



School Improvement Plan

Centreville Jr/Sr High School

Centreville Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|---------------------------|--|-------------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | Goals and Plans will be done in ASSIST | |

2017-18 School Improvement Goals and Plan

Overview

Plan Name

2017-18 School Improvement Goals and Plan

Plan Description

Goals and Plan for the 2017-18 school year

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | All students at Centreville Junior - Senior High School will be proficient in math. | Objectives: 1 Strategies: 3 Activities: 4 | Academic | \$8000 |
| 2 | Students at Centreville Junior-Senior High School will improve content area vocabulary in mathematics. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 3 | Students at Centreville Junior - Senior High School will be proficient readers. | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$2750 |
| 4 | All students at Centreville Junior - Senior High School will be proficient writers. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$1000 |
| 5 | The Centreville Junior-Senior High School ELA department will align reading assessments to essential CCSS. | Objectives: 1 Strategies: 3 Activities: 3 | Organizational | \$500 |
| 6 | All students at Centreville Junior - Senior High School will improve social studies achievement. | Objectives: 1 Strategies: 3 Activities: 4 | Academic | \$3100 |
| 7 | All students at Centreville Junior - Senior High School will be proficient in science. | Objectives: 1 Strategies: 4 Activities: 6 | Academic | \$7500 |
| 8 | All students at Centreville Jr/Sr High School will feel that their physical, social, and emotional needs are being met by the school. | Objectives: 1 Strategies: 3 Activities: 3 | Organizational | \$0 |
| 9 | All staff at Centreville Jr/Sr High School will be trained in the evaluation, interpretation, and use of data | Objectives: 1 Strategies: 2 Activities: 2 | Organizational | \$0 |

Goal 1: All students at Centreville Junior - Senior High School will be proficient in math.

Measurable Objective 1:

70% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on standardized state assessments in Mathematics by 06/01/2022 as measured by standardized state and local assessments aligned to the Common Core.

Strategy 1:

Assessment Alignment - All local assessments, including mid-term and final exams, will be common and aligned to Eureka/Common Core.

Category: Mathematics

Research Cited: CCSS Initiative

Tier:

| Activity - Align Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers will collaborate and receive training/coaching on the alignment of local mathematics assessments and create common assessments within the department. | Professional Learning | Tier 1 | Monitor | 08/15/2013 | 06/15/2018 | \$1000 | Title II Part A | Teachers |
| Activity - New Standardized Test Training and Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be trained in the parameters of the new SAT math and M-Step assessment and will receive training on the utilization of student assessment data in order to drive decision making. | Professional Learning | Tier 1 | Getting Ready | 09/08/2015 | 06/15/2018 | \$2000 | Title II Part A | Math department, building administrator |

Strategy 2:

Align Units of Instruction - All units of instruction will be aligned to the CCSS and utilizing Engage New York curricular materials, ensuring that students are taught what they need to be taught and assessed appropriately. The math department will monitor and review these units to ensure alignment to the CCSS and implementation of Engage NY curriculum.

Category:

Research Cited: CCSS Initiative

Tier: Tier 1

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| Activity - Aligned units with scope and sequence guides | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-------|------------|------------|-------------------|---------------------|--------------------------|
| Teachers will implement the Eureka Math curriculum with fidelity in grades 7- Geometry. Teachers will utilize the aligned curriculum and use Exit tickets and Module Assessments. | Professional Learning | Tier 1 | | 08/22/2013 | 06/15/2018 | \$0 | No Funding Required | Math department teachers |

Strategy 3:

Employ research-based instructional strategies - Teachers will revisit and utilize research-based instructional strategies to improve mathematics instruction.

Category:

Research Cited: Marzano, Pickering, CCSS, Bloom's Taxonomy

Tier:

| Activity - Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------|
| Professional development in differentiated learning and instruction for all 7-12 teachers. Math teachers will receive coaching through KRESA consultant. | Professional Learning | Tier 1 | Monitor | 08/23/2013 | 06/15/2018 | \$5000 | Title II Part A | Principals and teachers |

Goal 2: Students at Centreville Junior-Senior High School will improve content area vocabulary in mathematics.

