

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Kathy Kaiser
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Centennial Elementary School
(As it should appear in the official records)

School Mailing Address 4657 North Road
(If address is P.O. Box, also include street address.)

City Circle Pines State MN Zip Code+4 (9 digits total) 55014-1545

County Anoka County

Telephone (763) 792-5300 Fax (763) 392-7516

Web site/URL
https://www.isd12.org/schools/elementary-schools/centennial-elementary E-mail kkaiser@isd12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Brian Dietz E-mail bdietz@isd12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Centennial Public School District Tel. (763) 792-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Suzy Guthmueller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	43	40	83
1	45	52	97
2	41	37	78
3	43	38	81
4	42	28	70
5	53	46	99
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	267	241	508

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 2 % American Indian or Alaska Native
 - 6 % Asian
 - 7 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 24%

If the mobility rate is above 15%, please explain:

A number of our families' household income falls below the poverty level which can lead to homelessness and frequent migration.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	61
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	59
(3) Total of all transferred students [sum of rows (1) and (2)]	120
(4) Total number of students in the school as of October 1, 2018	507
(5) Total transferred students in row (3) divided by total students in row (4)	0.24
(6) Amount in row (5) multiplied by 100	24

6. Specify each non-English language represented in the school (separate languages by commas):

Cambodian/Khmer, Chinese/Mandarin, Hmong, Bosnian, Spanish, Vietnamese, Amharic

English Language Learners (ELL) in the school: 4 %
20 Total number ELL

7. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 96

8. Students receiving special education services: 15 %

78 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>13</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>9</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 14

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	23
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Centennial Elementary inspires learners to grow academically and socially every day through meaningful educational opportunities. With a deep commitment to the success of both students and teachers, Centennial Elementary offers a supportive, cooperative culture that sets the school apart. Staff and families form strong partnerships that build a lasting foundation for lifelong learning.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Centennial Elementary balances high expectations and hard work with warmth and fun. We ask a lot from our students and families—and they rise to that challenge. Staff members never settle for anything less than success and look to data to make sure each student’s needs are addressed. Centennial also has high standards for behavior, which results in a safe, welcoming and accountable environment. We work to inspire learners to grow academically and socially every day through meaningful educational opportunities. With a deep commitment to the success of both students and teachers, Centennial Elementary offers a supportive, cooperative culture that sets the school apart. Staff and families form strong partnerships that build a lasting foundation for lifelong learning. We have also achieved status in past years as a Celebration School, the designation given by the Minnesota Department of Education to schools to recognize increases in student achievement.

We utilize data-driven decision making to look at each student in relation to the curriculum to ensure personalized and appropriate instruction. We are invested in research-based, child-centered programming. Our curriculum is connected and sequential, with bridges between disciplines so subjects are not taught in isolation, which helps our students become problem solvers with the strategies, skills and flexibility needed to succeed in our changing world.

We are proud of the depth of our family involvement. From bingo night to family fun nights, the families at Centennial Elementary are highly engaged in the school community. Our teachers are innovative and encouraged to try new ideas and to pursue new efforts to bring the most effective learning ideas and methods to our students. We meet the special needs of students through mentoring, ESL, literacy tutors, Native American education for qualified students, and numerous programs to improve reading comprehension and fluency. And finally, we celebrate diversity. Our safe, caring environment recognizes and respects our differences.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Centennial Elementary School’s overall philosophy and approach to the delivery of instruction and support of students across all curricular areas are grounded in our ISD 12 common mission, vision, and core beliefs. The mission of the Centennial School District is to empower all learners with voice, knowledge, and skills necessary for success in the 21st Century. We offer vibrant learning environments by growing personal relationships throughout the school community, deepening learning by contributing to the community, and making coursework relevant to students’ lives. We support the strengths and address the challenges of each individual student, working to eliminate barriers to learning and opportunity, by providing rigorous content, innovative and evidence-based instruction, and effective learning supports. We foster perseverance, growth mindset, and personal advocacy, preparing students for a future of limitless possibility. We believe that mutual relationships build safe and engaging communities and each person has agency and power. We believe that all children must have opportunities to learn, lead, and collaborate to unleash potential. We believe that life demands critical thinking and problem-solving and that challenge is foundational to growth. We believe that personalized learning creates engagement and ownership. We believe that continuous reflection on data creates a drive for improvement.

