

School Performance Plan 2016-17

Centennial High School

Clark County School District

Trent Day
10200 Centennial Parkway
Las Vegas, NV 89149

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Overview

Plan Name

School Performance Plan 2016-17

Plan Description

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 | Increase the school's graduation rate. | Objectives: 2 Strategies: 3 Activities: 9 | Academic | \$10000 |
| 2 | The percentage of students participating and successfully completing CTE and/or advanced course work will increase annually. | Objectives: 2 Strategies: 2 Activities: 5 | Academic | \$1000 |
| 3 | Increase staff members knowledge and skills related to cultural competency that are needed to meet the instructional needs of diverse learners. | Objectives: 2 Strategies: 2 Activities: 6 | Academic | \$35000 |

Goal 1: Increase the school's graduation rate.

Measurable Objective 1:

75% of Tenth grade students will demonstrate a proficiency in English Language Arts and in Mathematics by 06/10/2016 as measured by the end of course exams and the NSPF..

(shared) Strategy 1:

Structured Teacher Planning Time/PLCs - Teachers in all subject areas will meet during common preparation periods or in after school meetings. The content and focus of this collaboration will be to analyze data related to student achievement including, but not limited to: summative assessment results from the state proficiency exams, ACT and SAT exams, the PSAT exam, and Advanced Placement exams; formative assessments such as the SRI, district interim assessments, and common semester exams; grade distribution reports and teacher made assessments, both summative and formative. Utilizing this data, teachers will work in department and content area teams to develop common assessments blueprints based on the common core standards. From those blueprints, teachers will develop curriculum maps and common lesson plans to address the specific student needs identified from the review and analysis of the data. This will continue in a cyclical pattern of data analysis, plan development, implementation analysis, and revision.

Research Cited: This strategy is based on the extensive research of Dufour and Marzano on the effectiveness of teacher collaboration and structured teacher planning.

| Activity - Restructure the master schedule | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Restructure the master schedule to provide common planning time to core area classes. | Policy and Process | 01/02/2015 | 06/03/2016 | \$0 | No Funding Required | Administration , Department Coordinators |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Provide teachers on-going professional development in the value and implementation of structured teacher planning time including data analysis, curriculum mapping, and common planning. | Professional Learning | 08/03/2015 | 06/01/2016 | \$0 | No Funding Required | Administration , Department Coordinators |

| Activity - Technology Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|---|
| The technology committee will establish systems through Edmodo and the curriculum engine to support teacher collaboration and structured teacher planning time efforts. | Technology | 08/03/2015 | 06/01/2016 | \$0 | No Funding Required | Technology Strategist, Technology Administrator |

| Activity - Curriculum Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Teachers will meet at least two times per year by department and in cross-curricular teams to conduct and monitor the vertical and horizontal alignment of the curriculum. | Academic Support Program | 09/01/2014 | 06/01/2016 | \$0 | No Funding Required | Administration , Department Coordinators |

(shared) Strategy 2:

Student Success Advocates - Centennial High School currently has a mentorship program focused on seniors with fewer than 17.5 credits (credit deficient) or seniors who have not passed the proficiency exam. This strategy would look to expand the program to encompass more students at all grade levels. Mentors would be expected to meet with students on a weekly or bi-weekly basis, make contact with parent, review grades, communicate tutoring and other support services, and act as at least one knowledgeable and caring adult contact for students in the program. This strategy would effectively address all four objectives and increase performance for students through the nature of the monitoring and teacher-student interaction.

Research Cited: This strategy is based on research conducted by Herrera, DuBois and Grossman conducted in 2013, "The Role of Risk: Mentoring experiences and outcomes for youth with varying risk profiles." Additionally, there have been numerous other studies on the relationship of mentoring and positive outcomes in a number of areas.

| Activity - Expand the Existing SSA Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Increase the number of faculty mentors and provide training in specific social-emotional strategies to mentor at-risk students in grades 9, 10, 11, and 12. Facilitate mentorship by allowing program teachers to select at-risk students they support and mentor. | Behavioral Support Program | 08/24/2015 | 06/03/2016 | \$4000 | General Fund | Administration, Teachers, Counselors |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Monitor implementation and fidelity of the mentorship program. Evaluate effectiveness through review of proficiency and grade reporting data. | Other | 09/01/2014 | 06/10/2016 | \$0 | No Funding Required | Mentorship Administrator, Counselors |

Measurable Objective 2:

50% of Students with Disabilities students will demonstrate a proficiency in English Language Arts and in Mathematics by 06/10/2016 as measured by the end of course exams and NSPF..