Measurable Objective 1:

80% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on vocabulary in Mathematics by 06/03/2022 as measured by local assessments and vocabulary notebooks.

Strategy 1:

Vocabulary Tools - Teachers will implement Robert Marzano's strategies for vocabulary for each unit of instruction.

Category:

Research Cited: Robert Marzano's teaching strategies (The Art & Science of Teaching)

Tier: Tier 1

| Activity - Vocabulary Journals, Flip Folds, quizzes and games | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|--------------------------|--------|---------|------------|------------|-----|---------------------|----------|
| All students will complete research-validated vocabulary activities for each unit of instruction. | Academic Support Program | Tier 1 | Monitor | 09/02/2013 | 06/03/2016 | \$0 | No Funding Required | Teachers |
|---|--------------------------|--------|---------|------------|------------|-----|---------------------|----------|

Goal 3: Students at Centreville Junior - Senior High School will be proficient readers.

Measurable Objective 1:

80% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as indicated by growth on college readiness reading standards in English Language Arts by 06/08/2018 as measured by M-STEP and SAT..

Strategy 1:

Reading fluency practice - Students will practice reading fluency through timed oral readings each week for a given number of weeks (~9). Data collected will be monitored by the ELA department to assess student growth and determine intervention. Grades 7 & 8 for progress monitoring of all students - Grade 9 as a reading fluency intervention as needed.

Category:

Research Cited: 6-Minute Solution (book) timed oral reading fluency assessments - this has been shown to increase achievement in reading fluency across grade levels 7-10 for all populations of students, including those with disabilities.

Tier: Tier 2

| Activity - 6-Minute Solutions in Grades 7-9 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|----------------------|
| Grades 7-9 will begin class with the 6-Minute Solutions for the given time period of the program and record their data daily. Teacher will compile all data (initial CWPM, highest CWPM, averages) to collect and move with the student through the grade levels. | Academic Support Program | Tier 1 | Monitor | 09/16/2013 | 06/16/2017 | \$250 | Title II Part A | ELA department staff |

Strategy 2:

Employ research-based instructional strategies - Teachers will revisit and utilize research-based instructional strategies to improve reading instruction.

Category:

Research Cited: Dr. Robert Marzano's The Art & Science of Teaching, Classroom Instruction That Works; Common Core National Standards; Bloom's Taxonomy

Tier:

| Activity - Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Professional Development in differentiated learning and Instruction for all K-12 teachers. Training will include instruction in how to offer support for those students needing remediation and also how to provide extended learning at higher levels to all students. | Professional Learning | Tier 1 | Implement | 08/28/2013 | 06/16/2017 | \$2500 | Title II Part A | Principals; Teachers |
| Activity - Instructional Strategies - Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will continue ongoing implementation and coaching of Marzano's 6-step method of teaching vocabulary to new staff and staff not fully implemented. | Direct Instruction | Tier 1 | Implement | 08/23/2013 | 06/16/2017 | \$0 | No Funding Required | All instructional staff, administration. |

Goal 4: All students at Centreville Junior - Senior High School will be proficient writers.

Measurable Objective 1:

80% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting level 2 (78%) based on Marzano's four point mastery scale for each essential CCSS in writing in English Language Arts by 06/08/2018 as measured by locally-developed CCSS writing assessments.

Strategy 1:

Use common assessment format & alignment to writing CCSS - The continued development and utilization of local writing assessments will be monitored by the ELA department and administration to ensure alignment to the CCSS, with each assessment utilizing a four point mastery scale for student performance in each targeted Common Core writing standard.

Category:

Research Cited: The work of Robert Marzano & Debra Pickering

Tier: Tier 1

| | | | | | | | | |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Activity - ELA professional development / team time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The ELA department will develop and utilize CCSS-aligned writing assessments in grades 7-12 which use a four point mastery scale for student performance. Data will be collected from these local assessments to determine areas of intervention and success to better inform subsequent instructional and assessment needs. The department will be trained by ISD staff in how to create and modify argumentative, narrative, and informational writing to drive writing instruction. | Professional Learning | Tier 1 | Monitor | 09/02/2013 | 06/03/2016 | \$1000 | Title II Part A | ELA department staff, building principal |

Goal 5: The Centreville Junior-Senior High School ELA department will align reading assessments to essential CCSS.