Developed with community involvement, these statements and beliefs are common across all schools in the Centennial School District. They are the focal point for all curriculum, instruction and professional development decisions. They are also the standard against which we establish our priorities and assess our effectiveness.

1b. Reading/English language arts

We believe that in addition to consistently implementing a research-based language arts curriculum, we must do everything in our power to ignite a love of reading for pleasure in children. In order to enhance the love of reading in our students we use as many creative, ever-evolving strategies and events to make this exciting for our students. Examples include "One Book, One School" which is a building-wide, shared reading activity, an annual themed reading challenge, weekly partnered reading buddies between upper and lower grade levels, surprise guest readers (including the superintendent of schools, the principal, local firefighters and police officers, the director of the Circle Pines Public Library branch, and family members), daily reading incentive programs for students in our primary grades, competitive book competitions, and the Maud Hart Lovelace Reading Challenge. In terms of our district-wide chosen language arts curriculum, Centennial has implemented Benchmark Advance curriculum. A broad group of teachers along with our department of teaching and learning selected this curriculum in 2018 because we feel that it provides a solid base for all students using a scientifically-based literacy instruction that aligns with the Common Core standards. Benchmark Advance and the tiered interventions we have in place provide an excellent way for our students to achieve the goal of grade-level proficiency. Benchmark Advance curriculum provides grade-level materials for all students along with leveled texts to match student reading abilities for small group and independent instruction. All students benefit from a minimum of two hours per day of whole group and small group instruction and other interventions as deemed necessary. For example, we utilize specialized instructional materials and delivery models for students qualifying for ESL, Title I, Centennial Early Reading Foundations (CERF), and special education. Interventions include, but are not limited to: Phonemic Awareness Interventions such as Road to the Code, and Heggerty’s Phonemic Awareness, decoding/encoding interventions such as Seeing Stars (Lindamood-Bell) and Explode the Code, comprehension interventions such as Steps to Advance (adapted Benchmark Advance curriculum), Spring Forward (Benchmark Advance guided reading intervention program), fluency interventions such as the Read Naturally fluency program, and Peer Assisted Learning Strategies (PALS).

1c. Mathematics

Math instruction is provided using the Everyday Math curriculum. This curriculum allows students to share ideas through discussion, work collaboratively with others to creatively problem solve solutions to problems and links past experiences to new concepts.

Beyond the curriculum, we use our professional learning communities (PLC) to assess and group students based on their common formative assessments. This ongoing team effort allows us to meet students where they are at and helps us share the responsibilities as professionals to ensure and optimize our students' learning experiences. Specific skills are targeted through these flexible groups with frequent monitoring. This gives us the ability to meet the needs of all learners whether it is with basic skills or extensions for those who already have the needed skills. We are also able to support students through Title One and Gifted math services for those who qualify.

Our staff incorporates hands-on explorations, flipped instruction, interactive technology and higher level problem solving supplements to stretch the thinking of those needing more. (hands-on equations, Marcy Cook problem solving)

1d. Science

For our science instruction, we use the curriculum, Science a Closer Look by McMillian/McGraw to support the MN state standards. In addition, Maker Space materials (Brainflakes, Dash Robots, Veva Planks) are used to teach STEM concepts. Teachers also use standards aligned materials from Mystery Science and Mystery Doug to supplement and support as needed.

Grade levels also support their science instruction with field trips to the Science Museum of MN, Target Stadium (STEM activities), visits from the Zoomobile from MN Zoo, University of Minnesota "Physics Force" presentation, and other trips to farms and zoos. We also have Wargo Nature Center naturalists visit the school.

Students have the opportunity to explore science through science kits that may be checked out from our school library. When available, we bring the Science Museum of Minnesota to our school to lead week long residency programs.