(shared) Strategy 1:

Structured Teacher Planning Time/PLCs - Teachers in all subject areas will meet during common preparation periods or in after school meetings. The content and focus of this collaboration will be to analyze data related to student achievement including, but not limited to: summative assessment results from the state proficiency exams, ACT and SAT exams, the PSAT exam, and Advanced Placement exams; formative assessments such as the SRI, district interim assessments, and common semester exams; grade distribution reports and teacher made assessments, both summative and formative. Utilizing this data, teachers will work in department and content area teams to develop common assessments blueprints based on the common core standards. From those blueprints, teachers will develop curriculum maps and common lesson plans to address the specific student needs identified from the review and analysis of the data. This will continue in a cyclical pattern of data analysis, plan development, implementation analysis, and revision.

Research Cited: This strategy is based on the extensive research of Dufour and Marzano on the effectiveness of teacher collaboration and structured teacher planning.

| Activity - Restructure the master schedule | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------|------------|------------|-----|---------------------|--|
| Restructure the master schedule to provide common planning time to core area classes. | Policy and Process | 01/02/2015 | 06/03/2016 | \$0 | No Funding Required | Administration , Department Coordinators |
|---|--------------------|------------|------------|-----|---------------------|--|

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Provide teachers on-going professional development in the value and implementation of structured teacher planning time including data analysis, curriculum mapping, and common planning. | Professional Learning | 08/03/2015 | 06/01/2016 | \$0 | No Funding Required | Administration , Department Coordinators |

| Activity - Technology Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|---|
| The technology committee will establish systems through Edmodo and the curriculum engine to support teacher collaboration and structured teacher planning time efforts. | Technology | 08/03/2015 | 06/01/2016 | \$0 | No Funding Required | Technology Strategist, Technology Administrator |

| Activity - Curriculum Alignment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Teachers will meet at least two times per year by department and in cross-curricular teams to conduct and monitor the vertical and horizontal alignment of the curriculum. | Academic Support Program | 09/01/2014 | 06/01/2016 | \$0 | No Funding Required | Administration , Department Coordinators |

(shared) Strategy 2:

Student Success Advocates - Centennial High School currently has a mentorship program focused on seniors with fewer than 17.5 credits (credit deficient) or seniors who have not passed the proficiency exam. This strategy would look to expand the program to encompass more students at all grade levels. Mentors would be expected to meet with students on a weekly or bi-weekly basis, make contact with parent, review grades, communicate tutoring and other support services, and act as at least one knowledgeable and caring adult contact for students in the program. This strategy would effectively address all four objectives and increase performance for students through the nature of the monitoring and teacher-student interaction.

Research Cited: This strategy is based on research conducted by Herrera, DuBois and Grossman conducted in 2013, "The Role of Risk: Mentoring experiences and outcomes for youth with varying risk profiles." Additionally, there have been numerous other studies on the relationship of mentoring and positive outcomes in a number of areas.

| Activity - Expand the Existing SSA Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Increase the number of faculty mentors and provide training in specific social-emotional strategies to mentor at-risk students in grades 9, 10, 11, and 12. Facilitate mentorship by allowing program teachers to select at-risk students they support and mentor. | Behavioral Support Program | 08/24/2015 | 06/03/2016 | \$4000 | General Fund | Administration , Teachers, Counselors |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|-------|------------|------------|-----|---------------------|--------------------------------------|
| Monitor implementation and fidelity of the mentorship program. Evaluate effectiveness through review of proficiency and grade reporting data. | Other | 09/01/2014 | 06/10/2016 | \$0 | No Funding Required | Mentorship Administrator, Counselors |
|---|-------|------------|------------|-----|---------------------|--------------------------------------|

Strategy 3:

Professional Development for CC teacher pairs and Special Ed. Teachers - Centennial High School has adopted the inclusion model of special education instruction and has established numerous cooperative consultant classes. Research into effective inclusion models; however, show that the most effect programs require that the general education and special education teacher must collaborate to create learning strategies and environment that work for all students. The challenge that this strategy is meant to address is one of insuring that CC pairs of teachers are adequately trained to 1) forge a productive and academics focused relationship between the two co-instructors; 2) successfully design rigorous lessons that challenge all students in the classroom, and 3) insure that accommodations are implemented and meet the IEP students assigned to the class. Formal structures will be established over time that meet these outcomes and insure that existing CC pairs are prepared and that new pairs that are established receive the training needed to be effective.

Research Cited: Numerous studies demonstrate the effectiveness of inclusive education and demonstrate that careful planning and preparation are required to create effective programs. Studies conducted by Deno in 1997; King-spears in 1997; and Scott, Vitale, & Masten in 1998 support this approach.

| Activity - Collaboration Time | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| Provide collaboration time for CC teacher pairs and Special ed teachers at the opening of school and at least two times per year for planning and preparation. Teachers will review assigned IEPs and conduct long range planning to insure accommodations are met for IEP student on their rosters. Extra duty pay for after hours collaboration may be needed. | Professional Learning | 08/19/2015 | 06/10/2016 | \$3000 | Other | Supervising Administrator for Special Education |

| Activity - Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| CC teacher pairs will receive training during staff development days and through planned release time for training on effective team teaching. Teachers will develop norms and procedures to govern the teaching relationship and learn strategies and techniques for effective teaching in a CC classroom. Additionally, teachers in resource and self-contained courses will receive training to prepare and support student performance in core math and English classes in preparation for end of course exams. | Professional Learning | 08/25/2014 | 06/10/2016 | \$3000 | Other | Supervising Administrator over Special Education |

| Activity - Reorganize Master Schedule | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| The master schedule will be structured such that Special education teachers are paired with one and no more than two general education teachers. CC teachers will also be placed in content areas that correspond with their academic background as is feasible. | Policy and Process | 10/01/2014 | 06/10/2016 | \$0 | No Funding Required | Curriculum Administrator, Special Ed Department Coordinator, Special Ed Administrator |

Goal 2: The percentage of students participating and successfully completing CTE and/or advanced course work will increase annually.

Measurable Objective 1:

40% of 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 to earn an advanced diploma by completing required honors or advanced placement courses in math, science, social studies, electives, and in English Language Arts by 06/10/2016 as measured by the NSPF.

(shared) Strategy 1:

Career and Technical Education - Centennial High School will conduct an alignment of CTE course offerings to insure that full programs of study are offered in accordance with district CTE guidelines. Currently there are multiple course offerings in elective areas; however, most students do not complete individual courses of study. Instead they take introductory courses in multiple areas, and lack focus or motivation to continue through to complete cap stone course work. To increase the number of students successfully completing capstone course, the CTE department will evolve and develop program offerings to insure that students are motivated and prepare to move on to higher level studies. Teachers will collaborate to provide meaningful and interesting course that encourage student participation and enhance student engagement.

Research Cited: Numerous studies published in the Career and Technical Education Research journal and through the National Research Center for Career and Technical Education demonstrate the overall value of successful CTE programs.

| Activity - Master Schedule and Course Catalog | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Structure the master schedule and organize the course catalog to include the 3 tier course work for CTE. Schedule students based on their progress within those programs. | Policy and Process | 01/01/2014 | 08/21/2015 | \$0 | No Funding Required | Curriculum administrator, Supervising administrator for CTE programs, CTE Department Coordinator |

| Activity - Program communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Promote CTE courses to all students through school publications, parent meetings, and registration information. Promote CTE programs at eighth grade registration. This activity will occur in the spring of each year. | Parent Involvement | 03/15/2013 | 05/27/2016 | \$1000 | General Fund | CTE instructors, counselors |

| Activity - Student placement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|-------|------------|------------|-----|---------------------|--------------------------------------|
| Require 9th and/or 10th grade students to enroll in CTE programs. This is dependent upon availability in their schedule and balanced against the Fine and Performing Arts programs and Language programs. | Other | 01/01/2014 | 05/27/2016 | \$0 | No Funding Required | Curriculum Administrator, counselors |
|---|-------|------------|------------|-----|---------------------|--------------------------------------|

(shared) Strategy 2:

Increase CTE Course Offerings - Currently Centennial High School offers Career and Tech Ed course work in which student can earn college credit and several Advanced Placement courses in which students have potential to earn college credit based on their performance on Advanced Placement exams and the requirements of individual colleges or universities. This strategy requires establishing advanced level courses in additional CTE courses to allow students more opportunity to earn certification and credit. Course offerings would be expanded to level three courses in career pathways where none currently exists.

