Centennial Middle School

2017-18 Schoolwide Improvement Plan

Centennial Middle School

38505 CENTENNIAL RD, Dade City, FL 33525

https://cenms.pasco.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Centennial Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Centennial Middle School creates a STEM/LATIC culture of excellence; a safe and friendly school with a challenging curriculum where all students receive a world-class education.

b. Provide the school's vision statement.

Centennial Middle School provides a world-class STEM/LATIC education for all students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

• The staff at Centennial Middle School strives to create a STEM/LATIC culture of excellence for ALL students.
• The staff works deliberately and intentionally to make sure that ALL students feel part of the Centennial Middle School Cyclone Family.
• All teachers conduct "get to know you" activities with students at the beginning of the school year and then again at the semester break (for semester courses).
• Teachers also work hard at creating connections with new students as they enter their classrooms.
• Guidance counselors conduct activities during classroom guidance sessions to help ensure that students have an adult on campus that they feel comfortable going to with any issues or concerns.
• Positive Call Wednesday, where all staff make a minimum of one positive phone call home to parents.
• Teachers will work together in teams (where they have common students) which will help them to get to know their students better through increased collaboration and teamwork.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

• Staff us visible before, during, and after school to help maintain a safe campus for ALL students.
• All staff are assigned morning duty stations to help maintain a safe campus for ALL students.
• The Student Leadership Board, Cyclone Peace Zone Club, and Student Council help create student leaders who are active in creating the best possible environment for ALL students.
• The school offers a variety of other student clubs based upon student interest.
• School Staff, Administration, and School Resource Officer remain visible throughout the school day to ensure student safety.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

• The school uses an online EWS Program Pasco STAR to help track student issues including (academic concerns, behavioral concerns, and also positive contacts with parents.
• The school uses a multi-step system including a variety of interventions for students: conference, parent conference/contact, students services referral, lunch detention, after school detention, group counseling, check-in groups, in-school suspension, and out-of-school suspension.

• The school uses a positive behavioral system (Cyclone Bucks) to help promote positive student behavior.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

• Individual students counseling with (School Counselors, Social Worker, School Psychologist, School Nurse, and School Resource Officer.
• Mentoring Group for 6th graders.
• Check-in groups with Student Services Staff.
• Classroom guidance presentations from School Counselors.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school utilizes a specific Early Warning System that identifies students with the following:
• 5 or more absences per quarter
• 2 or more discipline referrals per quarter
• Any D's or F's in any course.
• Level I on FSA
• Level 1 on District Quarterly Benchmark Assessments

In addition, the school has access to the myEWS database which helps schools identify students who meet the following criteria:
*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
*One or more suspensions, whether in school or out of school
*Course failure in English Language Arts or mathematics
*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	20	31	23	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	34	35	35	0	0	0	0	104
Course failure in ELA or Math	0	0	0	0	0	0	28	29	47	0	0	0	0	104
Level 1 on statewide assessment	0	0	0	0	0	0	90	91	72	0	0	0	0	253

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	44	54	60	0	0	0	0	158

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

• Parental Contact
• Students Services Check-in groups
• SSAP teacher assistance
• Extended-School Day Program
• Extended-School Year Program
• Mentoring Group
• Cyclone Bucks Positive Behavioral Support Program
• Student Services Referrals (Counseling)
• MTSS grade level monthly meetings
• On-track and at-risk activities to help promote positive student success

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

• Parent Support Club (which helps promote school spirit, events and activities for students including the 8th end of the year activities, and staff recognition events.)
• School Advisory Council
• Use of Social Media to keep parents up-to-date on what is happening at the school (Twitter, Facebook, & Instagram)
• Remind program (text messaging service to send out important reminders to parents)
• myStudent (online grading program with parental access)
• Parent Volunteers
• Parents encouraged to come and have lunch with their children

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

• Parent Support Club
• Applying for local & national grants
• Local Business Partnerships
• Use of Donorschoose.org to help obtain community funding of school projects.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Saylor, Rick	Principal
Quigley, Cathy	School Counselor
Riba, Joseph	Teacher, K-12
Switzer, Jessi	Teacher, K-12
Salyer, Cheryl	Teacher, K-12
Rio, Tara	Teacher, K-12
Morris, Sharon	Assistant Principal
Vance, Madonna	Psychologist
Huckabee, Carlene	Teacher, K-12
Brady, Kristin	Teacher, K-12
Masters, Sara	Teacher, K-12
Travis, Michelle	Teacher, K-12
Mumaw, Steve	Teacher, Career/Technical
Causey, Steven	Instructional Coach
Tellez, Jacqueline	Assistant Principal
Roberts, Kristin	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