Measurable Objective 1:

collaborate to ensure alignment to the Common Core and the use of Marzano's 4 point mastery scales in assessment by 06/02/2017 as measured by Power School and teacher records.

Strategy 1:

Grading format consistency - ELA teachers will implement Marzano's 4-point grading scale for reading assessments in Power School per board approved adaptations.

Category:

Research Cited: Robert Marzano, Debra Pickering: Classroom Instruction That Works

Tier:

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|----------------------|
| PD to be focused on the development of grading consistency. All ELA teachers will assess best practice for consistent grading format in Power School, aligning components of assignments to specific content-area, grade-specific CCSS. | Professional Learning | | | 09/02/2013 | 06/16/2017 | \$500 | Title II Part A | ELA department staff |

Strategy 2:

Consistency in teacher records - Reading Assessment - Teachers will develop common reading assessment format, common tier II vocab assessment, and multiple choice common stems format to meet CCSS and monitor student reading proficiency.

Category: English/Language Arts

Research Cited: Marzano / Pickering

Tier: Tier 1

| Activity - Professional Development - grading consistency | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|---------------------|----------------------|
| All ELA teachers will assess best practice for consistent teacher records in the implementation of CCSS alignment. | Professional Learning | Tier 1 | Monitor | 09/02/2013 | 06/03/2016 | \$0 | No Funding Required | ELA department staff |

Strategy 3:

Teacher Records- grade book - Address/evaluate grade book assessments according to Common Core Reading standards.

Category: English/Language Arts

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Tier:

| Activity - Powerschool grade book | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-------|------------|------------|-------------------|---------------------|-------------------|
| All ELA teachers will have Powerschool records to compare to common core essential standards. | Monitor | Tier 1 | | 09/06/2016 | 06/16/2017 | \$0 | No Funding Required | ELA department |

Goal 6: All students at Centreville Junior - Senior High School will improve social studies achievement.

Measurable Objective 1:

100% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by having more students scoring college ready on SAT reading than did on the PSAT 8 each year in Social Studies by 06/03/2016 as measured by PSAT and SAT data.

Strategy 1:

Data analysis - Analyzing data to target proficiency and under performing areas of achievement, using this information to inform further instruction and assessment.

Category:

Tier:

| Activity - Data analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| SS department will analyze SAT data and local assessment data to identify under performing areas, creating focused practice activities on SAT-type reading passages. | Professional Learning | Tier 1 | Implement | 09/02/2013 | 06/03/2016 | \$0 | No Funding Required | SS department staff |

Strategy 2:

Quality assessment - The SS department will develop high level assessments across SS disciplines.

Category:

Research Cited: Robert Marzano: The Art & Science of Teaching; Bloom's Taxonomy

Tier:

| Activity - Assessment Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| The department will work with ISD personnel to be trained in the creation of common, standards-based assessments for SS units which require higher-order thinking. | Professional Learning | | Implement | 09/02/2013 | 06/03/2016 | \$600 | Title II Part A | SS department, principal |
|--|-----------------------|--|-----------|------------|------------|-------|-----------------|--------------------------|

Strategy 3:

Employ research-based instructional strategies - Teachers will revisit and utilize research-based instructional strategies to improve student achievement in social studies.

Category:

Research Cited: Marzano, CCSS, Bloom's Taxonomy, Pickering

Tier:

| Activity - Differentiate Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|----------------------|
| PD in differentiated learning and instruction for all 7-12 teachers. | Professional Learning | Tier 1 | Monitor | 08/23/2013 | 06/03/2016 | \$2500 | Title II Part A | Principals; Teachers |

| Activity - Vocabulary Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will continue ongoing implementation and coaching of Marzano's 6-step method of teaching vocabulary to new staff and staff not fully implemented. | Direct Instruction | Tier 1 | Monitor | 08/26/2011 | 06/03/2016 | \$0 | No Funding Required | Teachers, principal |

Goal 7: All students at Centreville Junior - Senior High School will be proficient in science.