Research Cited: Research shows that students engaged in CTE courses of study are more likely to successfully complete high school and are better prepared for the work place and post secondary education.

| Activity - Develop implementation plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|---|
| Curriculum administrator and department coordinators will develop a long range implementation plan for the roll out of additional CTE courses. Plan will specify courses to add, teacher recruitment and student recruitment plan. | Other | 01/01/2015 | 06/03/2016 | \$0 | No Funding Required | Curriculum Administrator, Department coordinators |

| Activity - Parent night - registration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Conduct parent night in the spring of each year to introduce the Career Tech Ed programs and recruit parents and students. | Parent Involvement | 04/01/2014 | 06/10/2016 | \$0 | No Funding Required | Counselors, curriculum administrator |

Measurable Objective 2:

45% of 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 advanced placement exams or earn college credit through dual credit courses or in Career & Technical by 10/30/2015 as measured by the NSPF.

(shared) Strategy 1:

Career and Technical Education - Centennial High School will conduct an alignment of CTE course offerings to insure that full programs of study are offered in accordance with district CTE guidelines. Currently there are multiple course offerings in elective areas; however, most students do not complete individual courses of study. Instead they take introductory courses in multiple areas, and lack focus or motivation to continue through to complete cap stone course work. To increase the number of students successfully completing capstone course, the CTE department will evolve and develop program offerings to insure that students are motivated and prepare to move on to higher level studies. Teachers will collaborate to provide meaningful and interesting course that encourage student participation and enhance student engagement.

Research Cited: Numerous studies published in the Career and Technical Education Research journal and through the National Research Center for Career and Technical Education demonstrate the overall value of successful CTE programs.

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| Activity - Master Schedule and Course Catalog | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Structure the master schedule and organize the course catalog to include the 3 tier course work for CTE. Schedule students based on their progress within those programs. | Policy and Process | 01/01/2014 | 08/21/2015 | \$0 | No Funding Required | Curriculum administrator, Supervising administrator for CTE programs, CTE Department Coordinator |

| Activity - Program communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|-----------------------------|
| Promote CTE courses to all students through school publications, parent meetings, and registration information. Promote CTE programs at eighth grade registration. This activity will occur in the spring of each year. | Parent Involvement | 03/15/2013 | 05/27/2016 | \$1000 | General Fund | CTE instructors, counselors |

| Activity - Student placement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Require 9th and/or 10th grade students to enroll in CTE programs. This is dependent upon availability in their schedule and balanced against the Fine and Performing Arts programs and Language programs. | Other | 01/01/2014 | 05/27/2016 | \$0 | No Funding Required | Curriculum Administrator, counselors |

(shared) Strategy 2:

Increase CTE Course Offerings - Currently Centennial High School offers Career and Tech Ed course work in which student can earn college credit and several Advanced Placement courses in which students have potential to earn college credit based on their performance on Advanced Placement exams and the requirements of individual colleges or universities. This strategy requires establishing advanced level courses in additional CTE courses to allow students more opportunity to earn certification and credit. Course offerings would be expanded to level three courses in career pathways where none currently exists.

Research Cited: Research shows that students engaged in CTE courses of study are more likely to successfully complete high school and are better prepared for the work place and post secondary education.

| Activity - Develop implementation plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|---------------------|---|
| Curriculum administrator and department coordinators will develop a long range implementation plan for the roll out of additional CTE courses. Plan will specify courses to add, teacher recruitment and student recruitment plan. | Other | 01/01/2015 | 06/03/2016 | \$0 | No Funding Required | Curriculum Administrator, Department coordinators |

| Activity - Parent night - registration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| Conduct parent night in the spring of each year to introduce the Career Tech Ed programs and recruit parents and students. | Parent Involvement | 04/01/2014 | 06/10/2016 | \$0 | No Funding Required | Counselors, curriculum administrator |

Goal 3: Increase staff members knowledge and skills related to cultural competency that are needed to meet the instructional needs of diverse learners.

