TITLE I SCHOOLWIDE PROGRAM (SWP)/

SCHOOL IMPROVEMENT PLAN (SIP)

NAME OF SCHOOL/PRINCIPAL: **Centennial Arts Academy/Leslie Frierson**
NAME OF DISTRICT/SUPERINTENDENT: Gainesville City School System/ Dr. Wanda Creel, Superintendent
□ *Comprehensive Support School*   □ *Targeted Support School*   *X Schoolwide Title 1 School*   □ *Targeted Assistance Title 1 School*   □ *Non-Title 1 School*   □ *Opportunity School*

SIGNATURES:

Principal

_____ Date _____

Superintendent

_____ Date _____

Title 1 Director

_____ Date _____

~~Please include date you completed this plan. Once you have made revisions based on feedback, add that revision date as well.~~

Name	Position/Role	Signature
Leslie Frierson	Principal	
Chad Crumley	Assistant Principal	
Bertha Shields	Assistant Principal	
Kelly Kennedy	Instructional Coach	
Ashley Dodd	5th Grade, team leader	
Melisa Nava	4th Grade, representative	
Danielle Seeley	3rd Grade, team leader	
Randi Orr	2nd Grade, team leader	
Kim Igleheart	1st Grade, team leader	
Amanda Faglie	Kindergarten, team leader	
LaMonika Hill	PBIS, representative	
Margot Mickle	ESOL, team leader	
Havilyn Towns	Special Education, team leader	
Alison Odom	Connection, team leader	

Kathy Anglin	Media Specialist	
Jessica Garrish	PTA president	
Stephanie Graham	Parent	
Rina Patel	parent	

*PLANNING COMMITTEE MEMBERS (SWP 8, 16) – ~~please remember that parents (in addition to those employed at CAA or on the Governance team) must be included in the development and revision of this plan.~~ Please resubmit this page with committee members' signatures

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

1.   A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Please include the needs assessment process (how are data collected [observations, surveys, interviews, student information system, etc.], who is responsible for collecting data [teachers, academic coaches, administrators, etc.], what data are collected [classroom assessment, universal screeners, statewide assessment, attendance, etc.]) and the analysis (identify patterns/trends that aid in drawing conclusions). Title I focuses on the core academic subjects. Include analysis of assessment summary in these areas to identify academic needs. Address the academic needs for the students who are most at risk of academic failure at the school and district levels. Be mindful to use multiple data sources (i.e., Milestones, SLOs, classroom assessments) that provide meaningful information about students' progress towards meeting state standards in core academic subjects. Don't forget to include migratory students

School-wide data is collected from multiple sources (universal screeners: DIBELS, AimsWeb, SRI; survey results: students, teachers, parents; common assessments developed by grade levels; Milestones Assessment data: CCRPI scores; Powerschool discipline and attendance data; classroom observations, and walkthroughs; district wide ABC meetings) and is studied by team members on a regular basis. Team members include administrators, instructional coach, leadership team, grade level teams, governance council members, and parents. Universal Screeners are administered to all students and results are analyzed to develop initial plans for students demonstrating great deficit. **(Great description of process!** ~~Also consider including classroom observations, walkthroughs, etc. to determine needs)~~

Based on the data collected, it is determined that Centennial demonstrates challenges in the area of Attendance, Behavior, and Classroom Success (the district wide ABCs). This has been confirmed through analysis of district data in which both student and teacher attendance has been reviewed. Centennial's student attendance percentage was below 3 other elementary schools in the district. The number of discipline referrals received at CAA was higher than two other schools. Results from Universal Screeners showed that Centennial students were performing below other district schools in both reading and math.

Include specific data points.Include the analysis of the data – based on all of the data collected, what did you find to be CAA's strengths/challenges/etc.? Were there certain patterns found among subgroups or when students transitioned from one grade level to next? Cite results from assessment s (local and state) and universal screeners tied to core content areas of reading/ELA, math, science, and social studies. Who is responsible for collecting data (teachers, academic coaches, administrators, etc)?