Measurable Objective 1:

50% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at all grade levels in Science by 05/01/2016 as measured by M-STEP and MME..

Strategy 1:

Curriculum Alignment - The science department will align units of instruction and assessments to the Next Generation curriculum.

Category:

Research Cited: Marzano / Pickering

Tier:

| Activity - Realign science curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|-----------------------|--------|---------------|------------|------------|--------|-------------------------------|--------------------------|
| Attend trainings/PD and in-house work sessions using outside resources to align the curriculum to the Next Generation standards. Participation in a county PLC to receive instruction in the development of a curriculum aligned with the NGSS. | Professional Learning | Tier 1 | Getting Ready | 09/02/2013 | 06/16/2017 | \$2500 | Title II Part A, General Fund | Science department staff |
|---|-----------------------|--------|---------------|------------|------------|--------|-------------------------------|--------------------------|

Strategy 2:

CCSS Reading & Writing - Continue to integrate CCSS reading and writing goals into the science curriculum across grades 7-12.

Category:

Research Cited: CCSS Initiative

Tier:

| Activity - Reading & Writing Practice | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Integrate reading and writing goals into the science curriculum, including units and assessments. | Academic Support Program | Tier 1 | Monitor | 09/02/2013 | 06/16/2017 | \$2500 | Title II Part A | Science department teachers and consultant. |

Strategy 3:

Use Marzano's Strategies / Differentiated Instruction - Continue to use Robert Marzano's instructional materials & books to increase student growth. Evaluate the use of end of course assessments and align the curriculum with the Next Generation Science Standards. Organize coursework to emphasize inquiry and reflection.

Category:

Research Cited: Marzano, Pickering

Tier:

| Activity - Use assessment data | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|---------------------|-------------------|
| Continue to develop unit assessments based on Marzano's research / The Art & Science of Teaching, continuing to align with NGSS (ongoing process). | Professional Learning | | | 09/02/2013 | 06/03/2016 | \$0 | No Funding Required | Science teachers |

| Activity - Vocabulary Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------|--|--|------------|------------|-----|---------------------|--|
| Teachers will continue ongoing implementation and coaching of Marzano's 6-Step method of teaching vocabulary to new staff and staff not fully implemented. | Direct Instruction | | | 08/23/2013 | 06/03/2016 | \$0 | No Funding Required | All instructional staff, administration, and curriculum director |
|--|--------------------|--|--|------------|------------|-----|---------------------|--|

| Activity - Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|--------------------------|
| Professional Development in differentiated learning and instruction for all 7-12 teachers. | Professional Learning | | | 08/23/2013 | 06/03/2016 | \$2500 | Title II Part A | Principals and teachers. |

Strategy 4:

Data usage - Develop local assessments to improve scores based on data collection / analysis.

Category: Science

Research Cited: M-STEP, PSAT, SAT; MTSS research & local assessment data

Tier:

| Activity - Training & PD in data | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|---------------------|--------------------------------------|
| Teachers require additional training in on-network testing to facilitate assessment data collection and interpretation / use. | Professional Learning | | | 09/02/2013 | 06/16/2017 | \$0 | No Funding Required | Building principal, science teachers |

Goal 8: All students at Centreville Jr/Sr High School will feel that their physical, social, and emotional needs are being met by the school.

Measurable Objective 1:

collaborate to to create a student support system primarily focused in the junior high with recognized procedures by 05/02/2016 as measured by the decrease in the number of discipline referrals and bullying reports that are submitted by students and/or staff.

Strategy 1:

Additional Counseling Resources - In July 2015, the board approved the proposal to add additional counseling resources in the junior high. This will be accomplished by shifting teaching responsibilities from a science teacher, also a certified counselor, for 1/2 a day in order to allow her to spend the remaining portion of the day on supporting the jr high students.

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Category:

Research Cited: This was a previous position within the district and is simply being reinstated in a more limited time frame.

Tier: Tier 1

| Activity - Establish relationships with students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------|
| New counselor will introduce herself to students and parents at back to school parent meetings. She will spend lunch periods, passing times, and academic centers getting to know students and developing relationships. | Behavioral Support Program | Tier 1 | Getting Ready | 08/25/2015 | 06/06/2016 | \$0 | No Funding Required | Valerie Roe |

Strategy 2:

Peer Mentoring - High school students will be assigned to junior high academic centers in order to serve in a mentoring capacity. These individuals will be selected based on their character and academic ability.