Measurable Objective 1:

90% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, 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 behavior that they feel safe at school in Practical Living by 06/10/2016 as measured by the district-wide survey..

(shared) Strategy 1:

Hope2 - Inhouse Suspension - The focus of this strategy will be to keep students facing out of school suspension on campus and provide support in a more appropriate academic setting. Behavioral modifications and career readiness assignments will be given during the students’ time served in In-School Suspension. Parents will be notified of the behavior and the consequences for each student. Records will be maintained via a student sign in sheet and recorded in Infinite Campus. Centennial High School Deans and the In-School Suspension Aide will be responsible for maintaining records.

Research Cited: Adams, A. T. (1992). Public high schools: The use of rehabilitative and punitive forms of discipline: A final report . Washington D.C.: Office of educational research and improvement. Bock, S., Tapscott, K.E., & Savner, J.L. (1998). Suspension and expulsion: Effective management for students? Intervention in School and Clinic

| Activity - InHouse Suspension | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|--|
| Centennial High School will review discipline data to identify students who were removed from the school setting because of behavior or expulsion referrals. Students will be placed in Inhouse Suspension under the supervision of a support staff person. Behavioral modifications and career readiness assignments will be given during the students’ time served in In-School Suspension. | Behavioral Support Program | 11/01/2014 | 06/03/2016 | \$35000 | Other | Administrator responsible for discipline and attendance. |

| Activity - Parent Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-----------------------------|
| Parents will be notified of the behavior and the consequences for each student. Records will be maintained via a student sign in sheet and recorded in Infinite Campus. Centennial High School Deans and the In-School Suspension Aide will be responsible for maintaining records. | Parent Involvement | 11/01/2014 | 06/03/2016 | \$0 | No Funding Required | Administrator of Discipline |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------------------|
| Centennial High School will track the support/interventions by accurate record keeping and student follow up. The utilization of an In-School Suspension sign in sheet will be tracked and compared to the reports extracted from the new discipline system based on students’ discipline and behavioral referrals. | Policy and Process | 11/01/2014 | 06/03/2016 | \$0 | No Funding Required | Administrator over Discipline |

(shared) Strategy 2:

Cultural Competency Training - Teachers and administrators will participate in training related to cultural competency and inclusiveness. The goal of such training is to insure that staff members are aware of the cultural differences among their students and respond effectively to discipline and education concerns.

Research Cited: There are several sources for research on the effectiveness of cultural competence training.

| Activity - Administrator Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Administrators will receive training at the district level. | Professional Learning | 11/01/2014 | 06/05/2015 | \$0 | No Funding Required | Administrators |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will receive training at the school level on specific strategies and methods. | Professional Learning | 08/24/2015 | 06/03/2016 | \$0 | No Funding Required | Administration |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Strategy and methods will be monitored through the observation and feedback cycle. | Policy and Process | 08/24/2015 | 06/03/2016 | \$0 | No Funding Required | Administration |

Measurable Objective 2:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, 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 behavior that they feel they are treated fairly by adults at school in Practical Living by 06/10/2016 as measured by the district-wide survey..

(shared) Strategy 1:

Hope2 - Inhouse Suspension - The focus of this strategy will be to keep students facing out of school suspension on campus and provide support in a more appropriate academic setting. Behavioral modifications and career readiness assignments will be given during the students' time served in In-School Suspension. Parents will be notified of the behavior and the consequences for each student. Records will be maintained via a student sign in sheet and recorded in Infinite Campus. Centennial High School Deans and the In-School Suspension Aide will be responsible for maintaining records.