Prioritized Needs	Data Sources	Participants Involved	Communication to Parents and Stakeholders
(Based on information from multiple data sources, what has been determined to be the greatest area of need [by grade level or content area]) Attendance- student and teacher absences (Determined by reviewing data in CCRPI, Powerschool, and District ABC meetings) ~~How did you determine this? Did students perform worse in a class where the teacher was out for an extended leave or did certain classes that reported low performance have an abnormal level of absenteeism among students?~~	(Classroom Assessments, Course Pass Rate, Local Assessments, Statewide Assessments, etc.) Powerschool attendance reports, CCRPI, Employee Self-serve reports	(Teachers, Students, Parents, Administrators, etc. Describe in narrative how each participant is held accountable) **Teachers**-keep records in notebook to indicate the number of absences, the contact made with the family, and the results of the contact **Parents**-provided with district policy, invited to conferences to discuss concerns **Students**-expectation is shared with students, students are recognized monthly/quarterly **Counselors**-assist teachers with making parent contact and developing attendance contracts for parents/students, **Administrators**-assist with attendance conferences, monitor attendance, provide support to teachers, students, and parents	(Ensure that communication methods consider ALL parents, especially those who do not have access to technology or transportation or those who are not on School Governance Teams Policy is shared with all families in the native language (as is possible) in paper format, electronically, and through parent informational sessions. Teachers are aware of district expectations regarding attendance and procedures for the request for leave time. This has been communicated through staff handbook, faculty meetings, weekly memos, etc. ~~How is this communicated to teachers (at faculty meetings?)~~
Behavior- number of reported events and time out of the classroom for discipline related issues **Data analysis narrative should reflect this.**	Powerschool discipline data. (Educators' Handbook will be used for 2016-2017)	Teachers will teach PBIS lessons with fidelity. School-wide expectations will be clearly posted and reviewed by all staff members. Parents will be informed of the school-wide expectations	Parents will be informed of the school-wide expectations through written communication provided in hardcopy and electronically. Information will be shared during informational sessions, as well.

Classroom Success-Literacy (Lexile Levels) and Mathematics (computation and problem solving) **Again, this should be reflected in your data analysis narrative.**	Classroom assessments, grade level common assessments, Universal Screeners (SRI, DIBELS, AimsWeb), MyON reports, Milestones data	Professional Learning Communities meet twice weekly to review data and plan for instruction to meet the needs of all learners. Parent workshops are planned to provide parents with information regarding effective practices to enhance student learning. Students are aware of their current level of performance and understand the expected result for year end. The RTI process is followed with fidelity and carefully monitored and documented to provide for student growth.	Teachers share information regarding students' progress with parents and with the students on a regular basis through formal report cards, progress reports, parent conferences, and weekly communication.

2. Schoolwide reform strategies that:

☐ Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Students are instructed in small group settings. Differentiated Instruction is provided through literacy groups. Students are assessed through the Individualized reading inventory. Instruction is designed to target areas of deficit. Instruction is provided daily to all students. Students in Tier II and III of the RTI process receive additional instruction through more intensive small group settings. In mathematics, students are grouped to allow for each child to receive small group instruction designed to target areas of need. Based on data provided through the universal screener (AimsWeb), students performing in the most at-risk category are provided with intensive instruction through the flexible learning program and Tiers II and III of the RTI process. Students performing above grade level are provided with direct instruction to move them to the next level in their learning. Teachers with gifted certification are involved in collaborative planning to address the needs of high achieving students. MyON Reading is used by all students in an effort to provide appropriately leveled reading material to each child.
~~Please include strategies used for higher performing/ability students as well. What is done to enrich or accelerate the learning of those students?~~

☐ Use Effective methods and instructional strategies that are based on scientifically based research that:
o Strengthen the core academic program in the school
-Professional development in the Differentiated Instruction model for literacy instruction, Math in the Fast Lane, Professional Learning Communities, work with GCA (Georgia Center on Assessment) ~~Please spell out all acronyms~~
o Increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
-Designated schedule that supports the DI model, push-in model for ESOL/EIP. The schedule was developed in an effort to provide each child with an uninterrupted literacy time during which each child is provided with specific instruction on areas of literacy deficiency (short vowels, vowel teams, blends/digraphs, r-controlled vowels). ESOL teachers are supporting that framework

