

School:	Centennial MS
Plan Year	2014-2016

School Improvement Plan

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	<p>In overall reading proficiency, Caucasian and Multi-racial students are outperforming the county.</p> <ul style="list-style-type: none"> • CCMMS 73% vs WCPSS 71% overall prof. • CCMMS Multi-rac. 63% vs WCPSS 57% • CCMMS Black males 29% vs WCPSS 24% • CCMMS White females 75% vs. WCPSS 74% • CCMMS White males 71% vs. WCPSS 68% 	<p>Reading proficiency concerns:</p> <ul style="list-style-type: none"> • (CCMMS) Asian students have 50% vs. 78% (WCPSS) in the area reading. • (CCMMS) Multi-rac. 25% vs. 46% (WCPSS) • SWD 17% (CCMMS) vs. 45% (CCMMS all students) <p>Math proficiency concerns:</p> <ul style="list-style-type: none"> • (CCMMS)Asian students have 44% vs 83% (WCPSS) in the area of math. • Females overall 28% (CCMMS) vs. 48% at (WCPSS) • (CCMMS) Black females 10% prof. vs 20% (WCPSS) in the area of math. • Hispanic/Latino females (CCMMS) 20% vs. 30% (WCPSS) • SWD (CCMMS) 13% vs. (CCMMS all students) 33% prof.
Instructional Practices/Strategies	<p>All staff members were trained on site during the 2010-2011 school year. New staff in 2011-2012 were also provided training for SIOP.</p>	<p>New staff 2013-2014 are in need of SIOP training.</p> <p>Informal data collection is ongoing to monitor posting of content/language objectives with an approach to have 100% of staff members posting both objectives.</p> <p>Need to develop systematic methods of data collection to assess the fidelity of program implementation.</p>

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Staff and Student Demographics	<p>Staff Demographics:</p> <p>Our school has 100% fully certified licensed teachers in comparison with the district which has 99% fully licensed and the state which has 95% fully licensed.</p> <p>Our school has 100% highly qualified teachers in comparison to 100% at the district level and 98% at the state level.</p> <p>Our school has 39% of teachers with advanced degrees in comparison to 33% at the district level and 28% at the state level.</p> <p>Our school has 8 teachers with NBCT in comparison to 6 at the state level.</p>	<p>Staff Demographics:</p> <p>Our school has a lower number of teachers (8) with NBCT than the district level (12).</p> <p>Our school has 11% of teachers with 0-3 years experience in comparison to 18% (district) and 21% (state).</p> <p>Our teacher turnover rate is 20% in comparison to 12% at the district level and 16% at the state level.</p>
Perception	<p>Major improvement on Parent Survey results for teacher communication from January 4, 2013 to October 13th, 2013.</p> <p>PLCs, collaboration, use of IT, safe environment, trust & respect amongst colleagues, level of rigor in the classroom. Decision making at grade and team level. Magnet themes of university connections & leadership.</p> <p>Staff surpasses district in the area of facility resources during 2010 (CCMMS: 89.7% vs District 87.3%).</p> <p>Former SIOP instruction and PD experiences (Tech PD, Discovery Edu. Learning) and instructional practices continue to improve.</p>	<p>Redundancy of paperwork, not enough time for teacher lesson planning continues to be a major stressor on teachers across grade levels & content areas. Teachers want to spend more time on looking at student work, data & results to be able to revise lesson plans and instructional approaches. However, time, and increased demands on teachers continues to reduce teachers abilities to collaborate in PLCs to respond to data. With increasing demands on the teachers and school leaders ; time continues to be a concern for school staff (57% in 2010 vs. 65.1% District)</p> <p>School-wide decision making continues to be a concern.</p>

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Program	<p>Student involvement, and increases opportunities for students to serve the community locally. Students are able to complete leadership workshops and work with college students.</p> <p>PBIS: CCMMS had an increased score in the Benchmarks of Quality Assessment from 92% in 2010 to 95% in 2011.</p>	<p>This program represents a small percentage of our students (8th graders).</p> <p>This goal is not comprehensive of the many leadership opportunities that are currently at CCMMS.</p> <p>PBIS: Moving forward, consistent PBIS implementation across grade levels, as well as, grade level discipline consistency is needed to improve fidelity of data collection.</p>