Our parent organization has also held science nights to inspire the curious minds of our students. The night involves a variety of science-related businesses who provide hands on activities and science materials we wouldn't otherwise be able to access. It is always a fun evening of exploration and discovery in the world of science concepts.

1e. Social studies/history/civic learning and engagement

We support the instruction of our social studies standards through TCI Social Studies curriculum and Social Studies Weekly newspapers which are our district supported curricula. Teachers also supplement as needed to support the standards with Scholastic News, field trips (MN History Center, local fire station visits, Circle Pines public library, MN History Center, MN State Capitol), and other resources. Centennial Elementary has historically put an emphasis on teaching our students about the history and geography of Minnesota. Our students learn the topography and geographic importance of our past glaciers, current bodies of water, rivers, and natural resources and forest areas. They also have opportunities to participate in residencies at our school where local experts in native cultures and wildlife share facts about our state.

In addition to the above description, our 4th and 5th grade students participate in Passport Geography, a program which challenges students to think about the world around them. The upper grade levels are also mindful and intentional about selecting non-fiction reading selections to address multiple topics in social studies. This helps maximize our efforts in both ELA and the social sciences.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Centennial preschool is a program led by our district's community education department. The school principal is not the primary supervisor of the program. However, the principal is actively involved on a daily basis in the program by participating in the classroom activities and with the children and staff, as well as doing drop-by observations of the program on a regular basis. Our program is a full day, year-before kindergarten program taught by licensed teachers using curriculum and assessment tools approved by the State of Minnesota. We provide experiences that are designed to help children develop the skills and behaviors necessary for success in Kindergarten and beyond. Children in our preschool program work on listening, personal and social development, language and literacy, thinking and math skills.

Students participate in several structured activities such as large group teaching, handwriting, projects, music and movement and gym time. During these times students are also practicing kindergarten readiness by listening and following group expectations. Students are also given many opportunities for unstructured learning through play during their discovery time. During discovery time, students move freely throughout the classroom exploring eight centers including dramatic play, building, science, math, literacy, art, games and reading. These centers are carefully planned by the teacher based on learning objectives or assessments.

While academics is an important part of preschool, social/emotional skills and independence remain a fundamental part of our program. Students are given the opportunity to grow their social skills through explicit teaching and hands-on learning during small groups, and discovery time. We use every opportunity possible to create those "teachable moments" and support children through conflict resolution, taking turns, patience and more. Students are provided with age appropriate tools and strategies to identify and manage their emotions as well as support and understanding from staff as they develop these new skills. We promote independence by having high expectations of our students while maintaining a developmentally appropriate environment.

We meet children where they are, offer extra support for those who need it and provide enrichment for students that excel beyond the preschool level. We strive to build a love of learning in every child that will continue to grow into their elementary years and beyond.

2. Other Curriculum Areas:

Centennial Elementary School inspires learners to grow academically and socially every day through meaningful educational opportunities. Our goal is to develop problem solvers with the strategies, skills, technology and flexibility to succeed in our changing world.

Centennial Elementary students participate in music twice weekly for a total of one hour. A student-centered approach combining the Orff and Kodaly methods is used to develop foundational music reading skills. These skills are used to engage students in performing, creating, and responding to music and to make connections to their lives and the larger world. Students sing, dance and play a variety of percussion instruments, including xylophones. Students in second and fourth grades perform in an annual musical and students in grades four and five learn to play the recorder.

Centennial Elementary students participate in Physical Education classes twice weekly. These classes are taught by a licensed instructor and the curriculum aligns with MN state PE standards. These standards strive to allow each student to become physically literate. Students will learn skills necessary to participate in a variety of physical activities, understand the benefits of participating in physical activities, participate regularly, is physically fit to promote lifelong health, and values physical activity and its contribution to a healthy lifestyle. Furthermore, students learn and apply sportsmanship skills to include and respect others.