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during the time they are in the classroom. WIN/FLP time for the entire school is focused on Number Talks and Mastering Math Facts. The systematic review of computation during ~~What does this look like. Also, include what you do for "WIN/FLP" for the entire school population~~

o Include strategies for meeting the educational needs of historically underserved populations

Students performing in the lowest quartile are served through additional pull out for FLP instruction. RTI process is implemented with fidelity. Support staff is used to provide 15-20 minutes of daily additional support outside regular Tier 1 instruction. The students identified as performing in the lowest quartile receive this Tier 2 or 3 instructional support from certified personnel in small group or in a one-on-one setting. ~~Please provide a brief description of what this look like (3-4 sentences should suffice)~~

☐ Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:

o Counseling, pupil services, and mentoring services; *Centennial employs the PBIS framework. Focus is placed, school-wide, on teaching behavioral expectations. Counseling services are provided for students to target special situations such as, homelessness, divorce, death of parent/sibling, anxiety, etc.*

o College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies;

Career lessons are taught in grades 1-5. Career day is planned for November. Guest speakers are invited throughout the year to highlight career opportunities.

☐ Address how the school will determine if such needs have been met; *Students are surveyed throughout the year. Behavioral data is reviewed monthly to determine areas of concern and areas of improvement.*

o Are consistent with, and are designed to implement, the state and local improvement plans, if any.

SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

100% of all families will receive timely information regarding opportunities to engage in their child's education.

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, GcFunding Source, and/or Resources
			Artifacts	Evidence		
Family and Community Engagement Standards 1-5 Creates an environment that welcomes, encourages, and connects family and community to the school. Establishes structures that promote clear and open communication between school and stakeholders. Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students. Communicates academic expectations and current student achievement status to families.Develops the capacity of families to use support strategies at home that will enhance academic achievement.	All students	**Open House-** *August 1, 2016* **Title I Night-** *August, 2016* **Curriculum Night** *August, 2016* **Math Night** *September, 2016* **Literacy Night** *October, 2016* **STEAM Night** *January, 2017* **Parent Workshops** *August, 2016-May, 2017*	Sign-in sheets Conference Logs	**School Leaders Demonstrate:** Leaders will work with staff to plan events to engage parents and families **Teachers Demonstrate:** Send information to parents in a timely manner. Teachers will foster positive relationships with the families of their students **Students Demonstrate:** Sharing written information with parents. Students will encourage parents to attend events	Interviews with parents to determine areas of interest, survey results to meet the needs of the families, reviewing sign-in sheets	$2000 (advertising-printing, signage, door prizes, incentives) Funding from local school funds ~~What's your funding source? Remember, federal funds are not used to pay for advertising, signage door prizes, or incentives. . .~~

SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

57% of all students will score at or above the benchmark level in AimsWeb CA end of year assessment for 2017

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4: Uses research-based instructional practices that positively impact student learning Instruction Standard 5: Differentiates instruction to meet specific learning needs of students	All students	**Math in the Fast Lane**: ● Teachers will be trained in the instructional practices of this research-based philosophy ● Planning time will be provided to allow for teachers to develop lessons and analyze student performance data ● Standards Walls will be utilized in all classrooms **PLC: focus on math data review** **Georgia Center on Assessment** ● Work to review current common assessments and develop assessments more aligned to advanced DOK levels **Academic Intervention Specialist**- highly qualified teacher to provide strategic, focused support for at risk students **Instructional Paraprofessionals -** three instructional paras will provide additional support to at-risk students	Professional Development sign-in sheet, agendas from professional development, Lesson Plans, standards wall	**School Leaders Demonstrate:** Leaders will monitor instructional practices through frequent walk-throughs utilizing a feedback form **Teachers Demonstrate:** Steps of the Math in the Fast Lane process (*standards wall, *TIP, * success starters, *formative assessments, *provide immediate feedback, * **Students Demonstrate:** Maintain TIP sheet (Term, information, picture) ~~What is TIP~~	Classroom observations , PLC meeting minutes,lesson plan review, review of grade level data sheet, interviews with students, Universal Screener assessment (Sept., Jan., May)	$15,000 (Math in the Fast Lane professional learning-stipends, trainer, materials, MMF training, copies, folders, iLearn online program Funding source: Title I funds ~~State Funding Source(s): Local, Title I, etc. . .~~

SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)(SWP 2, 7, 9, 10)

86% of 2nd - 5th grade students will score at or above the benchmark level in AimsWeb NSF- Number Sense Fluency on the End of Year assessment 2017.

