

**CENTENNIAL MIDDLE SCHOOL  
COMMUNITY COUNCIL MEETING**

**OCTOBER 17, 2016**

THE CENTENNIAL MIDDLE SCHOOL COMMUNITY COUNCIL MET ON MONDAY OCTOBER 17, 2016 AT 12 NOON IN THE ADMINISTRATIVE CONFERENCE ROOM.

THE FOLLOWING COUNCIL MEMBERS WERE IN ATTENDANCE AT THE MEETING:

|                                  |   |
|----------------------------------|---|
| Gaye Gibbs-Principal             | Rebecca Snow - Parent                     |
| Matthew Rittmanic – Chairman     | Alyson Freedman - Parent                  |
| Stephenie Larsen – Vice Chairman | Arica Sumner – Teacher Rep.               |
| Jessica Jensen – Admin. Intern   | Linda Freeze – Secretary (taking minutes) |

MINUTES OF OCTOBER 17, 2016:

Conducting the meeting was Matthew Rittmanic.

1. **SIP** – “School Improvement Plan” Gaye handed out a copy of this to everyone. (A copy is also included with these minutes.) The handouts showed the Strategy and Activity goals for Centennial Middle School in Math, Science, and English.

The SMART Goal is: On the 2016-17 Sage English, Math, & Science tests, we will increase proficiency rates by 15% in 7<sup>th</sup> and 8<sup>th</sup> grade. The SIP shows how this will be done. Strategies and Activities for these goals include:

- Curriculum Implemented the same for each subject.
- There will be assessment of student achievement and Use of Data.
- Engagement of all staff.
- Interventions
- Extensions/Enrichment
- Transitions
- Professional Development
- Communication/Parent & Community Engagement

-Differentiation

2. **Trustland** A copy of Centennial Middle School Plan 2016-2017 was given to each member (also included in these minutes.) Gaye went thru the summary of estimated expenditures.

3. What do parents want to discuss/recommended items:

-Gaye would like to start sending out a monthly/every other month message to the parents.

-The parents really like to receive weekly emails from the teachers letting them know what is going on in their classrooms.

-Teachers update Power School weekly or every other week.

4. Report on Principal/Students Lunch experience.

Great experience for both the girls and boys group. Good feedback to principals. Students said they love the A - B days. They were very talkative and fun students. This experience will make a difference with students.

Gaye gave everyone a copy of the book "Mindset" by Carol Diveck. All agreed to read the book together and discuss it at each meeting. First assignment is to read Chapters 1 & 2 by the next meeting Monday November 21 2016 at 12 noon.

**Centennial Middle School: English Language Arts/Literacy**

**School Improvement Plan 2016-2017**

**SMART Goal: On the 2016-2017 Sage English Language Arts test, we will increase proficiency rates by 15% in 7<sup>th</sup> and 8<sup>th</sup> grade**

