

Centennial Middle School

38505 CENTENNIAL RD, Dade City, FL 33525

www.pasco.k12.fl.us

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

68%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Centennial Middle School creates a school culture of excellence; a safe and friendly school with a challenging curriculum where all students can be their best.

Provide the school's vision statement

Our vision is to create a community which works together so all Centennial Middle School students will reach their highest potential.

School Environment

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 school 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.

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

- Staff is 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 Cyclone Peace Zone and SADD (Students Against Destructive Decisions) Club 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.

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 a Filemaker Pro Program called (SDS) 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, student 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.

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, Behavior Specialist, and School Resource Officer).
- Mentoring Group for 6th graders.
- Check-in groups with Student Services Staff.
- Classroom guidance presentations from School Counselors.
- Mentoring activities within 1st period/Homeroom class.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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 FCAT tests
- Level 1 on Discovery Education Testing

In addition, the school has access to the PascoSTAR 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

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	15	18	40	73
One or more suspensions	11	35	47	93
Course failure in ELA or Math	7	24	46	77
Level 1 on statewide assessment	71	67	87	225
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	16	37	62	115

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
- Mentoring through 1st period class
- Cyclone Bucks Positive Behavioral Support Program
- Student Services Referrals (Counseling)
- On-track and at-risk activities to help promote positive student success

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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 and Facebook)
- Remind program (text messaging service to send out important reminders to parents)
- eSembler (online grading program with parental access)
- Parent Volunteers
- Parents encouraged to come and have lunch with their children

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 grants
- Use of Donorschoose.org to help obtain community funding of school projects.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Saylor, Rick	Principal
Ward, Karen	Assistant Principal
Braswell, Carly	Instructional Coach
Bowlin, Ann	Teacher, K-12
Betourney, Fola	Teacher, ESE
Chandler, John	Other
Featherly, Carolyn	Teacher, K-12
Gray, Tracy	Teacher, K-12
Maxwell, Becky	Teacher, Career/Technical
Maxwell, Jessica	Teacher, K-12
McHale, Susan	Teacher, K-12
Mouw, Gloria	Teacher, ESE
Polk, Raisa	Teacher, K-12
Quigley, Cathy	Guidance Counselor
Sesker, Susan	Guidance Counselor
Riba, Joseph	Teacher, K-12
Tynes, Jane	Teacher, ESE
Switzer, Jessi	Teacher, K-12

Duties

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.

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 monthly, and also online through email and discussion forums as needed.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rick Saylor	Principal
Edith Webb	Education Support Employee
Sarah Belmonte	Parent
Claudia Betten	Parent
Ann Bowlin	Teacher
Carly Braswell	Teacher
Dawn Enright	Parent
Brianna Enright	Student
Michelle Knowlton	Business/Community
Rosie Linville	Parent
Susan McKenna	Teacher
Gloria Mouw	Teacher
Cassandra Pierce-Thomas	Parent
Joe Riba	Teacher
Alva Travis II	Parent
Karen Wincott	Parent
Abby Wincott	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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.

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.

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.

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

\$3,715.53 for Summer Professional Development for teachers (Common Core PLC Planning Time)

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

Yes

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

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ward, Karen	Assistant Principal
Rio, Tara	Teacher, K-12
Hasley, Cynthia	Teacher, K-12
Switzer, Jessi	Teacher, K-12
Mouw, Gloria	Teacher, K-12
Maxwell, Becky	Teacher, Career/Technical
Campbell, Heather	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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 Instructional Technology Coach and Administration support all PLC's.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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) Project-Based Learning
- 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

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: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ward, Karen, kwward@pasco.k12.fl.us

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

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

Ward, Karen, kwward@pasco.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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

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

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

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

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.** Students at CENMS will increase their performance in Reading, Math, Science, and Writing through highly engaged teaching and learning practices that embody rigorous and inquiry based instruction with differentiated instruction and support for students in each subgroup (Economically Disadvantaged, White, Hispanic, Students With Disabilities, English Language Learners, and African-American).
- G2.** 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 resources.

Strategic Goals Detail

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

G1. Students at CENMS will increase their performance in Reading, Math, Science, and Writing through highly engaged teaching and learning practices that embody rigorous and inquiry based instruction with differentiated instruction and support for students in each subgroup (Economically Disadvantaged, White, Hispanic, Students With Disabilities, English Language Learners, and African-American). 1a

G042118

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	45.0
Middle School Performance in EOC and Industry Certifications	100.0
AMO Math - All Students	66.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	43.0
FAA Writing Proficiency	51.0

Resources Available to Support the Goal 2

- 1. Collaborative Planning through PLC 2. Common Assessments 3. Student Recognition for achievement 4. Professional Development/Team Building 5. Additional time for student remediation “extending / refining” employing lunch and study hall time as needed 6. College/ Career Fair 7. Utilizing PLC for Articulation between grade levels

Targeted Barriers to Achieving the Goal 3

- 1. Individual learning styles of students.
- Gaps in students learning and achievement.