Category:

Research Cited: Modeled after the work done by Addlai-Stevenson High School and their freshmen mentoring program.

Tier: Tier 1

| Activity - Peer Mentoring Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|--|
| Primarily freshmen, sophomores will be selected to serve as mentors in the junior high academic centers. They will be trained prior to being assigned by the counseling staff. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/21/2015 | 06/06/2016 | \$0 | No Funding Required | Sarah Dickman, Valerie Roe, and Dennis Kirby |

Strategy 3:

Bully and Mean Behavior Prevention - The new counselor will work with the existing counselor to establish a preventative program or series of presentations to teach students how to respond to bullying and mean behavior, as well as, how to be a good bystander.

Category:

Research Cited: Research and strategies taught by Marcia McEvoy

Tier: Tier 1

| Activity - Good Bystander and Mean Behavior Prevention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|----------------------------|--------|---------------|------------|------------|-----|---------------------|-------------------------------|
| Jr High Counselor will establish specific meeting times to begin teaching strategies and responses taught to staff in previous professional development. | Behavioral Support Program | Tier 1 | Getting Ready | 10/05/2015 | 06/06/2016 | \$0 | No Funding Required | Valerie Roe and Sarah Dickman |
|--|----------------------------|--------|---------------|------------|------------|-----|---------------------|-------------------------------|

Goal 9: All staff at Centreville Jr/Sr High School will be trained in the evaluation, interpretation, and use of data

Measurable Objective 1:

collaborate to design and implement an in-house data training and support system by 06/06/2016 as measured by the effective use of staff to gather, organize, analyze, and utilize testing data in order to improve instruction and student achievement.

Strategy 1:

Golden Package & Assessment Training - All teachers will receive training on how to utilize the Golden Package which houses all our standardized test data. This training will occur during the back to school professional development days in August. Additional time will be given to review the format for departments to review their content specific local assessments during the monthly PLC time. Teachers have already rec'd previous training in reviewing local assessments, but a refresher is needed to ensure that its being done with fidelity.

Category:

Research Cited: Work done by the Smart Data Team of Mark and Deb Wahlstrom

Tier: Tier 1

| Activity - Golden Package and Local Assessment Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will be trained on the content of the Golden Package and how to use this data to drive instruction. Teachers will also review the format, protocol, for sharing local assessment data during PLC meetings. | Academic Support Program | Tier 1 | Implement | 08/25/2015 | 06/06/2016 | \$0 | No Funding Required | Barb Lester (curriculum director) and Dennis Kirby (principal) |

Strategy 2:

Development and Implementation of Reading Screener - All high school students will be given a reading screener generated from released ACT & PLAN Reading passages at the beginning of each school year. The data collected will serve to assist all teachers across content areas in how to target their instruction for each student. The ZCI group is responsible for the development of this screener as well as the collection of the data and distribution to all teaching staff. Data from the screeners will also be made available during SAT meetings in order to provide an additional data point when looking at a students area of academic struggle.

Category:

Research Cited: The work of Robert Marzano and Debra Pickering, CCSS, and 6 Minute Solution