| <b>Strategies and Activities</b>   | <b>Owner/Lead</b> | <b>Start/End (Timeline)</b> | <b>Resources</b>                          | <b>Funding Source</b> | <b>Evaluation Method and Determination of Success</b>  |
|--|-------------------|-----------------------------|---|-----------------------|--|
| <b>A. Curriculum Implementation Across the Building</b>  |                   |                             |   |                       |  |
| i. Teach the Core District Essentials at each grade level. Instruction will be based on the district curriculum targeting what students need to know to be prepared for the state standards.   | Gaye              | 8/2016<br>5/2017            | Curriculum provided by the District       | None                  | Student's proficiency on common assessments, Sage interim, and end of level Sage.  |
| ii. We have monthly grade level meetings with our English teams. At that time they unpack the standards, determine their essentials and good to knows. Then they create a scope and sequence for the year to determine all essentials and good to knows are taught. Then as a team, they create lesson plans that support the District's plan of having Learning Targets, Success Criteria, Performance of Understanding and feedback each day. They also ensure that they are using depth of knowledge 1, 2, 3 and 4 sometime during the week to ensure deeper learning. This year we will begin to create common assessments and have data discussions at the end of the assessment cycle. | Gaye              | 8/2016<br>5/2017            | Coach Sue Pope                            | 5226                  | 1. Scope and Sequence Plan<br>2. We will see learning target, success criteria, performance of understanding and feedback in daily lesson plans and posted in their classrooms during walkthroughs and observations. |
| iii. We will identify 75- 80 students in seventh grade and eighth grade English classes. We will then track those students monthly to ensure adequate growth to meet end of year levels. These students will be in our support classes to ensure tier 2 help.  | Gaye              | 10/3/2016<br>5/15/2017      | English teachers,<br>Special Ed. teachers | None                  | Monthly tracking of goals to ensure progress and that the students will pass the Sage.   |
| <b>B. Assessment of Student Achievement and Use of Data</b>  |                   |                             |   |                       |  |
| We will identify 75- 80 students in seventh grade and eighth grade English classes. We will then track those students monthly to ensure adequate growth to meet end of year levels. These students will be in our support classes to ensure tier 2 help.   | Gaye              | 10/3/2016<br>5/15/2017      | English teachers,<br>Special Ed. teachers | None                  | Monthly tracking of goals to ensure progress and that the students will pass the Sage.   |
| ii. All English teachers will give the Sage interim test..   | Karen Soerensen   | 12/2016<br>1/2017           | Chromebook labs                           | None                  | Disaggregation of Sage interim, using the data to guide instruction in support classes.  |
| iii. These support students will be on Reading Plus and Utah Compose along with small group intervention taught by the teacher.  | English Teachers  | 8/2016<br>5/2017            | Chromebook labs                           | None                  | Monthly tracking of Reading Plus and Utah Compose to ensure students are meeting monthly goals.  |
|  |                   |                             |   |                       |  |

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|---|------|-------------------------|-------------------------|------|---|
| <b>C. Engagement of All Staff</b>   |      |                         |                         |      |   |
| i.<br>The Student Improvement Plan will be shared with all staff in a faculty meeting.                          | Gaye | 10/26/2016              | School Improvement Plan | None | Teachers will respond and ask questions about the plan.   |
| ii. All of the faculty will know the "hot" kids so that they can monitor and encourage students in all classes. | Gaye | 10/26/2016<br>5/28/2017 | List of students        | None | Monthly monitoring and reporting to the teachers monthly in faculty meeting on the successes we are having. |

| Strategies and Activities   | Owner/Lead        | Start/End (Timeline)   | Resources  | Funding Source | Evaluation Method and Determination of Success  |
|---|-------------------|------------------------|--|----------------|---|
| <b>D. Interventions</b>   |                   |                        |  |                |   |
| i. <b>Underserved Population</b><br>50 % of our support classes are made up of underserved students. Some of these students have been identified as "hot" students and will be tracked monthly. | Gaye and Teachers | 10/3/2016<br>5/28/2017 | Computer based intervention programs, and other research based programs as needed.                       | 0999, 0060     | The support students improve on their Sage scores and "hot" students pass the Sage in English Language Arts. We also want to see improved grades by these students. |
| ii. <b>During the School Day</b><br>Support classes (9 in 8th grade and 8 in 7th grade)   | English Teachers  | 8/19/2016<br>5/28/2017 | Same as above  | 0999, 0060     | Same as above   |
| iv. <b>Extended Day/Year</b><br>We also offer interventions in English afterschool 5 days a week.   | Michael Austin    | 9/19/2016<br>3/31/2017 | Teachers   | 7910           | Same as above   |
| iv. <b>Extension/Enrichment</b><br>We offer gifted English classes in 7th and 8th grade. We also have honors classes in 7th and 8th grade English.  | English Teachers  | 8/19/2016<br>5/28/2017 | The English curriculum used in classes. They also use Canvas and Utah Compose and other web based sites. | 0999, 0060     | We expect 100% of these students to pass the English Language Arts Sage with 90% or above scoring a 4.  |
| <b>E. Transitions</b>   |                   |                        |  |                |   |
| i.<br>We use Sage data from English Language Arts to determine placement in our English support classes.  | Gaye              | 4/2017<br>8/2017       | Sage Data  | None           | We evaluate as the school year progresses that we have the right students in the right classes.   |
| ii.<br>We have a sixth grade day to introduce our incoming students to our gifted, honors and English support classes by meeting the teachers and classrooms.                                   | School Counselors | 3/14/2017              | Course Catalog   | 0060           | If all the students are successful in registering for their classes.  |