Plan to Monitor Progress Toward G1. 8

PLC Meetings, Lesson Plans, PLC Common Assessments, Discovery Education Data, Walk-Throughs, and at the end of the school year (FSA and FCAT Data)

Person Responsible

Rick Saylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC Data, Lesson Plans, and Walk-Through Data

G2. 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 resources. **1a**

G041751

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

Resources Available to Support the Goal **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, BYOD)

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.

Plan to Monitor Progress Toward G2. **8**

Benchmark data

Person Responsible

Rick Saylor

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student Progress Report Grades & Report Card Grades (comparing 13-14 to 14-15) Attendance and Discipline Data (comparing 13-14 to 14-15) Student Walk-Through Form Data (comparing different months and then quarters) Student involvement in school clubs and activities

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

G1. Students at CENMS will increase their performance in Reading, Math, Science, and Writing through highly engaged teaching and learning practices that embody rigorous and inquiry based instruction with differentiated instruction and support for students in each subgroup (Economically Disadvantaged, White, Hispanic, Students With Disabilities, English Language Learners, and African-American). **1**

 G042118

G1.B1 1. Individual learning styles of students. **2**

 B102605

G1.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 **4**

 S113738

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, ICT Coach, and Regional Support Staff, data will be analyzed and shared with staff.

Person Responsible

Rick Saylor

Schedule

On 5/29/2015

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 8/18/2014 to 5/1/2015

Evidence of Completion

Discovery Education Data and Classroom Assessment Data

Action Step 3 5

Professional development around the Cyclone Expectations of Excellence

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/18/2014 to 5/22/2015

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 G1.B1.S1 6

Administration will monitor for the implementation of the cyclones expectations of excellence and other instructional best practices.

Person Responsible

Rick Saylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, PLC Meeting outcomes, Walk-Through Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Walk-throughs, examination of lesson plans

Person Responsible

Rick Saylor


Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Walk-through data, lesson plans, PLC common assessments

G1.B2 Gaps in students learning and achievement. 2

 B105351

G1.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

 S116679

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 9/8/2014 to 5/29/2015

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 G1.B2.S1 6

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

Person Responsible

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Rick Saylor

Schedule

On 5/29/2015

Evidence of Completion

Discovery Education Reports, applicable District assessment results, PLC Common Assessment Results, and classroom assessment results. L

G2. 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 resources. 1

G041751

G2.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

B101422

G2.B1.S1 Create engaging classroom cultures through the use of research-based educational strategies by implementing the cyclone expectations of excellence. 4

S112630

Strategy Rationale

By implementing the cyclone expectations of excellence teachers will create classroom environments/cultures that promote student engagement.

Action Step 1 5

Student Services staff will create an engagement walk-through form to be used to help monitor student engagement within classes.

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

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

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

Person Responsible

Rick Saylor

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student engagement survey results will be shared and analyzed.

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

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

Person Responsible

Rick Saylor


Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Attendance & Discipline Reports (comparing 13-14 to 14-15) Discovery Education Results (comparing 13-14 to 14-15) Student Grades (comparing 13-14 to 14-15)

G2.B2 Students exhibit an apathy toward school and school activities. 2

 B105419

G2.B2.S1 Increase the number of student clubs. 4

 S116774

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 surveyed to see what type of school clubs that they would be interested in joining.

Person Responsible

Joseph Riba

Schedule

On 9/12/2014

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

Fola Betourney

Schedule

On 9/5/2014

Evidence of Completion

Staff Club Sponsorship Survey results

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

The actual surveying of students and staff.

Person Responsible

Rick Saylor

Schedule

On 9/12/2014

Evidence of Completion

Survey results for both students and staff

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

Club attendance by students

Person Responsible

Joseph Riba

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student club attendance numbers