Research Cited: Adams, A. T. (1992). Public high schools: The use of rehabilitative and punitive forms of discipline: A final report . Washington D.C.: Office of educational research and improvement. Bock, S., Tapscott, K.E., & Savner, J.L. (1998). Suspension and expulsion: Effective management for students? Intervention in School and Clinic

| Activity - InHouse Suspension | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|-------------------|--|
| Centennial High School will review discipline data to identify students who were removed from the school setting because of behavior or expulsion referrals. Students will be placed in Inhouse Suspension under the supervision of a support staff person. Behavioral modifications and career readiness assignments will be given during the students' time served in In-School Suspension. | Behavioral Support Program | 11/01/2014 | 06/03/2016 | \$35000 | Other | Administrator responsible for discipline and attendance. |

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| Activity - Parent Engagement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-----------------------------|
| Parents will be notified of the behavior and the consequences for each student. Records will be maintained via a student sign in sheet and recorded in Infinite Campus. Centennial High School Deans and the In-School Suspension Aide will be responsible for maintaining records. | Parent Involvement | 11/01/2014 | 06/03/2016 | \$0 | No Funding Required | Administrator of Discipline |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------------------|
| Centennial High School will track the support/interventions by accurate record keeping and student follow up. The utilization of an In-School Suspension sign in sheet will be tracked and compared to the reports extracted from the new discipline system based on students' discipline and behavioral referrals. | Policy and Process | 11/01/2014 | 06/03/2016 | \$0 | No Funding Required | Administrator over Discipline |

(shared) Strategy 2:

Cultural Competency Training - Teachers and administrators will participate in training related to cultural competency and inclusiveness. The goal of such training is to insure that staff members are aware of the cultural differences among their students and respond effectively to discipline and education concerns.

Research Cited: There are several sources for research on the effectiveness of cultural competence training.

| Activity - Administrator Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Administrators will receive training at the district level. | Professional Learning | 11/01/2014 | 06/05/2015 | \$0 | No Funding Required | Administrators |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will receive training at the school level on specific strategies and methods. | Professional Learning | 08/24/2015 | 06/03/2016 | \$0 | No Funding Required | Administration |

| Activity - Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Strategy and methods will be monitored through the observation and feedback cycle. | Policy and Process | 08/24/2015 | 06/03/2016 | \$0 | No Funding Required | Administration |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------------|--|----------------------------|------------|------------|-------------------|--------------------------------------|
| Program communication | Promote CTE courses to all students through school publications, parent meetings, and registration information. Promote CTE programs at eighth grade registration. This activity will occur in the spring of each year. | Parent Involvement | 03/15/2013 | 05/27/2016 | \$1000 | CTE instructors, counselors |
| Expand the Existing SSA Program | Increase the number of faculty mentors and provide training in specific social-emotional strategies to mentor at-risk students in grades 9, 10, 11, and 12. Facilitate mentorship by allowing program teachers to select at-risk students they support and mentor. | Behavioral Support Program | 08/24/2015 | 06/03/2016 | \$4000 | Administration, Teachers, Counselors |
| Total | | | | | \$5000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|-----------------------|------------|------------|-------------------|--|
| Teacher Training | Teachers will receive training at the school level on specific strategies and methods. | Professional Learning | 08/24/2015 | 06/03/2016 | \$0 | Administration |
| Student placement | Require 9th and/or 10th grade students to enroll in CTE programs. This is dependent upon availability in their schedule and balanced against the Fine and Performing Arts programs and Language programs. | Other | 01/01/2014 | 05/27/2016 | \$0 | Curriculum Administrator, counselors |
| Parent night - registration | Conduct parent night in the spring of each year to introduce the Career Tech Ed programs and recruit parents and students. | Parent Involvement | 04/01/2014 | 06/10/2016 | \$0 | Counselors, curriculum administrator |
| Master Schedule and Course Catalog | Structure the master schedule and organize the course catalog to include the 3 tier course work for CTE. Schedule students based on their progress within those programs. | Policy and Process | 01/01/2014 | 08/21/2015 | \$0 | Curriculum administrator, Supervising administrator for CTE programs, CTE Department Coordinator |

