

Centerville School LEA Academic and Student Well-being Recovery Plan

Centerville School is a small, rural, K-8 District. We began school on August 25 with about 50% students in the building each day. After the first 3 weeks of the A, B, X Schedule we continually brought more students back every few weeks. Kindergarten has been back full-time since the first of October. 1st/2nd and 7th/8th have been back 4 days a week since November. 3rd/4th came back 4 days a week in January. 5th/6th came back 5 days a week at the end of January. This puts us at 91% capacity since January. Family engagement, student voice, professional development, and most student success levels has been normal and typical throughout the year. The recovery plan is inclusive of our practices throughout this year and will project us into a successful 2021-2022 school year.

Student Well Being

Policies are reviewed by the School Board on a regular and rotating basis. Staff and community have access to reviewed policies and procedures. Administration and staff meet on a regular basis to discuss students and the school-wide, multi-tiered systems of support in mental health counseling, social-emotional learning, and cultural inclusive practices, including curriculum and programs. Centerville School is a small, rural community where communication between school and families is weekly and personal. This communication discusses safety and student management practices (discipline). Google forms have been used by school and families to have open communication about mental health, life, school, and feelings about current situations and the future. Schedules have been reworked to allow adult communication with each student in the morning and at end of day. Staff are also purposefully available during passing and student break times. Middle School teachers have opened their classrooms to before and after school support times for individual or small groups of students in need.

Student and Family Voice

Students and families have been polled several times throughout the year using Google Forms. Families participated in the Opening School Zoom meeting in August to ask and answer concerns and questions for the opening of school. We have continued with regular, weekly communication to all families. The School Improvement Family engagement meeting was offered through Zoom this year to ensure family/parent involvement. Those families without reliable internet were provided an individual opportunity for engagement and input. Each classroom teacher (5 teachers total) have weekly communication with families and students, also. Community Partners like, Washington Gorge Action Plans, Mt. Adam Chamber of Commerce, Cannon Power Group, Gorge STEAM Commission have been used to support with food boxes, STEAM activities, and financial support to allow for special programs during the past year and looking into the future.

Professional Learning

Professional Development collaboration has been continual and consistent throughout the year. Classroom teachers and paraeducators have had weekly collaboration time to discuss student progress and needs built into the schedule. In-person parent-teacher conferences happened 2 times this year and will happen in November and March next year. Attending Professional Development instruction has actually been easier for Centerville staff this year, as more opportunities for virtual training have occurred. Because of our distance from ESD 112,

Centerville School LEA Academic and Student Well-being Recovery Plan

we have always struggled with PD opportunities, but this year was different; we have had more involvement in PD. Centerville LEA will continue to provide all required professional development in the future.

Recovery and Acceleration

Assessments are provided on a regular basis for all students, K-8. These assessments, whether school-wide or teacher made, guide teachers and paraeducators to provide differentiation, both remedial and accelerated, to all students. The 88 students have very personal and individualized opportunities for social, emotional, academic, and extracurricular opportunities. Learning gaps were addressed early on in the year, September, and have since been narrowed or closed all together. Those students who are still delayed will be offered programs to decrease summer slide gaps to ensure they are ready for fall enrollment. Students with disabilities, like 504 and IEP, are provided the same opportunities as other students. The 5 classroom teachers work together as a Professional Learning Community on all areas of student needs.

Diagnostic Assessment

All students are given benchmark assessments in the fall, winter, spring, and end of year. These benchmark assessments guide staff in the “big picture” of learning. The students are then clustered into ability groups to for instruction to guide the detailed instruction on an individualized basis. Progress monitoring is also completed for those students who need more specific learning around standard cluster gaps. This individualized programing is available because of our small size. The same opportunities are available for advancement and acceleration for students. Each month, there is a Student Intervention Team meeting, which allows for students of interest to be brought up and the team strategizes to meet individuals needs.

Community Partners

Families are engaged and communication is through parent-teacher conferences, Parent-Teacher-Community Booster clubs, social media communication, personal phone calls, weekly Family Information Newsletters, and email. Families are open to communicate with classroom teachers, paraeducators, and the principal to voice concerns about student needs. Because Centerville School is the center of the community, personal contact is made in many areas; Grange meetings, Church, volunteer fire meetings, 4-H meetings, athletic events, and more. Local non-profits and businesses have provided support with product and monetary support for the school and students throughout the year and in the past.