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4: Uses research-based instructional practices that positively impact student learning Instruction Standard 5: Differentiates instruction to meet specific learning needs of students	All students	**Mastering Math Facts** School wide focus on math fact memorization through the use of the MMF program. **Number Talks (Sherry Parrish)** Reinforce the Math GSE through the daily use of Number Talks. Focus is on the eight standards for mathematical practice. Teachers will progress through the lessons in order to scaffold the development of these standards **Academic Intervention Specialist**- highly qualified teacher to provide strategic, focused support for at risk students **Instructional Paraprofessionals -** three instructional paras will provide additional support to at-risk students	Student kept records of mastery of each level Recognition board of achievement Lesson plans PLC meeting minutes	**School Leaders Demonstrate:** Daily recognition of students meeting goals on announcements **Teachers Demonstrate:** Daily review and practice of math facts using the mastering math fact program and Number Talks **Students Demonstrate:** Students will master basic facts in addition, subtraction, multiplication, and division through daily routine practice.	Universal Screener assessment (Sept., Jan., May)	$5000 (copies, folders, Spirit Sticks) Funding Source: PBIS fundraisers, local school funds ~~Please indicate what funding sources will be used; Please be mindful that Title I funds may not be used for the purchase of spirit sticks. . .~~

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SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound) (SWP 2, 7, 9, 10)

52% of students in grades 3-5 will be reading on or above grade level based on Lexile scores on the Reading Inventory by May, 2017.

68% of students in grades K - 2 will be will be proficient on their DIBELS composite scores by May 2017.

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction Standard 4: Uses research-based instructional practices that positively impact student learning Instruction Standard 5: Differentiates instruction to meet specific learning needs of students	All students	Differentiated Instruction in Reading (Walpole) - Teachers will be trained on DI - Professional Learning time will be provided to allow teachers to develop lessons and analyze student performance data - Diagnostic data will be gathered every three weeks to determine the greatest area of need for each student MyON-Personalized reading (online program) - Teachers will be trained on the use of MyON - Shared reading - Independent Reading - Classroom assignments **Georgia Center on Assessment** - Work to review current common assessments and develop assessments more aligned to advanced DOK levels **Academic Intervention Specialist**- highly qualified teacher to provide strategic, focused support for at risk students **Instructional Paraprofessionals** - three	Professional Development sign-in sheet, agendas from professional development, Lesson Plans, Student data sheet	**School Leaders Demonstrate:** Focused walk-throughs, attendance at PLC meetings, **Teachers Demonstrate:** Knowledge of student areas of need through the maintaining of student data sheet **Students Demonstrate:** Progress in acquiring literacy skills, Growth in Lexile level	Classroom observations , PLC meeting minutes,lesson plan review, review of grade level data sheet, interviews with students,	:$25,000-balanced literacy materials, storage bins, professional development $5,000 MyON- yearly fee, purchase of additional publishers, professional development Funding source: Title I and School Improvement funds Please indicate what funding sources will be used

		instructional paras will provide additional support to at-risk students				

SMART GOAL #5 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

100% of all staff will participate in creating a collaborative culture within the school. Collaboration will occur within and across grade levels.