|   |                |                                   |   |      |  |
|---|----------------|-----------------------------------|---|------|--|
| iii.<br>We offer a jumpstart program for incoming seventh graders who would like to participate in August before the regular school year starts.  | Michael Austin | 8/1/2017<br>8/10/2017             | Teachers  | 7910 | Survey the students to see if we were successful in easing the transition from elementary school to middle school.   |
| <b>F. Professional Development</b>  |                |                                   |   |      |  |
| i.<br>The English teachers receive professional development during each monthly meeting from a District Coach Sue Pope. This includes training on learning targets, success criteria, performance of understanding, feedback, formative assessments and depth of knowledge. | Gaye           | 8/19/2016<br>5/28/2017<br>Monthly | Hattie's Visible Learning book, webinars, and other videos determined by leadership team. | 5226 | We see better written learning targets, success criteria, performance of understanding, feedback and formative assessments. We would also see different depths of knowledge in activities and assessments. |
| ii.   |                |                                   |   |      |  |
| iii.  |                |                                   |   |      |  |

| Strategies and Activities   | Owner/Lead | Start/End (Timeline) | Resources           | Funding Source | Evaluation Method and Determination of Success |
|---|------------|----------------------|---------------------|----------------|--|
| <b>G. Communications /Parent and Community Engagement</b>   |            |                      |                     |                |  |
| i.<br>The principal will have monthly communication with the PTA and Community Council. Some of the discussion will be how our tier 2 (support class) program is progressing. | Gaye       | 9/2016<br>5/2017     | None                | None           | Parents ask questions and are engaged.         |
| ii.<br>We are going to have a School Accountability Meeting with the parents on October 25th.   | Gaye       | 10/25/2016           | Data from the Sage. | None           | Parents ask questions and are engaged.         |
| iii.  |            |                      |                     |                |  |
| <b>H. Differentiation</b>   |            |                      |                     |                |  |

|                 |      |                        |                            |      |  |
|-----------------|------|------------------------|----------------------------|------|--|
| i.              | Gaye | 12/1/2016<br>5/28/2017 | District Coach Sue<br>Pope | 5226 | We would see<br>differentiation strategies in<br>lesson plans. |
| ii.             |      |                        |                            |      |  |
| iii.            |      |                        |                            |      |  |
| <b>I. Other</b> |      |                        |                            |      |  |
| i.              |      |                        |                            |      |  |
| ii.             |      |                        |                            |      |  |
| iii.            |      |                        |                            |      |  |

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**Centennial Middle School: Math**

**School Improvement Plan 2016-2017**

**SMART Goal: On the 2016-2017 Sage Math test, we will increase proficiency rates by 15% in 7<sup>th</sup> and 8<sup>th</sup> grade**

