

Steps in the Process



1. Gather information on student performance.
2. Teams of teachers and specialists analyze data and follow a process to determine student needs, assign instruction, set goals, and schedule the building with reading instruction as our first priority.
3. Monitor student progress and meet in teams to determine success and needed instructional resources.
4. Representatives from grade levels, specialists, classified, and Leadership team members give input on school goals and the action plan that identifies research-based strategies for improvement.
5. These goals are included in our Title 1 Plan and presented to the district and the state

Centennial's Mission

“To provide a safe, encouraging and accepting environment where everyone is treated with kindness, dignity, and respect and where all student are helped to achieve success.”

Family & Community Involvement

~ Family Resource Center, Family Fun Nights, Open House, Full Day Kindergarten, PTA, Book Fairs, Musicals, and more.

Centennial Title I Program Parent Information



“Some of the greatest students, staff, and parents on Planet Earth!”



Telephone: 541-744-6403
Blog/Website

<http://blog.springfield.k12.or.us/centennial/>

Facebook:

www.facebook.com/CentennialBlueJays/

Program Purpose

As a Title I school, Centennial offers additional academic support to our students.

Title I is a program funded by the Federal Government, designed to increase student achievement by providing supplemental targeted instruction to students that need an extra boost.

The Big 5

Essential Components of Reading



Strategies for Student Achievement

Multi-tiered Systems of Support

Data guides our instruction

Assessment

- ~ A Universal Screener is given to determine needs of the system and all students
- ~ Diagnostic Assessment is given to determine need of individual students
- ~ Progress Monitoring tracks growth of students

Instruction

- ~ All students, K-5, participate in Core Curriculum Instruction: 'HMH Journeys'
- ~ Students needing more are given extra targeted Instructional Interventions, using appropriate supplemental curriculum
- ~ Growth is tracked and teams meet to Analyze Progress and determine any instructional changes needed
- ~ Instruction is intensified and Improvement Cycle continues

Proficiency Levels

Scores and measures to be at grade level

<u>Grade Level</u>	<u>Measure</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Kinder	Phoneme Segmentation	6	32	43
Grade 1	Word Reading Fluency	15	28	49
Grade 2	Passage Reading Fluency	63	86	101
Grade 3	Passage Reading Fluency	85	118	116
Grade 4	Passage Reading Fluency	107	136	143
Grade 5	Passage Reading Fluency	145	151	168

Phonological awareness – no letters attached, just sounds
Phonics – hear the sound and map to the letter
Vocabulary development – we need to teach about words explicitly “What’s another word for big?”
Reading fluency – Read accurately, with expression and understanding
Reading comprehension – our ultimate goal!