Georgia School Performance Standard	Student group (All or subgroup) (SWP 9)	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Professional Learning 3:Defines expectations for implementing professional learning Professional Learning 6: Monitors and evaluates the impact of professional learning on staff practices and student learning	All	Professional development with Pioneer RESA to focus on effective practices of PLCs Bi-Weekly data review meetings during PLCs Focused Walk-Throughs to monitor the effectiveness of professional development in reading and math	Professional Development sign-in sheet, agendas from professional development, Lesson Plans, Student data sheet	**School Leaders Demonstrate:** Focused walk-throughs, attendance at PLC meetings, **Teachers Demonstrate:** Knowledge of student areas of need through the maintaining of student data sheet **Students Demonstrate:** Progress in acquiring literacy skills, Growth in Lexile level	Classroom observations , PLC meeting minutes,lesson plan review, review of grade level data sheet, interviews with students,	$25,000-balanced literacy materials, storage bins, professional development $5,000 MyON- yearly fee, purchase of additional publishers, professional development $28,000-stipends for professional development outside school hours Funding source: Title I and School Improvement funds Please indicate what funding sources will

					be used

3.   Instruction by highly qualified professional staff *All staff are certified in the area in which they instruct.*

4.   In accordance with Section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
Professional development is directly aligned to needs identified in comprehensive needs assessment. The district has adopted a system wide Balanced Literacy Framework. Training for this framework has been provided in small groups, during faculty meetings, and through district wide video conferencing. Teachers have also received training in Math in the Fast Lane by working directly with Suzy Pepper Rollins.
~~Please provide a brief description of what this professional development looks like~~

5.   Strategies to attract high-quality highly qualified teachers to high-need schools. *Administrators participate in job fairs each year. Collaboration*   ~~How do you participate in the district's recruitment efforts? Teach GA, job fairs~~

Professional Learning Plan to Support School Improvement Plan (SWP 4)

Professional	Professional	Estimated	Person(s)	Monitoring	Artifacts/Evidence of

Learning Strategy to support achievement of SMART Goals	Learning Timeline	Cost, Funding Source, and/or Resources	Responsible	Teacher Implementation of Professional Learning	Impact on Student Learning
Math in the Fast Lane *Teachers will work with Suzy Pepper Rollins to follow a common framework for math instruction to include standards wall, vocabulary charts, guided practice, student work time, and formative assessment.* ~~Please provide a brief description of what this looks like in a few sentences.~~	*May, 2016 - May, 2017*	*$7000* Title I Funding ~~What is the funding Source~~	*Chad Crumley*	*Focused walk-throughs*	*Lesson plans, student data (formative, summative, state assessments)*
Georgia Center of Assessment *We will work with GCA to review our current common assessments at each grade level. We will be working to increase the rigor of the assessments and focus on consistent grading across the grade level.* ~~Please provide a brief description of what this looks like in a few sentences~~	*July, 2016- May 2017*	*$20,000* School Improvement Funds ~~What is the funding Source~~	*Bertha Shields*	*PLC-collaboration*	*Student data (common formative/summative assessments)*
Differentiated Reading Instruction	*May, 2016- May, 2017*	*$25000* Title I Funds ~~What is the funding Source~~	*Kelly Kennedy*	*Focused walk-throughs*	*Lesson plans, student data (Lexile levels, formative/summative assessments)*

PLC training	*July, 2016-May 2017*	*$0*	*Leslie Frierson (Holly Mauney, Elizabeth Puckett)*	*Monitoring team meetings*	*Meeting minutes, student data sheet, lesson plans*

Highly Qualified Staff (SWP 3,5)

All courses are taught by highly qualified staff. ___YES___ (Yes or No) If no, explain

List efforts to recruit highly qualified teachers to your school.
-Formal paper screen of applications and resumes
-Interviews conducted by panel
-Mentors provided to first year teachers
-Induction team meetings to provide school-wide support to beginning teachers

Parent Engagement and Communication

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
Parents are encouraged to attend open house, parent workshops, Title I informational meeting, parent-teacher conferences, PTA meetings and student performances. Communication is provided through social media, school website, school app, printed

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newsletters, email blasts, and recorded phone messages. Parents are encouraged to be an active part in developing the School Improvement Plan, Title I Plan, Parental Involvement Plan, and the development of the School-Parent Compact. Parent input is solicited through parent conferences, informational meetings, and committee meetings.
~~It might be a good idea to include involving parents in the development and revision of the school improvement/Title I Schoolwide plans, parental involvement plan and the school-parent compact. . .~~