Students participate in Cybrary Class once a week for 30 minutes. The curriculum encompasses computer and library objectives. The focus is on digital and media literacy. Students develop keyboarding and coding skills as well as the use of various technology tools to enhance their learning. It also provides resources for students to support their classroom objectives and personal academic goals.

Beginning in the fall of 2019, Centennial Elementary School began implementation of the Advancement Via Individual Determination (AVID) program. Eleven staff members, including the principal, attended the AVID Summer Institute in Minneapolis during the summer of 2019. Our goal is to implement AVID as a college-readiness program in students' elementary years that will serve them during their middle and high school journeys. We want to provide the students with a springboard to be successful in rigorous academic coursework needed to be prepared for college. At the elementary level school-wide instructional strategies include the AVID framework of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). In 2019-20 within WICOR, our staff and students focused on organization and writing for students in grades 3-5. More specifically, organizational binders (3-ring binders), academic planners (students enter their assignments each day to take home for their reference that evening or over the weekend), and note-taking during classroom instruction or independent work time. We will expand the binders, planners, and note-taking, as appropriate to each developmental level, to include K-2 during the 2020-21 school year.

3. Academic Supports:

3a. Students performing below grade level

Centennial Elementary has multiple layers of academic support for students performing below grade level. Student progress is monitored, at minimum, three times during the school year to determine progress and needs. Students not performing at grade level are assessed more frequently. Students who are not showing grade level proficiency have a variety of interventions available. Tier I interventions include the differentiation provided by our classroom teachers to accommodate students' needs. Tier 2 and Tier 3 programs and services available to students include Targeted Services which provide a variety of learning opportunities outside of school and summer for qualifying students. Also, Minnesota Reading Corps (K-3): provides intensive reading support to qualifying students during the regular school day. Our Centennial Early Reading Foundation (CERF) Program is an alternative delivery of specialized instructional services (ADSIS) program, funded largely through the State Special Education Excess Cost Funding Formula, represents an initiative dedicated to providing reading specialists and early reading interventions for K-5 students who are performing below grade level.

Our Title 1 federally funded program serves students meeting eligibility criteria in reading and mathematics. Centennial Elementary has received "Reward School" status for the past three years based on the performance of their students on State Accountability tests.

We have been recipients of the Minnesota Reading Corps (K-3) program since 2011. Trained Americorps Members provide daily one-on-one tutoring during the school day for students below grade level in reading fluency. Students are progress-monitored weekly. Tutors work with an Internal Coach and Master Coach to review data and determine the most appropriate intervention for each student. The researched-based interventions include Phoneme Blending, Phoneme Segmenting, Letter Sound Correspondence, Blending Words, Newscaster, Duet, Great Leaps, Repeated Read with Comprehension Strategy, and Word Construction.

Special Education: see 3c•

3b. Students performing above grade level

Like the layered support structure provided for students performing below grade level, Centennial Elementary offers four layers of support for students performing above grade level. The Centennial School District recognizes that high performing learners are a population with special educational needs. These learners are capable of high performance when compared to others of similar age, experience, and environment, and represent the diverse populations of our communities. These learners have potential that requires differentiated and challenging educational programming beyond those provided in the general school program. Centennial Elementary uses data from multiple sources on an ongoing basis to determine the educational needs of students. This data includes a universal screening tool given to all students in grades 2 and 4. Centennial Gifted Education uses ability and achievement data to create educational profiles identifying students' needs for added rigor, challenge, and support in their educational programming. This

inclusive process matches students' identified needs with learning opportunities supported by Gifted Education Levels of Service Programming.

Level One Programming provides support for teachers and students inside the classroom extend grade level learning targets and add more depth to student learning as needed. Students in kindergarten and grade one exhibiting uniquely high academic needs will be considered individually for further assessment to determine possible additional programming needs.

Level Two Programming is intended for a larger number of students in grades 2-5. Trained Gifted Services faculty pulls small groups to provide short term enrichment (3-6 weeks) for students exhibiting high academic achievement in reading and/or math. Students will receive Level Two Programming based on standardized assessment data (both achievement and ability scores are considered), teacher referral, and classroom performance.