Priority Concerns	Root Causes (with evidence)	Solutions
Not enough students have access to leadership opportunities for all subgroups.	Leadership programs are in need of focused monitoring in order to support emotional/academic needs of all student populations (academic data, formative/summative assessments, benchmark data).	Leadership team will meet during the summer to determine monitoring tool that will be utilized quarterly to track grade level, gender, demographic participation in programs. (year 1) Leadership team will determine how leadership goals are being met per program and how student performance (grades/leadership skills) are met by utilizing Covey monitoring protocol (year 2).
Academic achievement for Afr. Am. females and Hispanic/Latino population aren't meeting AYP. A focus on Afr. Am. Males is still important as well.	Trending of academic data over time indicates that although this subgroup has shown substantial growth over the past several years, the discrepancy in proficiency between Hispanic/Latino and other subgroups remains significant.	PLTs will identify target group of students to monitor and implement effective instructional strategies to increase student progress in identified areas of need. PLTs will be supported by IRT and Leadership Team in order to provide monitoring tools to support targeted groups of students.

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Priority Concerns	Root Causes (with evidence)	Solutions
<p>Increased populations of Level 1 and Level 2 as well as LEP students.</p>	<p>School-wide literacy initiative with targeted goals to improve student performance and achievement through implementation of differentiation practices (such as, SIOP). Specific reading, mathematics, and other core driven enrichments across grade-levels to meet individual student needs. ELL program to reach students with varying needs in the areas of reading, mathematics, and STEM meeting three days a week after-school with well-trained professionals.</p>	<p>Enrichment planning team will meet prior to 2014-2015 school year to to determine the past two years of enrichment (remediation/enrichment focus vs. interest-based focus). Fidelity of enrichment program will also be determined prior to onset of new program for upcoming school year. School-wide literacy initiative with targeted goals to improve student performance and achievement through implementation of differentiation/ SIOP. Specific reading, mathematics, and other core driven enrichments across grade-levels to meet individual student needs. ELL program to reach students with varying needs in the areas of reading, mathematics, and STEM meeting three days a week after-school with well-trained professionals.</p>

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Data Summary

Describe your conclusions

Academics:

Academic Achievement of Hispanic/Latino students & Increased populations of LI/LII and LEP students:

Upon review of academic data and student demographics it is apparent that there is a pressing need to help improve student achievement for Hispanic/Latinos, LEP, SWD and other minority groups. Through the expertise of our IRT team instructional practices for these groups will help these students improve their academic achievement overall AYP. With a school-wide literacy focus we believe we will see an improvement in EOG scores for reading across grade levels. Systematic data collection by the IRT and administrators will help assess the fidelity of implementation and provide needed feedback to assess areas for improvement.

Academic growth for level 4 students :

We plan to target growth for our level 4 students in our school-wide enrichment program to help these students continue to grow and achieve at a higher level. Overall, our school will utilize differentiation (SIOP), a literacy focus, and a school-wide enrichment remediation program to achieve growth for every child and professional growth for every teacher.

Leadership:

We plan to effectively monitor multi-grade level leadership opportunities to determine grade level, gender, demographic, participation. Our hope is to be employ leadership opportunities that are focused on a diverse population of students and that we address their individual needs to develop our school culture and leadership during extended AA enrichment times. We will determine a monitoring tool during 2014 (student contract monitoring) and by 2016 we hope to be evaluating student's leadership progress/academic performance as influenced by the leadership program.

Community:

Increase communication between our school and school families by continuing orientation/open house nights, as well as, multiple academic nights, and information nights that are offered at CCMMS as well as in our major neighborhood hubs (at least 1 per semester) (2014). By 2016, we hope to be able to conduct post-assessments for our neighborhood visits to determine the effectiveness of parent communication and the information that was provided. We are hoping to expand our reach and involvement with our student populations and their families. We will continue to maintain teacher websites, interims, and robo-calls to inform parents.

As a result of a multi-year reflection on TWC surveys, teachers continue to report a need to improve teacher climate. For 2014, we will focus on the structure and function of PLTs to produce better results as teachers and more effectively utilize teacher time spent on instructional design and reflective practice. By 2016, PLTs will be provided with tools to help assist the function of their PLT and will also hone their focus in several areas (for example, evaluating student work). Through providing teachers/PLTs with more structure/support for their PLT we are hoping to reap better student results on formative/summative assessments, as well as, improve teacher collaboration. In juxtaposition with a PLT focus (listed underneath our academic goal), we will also focus on improving teacher climate through ongoing celebrations during staff meetings to highlight teacher accomplishments and wellness (community key process #2).