• To be instructional leaders for the school.
• To act as the PLC Facilitators for their respective Professional Learning Communities.
• To help maintain the focus of their PLC and Departments on the goals set forth in the School Improvement Plan.
• To monitor school assessment data at various checkpoints to determine progress and modify school plans as needed.
• To act as the leaders of their respective departments.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

• The leadership team helps to look at the needs of the school and the students and to help align resources to best meet these needs.
• The leadership team meets bi-weekly, and also online through email and discussion forums as needed.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Rick Saylor	Principal
Cassandra Pierce-Thomas	Parent
Donna Braxton	Education Support Employee
	Business/Community
	Teacher
	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

• SAC will look at the School Improvement Plan for last year along with the data from last year.
• SAC will make recommendations for changes for this school year and this SIP.

b. Development of this school improvement plan

• The SAC will review the School Improvement Plan and make suggestions to help improve the plan and the overall success of the school.
• The SAC will receive periodic updates and progress reports on how the school is progressing toward their School Improvement Goals.

c. Preparation of the school's annual budget and plan

The SAC will determine how the School Improvement funds will be used for the year, aligned with best educational practices.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

To be determined by the School Advisory Council for the 2017-18 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Saylor, Rick	Principal
Rio, Tara	Teacher, K-12
Switzer, Jessi	Teacher, K-12
Quigley, Cathy	School Counselor
Salyer, Cheryl	Teacher, K-12
Masters, Sara	Teacher, K-12
Brady, Kristin	Teacher, K-12
Causey, Steven	Instructional Coach
Morris, Sharon	Assistant Principal
Tellez, Jacqueline	Assistant Principal
Huckabee, Carlene	Teacher, K-12
Vance, Madonna	Psychologist
Travis, Michelle	Teacher, K-12
Riba, Joseph	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

• The LLT meets bi-monthly in-person and also online through Canvas to develop strategies and to improve literacy instruction across all curriculum areas.
curriculum.
• The LLT will create goals for the year to promote literacy across the school, improve literacy instruction, examine walk-through data, examine testing data (FSA, EOC, and Quarterly Check), and promote literacy across the campus.
• The LLT will create programs and activities to help promote and encourage literacy with students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

• Teachers are placed in Professional Learning Communities based upon the courses the teachers are assigned to teach.
• Teachers are given common planning time with teachers within their PLC.
• Teachers are given time to plan within their grade level content areas.
• Teachers are also given time to plan within their department every other week.
• The school's Learning Design Coach and Administration support all PLC's.
• The District Support Team (Math, ELA/Reading, LDC, Science, MTSS, STEM Magent & PD) support PLCs as they continue to improve their instruction and assessment.
• Support and Coaching from IDE as we transition into a STEM/LATIC model.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

• The district advertises and recruits regionally and nationally when necessary.
• The Office of Human Resources and Educator Quality carefully screens all applicants.

• Beginning teachers are assigned to highly qualified teachers, who are trained as mentors to provide support, resources, and advice throughout the first year.
• In addition, all teachers are provided staff development and coaching opportunities to meet their individual professional needs.
• The Office of Human Resources and Educator Quality also recruits candidates using Monster.com, Ziprecruiter, Twitter, and Facebook.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

• New teachers are assigned veteran mentor teachers to help assist them in their professional growth.
• School Administration also works closely with new teachers to help them in their professional growth.
• Teacher leader is establishing a system in conjunction with school administration and district support to create a coaching, mentoring, and support system for the new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

• The school works closely with the District's Office for Teaching and Learning and the Office of Accountability, Measurement, and Research to help ensure that its programs are aligned to the Florida Standards.
• Teachers will be given ongoing professional development in the area of the Florida Standards and the Florida Standards Assessment.
• ELA and Math PLC Facilitators will be given ongoing professional development in regards to best practices for their content areas.
• Administrative walk-throughs
• Regional team quarterly walk-throughs
• Implementation of a STEMLATIC model with bi-weekly coaching and support from IDE.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