Tier: Tier 1

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| Activity - Reading Screener | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------------|
| Create a reading screener from released ACT & PLAN reading passages, administer to all incoming 9th graders through 11th grade. Distribute results to all staff for use across content areas. | Academic Support Program | Tier 1 | Getting Ready | 09/22/2015 | 06/06/2016 | \$0 | No Funding Required | In House Data ZCI Group |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--------------------------|--------|---------------|------------|------------|-------------------|---|
| Reading & Writing Practice | Integrate reading and writing goals into the science curriculum, including units and assessments. | Academic Support Program | Tier 1 | Monitor | 09/02/2013 | 06/16/2017 | \$2500 | Science department teachers and consultant. |
| Realign science curriculum | Attend trainings/PD and in-house work sessions using outside resources to align the curriculum to the Next Generation standards. Participation in a county PLC to receive instruction in the development of a curriculum aligned with the NGSS. | Professional Learning | Tier 1 | Getting Ready | 09/02/2013 | 06/16/2017 | \$1000 | Science department staff |
| Differentiated Instruction | Professional Development in differentiated learning and Instruction for all K-12 teachers. Training will include instruction in how to offer support for those students needing remediation and also how to provide extended learning at higher levels to all students. | Professional Learning | Tier 1 | Implement | 08/28/2013 | 06/16/2017 | \$2500 | Principals; Teachers |
| New Standardized Test Training and Data Analysis | Teachers will be trained in the parameters of the new SAT math and M-Step assessment and will receive training on the utilization of student assessment data in order to drive decision making. | Professional Learning | Tier 1 | Getting Ready | 09/08/2015 | 06/15/2018 | \$2000 | Math department, building administrator |
| Align Assessments | Teachers will collaborate and receive training/coaching on the alignment of local mathematics assessments and create common assessments within the department. | Professional Learning | Tier 1 | Monitor | 08/15/2013 | 06/15/2018 | \$1000 | Teachers |
| Differentiate Instruction | PD in differentiated learning and instruction for all 7-12 teachers. | Professional Learning | Tier 1 | Monitor | 08/23/2013 | 06/03/2016 | \$2500 | Principals; Teachers |

School Improvement Plan

Centreville Jr/Sr High School

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|--|--|--------------------------|--------|-----------|------------|------------|--------|--|
| ELA professional development / team time | The ELA department will develop and utilize CCSS-aligned writing assessments in grades 7-12 which use a four point mastery scale for student performance. Data will be collected from these local assessments to determine areas of intervention and success to better inform subsequent instructional and assessment needs. The department will be trained by ISD staff in how to create and modify argumentative, narrative, and informational writing to drive writing instruction. | Professional Learning | Tier 1 | Monitor | 09/02/2013 | 06/03/2016 | \$1000 | ELA department staff, building principal |
| Professional Development | PD to be focused on the development of grading consistency. All ELA teachers will assess best practice for consistent grading format in Power School, aligning components of assignments to specific content-area, grade-specific CCSS. | Professional Learning | | | 09/02/2013 | 06/16/2017 | \$500 | ELA department staff |
| Differentiated Instruction | Professional development in differentiated learning and instruction for all 7-12 teachers. Math teachers will receive coaching through KRESA consultant. | Professional Learning | Tier 1 | Monitor | 08/23/2013 | 06/15/2018 | \$5000 | Principals and teachers |
| Differentiated Instruction | Professional Development in differentiated learning and instruction for all 7-12 teachers. | Professional Learning | | | 08/23/2013 | 06/03/2016 | \$2500 | Principals and teachers. |
| Assessment Training | The department will work with ISD personnel to be trained in the creation of common, standards-based assessments for SS units which require higher-order thinking. | Professional Learning | | Implement | 09/02/2013 | 06/03/2016 | \$600 | SS department , principal |
| 6-Minute Solutions in Grades 7-9 | Grades 7-9 will begin class with the 6-Minute Solutions for the given time period of the program and record their data daily. Teacher will compile all data (initial CWPM, highest CWPM, averages) to collect and move with the student through the grade levels. | Academic Support Program | Tier 1 | Monitor | 09/16/2013 | 06/16/2017 | \$250 | ELA department staff |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|---|-----------------------|--------|---------------|------------|------------|-------------------|--------------------------|
| Realign science curriculum | Attend trainings/PD and in-house work sessions using outside resources to align the curriculum to the Next Generation standards. Participation in a county PLC to receive instruction in the development of a curriculum aligned with the NGSS. | Professional Learning | Tier 1 | Getting Ready | 09/02/2013 | 06/16/2017 | \$1500 | Science department staff |