School Improvement Plan
Membership of School Improvement Team

School:	Centennial MS
Plan Year	2014-2016
Principal:	Edye Morris-Bryant
Date:	Apr - 2014

SIP Team Members

	Name	School Based Job Title
1	Andrea Gambino	Teacher
2	Divern Combs	Teacher
3	Durenda Ward	Other
4	Edye Morris-Bryant	Principal
5	Elwood Peters	Other
6	Esung Weever	Teacher
7	Glenn Horton	Teacher
8	Joyce Stephens	Teacher
9	Leah Sutton	Teacher
10	Melissa Konneker	Instructional Support Personnel
11	Michelle Woods	Instructional Support Personnel
12	Robin Willis	Other
13	Shawnya Spruill	Assistant Principal
14	Tripp Carter	Teacher

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Mission Statement:

CCMMS is dedicated to providing a diverse learning environment that significantly increases achievement for all students. CCMMS provides a safe, nurturing atmosphere that fosters learning and leadership through the integration of curriculum, technology and university resources to produce students that positively impact our community.

Vision Statement:

At CCMMS we will create a culture that results in:

- High academic achievement and growth allowing all students to reach their potential as student leaders
- The wholistic development of life-long learners
- Experimental learning through STEM (science, technology, engineering and math) connections

Value Statement:

At CCMMS we value + will:

- Implement data-driven, research-based instruction
- Utilize research based instruction to advance learning and teaching
- Integrate instruction across disciplines
- Create opportunities to engage the greater school community in learning
- Collaborate among students, staff, parents, and community through service learning
- Empower students to discover their leadership potential by valuing their talents and uniqueness
- Nurture our diverse and culturally responsive school community
- Incorporate technology in a 21st century learning environment

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LEA:	Wake County (920)

School Goal		CCMMS will be engaged in the process of identifying target at-risk student to increase student progress in identified areas of academic need.
Goal Manager		Instructional Resource Team
Strategic Directive		Focus on Learning and Teaching
State Board of Education Goal		Globally Competitive Students
Data Justification for Goal Based on Comprehensive Needs Assessment		<p>Reading achievement for 2012-2013= 45% prof. overall.</p> <ul style="list-style-type: none"> • Females overall=44% prof. • Hispanic/Latino females=24% prof. • Black females=29% prof. • Caucasian females=75% prof. • Males overall=46% prof. • Hispanic/Latino males=29% prof. • Black males=29% prof. • White males=71% prof. <p>Math achievement for 2012-2013=33% prof. overall</p> <ul style="list-style-type: none"> • Females overall=28% prof. • Hispanic/Latino females=20% prof. • Black females=10% prof. • Caucasian females=61% prof. • Males overall=38% prof. • Hispanic/Latino males=28% prof. • White male=65% prof.
1	Key Process	To improve student achievement, the Centennial community will provide support to PLTs so that they can function effectively (set outcomes, assess, respond)
Process Manager		Instructional Resource Team
Completion Date		May - 2015
Restrainers		Time, targeted staff development may be needed (at times this may mean determining workshops/funding for particular staff development)
Resources		PLT Survey data (survey adapted from High 5 Survey by IRT), Additional time spent in PLTs with guidance from IRT/Department Leaders
Measurable Process Check(s)		IRT will analyze PLT survey data by grade and department quarterly to assess PLT function
1 Action Step		IRT will create a modified High 5 survey to articulate effective function
Timeline		From 5/2014 To 5/2014
2 Action Step		IRT, Admin, and Dept. will redefine expectations and elements of PLT cycle and establish PLT leaders and their roles.
Timeline		From 7/2014 To 7/2014

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3 Action Step	PLT will determine target group of students based upon previous EOG/MSL scores once data is received
Timeline	From 10/2014 To 10/2014
4 Action Step	1. PLT will monitor progress of target group of students and will discuss during determined "data talk" sessions during designated times (ongoing).
Timeline	From 10/2014 To 5/2016
5 Action Step	1. Department leaders will administer survey quarterly during dept. time (Oct, Jan, April)
Timeline	From 10/2014 To 4/2016
6 Action Step	1. Based on the survey data, PLTs will set goals that work toward improving functionality of their own PLTs (Oct 2014, Jan 2015, April 2015).
Timeline	From 10/2014 To 4/2016
7 Action Step	1. IRTs and PLTs will use survey to data to determine necessary quarterly PD outcomes, assessment, and/or instructional response(Oct 2014, Jan 2015, April 2015) .
Timeline	From 10/2014 To 4/2016
8 Action Step	1. Dr. Bryant will guide faculty share out regarding accomplishments and challenges (Fall, Winter and Spring 2014-2015)(this process will be ongoing).
Timeline	From 9/2014 To 5/2016