This school year the staff is focusing on the following research-based instructional strategies that they are calling the Cyclone Expectations of Excellence:
1) High-Impact Rigorous Instruction
2) Learning Scales
3) 21st Century Learning Skills
4) "Bell to Bell" Learning
5) Marzano's Magnificent 7 (The 7 instructional strategies based on Marzano's research that have the greatest impact on the Florida Standards)
• Identifying Critical Information
• Elaborating on New Information
• Recording & Representing Knowledge
• Examining Similarities & Differences
• Examining Errors in Reasoning

• Revising Knowledge
• Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
• Implementation of a STEMLATIC approach.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 500

• Students have access to APEX learning lab for credit recovery and academic support.

Strategy Rationale

• To provide students additional academic support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Morris, Sharon, smorris@pasco.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

• Student academic progress.

Strategy: Extended School Year

Minutes added to school year: 2,400

Students who have failed core academic courses will be using an online credit recovery program called Edgenuity to recover their failed courses.

Strategy Rationale

All students need to successfully pass core academic courses in order to be successful in their transition to high school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Morris, Sharon, smorris@pasco.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Apex program results at the end of the Extended School Year Program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

• Incoming 6th grade Open House held in May of each year for parents to meet teachers and to learn more about the curriculum and instruction at Centennial Middle School.
• New School year Open House held the Thursday night before classes begin to help students and parents meet their teachers, follow their schedules, learn more about the school, and to feel more comfortable with the upcoming school year.
• Student Services staff has extra classroom presentations planned for incoming 6th graders at the beginning of the school year.
• Mentoring group for 6th graders whose teachers feel that need more assistance for a successful school year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. CENMS will create a highly engaging STEMLATIC learning environment where STEM is infused into the curriculum for ALL students as evidenced by: • Weekly IDE STEMLATIC Walk-Throughs • Monthly STEM Focused Walk-Throughs

G2. Students at CENMS will increase their performance in all course work through highly engaged teacher and learning practices that embody rigorous and standards-based instruction with differentiated instruction and support for ALL students as evidenced by: • Weekly IDE STEMLATIC Walk-Throughs • Monthly Rigor Walk-Throughs • 5% increase in all FSA & EOC Scores

G3. CENMS will foster strong school engagement by creating a powerful school culture that identifies and supports all students utilizing school personnel, MTSS, familial, and community rescources. • Staff Engagement on Gallup Survey will increase by 5% points • Student Engagement on Gallup Survey will increase by 5% points • Amount of Students On-Track (EWS Data) will increase by 5% • Monthly EWS Data (Discipline, Academic, and Attendance) analysis • Monthly Student Club Attendance

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. CENMS will create a highly engaging STEMLATIC learning environment where STEM is infused into the curriculum for ALL students as evidenced by: • Weekly IDE STEMLATIC Walk-Throughs • Monthly STEM Focused Walk-Throughs 1a

🔍 G096355

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Targeted Barriers to Achieving the Goal 3

- Creating interdisciplinary STEM focused and STEM infused learning activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- STEM Magnet District Support IDE Support

G2. Students at CENMS will increase their performance in all course work through highly engaged teacher and learning practices that embody rigorous and standards-based instruction with differentiated instruction and support for ALL students as evidenced by: • Weekly IDE STEMLATIC Walk-Throughs • Monthly Rigor Walk-Throughs • 5% increase in all FSA & EOC Scores 1a

🔍 G096356

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0
Math Achievement District Assessment	75.0
ELA Achievement District Assessment	75.0
FCAT 2.0 Science Proficiency	47.0
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- 1. Individual learning styles of students.

- Gaps in students learning and achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Collaborative Planning through PLC 2. Common Assessments 3. Student Recognition for achievement 4. Professional Development, Modeling, and Coaching 5. Extended School Day & Extended School Year 6. 1st period remediation efforts (Edgenuity & ALEKS) 7. Utilizing PLC for Articulation between grade levels 8. LATIC model pilot program

Plan to Monitor Progress Toward G2. 8

PLC Meetings, Lesson Plans, PLC Common Assessments, District Quarterly Assessments, Walk-Throughs, High-Impact Instruction walk-trhand at the end of the school year (FSA and FCAT Data)

