



CENTENNIAL SCHOOL DISTRICT

Curriculum & Instruction Report

Board of Education Presentation | March 2026

Executive Summary

This report provides the Board of Education with an overview of curriculum and instruction at Centennial School District (CSD) for the 2025–26 school year. It is organized around three focus areas: (1) where we are in our curriculum adoption cycle, (2) how our instructional vision is taking shape, and (3) what current student performance data tells us — and how we are responding.

CSD is in Year 4 of a six-year curriculum adoption cycle. This year, Social Studies curriculum selection is underway (a planned swap with ELA from Year 3, which was completed last year with the adoption of CKLA and Carnegie Lenses on Literature). Our instructional framework — the Centennial Vision for Instruction — has been developed and is now being introduced to staff through the Instructional Leadership Team (ILT). Student growth data is mixed, with bright spots in early literacy and math, and priority areas in 1st grade reading and secondary math that are actively being addressed.

Strategic Plan Alignment

The work of Curriculum & Instruction is directly tied to the CSD 2024–2029 Strategic Plan. This report reflects progress on Focus Area One: Career, College, & Community Ready.

Relevant Strategic Priorities

- Priority 1: Academic Growth and Achievement for All Students — Five-year goal: all CSD schools rated 'Accredited' on the School Performance Framework (SPF) by June 2029.
- Priority 2: Career-Ready Skills through Career-Connected Pathways — Five-year goal: 100% of CSD seniors demonstrate graduate profile skills through an e-portfolio by June 2029.

Where We Are in the Strategic Timeline (2025–26)

- CSD schools are working toward 'Meets Expectations' in academic growth AND 'Improvement' in achievement on the SPF — the Year 3 benchmark target.
- The Instructional Leadership Team (ILT) launched Profile of a Graduate artifacts with staff last quarter — a key milestone in building toward the graduate profile demonstration of learning.
- Pacing guides are being finalized this year in preparation for full curriculum mapping completion, per the June 2026 strategic initiative target.

Curriculum Adoption Cycle

CSD operates on a six-year curriculum adoption cycle, purchasing and implementing materials on a rotating basis. This approach ensures all content areas receive regular review while managing budget impact across years.

Six-Year Rotation Overview

Year 1 2022–23	Year 2 2023–24	Year 3 2024–25	Year 4 2025–26	Year 5 2026–27	Year 6 2027–28
Science	Math	ELA*	Social Studies*	Art / Music	PE / Shop
Purchased (FOSS / Amplify)	Purchased (Carnegie ClearMath)	Purchased (CKLA / Carnegie Lenses)	In Progress Frontrunners: InquireEd, TCI	Upcoming (2026–27)	Upcoming (2027–28)

* Note: ELA (Year 3) and Social Studies (Year 4) were swapped in the original rotation. ELA was prioritized and completed in 2024–25. Social Studies selection is now the current Year 4 priority.

Current Curriculum Inventory

The following adopted materials are currently in use across Centennial's K–12 program:

Content Area	PreK–Elementary	Middle School	High School
ELA	CKLA: Core Knowledge Language Arts, 3rd ed.	Carnegie: Lenses on Literature	Carnegie: Lenses on Literature
Math	Carnegie Learning: ClearMath	Carnegie Learning: ClearMath	Carnegie Learning: ClearMath
Science	FOSS Science (K–5)	Amplify Science	HS Science Curriculum Map
Social Studies	Curriculum maps in progress (K–5); San Luis Local Curriculum, (4th); We the People (5th)	DBQ Project, Project Citizen, Museum of Memory, We the People	We the People / DBQ Project; National Geographic (Geography)
Art	K–12 Curriculum Map (under revision)	K–12 Art Curriculum Map	K–12 Art Curriculum Map
Foreign Language	—	CDLS Foreign Language	Manito Spanish Curriculum
Digital Arts / CTE	—	—	Digital Arts Curriculum; Data Science Certificate Pathway

Current Focus: Social Studies Adoption (2025–26)

Social Studies is the current curriculum adoption priority for 2025–26. While curriculum maps exist at most grade levels and solid instructional materials are in use (DBQ Project, Project Citizen, We the People, National Geographic), the district is working to identify a more cohesive and vertically-aligned K–12 program to replace the current patchwork of resources.