| <b>Strategies and Activities</b>   | <b>Owner/Lead</b> | <b>Start/End (Timeline)</b> | <b>Resources</b>                       | <b>Funding Source</b> | <b>Evaluation Method and Determination of Success</b>  |
|--|-------------------|-----------------------------|--|-----------------------|--|
| <b>A. Curriculum Implementation Across the Building</b>  |                   |                             |  |                       |  |
| i. Teach the Core District Essentials at each grade level. Instruction will be based on the district curriculum targeting what students need to know to be prepared for the state standards.   | Gaye              | 8/2016<br>5/2017            | Curriculum provided by the District    | None                  | Student's proficiency on common assessments, Sage interim, and end of level Sage.  |
| ii. We have monthly grade level meetings with our Math teams. At that time they unpack the standards, determine their essentials and good to knows. Then they create a scope and sequence for the year to determine all essentials and good to knows are taught. Then as a team, they create lesson plans that support the District's plan of having Learning Targets, Success Criteria, Performance of Understanding and feedback each day. They also ensure that they are using depth of knowledge 1, 2, 3 and 4 sometime during the week to ensure deeper learning. This year we will begin to create common assessments and have data discussions at the end of the assesment cycle. | Gaye              | 8/2016<br>5/2017            | Coach Sue Pope                         | 5226                  | 1. Scope and Sequence Plan<br>2. We will see learning target, success criteria, performance of understanding and feedback in daily lesson plans and posted in their classrooms during walkthroughs and observations. |
| iii. We will identify 75- 80 students in seventh grade and eighth grade Math classes. We will then track those students monthly to ensure adequate growth to meet end of year levels. These students will be in our support classes to ensure tier 2 help.   | Gaye              | 10/3/2016<br>5/15/2017      | Math teachers,<br>Special Ed. teachers | None                  | Monthly tracking of goals to ensure progress and that the students will pass the Sage.   |
| <b>B. Assessment of Student Achievement and Use of Data</b>  |                   |                             |  |                       |  |
| We will identify 75- 80 students in seventh grade and eighth grade Math classes. We will then track those students monthly to ensure adequate growth to meet end of year levels. These students will be in our support classes to ensure tier 2 help.  | Gaye              | 10/3/2016<br>5/15/2017      | Math teachers,<br>Special Ed. teachers | None                  | Monthly tracking of goals to ensure progress and that the students will pass the Sage.   |
| ii. All Math teachers will give the Sage interim test.   | Karen Soerensen   | 12/2016<br>1/2017           | Chromebook labs                        | None                  | Disaggregation of Sage interim, using the data to guide instruction in support classes.  |
| iii. These support class students will be on Aleks math program. They will also receive instruction in small groups from the teacher   | Math Teachers     | 8/2016<br>5/2017            | Chromebook labs                        | None                  | Monthly tracking of Aleks to ensure students are meeting monthly goals..   |
|  |                   |                             |  |                       |  |

| <b>C. Engagement of All Staff</b>   |      |                         |                         |      |   |
|---|------|-------------------------|-------------------------|------|---|
| i.<br>The Student Improvement Plan will be shared with all staff in a faculty meeting.                          | Gaye | 10/26/2016              | School Improvement Plan | None | Teachers will respond and ask questions about the plan.   |
| ii. All of the faculty will know the "hot" kids so that they can monitor and encourage students in all classes. | Gaye | 10/26/2016<br>5/28/2017 | List of students        | None | Monthly monitoring and reporting to the teachers monthly in faculty meeting on the successes we are having. |

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| <b>Strategies and Activities</b>  | <b>Owner/Lead</b> | <b>Start/End (Timeline)</b> | <b>Resources</b>   | <b>Funding Source</b> | <b>Evaluation Method and Determination of Success</b>  |
|---|-------------------|-----------------------------|--|-----------------------|--|
| <b>D. Interventions</b>   |                   |                             |  |                       |  |
| i. <b>Underserved Population</b><br>50 % of our support classes are made up of underserved students. Some of these students have been identified as "hot" students and will be tracked monthly. | Gaye and Teachers | 10/3/2016<br>5/28/2017      | Computer based intervention programs, and other research based programs as needed. | 0999, 0060            | The support students improve on their Sage scores and "hot" students pass the Sage in Math. We also want to see improved grades by these students. |
| ii. <b>During the School Day</b><br>Support classes (7 in 8th grade and 7 in 7th grade)   | Math Teachers     | 8/19/2016<br>5/28/2017      | Same as above  | 0999, 0060            | Same as above  |
| iv. <b>Extended Day/Year</b><br>We also offer interventions in Math afterschool 5 days a week.  | Michael Austin    | 9/19/2016<br>3/31/2017      | Teachers   | 7910                  | Same as above  |
| iv. <b>Extension/Enrichment</b><br>We offer gifted Math classes in 7th and 8th grade. We also have honors classes in 7th and 8th grade Math.  | Math Teachers     | 8/19/2016<br>5/28/2017      | The Math curriculum used in classes.   | 0999, 0060            | We expect 100% of these students to pass the Math Sage with 90% or above scoring a 4.  |
| <b>E. Transitions</b>   |                   |                             |  |                       |  |
| i.<br>We use Sage data from Math to determine placement in our Math support classes.  | Gaye              | 4/2017<br>8/2017            | Sage Data  | None                  | We evaluate as the school year progresses that we have the right students in the right classes.  |
| ii.<br>We have a sixth grade day to introduce our incoming students to our gifted, honors and Math support classes by meeting the teachers and classrooms.                                      | School Counselors | 3/14/2017                   | Course Catalog   | 0060                  | If all the students are successful in registering for their classes.   |
| iii.<br>We offer a jumpstart program for incoming seventh graders who would like to participate in August before the regular school year starts.  | Michael Austin    | 8/1/2017<br>8/10/2017       | Teachers   | 7910                  | Survey the students to see if we were successful in easing the transition from elementary school to middle school.                                 |