Person Responsible
Rick Saylor

Schedule
Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion
PLC Data, Lesson Plans, District Assessment Data, and Walk-Through Data

G3. CENMS will foster strong school engagement by creating a powerful school culture that identifies and supports all students utilizing school personnel, MTSS, familial, and community rescources. • Staff Engagement on Gallup Survey will increase by 5% points • Student Engagement on Gallup Survey will increase by 5% points • Amount of Students On-Track (EWS Data) will increase by 5% • Monthly EWS Data (Discipline, Academic, and Attendance) analysis • Monthly Student Club Attendance `1a`

🔑 G096357

Targets Supported `1b`

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	30.0
Attendance Below 90%	20.0
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal `3`

- Disengaged students, students being bored with school. (Many students are not fully engaged in school, they are bored with what takes place within the classroom and as a result they are not being academically, behaviorally, or socially successful.)

- Students exhibit an apathy toward school and school activities.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Parents, Students, School Clubs, School Activities (Dances, Special Presentations, Pep Rallies, On-Track Activities, History Fair, Science Fair, Math Contest, and Book Battle/Literacy Fair), Cyclone Bucks, Positive Call Wednesdays, Classroom engagement (21st century learning skills, blended learning, LATIC)

Plan to Monitor Progress Toward G3. `8`

Benchmark data

Person Responsible
Rick Saylor

Schedule
Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion
Student Progress Report Grades & Report Card Grades Attendance and Discipline Data Student Walk-Through Form Data (comparing different months and then quarters) Student involvement in school clubs and activities Feedback from Student Government/Student Council

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G2. Students at CENMS will increase their performance in all course work through highly engaged teacher and learning practices that embody rigorous and standards-based instruction with differentiated instruction and support for ALL students as evidenced by: • Weekly IDE STEMLATIC Walk-Throughs • Monthly Rigor Walk-Throughs • 5% increase in all FSA & EOC Scores 1

🔑 G096356

G2.B1 1. Individual learning styles of students. 2

🔑 B259268

G2.B1.S1 Implementation of the Cyclones Expectations of Excellence: Project-Based Learning Learning Scales 21st Century Learning Skills "Bell to Bell" Learning Marzano's Magnificent 7 1. Identifying Critical Information 2. Elaborating on New Information 3. Recording & Representing Knowledge 4. Examining Similarities & Differences 5. Examining Errors in Reasoning 6. Revising Knowledge 7. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing LATIC model allows for differentiation and student choice. 4

🔑 S274603

Strategy Rationale

These are research-based strategies that improve achievement for students in all sub groups. These strategies also allow for the use of differentiated instruction in the classroom to help reach ALL students.

Action Step 1 5

Walk-throughs will be done on a regular basis by Administration, LDC, and Regional Support Staff, data will be analyzed and shared with staff.

Person Responsible

Rick Saylor

Schedule

On 5/25/2018

Evidence of Completion

Walk-through data on school initiatives

Action Step 2 5

School staff will analyze assessment data throughout the year to ensure that students are properly progressing.

Person Responsible

Rick Saylor

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

District Quarterly Check Data and Classroom Assessment Data

Action Step 3 5

Professional development around high impact instructional practices.

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Professional development attendance reports, evidence of strategies being used through teacher lesson plans and through walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will monitor for the implementation of the cyclones expectations of excellence and other instructional best practices. (Administration will spend 50 minutes daily in classrooms).

Person Responsible

Rick Saylor

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, PLC Meeting outcomes, Walk-Through Data, IDE Walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Walk-throughs, examination of lesson plans

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Walk-through data, lesson plans, PLC common assessments, Quarterly District Benchmark Assessment Results

G2.B2 Gaps in students learning and achievement. `2`

🔑 B259269

G2.B2.S1 Several actions will be put into place to close the gaps in student learning including: implementation of common assessments, remediation efforts (including 1st period Math Remediation, Extended School Day, Extended School Year, and classroom interventions), project-based learning, differentiated instruction, and through implementation of the Cyclone Expectations of Excellence. `4`

🔑 S274604

Strategy Rationale

These research-based instructional strategies will help close the academic gaps of students and allow them to more quickly achieve their individual desired level of academic performance.