Level Three Programming is offered to identified students to be grouped into small groups 2-3 times per week for reading and/or math. Consistent communication is made with the homeroom teacher to ensure student needs are being met.

Level Four Programming, again based upon standardized ability and achievement tests as well as teacher and parent feedback, is intended for a select number of students district-wide in grades 3 through 5. Highly gifted students may participate in Level Four Programming that offers a full-time, self-contained classroom. If families elect not to have their children participate in full-time Level Four Programming, students are offered opportunities to continue to work with the gifted resource teacher in Levels 1-3 settings in their home school as stated above.

3c. Special education

The Centennial School District is committed to helping all students from birth to age 21 connect, achieve and prepare for lifelong learning. Centennial Schools provides a continuum of special education services to approximately 1,000 children from birth to age 21 across the district. Vibrant learning environments and a personalized team-approach support each student's strengths, needs, and goals.

Special education services and placement are determined by a team, including the parents or guardians, to develop an individualized educational program (IEP) plan. Teams always consider the most inclusive, least restrictive educational environment where each child can learn and develop in an age-appropriate setting.

Each school has a special education team that specializes in intervention supports, evaluations and specialized instruction, and related services. All schools have a lead teacher with a special education license and certification who is responsible for supporting students and families in their special education journey.

More specific to Centennial Elementary School, we are home to approximately 95 special education students in kindergarten through fifth grade. Our building houses a center-based program for students with Developmental/Cognitive Delays. One teacher and seven paraprofessionals work with approximately 10-12 students. This program strives to meet the academic needs of these students at their instructional level whether through one-on-one or small group pull out instruction, or support in the regular classroom. It also teaches students daily living skills such as self-regulation, personal hygiene, cooking, cleaning, buying, selling, time, and money. These students run a "Traveling Treats" store to provide building staff with snacks. They take orders, collect money, make change, and deliver the orders on a regular basis throughout the school year.

Our school also serves approximately 60 multi-categorical students. Three teachers and eight paraprofessionals provide services in the regular classroom setting or in a resource room setting. Alternate curriculum and a variety of research-based interventions are provided for those struggling with grade level math and reading. Additionally, small group instruction in social skills and self-regulation are provided for many students.

An additional 25 or so students are supported for Speech articulation and/or Speech Language only services.

Centennial Elementary School provides related services in the areas of Developmental Adapted Physical Education, Occupational Therapy, Physical Therapy, Speech and Language, and Deaf/Hard of Hearing.

3d. ELLs, if a special program or intervention is offered

The English Language Program (EL) in Centennial School District # 12 provides opportunities for students who speak languages, other than English, to become fluent in English. EL services are provided in all schools and the model includes both pullout and inclusion. English Language teachers and classroom teachers work collaboratively to plan instruction that is most beneficial for the academic and language needs of students. Instruction is given in the four modalities of listening, speaking, reading and writing.

The goal of the District's EL Program is to build each student's language proficiency to a level that allows them to independently access the general curriculum. We believe that all students bring to their learning cultural, experiential, and linguistic practices, skills, and ways of knowing from their homes and communities. As educators it is our role to build on this foundation. This includes ongoing assessment of students' language acquisitions strengths and needs to provide instruction relative to those needs. This home-to-school connection is fostered through ongoing parent engagement activities, including opportunities for parents/guardians to learn about and access resources in the school and community.

The service model of instruction follows collaborative instruction, typically using parallel or alternative co-teaching, with the general education teacher with a focus on the content being presented in the classroom. The goal is accessing and making the grade level content comprehensible and supporting language learning through teaching towards meeting specific language goals.