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Student Services staff will create an engagement walk-through form to be used to help monitor student engagement within classes.	Saylor, Rick	8/18/2014	Student engagement survey results will be shared with staff and SAC.	5/29/2015 monthly
G1.B1.S1.A1	Walk-throughs will be done on a regular basis by Administration, ICT Coach, and Regional Support Staff, data will be analyzed and shared with staff.	Saylor, Rick	8/18/2014	Walk-through data on school initiatives	5/29/2015 one-time
G1.B2.S1.A1	Professional Development, coaching, monitoring, and feedback on the Cyclone Expectations of Excellence	Saylor, Rick	9/8/2014	Professional Development attendance and then implementation of strategies within the classroom as evident in lesson plans and visible through walk-throughs.	5/29/2015 monthly
G2.B2.S1.A1	Students will be surveyed to see what type of school clubs that they would be interested in joining.	Riba, Joseph	8/18/2014	Student Survey Results	9/12/2014 one-time
G1.B1.S1.A2	School staff will analyze assessment data throughout the year to ensure that students are properly progressing.	Saylor, Rick	8/18/2014	Discovery Education Data and Classroom Assessment Data	5/1/2015 quarterly
G2.B2.S1.A2	Staff will then be surveyed to see what type of clubs that they would be interested in sponsoring.	Betourney, Fola	8/25/2014	Staff Club Sponsorship Survey results	9/5/2014 one-time
G1.B1.S1.A3	Professional development around the Cyclone Expectations of Excellence	Saylor, Rick	8/18/2014	Professional development attendance reports, evidence of strategies being used through teacher lesson plans and through walk-throughs	5/22/2015 monthly
G1.MA1	PLC Meetings, Lesson Plans, PLC Common Assessments, Discovery Education Data, Walk-Throughs, and at the end of the school year (FSA and FCAT Data)	Saylor, Rick	8/18/2014	PLC Data, Lesson Plans, and Walk-Through Data	5/29/2015 weekly
G1.B1.S1.MA1	Walk-throughs, examination of lesson plans	Saylor, Rick	8/18/2014	Walk-through data, lesson plans, PLC common assessments	5/29/2015 monthly
G1.B1.S1.MA1	Administration will monitor for the implementation of the cyclones expectations of excellence and other instructional best practices.	Saylor, Rick	8/18/2014	Lesson Plans, PLC Meeting outcomes, Walk-Through Data	5/29/2015 weekly
G1.B2.S1.MA1	Assessment data (including Discovery Education, District Assessments, PLC Common Assessments, and Classroom Assessments)	Saylor, Rick	9/8/2014	Discovery Education Reports, applicable District assessment results, PLC Common Assessment Results, and classroom assessment results. L	5/29/2015 one-time
G1.B2.S1.MA1	Administrative walk-throughs, administrative involvement in PLCs, and examination of teacher lesson plans.		9/8/2014	Walk-through data, PLC minutes, and teacher lesson plans.	5/29/2015 daily
G2.MA1	Benchmark data	Saylor, Rick	8/18/2014	Student Progress Report Grades & Report Card Grades (comparing 13-14 to 14-15) Attendance and Discipline Data (comparing 13-14 to 14-15) Student Walk-Through Form Data (comparing different months and then quarters) Student involvement in school clubs and activities	5/29/2015 quarterly
G2.B1.S1.MA1	School leadership team will analyze students engagement survey results and levels of student engagement through various assessments (Discovery Education Data, Student Grades, Classroom Assessments, Attendance, and Discipline Data)	Saylor, Rick	8/18/2014	Attendance & Discipline Reports (comparing 13-14 to 14-15) Discovery Education Results (comparing 13-14 to 14-15) Student Grades (comparing 13-14 to 14-15)	5/29/2015 quarterly
G2.B1.S1.MA1	Student services staff along with school administration will complete the student engagement walk-throughs.	Saylor, Rick	8/18/2014	Student engagement survey results will be shared and analyzed.	5/29/2015 monthly

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	Club attendance by students	Riba, Joseph	9/15/2014	Student club attendance numbers	5/29/2015 monthly
G2.B2.S1.MA1	The actual surveying of students and staff.	Saylor, Rick	8/18/2014	Survey results for both students and staff	9/12/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Students at CENMS will increase their performance in Reading, Math, Science, and Writing through highly engaged teaching and learning practices that embody rigorous and inquiry based instruction with differentiated instruction and support for students in each subgroup (Economically Disadvantaged, White, Hispanic, Students With Disabilities, English Language Learners, and African-American).

G1.B1 1. Individual learning styles of students.

G1.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

PD Opportunity 1

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

Facilitator

Various school and regional support team members.

Participants

Teachers

Schedule

On 5/29/2015

PD Opportunity 2

Professional development around the Cyclone Expectations of Excellence

Facilitator

Various school and regional support team members.

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 5/22/2015

G1.B2 Gaps in students learning and achievement.

G1.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

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

Participants

Teachers and Administration

Schedule

Monthly, from 9/8/2014 to 5/29/2015

G2. 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 resources.

G2.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.)

G2.B1.S1 Create engaging classroom cultures through the use of research-based educational strategies by implementing the cyclone expectations of excellence.

PD Opportunity 1

Student Services staff will create an engagement walk-through form to be used to help monitor student engagement within classes.

Facilitator

School Psychologist

Participants

Teachers and Staff

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0