Selection Process

- The curriculum selection process is being led by instructional staff with guidance from the ILT.
- Materials are being reviewed for alignment to Colorado Academic Standards, cultural relevance, place-based learning connections, and quality of instructional support.
- Board approval of the final selection will be sought prior to the end of the 2025–26 school year.

ELA Adoption — Year in Review (2024–25)

The district completed the ELA curriculum adoption in 2024–25, selecting materials that provide strong, research-aligned literacy foundations across grade levels.

- Elementary (K–5): Core Knowledge Language Arts (CKLA) — a structured literacy program with strong phonics, vocabulary, and knowledge-building components that aligns well with the Science of Reading.
- Secondary (6–12): Carnegie Learning: Lenses on Literature — a literature-based program that builds critical reading, discussion, and writing skills.

Professional development on both programs is ongoing, with teachers receiving support on instructional routines, pacing, and formative assessment integration.

Vision for Instruction

A cornerstone of our strategic plan is ensuring that all students receive high-quality, consistent instruction every day. The Centennial Vision for Instruction defines what excellent teaching looks like in our district — and serves as a shared framework for planning, professional development, and instructional coaching.

Four Pillars of the Vision

The Vision for Instruction is organized around four interconnected areas:

Pillar	What This Means for Students and Teachers
Planning for Instruction	Teachers plan lessons that are intentionally aligned to grade-level standards and depth of knowledge, with culturally relevant materials, local connections, and clear daily objectives posted for students.
Culture of Learning	Positive relationships, restorative practices, and trauma-informed approaches create classrooms where every student feels safe, included, and ready to learn.
Best First Instruction	Bell-to-bell engagement using the 'I do, we do, you do' model. Students engage in disciplinary reading, writing, and academic discourse daily. All students are held to high expectations.

Assessment, Support & Intervention	Data from STAR, DIBELS, and anchor assignments drive instruction. Teachers use small groups, learning centers, and RtI structures to ensure every student gets what they need.
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Rollout Status

- The Vision for Instruction is currently in active rollout:
- The ILT reviewed the finalized Vision for Instruction document last month and is introducing it to all staff. DAC began a review of it and will explore it more deeply at our next meeting.
 - A teacher-facing checklist accompanies the Vision, giving staff a practical reference for self-reflection and instructional planning, which can be utilized individually this year.
 - Instructional coaching and walkthroughs will be aligned to Vision indicators beginning next fall. The ILT is developing a meaningful (and not overwhelming) rollout across the year. We will ensure that it aligns with the work we are beginning with TNTP.
 - The Vision directly supports the strategic plan's sustainable structures initiative — including PLCs, instructional feedback cycles, and peer observation.

Profile of a Graduate Connection

The Vision for Instruction is designed to help every Centennial student grow toward the Graduate Profile of becoming a Lifelong Learner, Self-Motivated, Innovative Problem Solver, and Community-Connected individual. Instructional tasks are expected to include connections to students' funds of knowledge, their community and culture, and their individual career and academic goals (ICAP).

Student Performance Data

The following data reflects Winter 2025–26 benchmark results from STAR Reading, STAR Early Literacy, STAR Math, and DIBELS, as reported in the January 2026 Superintendent Board Report. Data is presented alongside last year's comparable window for trend context.

District At-a-Glance

Metric	Centennial CSD	Colorado Statewide
Enrollment (2025–26)	156 students	870,793 students
Attendance Rate (2024–25)	87.3%	91.4%
4-Year Graduation Rate (2024–25)	83.3%	85.6%
Dropout Rate (2024–25)	1.9%	1.6%
Mobility Rate (2024–25)	21% (79% stability)	9.8%

Context: CSD serves a small, rural community with a 21% student mobility rate — more than double the state average of 9.8%. Only 8 districts in Colorado have a higher mobility rate, all of which are small

rural districts. This context is important when interpreting achievement data, as high mobility creates real instructional challenges that our systems are actively designed to address.