Benchmark Advance for English Language Learners literacy curriculum is used in conjunction with the Benchmark Advance curriculum used in mainstream classrooms. As students' language proficiency levels increase, they transition to mainstream Benchmark Advance curriculum with the support of the EL teacher. All curriculum choices and instruction are driven by the WIDA ELP standards as well as the common core standards.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

We offer an American Indian Education Program to our students who qualify. The mission of our American Indian Education Program is to provide Native American students with information about Indian culture and heritage taught by Native American staff and to promote cultural diversity by building bridges between community, staff, parents, and students. Our goal is to assist Native American students in attaining academic success.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our staff takes pride in developing meaningful relationships with our students to ensure they feel safe in taking risks to learn and develop as an individual. The programs listed below stimulate a creative and positive climate and culture at Centennial Elementary.

We began our Positive Behavior Interventions and Supports (PBIS) journey in fall 2016 and since then our PBIS team continues to lead our school community in a positive direction which strengthens character and commitment to learning throughout our school. Our Student Leadership Council is a program for which all of our 3rd and 4th grade students are invited to apply. Approximately twelve students are selected on the qualities of positivity, open-mindedness, acceptance, and leadership. They serve as ambassadors at our annual open house each fall, lead fundraisers and food drives each year for the Power Pack program (see below), and serve as our monthly orientation/school tours for new students. Centennial's Got Talent is an annual fun-filled variety show including student and staff talents ranging from singing, dancing, magic, comedy, gymnastics, joke-telling, science experiments. Jump Rope for Heart raises money for the American Heart Association. The district-wide Power-Pack Program provides needy families with food supplies weekly. Each year we are fortunate to have our parent organization provide funding for one or two assemblies or residencies. The topics have been various music groups, MN Science Museum (forensics), and art. Our school shares a campus with Centennial High School. The proximity enhances frequent partnerships with high school students on AVID, STEM, and mentoring activities. And finally, different grade levels team up for our "Reading Buddies" program. For example, a fifth grade teacher teams with a first grade teacher and brings their students together on a weekly basis for reading and mentoring activities. This leads to students knowing, supporting, and cooperating with each other.

2. Engaging Families and Community:

The Centennial Elementary Parent Organization (CEPO) is committed to working together with our school to ensure that our community can experience family-friendly events, inclusion for all families with outreach opportunities, tools for learning, adequate technology devices, and classroom support. Throughout the school year many parents and extended family members choose to volunteer at Centennial Elementary in a variety of ways. Some examples are parents and caregivers reaching out to other families who are new or not engaged in our school community during National Night to Unite, an August family play-date at our school playground, and personal phone calls, emails, and/or Facebook and Twitter invitations to become part of a free-flowing communication link to stay updated on school news and opportunities to become actively engaged. Other opportunities include tutoring our students, photography for our yearbook, supporting teachers by completing various tasks, and serving as monthly proctors for the Passport Geography program.

The annual events at our school provide families with opportunities to feel welcomed and engaged. Our fall open house and ice cream social event promotes communication and a feeling of belonging among families (and past graduates) and our staff before school begins. Multiple information and orientation evening events for parents throughout the first month of school provide parents with an overview of curriculum, expectations, vision, and mission for our school. At least twice per year we regularly have at or near 100% participation of families participate in parent-teacher conferences. Over the years, we have built many community partnerships. We have received several grants from our local Walmart and Target stores to provide school supplies for Centennial families. Subway and Dairy Queen have partnered with us to promote and reward students on their reading accomplishments. The Centennial Public Library visits our school once per month to read stories with our preschool and kindergarten classes.

3. Creating Professional Culture:

Centennial Elementary works to meet students' needs through work completed in Professional Learning communities (PLCs). Teachers use common formative assessments to plan and meet students' needs at their

instructional level.

The principal and lead teacher hold monthly paraprofessional forums. Topics discussed range from listening sessions and brainstorming ways to meet student needs, PBIS and AVID information, ALICE procedures (modifications to traditional lockdown practices), CPR/first aid instructions, and presentations regarding working with students experiencing trauma.

Some of our district-level and school-based professional development activities include access and equity, mental health (includes trauma, ADHD, suicide prevention), ELL, PBIS, STEM, and Teachscape Frameworks training.

Summer training opportunities have included attending the DuFour PLC Institute, PBIS training and updates, Daily 5 Cafe Literacy, and AVID training.