Action Step 1 `5`

Professional Development, coaching, monitoring, and feedback on the Cyclone Expectations of Excellence

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Professional Development attendance and then implementation of strategies within the classroom as evident in lesson plans and visible through walk-throughs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administrative walk-throughs, administrative involvement in PLCs, and examination of teacher lesson plans.

Person Responsible

Rick Saylor

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Walk-through data, PLC minutes, and teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Assessment data (including District Assessments, PLC Common Assessments, and Classroom Assessments)

Person Responsible

Rick Saylor

Schedule

Quarterly, from 8/22/2017 to 6/1/2018

Evidence of Completion

District assessment results, PLC Common Assessment Results, and classroom assessment results.

G3. CENMS will foster strong school engagement by creating a powerful school culture that identifies and supports all students utilizing school personnel, MTSS, familial, and community rescources. • Staff Engagement on Gallup Survey will increase by 5% points • Student Engagement on Gallup Survey will increase by 5% points • Amount of Students On-Track (EWS Data) will increase by 5% • Monthly EWS Data (Discipline, Academic, and Attendance) analysis • Monthly Student Club Attendance 1

🔍 G096357

G3.B1 Disengaged students, students being bored with school. (Many students are not fully engaged in school, they are bored with what takes place within the classroom and as a result they are not being academically, behaviorally, or socially successful.) 2

🔍 B259270

G3.B1.S1 Create engaging classroom cultures through the use of research-based educational strategies by implementing the cyclone expectations of excellence. 4

🔍 S274605

Strategy Rationale

By implementing the cyclone expectations of excellence teachers will create classroom environments/cultures that promote student engagement. Also, the implementation of the STEMLATIC model will help improve student engagement.

Action Step 1 5

Administration will monitor student engagement through their regular formal and informal walk-throughs.

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Student engagement survey results will be shared with staff and SAC.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student services staff along with school administration will complete the student engagement walk-throughs.

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Student engagement survey results will be shared and analyzed.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

School leadership team will analyze students engagement survey results and levels of student engagement through various assessments ((District Quarterly Assessments, Student Grades, Classroom Assessments, Attendance, and Discipline Data)

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

EWS Data improvements

G3.B2 Students exhibit an apathy toward school and school activities. `2`

🔑 B259271

G3.B2.S1 Increase the number of student clubs. `4`

🔑 S274606

Strategy Rationale

By giving students more options to buy-in to the school culture through clubs it will help them feel more apart of the school as whole.

Action Step 1 `5`

Students will be given a wide variety of clubs from which to choose from, and will also give input into which clubs they would like to form at the school.

Person Responsible

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student Survey Results

Action Step 2 `5`

Staff will then be surveyed to see what type of clubs that they would be interested in sponsoring.

Person Responsible

Schedule

On 5/25/2018

Evidence of Completion

Staff Club Sponsorship Survey results

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

The actual surveying of students and staff.

Person Responsible

Sharon Morris

Schedule

On 5/25/2018

Evidence of Completion

Survey results for both students and staff

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Club attendance by students

Person Responsible

Jacqueline Tellez

Schedule

Monthly, from 9/6/2017 to 5/12/2018

Evidence of Completion

Student club attendance numbers

G3.B2.S2 Plan school activities that students are interested in and will be engaged with. 4

S274607

Strategy Rationale

By surveying the students we will be able to determine what are some types of appropriate school activities to help promote student engagement. (On-track activities, reward activities, Cyclone Buck program, etc.)

Action Step 2 5

Student Leadership Board will be formed from student body. This advisory group will meet at a minimum every other month to talk with Administration about some of the things students would like to do in order to increase engagement.

Person Responsible

Sharon Morris

Schedule

Every 2 Months, from 8/14/2017 to 5/25/2018

Evidence of Completion

SGA minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Student club attendance data will be looked at to ensure we have the right clubs that students want to attend as well as the feedback from students on our on-track activity events.

Person Responsible

Jacqueline Tellez

Schedule

Quarterly, from 10/10/2017 to 6/1/2018

Evidence of Completion

Student Club and On-Track Activity Day attendance

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Student Gallup surveys results will be analyzed and feedback from the the Student Government/ Student Council.