7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Kindergarten Round-up: Prospective kindergarten students and their parents are invited to attend an open house. During this time tours of the school are provided and information about the school is shared. Reading Rise Program: Parents are part of a 9 week program during which time strategies to promote a love of reading are presented. Pre-K classes visit in May: Children that will be in Kindergarten the following year are invited to spend time in a kindergarten classroom and have lunch at the school.
~~Please provide a brief description of what these look like.~~

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning

Kindergarten Family Night	*September, 2016*	*$500 (childcare, transportation, light snacks, learning materials, door prizes)* *Funding Source: Local School* ~~Please include funding source(s)~~	*Kindergarten teachers, Angela Rodriguez*	*Parent sign-in sheet, survey results,*	*Student data*
Informational parent meetings (math-number talks, reading-DI, myON, science, social studies)	*monthly (September, 2016 - May, 2017)*	*$2000 (childcare, transportation, learning materials, light snacks, door prizes,)* *Funding Source: Local School* ~~Please include funding source(s)~~	*Angela Rodriguez, Leslie Frierson, classroom teachers, academic coach*	*Parent surveys*	*Sign-in sheets, student data,*
Curriculum Night for each grade level	*September, 2016*	*$0*	*Classroom teachers, Academic coach, Administrators*	*Parent surveys*	*Sign-in sheets*
Family Nights (Math, Literacy, STEAM)	*October, 2016-May, 2017*	*$300: flyers, light snacks, learning materials* *Funding Source: Parent Involvement* ~~What will the $300 be used for. Please include funding~~	*Classroom teachers, STEAM coordinator, parent coordinator, administration*	*Parent surveys*	*Sign-in sheets*

		~~source(s)~~			

STUDENT ASSESSMENT DATA

8.   Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. *Teachers are involved in weekly PLC meetings in which data is reviewed and instructional practices are evaluated. Individual student data is monitored. Student performance by subgroup is monitored to determine areas of need across the grade level. Students are flexibly grouped across the grade level to provide for effective intervention.*

9.   Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. *Student data is reviewed weekly during PLCs. Students are grouped to target areas of deficit across the grade level. All students participate in WIN (What I Need) time daily. Students performing in the lowest quartile are served by the school's FLP teacher in addition to receiving small group, targeted instruction within the regular classroom.*

 10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Data is interpreted by teams of teachers and the information is shared with parents through parent-teacher conferences, as well as parent informational meetings scheduled in the mornings and evenings to meet the needs of the parents.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students. **Please describe**

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable. *The universal screeners that are used across the district are vetted and reliable. Centennial uses AIMSWeb and DIBELS.* ~~AIMsWeb, DIBELS, vetted?~~

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14. Provisions for public reporting of disaggregated data.

Student test results can be accessed through the department of education website. The newspaper prints the test scores as they are released from the state department. School-wide meetings are scheduled for all stakeholders to share and review the data. Written information is provided to the parents in both English and Spanish. When student data is available, an informational meeting is held for parents that wish to have further explanation of the results

DEVELOPMENT OF PLAN

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Plan is reviewed and updated as necessary throughout the year.

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including parents, students (if secondary), teachers, principals, other school staff, and pupil personnel.

Plan is developed with the involvement of the Governance Council, PTA, Leadership Team, open meetings, and grade level input. Parents, community members, staff members and district office staff are involved in the process. The plan is shared and revised, as needed.
Please include how parents/stakeholders were invited to participate in the development and revision of plan

17. Plan available to the LEA, parents, and the public.

*Plan must be submitted to Director of State/Federal Accountability for review and approval. Upon approval plan must be made available to **ALL** parents. This is done so through weekly parent communication folders, school newsletter, parent meetings, and eBoard. Please describe how plan is made available to all parents and the public (website, available in parent center, sent home in "Wednesday Folders"?)*

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

The plan is translated into Spanish. Over half of our school population speaks Spanish in the home. Please state whether plan is translated into other languages (Spanish?)

19. Plan is subject to the school improvement provisions of Section 1116.