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|--|------|-----------------------------------|---|------|--|
| <b>F. Professional Development</b>   |      |                                   |   |      |  |
| i.<br>The Math teachers receive professional development during each monthly meeting from a District Coach Sue Pope. This includes training on learning targets, success criteria, performance of understanding, feedback, formative assessments and depth of knowledge. | Gaye | 8/19/2016<br>5/28/2017<br>Monthly | Hattie's Visible Learning book, webinars, and other videos determined by leadership team. | 5226 | We see better written learning targets, success criteria, performance of understanding, feedback and formative assessments. We would also see different depths of knowledge in activities and assessments. |
| ii.  |      |                                   |   |      |  |
| iii.   |      |                                   |   |      |  |

| <b>Strategies and Activities</b>  | <b>Owner/Lead</b> | <b>Start/End (Timeline)</b> | <b>Resources</b>        | <b>Funding Source</b> | <b>Evaluation Method and Determination of Success</b>    |
|---|-------------------|-----------------------------|-------------------------|-----------------------|--|
| <b>G. Communications /Parent and Community Engagement</b>   |                   |                             |                         |                       |  |
| i.<br>The principal will have monthly communication with the PTA and Community Council. Some of the discussion will be how our tier 2 (support class) program is progressing. | Gaye              | 9/2016<br>5/2017            | None                    | None                  | Parents ask questions and are engaged.                   |
| ii.<br>We are going to have a School Accountability Meeting with the parents on October 25th.   | Gaye              | 10/25/2016                  | Data from the Sage.     | None                  | Parents ask questions and are engaged.                   |
| iii.  |                   |                             |                         |                       |  |
| <b>H. Differentiation</b>   |                   |                             |                         |                       |  |
| i.<br>In our monthly meetings we will begin discussing differentiation in December. Remember we have 20 new teachers so we are having to move at a slower pace.               | Gaye              | 12/1/2016<br>5/28/2017      | District Coach Sue Pope | 5226                  | We would see differentiation strategies in lesson plans. |

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|-----------------|--|--|--|--|--|--|--|
| ii.             |  |  |  |  |  |  |  |
| iii.            |  |  |  |  |  |  |  |
| <b>I. Other</b> |  |  |  |  |  |  |  |
| i.              |  |  |  |  |  |  |  |
| ii.             |  |  |  |  |  |  |  |
| iii.            |  |  |  |  |  |  |  |

