be a significant change and improvement.

Math Intervention & Para support

The Title dollars will be specifically allocated to support a math intervention class for 8th graders. This class will also be supplemental to the general 8th grade math class for first semester and 7th grade for second semester. These students have been identified as non-special education students who have scored a level one on the SBA for the last two years. The teacher has already been identified and has started professional development opportunities in the area of math intervention to help her plan the course. In addition, additional dollars will support a para educator pushing into several general education math courses.

Building-Specific Goals:

Centennial Middle School will increase the ELA proficiency rate from 64.2% to 69.2% for all 8th grade students by June 2019 as measured by the Smarter Balanced Assessment.

Centennial Middle School will increase the ELA Student Growth Percentile from 42% to 52% for 8th grade special education students by June 2019 as measured by the Smarter Balanced Assessment.

Centennial Middle School will increase the ELA Student Growth Percentile from 40% to 50% for 8th grade English Language Learner students by June 2019 as measured by the Smarter Balanced Assessment.

Centennial Middle School will increase the Math proficiency rate from 48.5% to 53.5% for all 8th grade students by June 2019 as measured by the Smarter Balanced Assessment.

Centennial Middle School will increase the Math Student Growth Percentile from 44% to 54% for 8th grade special education students by June 2019 as measured by the Smarter Balanced Assessment.

Centennial Middle School will increase the Math Student Growth Percentile from 27% to 37% for 8th grade English Language Learner students by June 2019 as measured by the Smarter Balanced Assessment.

Component #3: Activities to Ensure Mastery

Procedures to Support Your Activities to Ensure Mastery

Instructional Strategies

Content teams will continue the district level Essential Standard work. Teams will identify the essential and supporting standards, unpack the standards and write lesson specific "I can "statements and begin the work of creating common assessments to gather data on progress. CMS will focus the professional learning for the 2019-20 school year on Tier 1 instructional strategies and evidence-based student engaging behaviors.

Special Education Training

This year we began whole building PD focused on working with our special education students. Topics of focus were accommodations and modifications as well as behavioral aspects and interventions. This is on-going work led by staff within the building in addition to the principal.

Students with Trauma

We also revisited training for students of Trauma. Centennial partnered with the other middle school in the district to bring a local trainer to both staffs. He focused his workshop on identifying students of trauma as well as strategies teachers could implement immediately to help all students, but especially those with high ACES scores. This work is on-going on a district level, as the SSD August Institute this year will be focused on working with students of Trauma in our schools.

MTSS

The district focus has been on Multi-Tiered Systems of Support for all students. As a building, we have embraced this, and our on-going PD focus has focused on the aspects at each level. For example, during our collaborative time this year, individual departments have been focused on first identifying the essential standards from the CCSS. This identification will enable teachers to collaborate on the essentials, develop and study common assessments, as well as ensuring that standards are equitable across the district. Our Patriot Period plan (mentioned above) is also focused on identifying the tier two supports that students need outside of the classroom. The identified "math intervention" and "ELA intervention" will focus on the students who need the tier two support in addition to the high-quality tier one instruction within the classroom.

ELL

During the 2018-2019 school year, we also focused on ELL students and increased PD around strategies to help ELL students. The certificated ELL instructor from the high school (who will be the certificated ELL instructor for Centennial also in the fall) came and presented an afternoon of PD to staff. Her focus was on small instructional changes that would have a significant impact on student learning.

Component #4: Coordination and Integration**Procedure to Support Your Coordination and Integration of Services**

As a schoolwide plan school, we will be able to utilize the remaining Title funds to support our work on Intervention within our Patriot Period. The bulk of the funding will be toward a 0.2 FTE math intervention class for a semester of each 7th and 8th grade. Additional 3.5 hours of para-educator time will be allocated to a 7th grade math class where we will target Title identified students. These identified students are in need of intervention and extra support to grow towards grade level.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$96,576.00	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.
Learning Assistance Program	\$47,000.00	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
Title 1, Part A	\$47,498.82	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education, and to close educational achievement gaps.
Title III	\$85,000.00	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Total	\$276,074.82	