2 Key Process	To increase student achievement, the Centennial community will implement school-wide selected content strategies on a quarterly basis.
Process Manager	Instructional Resource Team/Administration
Completion Date	May - 2016
Restrainers	Time (more time needed in PLTs), financial constraints, additional lesson planning, targeted staff development may be needed
Resources	NCSU tutors, Work Study Students, AG Coordinator, Additional Training (perhaps from departments/workshops for agreed upon content strategies that are data driven)
Measurable Process Check(s)	<ul style="list-style-type: none"> • IRTs and Admin will survey the staff to determine the level of implementation of selected strategies. • PLTs will analyze the correlation between implementation and student achievement based on quarterly benchmarks.

Summary of Goals, Key Processes and Action Steps

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1	Action Step	IRTs will develop a reflection tool that PLTs will use to evaluate their level of implementation and determine if implementation resulted in an increase in student achievement (May 2014).
	Timeline	From 5/2014 To 6/2014
2	Action Step	IRTs, Admin and SIT will select quarterly strategies and train the staff to implement them (October (2014), January, April (2015)).
	Timeline	From 10/2014 To 4/2015
3	Action Step	Teachers will use selected strategies in their classrooms and receive extra training if necessary (ongoing).
	Timeline	From 10/2014 To 5/2016
4	Action Step	PLTs will use reflection tool to determine the correlation between implementation and student achievement quarterly during a staff meeting (November (ongoing) /March (ongoing)).
	Timeline	From 11/2014 To 5/2016
5	Action Step	IRTs and Admin will collect reflection data from PLTs to help monitor key process (November (ongoing)/March (ongoing)).
	Timeline	From 11/2014 To 5/2016

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School Goal		By May 2016, the CCMMS community will support a school-wide program to monitor student leadership to provide equal and accessible leadership opportunities for all students.
Goal Manager		Elwood Peters
Strategic Directive		Focus on Learning and Teaching
State Board of Education Goal		21st Century Students
Data Justification for Goal Based on Comprehensive Needs Assessment		We plan to effectively monitor multi-grade level leadership opportunities to determine grade level, gender, demographic, participation. Our hope is to be employ leadership opportunities that are focused on a diverse population of students and that we address their individual needs to develop our school culture and leadership during extended AA enrichment times. We will determine a monitoring tool during 2014 (student contract monitoring) and by 2016 we hope to be evaluating student's leadership progress/academic performance as influenced by the leadership program.
1	Key Process	AA teachers will monitor student access to and involvement in three leadership opportunities per year, including school and/or community activities.
	Process Manager	Elwood Peters
	Completion Date	May - 2016
	Restrainers	Time, increasing student motivation of all students to recognize their leadership potential, rewards for successful completion of leadership log annually
	Resources	Covey Training Materials compiled by Outreach Coordinator (located in shared directory), Covey Training Workshops for new staff members, Leadership Students training on Leadership Log to be utilized as student leaders in AA
	Measurable Process Check(s)	Quarterly, all AA teachers will collect student contracts in order to determine student progress towards stated yearly goals.
	1 Action Step	Goal team will create and provide the following for teacher use: leadership contract/tracking tool/leadership matrix of opportunities (July 2014).
	Timeline	From 5/2014 To 7/2014

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2	Action Step	Admin/PBIS will create incentive program to celebrate student participation (July 2014).
	Timeline	From 7/2014 To 9/2014
3	Action Step	Goal manager will provide AA teachers with leadership contract poster to hang in grade level dens to track student leadership participation + progress during AA Enrichment (July 2014).
	Timeline	From 6/2014 To 7/2014
4	Action Step	AA teachers will monitor student progress of leadership contracts during scheduled extended AA time (1x per quarter).
	Timeline	From 9/2014 To 5/2015
5	Action Step	Goal team will create an online shareable contract (Google Doc) with examples of prospective leadership opportunities (comprehensive list of school activities and examples of possible community involvement) that includes a defined incentive program (July 2015).
	Timeline	From 7/2015 To 8/2015
6	Action Step	Goal team will provide support and professional development for teachers so they can implement leadership contracts successfully. (August 2015).
	Timeline	From 8/2014 To 8/2014
7	Action Step	AA teachers will monitor student progress on leadership contracts during scheduled extended AA time (3x per quarter).
	Timeline	From 8/2015 To 5/2016
8	Action Step	Administrative designee will collect, analyze and publish aggregate data organized by school, grade and target demographics (October 2015, January 2016, April 2016).
	Timeline	From 10/2015 To 4/2016