Winter Benchmark Growth: STAR Summary

Subject	% Typical/Better GrowthFall–Winter 2025–26	% Typical/Better GrowthFall–Winter 2024–25	Key Note
Reading (STAR)	50.7%	68.4%	Downward trend; 1st grade at 0%
Early Literacy (STAR)	76.5%	68.8%	Positive growth; K at 100%, 1st at 33%
Math (STAR)	65.3%	59.4%	Improving; 9th grade lowest at 40%

Reading (STAR)

District-wide reading growth declined this year, with 50.7% of students showing typical or better growth in Fall–Winter 2025–26, compared to 68.4% in the same period last year. Grade-level results varied significantly:

- 9th grade: 100% of students made typical or better growth — the highest in the district.
- 1st grade: 0% of students made typical or better growth — the most urgent concern.
- 11th grade also showed strong results and is being studied as a bright spot to learn from.

Leadership response: Reading intervention groups are actively operating at the early elementary level. The district is increasing the frequency of K–3 data meetings and intensifying coaching support for classrooms showing weak growth.

Early Literacy (STAR Early Literacy)

Early literacy results are more encouraging. District-wide, 76.5% of students showed typical or better growth from Fall to Winter 2025–26, up from 68.8% in the same period last year.

- Kindergarten: 100% of students showed typical or better growth.
- 1st grade: Only 33.3% showed typical or better growth — a significant drop from kindergarten and a critical area of focus.
- Growth category breakdown: 64.7% high growth, 11.8% typical growth, 23.5% low growth.

The K-to-1 drop signals that current transition supports between kindergarten and first grade need strengthening. Daily structured literacy blocks with small groups targeted to specific skills are being established as a consistent practice across all K–3 classrooms.

Math (STAR)

Math growth is trending positively overall, with 65.3% of students making typical or better growth in Fall–Winter 2025–26, up from 59.4% in the same period last year.

- 2nd grade: 100% of students made typical or better growth — highest in the district.
- Early grades (1st–3rd): 66–100% typical or better growth — a strong foundation.
- 9th grade: Only 40% of students made typical or better growth — the lowest in the district.

Leadership response: The 9th Grade Success grant is supporting targeted intervention work at the high school level. Team members are attending training this month and next to strengthen the Kid Talk intervention protocol for high school students.

DIBELS Early Literacy (K–3)

DIBELS Benchmark data (BOY vs. MOY) shows uneven progress across K–3. Kindergarten and Grade 3 show encouraging midyear gains, while Grade 1 shows a concerning regression and Grades 2–3 growth is not yet sufficient to close early literacy gaps.

- Across all K–3 grades, 33–45% of students remain 'Well Below' benchmark at midyear.
- This signals that current Tier 1 instruction and intervention structures are not yet producing the acceleration needed for students to reach grade-level expectations by end of year.

K–3 Literacy Focus Areas (Leadership Priorities)

- Protect and maximize daily instructional minutes for phonemic awareness, phonics/decoding, fluency, and oral language — aligned to MOY-to-EOY mastery targets.
- Establish a daily, data-driven small-group literacy block in every K–3 classroom, with students grouped by specific skill need and regrouped every 2–3 weeks based on progress monitoring data.
- Launch a districtwide K–3 accountability cycle with monthly data meetings, biweekly walkthroughs, and targeted coaching for grades showing the weakest growth.

Professional Learning & Instructional Support

Supporting teachers is central to everything we are working to achieve. The following professional learning priorities are currently active:

- Vision for Instruction Rollout: ILT is introducing the new framework to all staff and will use that to plan PD for the 2026–27 year. In the meantime, this highlights the efforts of the COMTSS team for coaching around engagement strategies that were presented during PD as part of instructional cycle in collaborative teams utilizing peer observations.
- BOCES Regional Partnerships: CSD is collaborating with Valley districts and the BOCES on shared training opportunities, including the SLV Educators Conference, paraprofessional and substitute trainings, Tier 1 instruction support, and foundational literacy coaching.