**Centennial Middle School: Science**

**School Improvement Plan 2016-2017**

| <b>SMART Goal: On the 2016-2017 Sage Science test, we will increase proficiency rates by 15% in 7<sup>th</sup> and 8<sup>th</sup> grade</b>  |                   |                             |  |                       |  |
|--|-------------------|-----------------------------|--|-----------------------|--|
| <b>Strategies and Activities</b>   | <b>Owner/Lead</b> | <b>Start/End (Timeline)</b> | <b>Resources</b>                       | <b>Funding Source</b> | <b>Evaluation Method and Determination of Success</b>  |
| <b>A. Curriculum Implementation Across the Building</b>  |                   |                             |  |                       |  |
| i. Teach the Core District Essentials at each grade level. Instruction will be based on the district curriculum targeting what students need to know to be prepared for the state standards.   | Gaye              | 8/2016<br>5/2017            | Curriculum provided by the District    | None                  | Student's proficiency on common assessments, Sage interim, and end of level Sage.  |
| ii. We have monthly grade level meetings with our Science teams. At that time they unpack the standards, determine their essentials and good to knows. Then they create a scope and sequence for the year to determine all essentials and good to knows are taught. Then as a team, they create lesson plans that support the District's plan of having Learning Targets, Success Criteria, Performance of Understanding and feedback each day. They also ensure that they are using depth of knowledge 1, 2, 3 and 4 sometime during the week to ensure deeper learning. This year we will begin to create common assessments and have data discussions at the end of the assessment cycle. | Gaye              | 8/2016<br>5/2017            | Coach Sue Pope                         | 5226                  | 1. Scope and Sequence Plan<br>2. We will see learning target, success criteria, performance of understanding and feedback in daily lesson plans and posted in their classrooms during walkthroughs and observations. |
| iii. We will identify 75- 80 students in seventh grade and eighth grade Science classes. We will then track those students monthly to ensure adequate growth to meet end of year levels. These students will be in our support classes to ensure tier 2 help.  | Gaye              | 10/3/2016<br>5/15/2017      | Science teachers, Special Ed. teachers | None                  | Monthly tracking of goals to ensure progress and that the students will pass the Sage.   |
| <b>B. Assessment of Student Achievement and Use of Data</b>  |                   |                             |  |                       |  |
| We will identify 75- 80 students in seventh grade and eighth grade Science classes. We will then track those students monthly to ensure adequate growth to meet end of year levels. These students will be in our support classes to ensure tier 2 help.   | Gaye              | 10/3/2016<br>5/15/2017      | Science teachers, Special Ed. teachers | None                  | Monthly tracking of goals to ensure progress and that the students will pass the Sage.   |
| ii. All Science teachers will give the Sage interim test.  | Karen Soerensen   | 12/2016<br>1/2017           | Chromebook labs                        | None                  | Disaggregation of Sage interim, using the data to guide instruction in support classes.  |
| iii. These support students will be using Science curriculum and computer based labs.  | Science Teachers  | 8/2016<br>5/2017            | Chromebook labs                        | None                  | Monthly tracking to ensure students are meeting monthly goals.   |
|  |                   |                             |  |                       |  |

| <b>C. Engagement of All Staff</b>   |      |                         |                         |      |   |
|---|------|-------------------------|-------------------------|------|---|
| i.<br>The Student Improvement Plan will be shared with all staff in a faculty meeting.                          | Gaye | 10/26/2016              | School Improvement Plan | None | Teachers will respond and ask questions about the plan.   |
| ii. All of the faculty will know the "hot" kids so that they can monitor and encourage students in all classes. | Gaye | 10/26/2016<br>5/28/2017 | List of students        | None | Monthly monitoring and reporting to the teachers monthly in faculty meeting on the successes we are having. |

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| <b>Strategies and Activities</b>  | <b>Owner/Lead</b> | <b>Start/End (Timeline)</b> | <b>Resources</b>   | <b>Funding Source</b> | <b>Evaluation Method and Determination of Success</b>   |
|---|-------------------|-----------------------------|--|-----------------------|---|
| <b>D. Interventions</b>   |                   |                             |  |                       |   |
| i. <b>Underserved Population</b><br>50 % of our support classes are made up of underserved students. Some of these students have been identified as "hot" students and will be tracked monthly. | Gaye and Teachers | 10/3/2016<br>5/28/2017      | Computer based intervention programs, and other research based programs as needed. | 0999, 0060            | The support students improve on their Sage scores and "hot" students pass the Sage in English Language Arts. We also want to see improved grades by these students. |
| ii. <b>During the School Day</b><br>Support classes (7 in 8th grade and 6 in 7th grade)   | Science Teachers  | 8/19/2016<br>5/28/2017      | Same as above  | 0999, 0060            | Same as above   |
| iv. <b>Extended Day/Year</b><br>We also offer interventions in Science afterschool 5 days a week.   | Michael Austin    | 9/19/2016<br>3/31/2017      | Teachers   | 7910                  | Same as above   |
| <b>E. Transitions</b>   |                   |                             |  |                       |   |
| i.<br>We use Sage data from Science to determine placement in our Science support classes.  | Gaye              | 4/2017<br>8/2017            | Sage Data  | None                  | We evaluate as the school year progresses that we have the right students in the right classes.   |
| ii.<br>We have a sixth grade day to introduce our incoming students to our gifted, honors and Science support classes by meeting the teachers and classrooms.                                   | School Counselors | 3/14/2017                   | Course Catalog   | 0060                  | If all the students are successful in registering for their classes.  |
| iii.<br>We offer a jumpstart program for incoming seventh graders who would like to participate in August before the regular school year starts.  | Michael Austin    | 8/1/2017<br>8/10/2017       | Teachers   | 7910                  | Survey the students to see if we were successful in easing the transition from elementary school to middle school.  |
|   |                   |                             |  |                       |   |