Person Responsible

Rick Saylor

Schedule

Every 2 Months, from 10/10/2017 to 6/1/2018

Evidence of Completion

Gallup Survey results and Student Government/Student Council meeting notes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B2.S1.MA1 M396342	Club attendance by students	Tellez, Jacqueline	9/6/2017	Student club attendance numbers	5/12/2018 monthly
G2.MA1 M396339	PLC Meetings, Lesson Plans, PLC Common Assessments, District Quarterly Assessments, Walk-Throughs,...	Saylor, Rick	8/14/2017	PLC Data, Lesson Plans, District Assessment Data, and Walk-Through Data	5/25/2018 weekly
G3.MA1 M396346	Benchmark data	Saylor, Rick	8/14/2017	Student Progress Report Grades & Report Card Grades Attendance and Discipline Data Student Walk-Through Form Data (comparing different months and then quarters) Student involvement in school clubs and activities Feedback from Student Government/Student Council	5/25/2018 quarterly
G2.B1.S1.MA1 M396335	Walk-throughs, examination of lesson plans	Saylor, Rick	8/15/2017	Walk-through data, lesson plans, PLC common assessments, Quarterly District Benchmark Assessment Results	5/25/2018 monthly
G2.B1.S1.MA1 M396336	Administration will monitor for the implementation of the cyclones expectations of excellence and...	Saylor, Rick	8/14/2017	Lesson Plans, PLC Meeting outcomes, Walk-Through Data, IDE Walk-throughs	5/25/2018 daily
G2.B1.S1.A1 A368632	Walk-throughs will be done on a regular basis by Administration, LDC, and Regional Support Staff,...	Saylor, Rick	8/14/2017	Walk-through data on school initiatives	5/25/2018 one-time
G2.B1.S1.A2 A368633	School staff will analyze assessment data throughout the year to ensure that students are properly...	Saylor, Rick	8/14/2017	District Quarterly Check Data and Classroom Assessment Data	5/25/2018 quarterly
G2.B1.S1.A3 A368634	Professional development around high impact instructional practices.	Saylor, Rick	8/14/2017	Professional development attendance reports, evidence of strategies being used through teacher lesson plans and through walk-throughs	5/25/2018 monthly
G2.B2.S1.MA1 M396338	Administrative walk-throughs, administrative involvement in PLCs, and examination of teacher lesson...	Saylor, Rick	8/14/2017	Walk-through data, PLC minutes, and teacher lesson plans.	5/25/2018 daily
G2.B2.S1.A1 A368635	Professional Development, coaching, monitoring, and feedback on the Cyclone Expectations of...	Saylor, Rick	8/14/2017	Professional Development attendance and then implementation of strategies within the classroom as evident in lesson plans and visible through walk-throughs.	5/25/2018 monthly
G3.B1.S1.MA1 M396340	School leadership team will analyze students engagement survey results and levels of student...	Saylor, Rick	8/15/2017	EWS Data improvements	5/25/2018 monthly
G3.B1.S1.A1 A368636	Administration will monitor student engagement through their regular formal and informal...	Saylor, Rick	8/15/2017	Student engagement survey results will be shared with staff and SAC.	5/25/2018 monthly
G3.B2.S1.MA1 M396343	The actual surveying of students and staff.	Morris, Sharon	8/14/2017	Survey results for both students and staff	5/25/2018 one-time
G3.B2.S1.A1 A368637	Students will be given a wide variety of clubs from which to choose from, and will also give input...		8/14/2017	Student Survey Results	5/25/2018 biweekly
G3.B2.S1.A2 A368638	Staff will then be surveyed to see what type of clubs that they would be interested in sponsoring.		8/14/2017	Staff Club Sponsorship Survey results	5/25/2018 one-time
G3.B2.S2.A2 A368639	Student Leadership Board will be formed from student body. This advisory group will meet at a...	Morris, Sharon	8/14/2017	SGA minutes	5/25/2018 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M396337	Assessment data (including District Assessments, PLC Common Assessments, and Classroom Assessments)	Saylor, Rick	8/22/2017	District assessment results, PLC Common Assessment Results, and classroom assessment results.	6/1/2018 quarterly
G3.B1.S1.MA1 M396341	Student services staff along with school administration will complete the student engagement...	Saylor, Rick	8/22/2017	Student engagement survey results will be shared and analyzed.	6/1/2018 monthly
G3.B2.S2.MA1 M396344	Student Gallup surveys results will be analyzed and feedback from the the Student...	Saylor, Rick	10/10/2017	Gallup Survey results and Student Government/Student Council meeting notes.	6/1/2018 every-2-months
G3.B2.S2.MA1 M396345	Student club attendance data will be looked at to ensure we have the right clubs that students want...	Tellez, Jacqueline	10/10/2017	Student Club and On-Track Activity Day attendance	6/1/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Students at CENMS will increase their performance in all course work through highly engaged teacher and learning practices that embody rigorous and standards-based instruction with differentiated instruction and support for ALL students as evidenced by: • Weekly IDE STEMLATIC Walk-Throughs • Monthly Rigor Walk-Throughs • 5% increase in all FSA & EOC Scores

G2.B1 1. Individual learning styles of students.