No Funding Required

School Improvement Plan

Centreville Jr/Sr High School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|----------------------------|--------|---------------|------------|------------|-------------------|--|
| Golden Package and Local Assessment Training | Teachers will be trained on the content of the Golden Package and how to use this data to drive instruction. Teachers will also review the format, protocol, for sharing local assessment data during PLC meetings. | Academic Support Program | Tier 1 | Implement | 08/25/2015 | 06/06/2016 | \$0 | Barb Lester (curriculum director) and Dennis Kirby (principal) |
| Establish relationships with students | New counselor will introduce herself to students and parents at back to school parent meetings. She will spend lunch periods, passing times, and academic centers getting to know students and developing relationships. | Behavioral Support Program | Tier 1 | Getting Ready | 08/25/2015 | 06/06/2016 | \$0 | Valerie Roe |
| Use assessment data | Continue to develop unit assessments based on Marzano's research / The Art & Science of Teaching, continuing to align with NGSS (ongoing process). | Professional Learning | | | 09/02/2013 | 06/03/2016 | \$0 | Science teachers |
| Vocabulary Journals, Flip Folds, quizzes and games | All students will complete research-validated vocabulary activities for each unit of instruction. | Academic Support Program | Tier 1 | Monitor | 09/02/2013 | 06/03/2016 | \$0 | Teachers |
| Vocabulary Instruction | Teachers will continue ongoing implementation and coaching of Marzano's 6-Step method of teaching vocabulary to new staff and staff not fully implemented. | Direct Instruction | | | 08/23/2013 | 06/03/2016 | \$0 | All instructional staff, administration, and curriculum director |
| Professional Development - grading consistency | All ELA teachers will assess best practice for consistent teacher records in the implementation of CCSS alignment. | Professional Learning | Tier 1 | Monitor | 09/02/2013 | 06/03/2016 | \$0 | ELA department staff |
| Good Bystander and Mean Behavior Prevention | Jr High Counselor will establish specific meeting times to begin teaching strategies and responses taught to staff in previous professional development. | Behavioral Support Program | Tier 1 | Getting Ready | 10/05/2015 | 06/06/2016 | \$0 | Valerie Roe and Sarah Dickman |
| Data analysis | SS department will analyze SAT data and local assessment data to identify under performing areas, creating focused practice activities on SAT-type reading passages. | Professional Learning | Tier 1 | Implement | 09/02/2013 | 06/03/2016 | \$0 | SS department staff |
| Aligned units with scope and sequence guides | Teachers will implement the Eureka Math curriculum with fidelity in grades 7- Geometry. Teachers will utilize the aligned curriculum and use Exit tickets and Module Assessments. | Professional Learning | Tier 1 | | 08/22/2013 | 06/15/2018 | \$0 | Math department teachers |
| Vocabulary Instruction | Teachers will continue ongoing implementation and coaching of Marzano's 6-step method of teaching vocabulary to new staff and staff not fully implemented. | Direct Instruction | Tier 1 | Monitor | 08/26/2011 | 06/03/2016 | \$0 | Teachers, principal |

School Improvement Plan

Centreville Jr/Sr High School

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|---------------------------------------|---|--|--------|---------------|------------|------------|-----|--|
| Training & PD in data | Teachers require additional training in on-network testing to facilitate assessment data collection and interpretation / use. | Professional Learning | | | 09/02/2013 | 06/16/2017 | \$0 | Building principal, science teachers |
| Peer Mentoring Program | Primarily freshmen, sophomores will be selected to serve as mentors in the junior high academic centers. They will be trained prior to being assigned by the counseling staff. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/21/2015 | 06/06/2016 | \$0 | Sarah Dickman, Valerie Roe, and Dennis Kirby |
| Instructional Strategies - Vocabulary | Teachers will continue ongoing implementation and coaching of Marzano's 6-step method of teaching vocabulary to new staff and staff not fully implemented. | Direct Instruction | Tier 1 | Implement | 08/23/2013 | 06/16/2017 | \$0 | All instructional staff, administration. |
| Reading Screener | Create a reading screener from released ACT & PLAN reading passages, administer to all incoming 9th graders through 11th grade. Distribute results to all staff for use across content areas. | Academic Support Program | Tier 1 | Getting Ready | 09/22/2015 | 06/06/2016 | \$0 | In House Data ZCI Group |
| Powerschool grade book | All ELA teachers will have Powerschool records to compare to common core essential standards. | Monitor | Tier 1 | | 09/06/2016 | 06/16/2017 | \$0 | ELA department |