- 9th Grade Success Grant: High school staff are attending Kid Talk protocol training to strengthen data-driven intervention for incoming high schoolers.
- EARSS Grant (Attendance): Home visit training was completed in January 2026 with 14 staff members. Each participant is scheduling at least five home visits this semester to build family partnerships and improve attendance.
- Secondary Collaborative Teams: Teams are using Alma bulletins to keep families informed about weekly academic goals — a direct implementation of the Vision for Instruction's family partnership component.
- Profile of a Graduate Artifacts: The ILT is rolling out the artifact proposal to staff for feedback and initial implementation, connecting daily instruction to the graduate profile and strategic plan.

MIS	Strategy Focus	Q3 Priority (Jan–Spring Break)	Momentum	Strategic Plan Link
#1	Vision for Instruction	Develop teacher/student move descriptors; share with ILT and DAC; continue PD on engagement strategies.	Strong — rolling out now	Focus Area 1, Priority 1
#2	Talent Development & PD	Gather staff feedback on coaching cycles; refine instructional model; deliver new staff bootcamp.	Rebounding — reboot in Jan	Focus Area 2, Priority 1
#3	Curriculum & Standards Adherence	Select Social Studies resource; market Artifact Menu; finalize K–8 ICAP pacing; begin artifact collection.	Good — several Q1 wins	Focus Area 1, Priorities 1 & 2

The table below provides a consolidated view of each MIS, its current quarter focus, and overall momentum heading into Q\$.

MIS Progress Summary — At a Glance

Goal	Action Step	Timeline	Status	Notes
G1	PLC Leads complete rigor walk aligned with LDC goals.	October 2025	✓ Complete	
G1	Teachers review data from LDC/Citizen Math module. Create baseline data set.	November 2025	⚡ In Progress	Needs update from PLC leads
G1	Teachers complete Q2 pacing guide. Write reflections on Q1 pacing.	October 2025	✓ Complete	Pacing charts completed; formal reflections not yet done

G2	Curriculum committee completes evaluation/Hexagon Tool of curriculum resources.	November 2025	 In Progress	Moved to Q3
G2	Social studies curricular resource selected; presented to Board/DAC.	December 2025	 In Progress	Moved to Q4

Q2 Key Action Steps — Status

Goal	Action Step	Timeline	Status	Notes
G1	Teachers complete pacing guides using curricular resources and submit to supervisor.	August 2025	 Complete	
G1	Teachers evaluate and select an LDC/Citizen Math module aligned with pacing guide. Partner with LDC Consultant.	September 2025	 Complete	
G1	Teachers complete rigor walk/peer observation.	September 2025	 Complete	
G2	Social studies curriculum team evaluates resources and selects 2–3 for full review. Creates selection priorities.	August 2025	 Complete	
G2	Admin requests/orders samples of 2–3 social studies curricular resources.	September 2025	 Complete	
G3	ILT creates Draft Artifact Menu for Profile of a Graduate including collection process.	September 2025	 Complete	Artifact list needs revision — currently activity-based; reworking to be product-based to deepen DOL work
G3	ILT finalizes Artifact Menu.	October 2025	 In Progress	Moved to Q4
G3	ILT creates process for artifact collection (storage, interim celebrations, timing).	October 2025	 In Progress	Moved to Q4
G4	PLCs brainstorm grade-level ICAP opportunities connected to standards/curriculum.	August 2025	 In Progress	Started; teachers struggled with commitments — revisiting in Q3
G4	Teachers select 1 ICAP experience committed to completing by end of semester.	September 2025	 In Progress	Selected, but only a

				small portion of teachers completed
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Q1 Key Action Steps — Status

Q1: BOY–Fall Break	Q2: Fall Break–Dec	Q3: Jan–Spring Break ◀ NOW	Q4: Spring Break–EOY
Teachers submit pacing guides using curricular resource. Select one LDC/Citizen Math Module. Narrow social studies resources to 2–3; order samples. Finalize Draft Artifact Menu. PLCs begin ICAP progression chart.	Teachers complete LDC/Citizen Math module and rubric evaluation. Curriculum committee selects social studies resource using Hexagon Tool; present to Board. Provide teacher training on Artifact Menu. Finalize pacing guide for 9–12 ICAP; complete 1st semester experience.	Teachers select semester 2 LDC/Citizen Math module; revise Q1 pacing guides. Order social studies curricular resource. Share/market Artifact Menu with students, families, and community. Begin artifact collection. Finalize K–8 ICAP pacing guide.	Teachers complete 2nd LDC module and rubric evaluation; revise Q2 pacing guides. Introduce teachers to new social studies resource; plan PD for following year. Assess student work through artifact collection. Complete 2nd semester ICAP experience.