School Performance Plan 2016-17

Centennial High School

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|---------------------------------|---|--------------------------|------------|------------|------------|---|
| Curriculum Alignment | Teachers will meet at least two times per year by department and in cross-curricular teams to conduct and monitor the vertical and horizontal alignment of the curriculum. | Academic Support Program | 09/01/2014 | 06/01/2016 | \$0 | Administration, Department Coordinators |
| Parent Engagement | Parents will be notified of the behavior and the consequences for each student. Records will be maintained via a student sign in sheet and recorded in Infinite Campus. Centennial High School Deans and the In-School Suspension Aide will be responsible for maintaining records. | Parent Involvement | 11/01/2014 | 06/03/2016 | \$0 | Administrator of Discipline |
| Progress Monitoring | Monitor implementation and fidelity of the mentorship program. Evaluate effectiveness through review of proficiency and grade reporting data. | Other | 09/01/2014 | 06/10/2016 | \$0 | Mentorship Administrator, Counselors |
| Reorganize Master Schedule | The master schedule will be structured such that Special education teachers are paired with one and no more than two general education teachers. CC teachers will also be placed in content areas that correspond with their academic background as is feasible. | Policy and Process | 10/01/2014 | 06/10/2016 | \$0 | Curriculum Administrator, Special Ed Department Coordinator, Special Ed Administrator |
| Restructure the master schedule | Restructure the master schedule to provide common planning time to core area classes. | Policy and Process | 01/02/2015 | 06/03/2016 | \$0 | Administration, Department Coordinators |
| Progress Monitoring | Strategy and methods will be monitored through the observation and feedback cycle. | Policy and Process | 08/24/2015 | 06/03/2016 | \$0 | Administration |
| Administrator Training | Administrators will receive training at the district level. | Professional Learning | 11/01/2014 | 06/05/2015 | \$0 | Administrators |
| Progress Monitoring | Centennial High School will track the support/interventions by accurate record keeping and student follow up. The utilization of an In-School Suspension sign in sheet will be tracked and compared to the reports extracted from the new discipline system based on students' discipline and behavioral referrals. | Policy and Process | 11/01/2014 | 06/03/2016 | \$0 | Administrator over Discipline |
| Technology Support | The technology committee will establish systems through Edmodo and the curriculum engine to support teacher collaboration and structured teacher planning time efforts. | Technology | 08/03/2015 | 06/01/2016 | \$0 | Technology Strategist, Technology Administrator |
| Professional Development | Provide teachers on-going professional development in the value and implementation of structured teacher planning time including data analysis, curriculum mapping, and common planning. | Professional Learning | 08/03/2015 | 06/01/2016 | \$0 | Administration, Department Coordinators |
| Develop implementation plan | Curriculum administrator and department coordinators will develop a long range implementation plan for the roll out of additional CTE courses. Plan will specify courses to add, teacher recruitment and student recruitment plan. | Other | 01/01/2015 | 06/03/2016 | \$0 | Curriculum Administrator, Department coordinators |
| Total | | | | | \$0 | |

School Performance Plan 2016-17

Centennial High School

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|---|----------------------------|------------|------------|-------------------|--|
| Training | CC teacher pairs will receive training during staff development days and through planned release time for training on effective team teaching. Teachers will develop norms and procedures to govern the teaching relationship and learn strategies and techniques for effective teaching in a CC classroom. Additionally, teachers in resource and self-contained courses will receive training to prepare and support student performance in core math and English classes in preparation for end of course exams. | Professional Learning | 08/25/2014 | 06/10/2016 | \$3000 | Supervising Administrator over Special Education |
| InHouse Suspension | Centennial High School will review discipline data to identify students who were removed from the school setting because of behavior or expulsion referrals. Students will be placed in Inhouse Suspension under the supervision of a support staff person. Behavioral modifications and career readiness assignments will be given during the students' time served in In-School Suspension. | Behavioral Support Program | 11/01/2014 | 06/03/2016 | \$35000 | Administrator responsible for discipline and attendance. |
| Collaboration Time | Provide collaboration time for CC teacher pairs and Special ed teachers at the opening of school and at least two times per year for planning and preparation. Teachers will review assigned IEPs and conduct long range planning to insure accommodations are met for IEP student on their rosters. Extra duty pay for after hours collaboration may be needed. | Professional Learning | 08/19/2015 | 06/10/2016 | \$3000 | Supervising Administrator for Special Education |
| Total | | | | | \$41000 | |