4. School Leadership:

Our principal is highly visible within all classrooms and areas of our school which enables her to be an active participant in teaching, learning, creativity, fun, and continuously improving. She fosters a shared commitment to high expectations for personal responsibility, student achievement, and high standards of teaching and learning. An important part of our principal's vision is a culturally competent environment where diversity is promoted and highly valued. As a liaison between our Superintendent's Executive Cabinet and our school, our principal engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission, and measurable goals that prepare each student to succeed in post-secondary learning and to become responsible and contributing citizens. She articulates a vision and develops implementation strategies for change that result in measurable growth for each student and works to close achievement gaps. She establishes rigorous, measurable goals for instructional program decisions and professional development that are consistent with the district and school's mission, vision, and core beliefs. Our principal builds a strong and positive sense of community in the school by honoring the important roles of race and culture, traditions, and is a contributor to student and school success.

The principal oversees our school's leadership team, whose membership includes PLC leaders, our professional growth facilitator, lead teacher, and a member of our district's teaching and learning department. We meet monthly to discuss a variety of school-wide curricular and instructional programs.

Our PBIS Team began receiving training in 2016 and since then our team continues to lead our school community in a positive direction which strengthens character and commitment to learning throughout our school. Team members include teachers (including preK), parents, before and after school childcare employees, principal, and lead teacher. Our PBIS team develops creative ways to keep the values of respect, responsibility, and safety at the forefront of everyone's minds.

Licensed staff represent our school on a variety of district level committees: Systems Accountability Committee, Quality Steering Committee, Curriculum Review / Selection, report card revision, literacy, school district calendar, and standardized testing.

Our school's master scheduling committee meets annually to work out a schedule that allows us to best meet the needs of all our learners. This group works to optimize the learning experience by grouping students and staff in optimal situations to allow for the most effective instruction. Student developmental stages, typical attention spans, social and academic needs are all taken into consideration.

Our Student Leadership Council (SLC) is a group of active fourth and fifth grade students who lead our building in many student driven activities. They coordinate school spirit days, as well as, lead service learning projects.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

What is the key ingredient to make our school successful? It all boils down to continuously nurturing a strong sense of feeling connected and supported as our own little community. We care about and rely upon each other. Strong communication and mutual support within our school community is critical to promote feelings of inclusion, acceptance, personal achievement and growth. Through careful planning and monitoring we have created positive momentum. Our staff builds positive relationships with each student through conversations with parents and caregivers, observations, assessments, and listening to their needs. In addition to our licensed staff, our support staff are instrumental in maintaining a high level of monitoring student needs. Among others, these staff members include educational paraprofessionals, custodians, bus drivers, school psychologist, nurse, front office staff, occupational therapist, physical therapist, food service employees, and community education employees. Their input is highly valuable in our efforts to meet each child's rotating needs on a daily basis. We would not see the levels of happiness and success among our students that we currently have without their consistent participation.

Hand-in-hand with carefully observing and caring for one another is the importance of purposefully acknowledging and celebrating success. Hard work and determination is wonderful but if acknowledgement isn't given regularly, improvement and drive can dwindle. Over the past five years our school-wide Positive Behavior Interventions and Support (PBIS) program has become fine-tuned to meet this need. Our entire school staff and family members continuously reinforce PBIS interventions. This has led to a school community where all students succeed by using the integration of data, systems, and practices affecting student outcomes on a daily basis. During distance learning, our PBIS team found ways to acknowledge student participation in academics and personal responsibility. The students provided evidence via videos, photos, and/or paper assignments that they were upholding the tenets of respectfulness, responsibility, and safety while distance learning.

Bottom line: We are proud of the school community that we have created at Centennial Elementary. Our students and families are committed and support the academic and social emotional learning that occurs in our school. We are lucky to have a staff that is dedicated to ensure the success of all students. With the strong relationships our staff and students have made, our school has become a community that chooses respect, responsibility and safe choices. WE ARE CENTENNIAL!