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School Goal	By May 2016, community subgroups (parents, teachers, students, etc.) will be actively involved in continuous community improvement initiatives.
Goal Manager	Durenda Johnson-Ward
Strategic Directive	Systems and Structures to Support Schools
State Board of Education Goal	Healthy Responsible Students
Data Justification for Goal Based on Comprehensive Needs Assessment	<p>Increase communication between our school and school families by continuing orientation/open house nights, as well as, multiple academic nights, and information nights that are offered at CCMMS as well as in our major neighborhood hubs (at least 1 per semester) (2014). By 2016, we hope to be able to conduct post-assessments for our neighborhood visits to determine the effectiveness of parent communication and the information that was provided. We are hoping to expand our reach and involvement with our student populations and their families. We will continue to maintain teacher websites, interims, and robo-calls to inform parents.</p> <p>As a result of a multi-year reflection on TWC surveys, teachers continue to report a need to improve teacher climate. For 2014, we will focus on the structure and function of PLTs to produce better results as teachers and more effectively utilize teacher time spent on instructional design and reflective practice. By 2016, PLTs will be provided with tools to help assist the function of their PLT and will also hone their focus in several areas (for example, evaluating student work). Through providing teachers/PLTs with more structure/support for their PLT we are hoping to reap better student results on formative/summative assessments, as well as, improve teacher collaboration. In juxtaposition with a PLT focus (listed underneath our academic goal), we will also focus on improving teacher climate through ongoing celebrations during staff meetings to highlight teacher accomplishments and wellness (community key process #2).</p>
1	Key Process
	Centennial will provide strategies to parents to support student learning.
	Process Manager Durenda Johnson-Ward/Goal Team
	Completion Date May - 2016
	Restrainers Language Barriers
	Resources Parents, PTSA, Varied forms of established communication, such as school website and voice mail messages, etc

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Measurable Process Check(s)	Each quarter, the goal manager will analyze survey data from Parent Info Sessions to determine session effectiveness.	
	1 Action Step	Key Process Manager will talk to Dr. Bryant to determine topics and times for Parent Info Sessions (academic nights/neighborhood visit) and place on calendar (know quarters by July 2014).
	Timeline	From 7/2014 To 7/2014
	2 Action Step	Goal team will write 3-question surveys (July 2014).
	Timeline	From 7/2014 To 7/2014
	3 Action Step	Goal team will create data collection chart to compile parent feedback (July 2014).
	Timeline	From 7/2014 To 7/2014
	4 Action Step	Team will distribute survey to departments/leaders who host parent nights (July 2014/ongoing).
	Timeline	From 7/2014 To 5/2016
	5 Action Step	Goal team members will serve as contacts for questions about data collection for parent feedback (ongoing).
	Timeline	From 7/2014 To 5/2016
	6 Action Step	Teachers will maintain websites as ongoing parent communication tool (ongoing).
	Timeline	From 5/2014 To 5/2016
	7 Action Step	Teachers will follow agreed-upon procedures for parent communication (ongoing).
	Timeline	From 8/2014 To 5/2016
2 Key Process	Based on TWC survey data, Centennial will continue to implement a structure that highlights and honors teachers' accomplishments throughout the year.	
Process Manager	Durenda Johnson-Ward	
Completion Date	May - 2016	
Restrainers	Time	
Resources	TWC Survey, Carved out time for staff during meetings (health/wellness/communication + climate)	

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Measurable Process Check(s)	Goal Manager will collect staff meeting agendas that document structured time allotted to increase teacher recognition.	
	Goal Manager will collect, analyze, and publish TWC survey results.	
1 Action Step	Create modified TWC survey (Spring 2015)	
Timeline	From 3/2015 To 4/2015	
2 Action Step	Administer modified TWC survey (Spring 2015)	
Timeline	From 3/2015 To 4/2015	
3 Action Step	Administer TWC Survey (Spring 2016)	
Timeline	From 3/2016 To 4/2016	
4 Action Step	Reserve time from each faculty meeting to celebrate professional successes and wellness (ongoing).	
Timeline	From 8/2014 To 5/2016	
5 Action Step	SIT celebrate PLT/Literacy strategies during staff meetings (quarterly).	
Timeline	From 9/2014 To 5/2016	
6 Action Step	Teachers will have opportunities to present staff development (ongoing).	
Timeline	From 8/2014 To 5/2016	