Quarterly Benchmark Targets

- Goal 4: Finalize K–12 ICAP progression and embed at least one ICAP experience per grade level per semester.
- Goal 3: Create an artifact collection process, staff training, and student opportunities to demonstrate Profile of a Graduate proficiency.
- Goal 2: Review and select a K–12 Social Studies curricular resource.
- Goal 1: Create pacing guides using high-quality curricular resources and LDC Modules that incorporate place-based activities and ICAP learning.

End-of-Year Goals

MIS #3	Domain: 4.2 Engaging Learning Environment
	Adherence to Curriculum & Standards: Establish a rigorous, standards-based curriculum for all content areas using district-selected, high-quality resources, pacing charts, anchor assignments, and career-connected opportunities that embed our Profile of a Graduate and support ICAP development.

MIS #3 — Adherence to Curriculum & Standards

Goal	Action Step	Timeline	Status	Notes
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G1	Meet as admin team to determine cadence for team observations and walkthroughs. Include debrief time.	August 2025	✓ Complete	
G1	Review and revise district observation tool based on vision for instruction criteria.	August 2025	✓ Complete	Focus on engagement strategies only; Vision for Instruction tool moved to Q2/Q3
G1	Begin monthly collaborative observations and weekly walkthroughs.	Aug–Sep 2025	⚡ In Progress	Did not go as hoped; rebooting in January
G1	Use tools to guide individual walkthroughs and observations for coaching and evaluation.	Ongoing from Sep	⚡ In Progress	Tools created; working on consistent use starting January
G2	Determine strategies/adult learning activities to develop teacher understanding of mission and model.	Sep–Oct 2025	⚡ In Progress	
G3	Reschedule high-fidelity bootcamp due to new teachers arriving after school year starts.	August 2025	✓ Complete	
G2	Instructional Coach and PLC leads join LDC national cohort for instructional coaching.	August 2025	✓ Complete	
G2	Work with COMTSS team to select engagement strategies to train all staff and paras.	September 2025	✓ Complete	
G2	COMTSS team designs PD rotations for Oct. 24 PD day on engagement strategies.	September 2025	✓ Complete	

Q1 Key Action Steps — Status

Q1: BOY–Fall Break	Q2: Fall Break–Dec	Q3: Jan–Spring Break ◀ NOW	Q4: Spring Break–EOY
Create model for monthly team observations, weekly walkthroughs, coaching cycles. Develop PD models for staff training in mission and instructional priorities. Reschedule high-fidelity bootcamp.	Admin team uses walkthrough tool targeting key PD/PLC strategies. Initiate coaching cycles. Embed PD structures across Fridays and PLCs — prioritize objective/standards alignment and engagement. Rebuild bootcamp agenda.	Create tool and gather staff feedback on feedback/coaching cycles. Refine instructional model to solidify key strategies. Provide new staff bootcamp with revised agenda. Survey staff.	Revise coaching and observation model based on experiential data. Continue PD on mission, model, and priorities. Review bootcamp data; revise for following year.

Quarterly Benchmark Targets

- Goal 4: Develop a mentoring and coaching model for novice teachers (revised priority — deferred to 2026–27).
- Goal 3: Design a high-fidelity bootcamp agenda for new staff for 2026–27.
- Goal 2: Embed PD across PLCs and scheduled Fridays so all staff understand the district's mission, instructional model, and priorities.
- Goal 1: Pilot a sustainability model embedding regular observation, feedback, and coaching into administrative practice.