| <b>E. Professional Development</b>  |      |                                   |   |      |  |
|---|------|-----------------------------------|---|------|--|
| i.<br>The Science teachers receive professional development during each monthly meeting from a District Coach Sue Pope. This includes training on learning targets, success criteria, performance of understanding, feedback, formative assessments and depth of knowledge. | Gaye | 8/19/2016<br>5/28/2017<br>Monthly | Hattie's Visible Learning book, webinars, and other videos determined by leadership team. | 5226 | We see better written learning targets, success criteria, performance of understanding, feedback and formative assessments. We would also see different depths of knowledge in activities and assessments. |
| ii.   |      |                                   |   |      |  |
| iii.  |      |                                   |   |      |  |

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| <b>Strategies and Activities</b>  | <b>Owner/Lead</b> | <b>Start/End (Timeline)</b> | <b>Resources</b>        | <b>Funding Source</b> | <b>Evaluation Method and Determination of Success</b>    |
|---|-------------------|-----------------------------|-------------------------|-----------------------|--|
| <b>G. Communications /Parent and Community Engagement</b>   |                   |                             |                         |                       |  |
| i.<br>The principal will have monthly communication with the PTA and Community Council. Some of the discussion will be how our tier 2 (support class) program is progressing. | Gaye              | 9/2016<br>5/2017            | None                    | None                  | Parents ask questions and are engaged.                   |
| ii.<br>We are going to have a School Accountability Meeting with the parents on October 25th.   | Gaye              | 10/25/2016                  | Data from the Sage.     | None                  | Parents ask questions and are engaged.                   |
| iii.  |                   |                             |                         |                       |  |
| <b>H. Differentiation</b>   |                   |                             |                         |                       |  |
| i.<br>In our monthly meetings we will begin discussing differentiation in December. Remember we have 20 new teachers so we are having to move at a slower pace.               | Gaye              | 12/1/2016<br>5/28/2017      | District Coach Sue Pope | 5226                  | We would see differentiation strategies in lesson plans. |
| ii.   |                   |                             |                         |                       |  |

|                 |  |  |  |  |  |  |  |
|-----------------|--|--|--|--|--|--|--|
| iii.            |  |  |  |  |  |  |  |
| <b>I. Other</b> |  |  |  |  |  |  |  |
| i.              |  |  |  |  |  |  |  |
| ii.             |  |  |  |  |  |  |  |
| iii.            |  |  |  |  |  |  |  |

# School Plan 2016-2017 - Centennial MD

**This Plan is currently pending initial review by a School LAND Trust Administrator.**  
You may unlock the School Plan to edit/update non-substantive changes without a vote.

## Goal #1

### Goal

The goal for Centennial Middle School is to increase Language Arts proficiency percent to: 7th grade from 47% to 55% 8th grade from 49% to 58%. The goal for Math is to increase the proficiency percent to: 7th grade from 32% to 40% 8th grade from 50% to 60%. The goal for Science is to increase the proficiency percent to: 7th grade from 43% to 50% 8th grade from 53% to 63%.

## Academic Areas

- Reading
- Mathematics
- Writing
- Science

## Measurements

This goal will be measured by using the SAGE test scores in Language Arts, Math and Science. We will be comparing the 2014-2015 school year to the 2016-2017 school year. This is necessary as we do not have the current school year (2015-2016) scores.