Date	Apr - 2014
Waiver Requested	
N/A	
How will this waiver impact school improvement?	
N/A	
Please indicate the type of waiver:	State
Please indicate the policy to be waived	N/A

School Improvement Plan

Summary Sheet of Professional Development Activities

School:	Centennial MS
Plan Year	2014-2016
School Year:	2014-2015

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Content Based Strategies	All Teachers	Academics-Instructional Practices	Observational Data (walkthroughs conducted by IRT/Admin)
Intervention & Progress Monitoring	All Intervention Teachers	Academics/Intervention	EOG Results, NCFE Results, Intervention Summary Report
Understanding the Common Core & Essential Standards	All Teachers	Academics (Instructional Best Practices)	Teacher Survey Data (PLT Surveys)

School Improvement Plan**Summary Sheet of Professional Development Activities**

School:	Centennial MS
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Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
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School Improvement Plan

Intervention Planning Matrix

School:	Centennial MS
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School Year:	2014-2015

	Reading	Math	Behavior
Student Identification	CCMMS uses a variety of data to match students to appropriate enrichment and/or remediation activities. To make appropriate reading placements, we use EVAAS, EOG scores, CORE Maze and Vocabulary scores, digging deeper assessment data, and teacher recommendations.	CCMMS uses a variety of data to match students to appropriate enrichment and/or remediation activities. To make appropriate math placements, we use EVAAS, EOG scores, classroom formative assessment, and teacher recommendations.	Students receive positive behavior reinforcement through student celebrations (PBIS tickets, academic + behavioral rewards, "wolve of the week" [student celebrations]). In the upcoming two year cycle, CCMMS will further support positive behavior through the documentation of leadership progress using the "leadership contract" in which we will further celebrate student achievements in leadership/positive behavior quarterly.
Intervention Structure	CCMMS has an established time in the master schedule for enrichment/remediation. For four days per week, students attend a 40 minute class period where instruction is targeted to students specific reading and/or math needs.	CCMMS has an established time in the master schedule for enrichment/remediation. Four days per week, students attend a 40 minute class period where instruction is targeted to students specific reading and/or math needs.	Each teacher implements classroom management to provide a safe and effective learning environment. A school-wide discipline infrastructure is enforced with support from administration.
Instruction	Students who score a level 1 or 2 on the EOG and who score in the strategic or intensive intervention rand on the CORE assessments are placed in a variety of reading placements that target fluency, comprehension engagement, and test-taking skills, among others.	Students who score a level 1 or 2 on the EOG and who are notshowing progress on classroom assessments are placed in a math intervention that targets specific math goals and objectives, based on student need.	Currently, many students are placed in small groups with the counselors offered during various times during the day to increase student success behaviorally. Some small groups include, "peer-to-peer positive interactions," and "anger management." It is our hope that these small groups continue to yield positive results which will help students to be successful both academically and socially.

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Intervention Planning Matrix

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	Reading	Math	Behavior
Assessment	A variety of measures are used to track student progress including teacher-developed class specific rubrics, post scores on CORE assessments, EOG scores, etc.	At present, student progress is assessed by classroom formative and summative assessments as well as EOG scores.	Teachers monitor and discuss student behavior during weekly team meetings. Teachers effectively communication with admin and student services.
Curriculum/Resources	CCMMS is using a variety of teacher-developed and curriculum ready resources to support targeted reading intervention,. including SRA Reading Laboratory, AMP (Achieving Maximum Potential), Great Leaps, AOR (Academy of Reading), Coach Intervention Series, as well as, literature circles as an approach to interest-based reading groups.	CCMMS is using a variety of teacher-developed resources to support targeted math intervention. In addition, CCMMS has purchased licenses for the V-Math program to provide supplemental support via online practice, drill, and teacher-selected strategic instruction.	CCMMS counselors communicate regularly with staff and have offered trainings for staff to yield positive results with students. For example, through a staff survey staff expressed a need to work with students to increase respect from students to adults. The counselors provided training to support teachers. Counselors and admin will continue to support staff with behavior/classroom management needs.

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	Reading	Math	Behavior
Student Identification			
Intervention Structure			
Instruction			
Assessment			
Curriculum/Resources			