End-of-Year Goals

MIS #2	Domain: 2.2 Talent Development
	Mentoring and Onboarding: The school develops dedicated support systems for teachers with regular observation and feedback, differentiated coaching, mentoring, and PD to align with the vision for instruction.

MIS #2 — Mentoring, Onboarding & Professional Development

Goal	Action Step	Timeline	Status	Notes
G1	Convert walkthrough form and look-for tool into set of instructional practices to codify Vision for Instruction more explicitly.	September 2025	✓ Complete	
G1	Outline an instructional model for classroom priorities/non-negotiables. Add to staff handbook as baseline for 2025–26.	August 2025	✓ Complete	
G1	Create a list of research-based core instructional strategies to support the instructional model.	September 2025	⚡ In Progress	Moved to Q2
G2	Align list of instructional strategies with COMTSS team work; share with ILT for feedback/revision.	September 2025	⚡ In Progress	Moved to Q2
G2	Integrate list of instructional strategies as part of a larger framework for the instructional model.	September 2025	⚡ In Progress	Moved to Q2
G3	Partner with COMTSS team to provide PD on 5 key strategies for engagement.	September 2025	✓ Complete	
G2	Dedicate common planning time to guided lesson planning followed by observations to check implementation.	March–April	⚡ In Progress	Scheduled for Q3

Q1 Key Action Steps — Status

Q1: BOY–Fall Break	Q2: Fall Break–Dec	Q3: Jan–Spring Break ◀ NOW	Q4: Spring Break–EOY
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Research core instructional practices.Create list of core strategies.Research instructional models to adapt.	Edit selected instructional model for Centennial's vision.Provide PD on engagement strategies during staff meetings/PD days.	Deepen core strategies — develop teacher and student move descriptors.Share descriptors with ILT and DAC for feedback.Continue PD on engagement strategies.	Develop and implement marketing plan.Adopt Vision for Instruction.Update walkthrough forms with descriptor language.
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Quarterly Benchmark Targets

- Goal 4: Develop a marketing plan for teachers, students, and families around the instructional model.
- Goal 3: Begin PD with all teaching staff and incorporate key engagement strategies into observations, feedback, and PLCs.
- Goal 2: Adopt and modify an instructional model (rubric) that fits Centennial's vision, with TNTP partnership support.
- Goal 1: Research and identify core instructional strategies.

End-of-Year Goals

MIS #1	Domain: 3.1 Vision for Instruction
	Instructional Model: The school defines high-leverage, evidence-based engagement and classroom management practices that support grade-level content acquisition and are consistently observed in all classrooms.

MIS #1 — Vision for Instruction

The Centennial School Performance Management Tool tracks progress on three Major Improvement Strategies (MIS) that operationalize the district's Strategic Plan. These strategies were developed through the Instructional Leadership Team and are monitored quarterly. The following provides a snapshot of where we are at the close of Quarter 2 / start of Quarter 3.

School Improvement: Major Improvement Strategies (2025–26)

Looking Ahead

Priority	Next Steps
Social Studies Adoption	Continue material review process; bring recommended selection to Board for approval before end of 2025–26.
Vision for Instruction	Full staff rollout; begin aligning walkthroughs and coaching cycles to Vision indicators.
K–3 Early Literacy	Establish daily small-group blocks; launch monthly K–3 data meetings and biweekly walkthroughs. Adoption of Read Act approved intervention: UFLI.
9th Grade Math & Intervention	Complete Kid Talk protocol training for K-8; develop targeted intervention structures for all grades.
Graduate Profile Artifacts	Collect staff feedback on artifact proposal; begin initial implementation with secondary students.
Pacing Guides	Finalize pacing guides across content areas to complete curriculum mapping by June 2026 (strategic plan target).
BOCES Collaboration	Finalize shared calendar with Valley districts; launch ICAP lessons sharing website for counselors.

Our Commitment

At Centennial, we provide the best instruction for all students in a supportive and connected environment — so they can succeed in life. Every decision reflected in this report flows from that commitment and from the belief that Together, We Do Great Things.

We welcome the Board's questions, input, and partnership as we continue this work.