## Action Plan Steps

1. All students who do not pass the 2015-2016 SAGE in Language Arts, Math and Science will be double dosed. This will provide students the opportunity for additional time to learn the content.
2. All students who need additional support will be assigned to an assisted studies class. This will be a class taught by a certified teacher and also have peer tutors available to help students who are struggling.
3. Student who still need additional support will be assigned to a behavior classroom where they will receive Tier 3 support in academics and behavior. This class will provide these students with additional support so they can succeed.

## Expenditures

| Category                                     | Description   | Estimated Cost |
|--|---|----------------|
| Salaries and Employee Benefits (100 and 200) | We will be hiring a full time aide for the behavior classroom to assist the teacher with these 15-17 students. This aide will be with the students at all times, in the classroom, hallways, lunchroom etc.             | \$21,000       |
| Software (670)                               | To assist the students who are not passing Language Arts, we will be buying 200 more licenses of Reading Plus to ensure those students receive the intervention they need to increase their independent reading scores. | \$10,000       |
| Total:                                       |   | \$59,000       |

| Category  | Description  | Estimated Cost |
|---|--|----------------|
| Equipment (Computer Hardware, Instruments, Furniture) (730) | We will be buying 2 chromebook labs. The first one is for the assisted studies classroom. This will allow students to complete their assignments in this classroom. The second lab is for the English classrooms to be used for Reading Plus software. This will allow students to receive the intervention they need with their reading to increase their independent reading levels. | \$28,000       |
| Total:  |  | \$59,000       |

## Goal #2

### Goal

Centennial Middle School will increase the growth scores in Language Arts, Math and Science. We will increase the growth scores to: 8th grade Language Arts from 36% to 46% 8th grade Math from 47% to 57% 8th grade Science from 58.5% to 69% 7th grade Language Arts from 38% to 48% 7th grade Math from 25% to 35% 7th grade Science from 45% to 54%.

### Academic Areas

- Reading
- Mathematics
- Writing
- Science

### Measurements

Measurement will be based on SAGE scores from 2014-2015 school year to SAGE scores from 2016-2017 school year. We do not have scores for the 2015-2016 school year.

### Action Plan Steps

Action steps are to implement Tier 2 and Tier 3 strategies for all students who need them. These are addressed in Goal 1 action steps.

Teachers will also progress monitor all students in Tier 2 and Tier 3 classes to ensure they are making monthly goals for growth.

### Expenditures

| Category                                     | Description  | Estimated Cost |
|--|--|----------------|
| Salaries and Employee Benefits (100 and 200) | Academic aides will be used in Tier 2 classrooms to ensure students are making progress and monthly growth goals. We will hire 3 academic aides to ensure this goal. | \$42,000       |
| Total:                                       |  | \$42,000       |

### Summary of Estimated Expenditures

| Category  | Estimated Cost (entered by the school) |
|---|--|
| Salaries and Employee Benefits (100 and 200)                | \$63,000                               |
| Software (670)  | \$10,000                               |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$28,000                               |
| Total:  | \$101,000                              |

### Funding Estimates

| Estimates   | Totals    |
|---|-----------|
| Estimated Carry-over from the 2015-2016 Progress Report | \$3,365   |
| Total ESTIMATED Carry Over to 2017-2018                 | -\$24,753 |

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|   |  |           |
|---|--|-----------|
| Estimated Distribution in 2016-2017             |  | \$72,882  |
|   | Total ESTIMATED Available Funds for 2016-2017                                    | \$76,247  |
| Summary of Estimated Expenditures For 2016-2017 |  | \$101,000 |
|   | This number may not be a negative number Total ESTIMATED Carry Over to 2017-2018 | -\$24,753 |

## Increased Distribution

The 2016-2017 distribution in this plan is an estimate. If the actual distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan?

Any additional money will be used for technology to increase the effectiveness of Tier 1 instruction.

## Publicity

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

## Council Plan Approvals

| Number Approved | Number Not Approved | Number Absent | Vote Date  |
|-----------------|---------------------|---------------|------------|
| 6               | 0                   | 0             | 2016-03-28 |

## Plan Attachments

| Upload Date | Title                                  | Description   |
|-------------|--|---|
| 2016-04-11  | <a href="#">SAGE Results and Goals</a> | This shows Centennial's data and greatest academic need. I've also included goals for proficiency and growth. |

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