G2.B1.S1 Implementation of the Cyclones Expectations of Excellence: Project-Based Learning Learning Scales 21st Century Learning Skills "Bell to Bell" Learning Marzano's Magnificent 7 1. Identifying Critical Information 2. Elaborating on New Information 3. Recording & Representing Knowledge 4. Examining Similarities & Differences 5. Examining Errors in Reasoning 6. Revising Knowledge 7. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing LATIC model allows for differentiation and student choice.

PD Opportunity 1

Walk-throughs will be done on a regular basis by Administration, LDC, and Regional Support Staff, data will be analyzed and shared with staff.

Facilitator

Various school and regional support team members.

Participants

Teachers

Schedule

On 5/25/2018

PD Opportunity 2

Professional development around high impact instructional practices.

Facilitator

Various school and regional support team members.

Participants

Teachers

Schedule

Monthly, from 8/14/2017 to 5/25/2018

G2.B2 Gaps in students learning and achievement.

G2.B2.S1 Several actions will be put into place to close the gaps in student learning including: implementation of common assessments, remediation efforts (including 1st period Math Remediation, Extended School Day, Extended School Year, and classroom interventions), project-based learning, differentiated instruction, and through implementation of the Cyclone Expectations of Excellence.

PD Opportunity 1

Professional Development, coaching, monitoring, and feedback on the Cyclone Expectations of Excellence

Facilitator

LDC Coach, Administration, Teachers, Regional Support Team Members, and District Staff

Participants

Teachers and Administration

Schedule

Monthly, from 8/14/2017 to 5/25/2018

G3. CENMS will foster strong school engagement by creating a powerful school culture that identifies and supports all students utilizing school personnel, MTSS, familial, and community rescources. • Staff Engagement on Gallup Survey will increase by 5% points • Student Engagement on Gallup Survey will increase by 5% points • Amount of Students On-Track (EWS Data) will increase by 5% • Monthly EWS Data (Discipline, Academic, and Attendance) analysis • Monthly Student Club Attendance

G3.B1 Disengaged students, students being bored with school. (Many students are not fully engaged in school, they are bored with what takes place within the classroom and as a result they are not being academically, behaviorally, or socially successful.)

G3.B1.S1 Create engaging classroom cultures through the use of research-based educational strategies by implementing the cyclone expectations of excellence.

PD Opportunity 1

Administration will monitor student engagement through their regular formal and informal walk-throughs.

Facilitator

Administration

Participants

Teachers, Staff, and Students

Schedule

Monthly, from 8/15/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G2.B1.S1.A1	Walk-throughs will be done on a regular basis by Administration, LDC, and Regional Support Staff, data will be analyzed and shared with staff.	$0.00
2	G2.B1.S1.A2	School staff will analyze assessment data throughout the year to ensure that students are properly progressing.	$0.00
3	G2.B1.S1.A3	Professional development around high impact instructional practices.	$0.00
4	G2.B2.S1.A1	Professional Development, coaching, monitoring, and feedback on the Cyclone Expectations of Excellence	$0.00
5	G3.B1.S1.A1	Administration will monitor student engagement through their regular formal and informal walk-throughs.	$0.00
6	G3.B2.S1.A1	Students will be given a wide variety of clubs from which to choose from, and will also give input into which clubs they would like to form at the school.	$0.00
7	G3.B2.S1.A2	Staff will then be surveyed to see what type of clubs that they would be interested in sponsoring.	$0.00
8	G3.B2.S2.A2	Student Leadership Board will be formed from student body. This advisory group will meet at a minimum every other month to talk with Administration about some of the things students would like to do in order to increase engagement.	$0.00
		Total:	$0.00