School Improvement Plan

Data Components	Areas of Strengths	Areas of Concern
Student Achievement	Between the years of 2013 to 2015 we saw an increase in College and Career Readiness from 43.5% to 44.8%. In the area of Reading the 7th Grade saw an increase in proficiency from 50.3% in 2013-14 to 59.1% in 2014-15. The 8th Grade also saw an increase in proficiency from 52.7% in 2013-14 to 53.6% in 2014-15. In the area of Math the 7th Grade saw an increase in proficiency from 44.1% in 2013-14 to 48% in 2014-15. Math Common Core 1 saw an increase in proficiency from 63.8% in 2013-14 to 85.5% in 2014-15. Math Common Core 1 also saw an increse in College and Career Readiness from 43.8% in 2013-14 to 64.5% in 2014-15. 8th Grade Science saw an increase in proficiency from 78% in 2013-14 to 74% in 2014-15. 8th Grade Science also saw an increase in College and Career Readiness from 64.9% in 2013-14 to 64.6% in 2014-15.	***Revised on 1/4/15 per DPI feedback. All changes to the plan have been updated in bold and italics.*** *Between the years of 2013 to 2015 we saw a decrease in our overall school letter grade from a C to a D based on the NC DPI Accountability Model. Based on 2014-15 data, we are seeing an overall need in math which has a letter grade of a D.* *Between the years of 2011 to 2015 we saw a decrease from a Met School to a Not Met School with an overall 2014-15 growth index of -6.12.* *Between the years of 2012 to 2015 we saw an overall school decrease proficiency from 54.5% to 51.8%.* *We saw a decrease in College and Career Readiness between the 2013-14 school year to the 2014-15 school year from 44.8% to 43.6%.* In the area of Reading, the 6th Grade saw a decrease in proficiency from 58.9% in 2013-14 to 48.8% 2014-15. An additional area of concern surrounding this data is the high level of teacher turnover during this year. College and Career Readiness in all grades decreased from 46.1% in 2013-14 to 45.6% in 2014-15. In the area of Math, the 6th Grade saw a decrease in proficiency from 49.5% in 2013-14 to 39.2% in 2014-15. The 8th Grade also saw a decrease in proficiency from 35.7% in 2013-14 to 29.8% in 2014-15. The school as a whole saw a decrease in College and Career Readiness in the area of math from 37.6% in 2013-14 to 32.9% in 2014-15. Several subgroups did not meet target in 2014-15 in the area of Reading, inlcuding All, Hispanic, EDS, LEP, SWD. Several subgroups did not meet target in 2014-15 in the area of Math, including All, Black, Hispanic, White, EDS, LEP, SWD, AIG.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Centennial MS
Plan Year	2014-2016

Data Components	Areas of Strengths	Areas of Concern
Instructional Practices/Strategies	Teacher Leader Corp Learning Labs implemented 2 times in Spring of 2015 with all instructional staff in attendance. In 2014-2015 88% of teachers reported having time available to collaborate with colleagues. In 2014-2015 84.4% of teachers reported as a PLT, they engage in problem solving to adjust instruction, curriculum and the learning environment to maximize student outcomes. In 2014-2015 84.8% of teacher reported they are a better teacher because of their PLT.	Between the years of 2011 to 2015 we saw a decrease from a Met School to a Not Met School with an overall 2014-15 growth index of -6.12. Between the years of 2012 to 2015 we saw an overall school decrease proficiency from 54.5% to 51.8%.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Areas of Strengths	Areas of Concern
Staff and Student Demographics	**Wake County Demographics**, according to US Census Bureau (2013) Total Population- 929,214 White- 61.8% Black- 20.5% Hispanic- 9.8% Asian- 5.6% Two or More Races- 1.8% Some Other Race- 0.3% American Indian/Alaskan Native- 0.2% Native/Hawaiian/Other Pacific Islander- 0% **Centennial Campus Magnet Middle School**, according to PowerSchool (2015) Total Population- 576 White- 35% Black- 33% Hispanic- 21% Asian- 5% Two or More Races- 6% American Indian or Alaska Native- 1% Staff Demographic: Our school has 100% highly qualified teachers in comparison to 100% at the district level and 98% at the state level. ***As a magnet school that enrolls students from all of Wake County, our demographics represent the community make up as stated in this data set referenced above.***	Staff Demographics: There has been a trend of the teacher turn over rate being above the district from 2012-2015 based on the NC School Progress Report. As of 2014-2015, the turn over rate was 28.4%. Our school has 7% of teachers with advanced degrees in comparison to 15.9% at the district level and 11.5% at the state level based on the 14-15 NC School Progress Report. Our school has 11.4% are NBCT compared to the district which is 23.4 compared to the state which is 19.6% based on the 14015 NC School Progress Report.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Comprehensive Needs Assessment

School:	Centennial MS
Plan Year	2014-2016

School Improvement Plan

Data Components	Areas of Strengths	Areas of Concern
Perception	In 2015-2016: *91.4% of teachers report professional development enhances teachers' abilities to improve student learning. *82.9% of teachers report there is an atmosphere of trust and mutual respect in this school. *91.4% of teachers report the faculty are recognized for accomplishments. *97.1 of teachers report the school environment is safe. *88.6 of teachers report school administrators support teachers' efforts to maintain classroom discipline. *88.6 of teachers report school leadership consistently supports teachers. *88.6 of teachers report faculty and staff have a shared vision. On the 2014 NC TWC Survey: *100% of teachers report that teachers are encouraged to try new things to improve instruction. *97.6% of teachers report they work in a school that is safe. * 95% of teachers report the school leadership facilitates using data to improve student learning. *95.2% of teachers report that they are recognized for accomplishments.	In 2015-2016: *57% of teachers report students at this school understand expectations for their conduct. *74% of teachers report teachers consistently enforce rules for student conduct. *51.4% of teachers report minimal time is spent addressing discipline. On the 2014 NC TWC Survey: * 56.4 % of teachers report they feel comfortable raising issues and concerns that are important to them. *57.5 % of teachers report they have an appropriate level of influence on decision making in this school. *59.5 % of teachers report that administrators consistently enforce rules for student conduct. *63.4 % of teachers report that there is an atmosphere of trust and mutual respect in this school.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Data Components	Areas of Strengths	Areas of Concern
Program	PBIS involvement with students and staff is high. In 2015-2016 88.6% of teachers report school administrators support teachers' efforts to maintain classroom discipline. This is an increase from 26.5% in 2014-2015. ***With the re-implementation of PBIS, Centennial has had a decrease in out of school suspensions from 2014 through the end of 2015.*** STEM programs are in place for students including MSEN Engineering Club and Project Lead the Way elective classes. Leadership opportunities are in place for students including Student Council and Peer Advisors. Ongoing projects with North Carolina State University such as the Outsiders Project, PBI Global, and the Wolfpack Writing Project, enhance student learning and increase opportunities for collaboration and professional learning. Several mentoring and tutoring programs are in place that target at risk students including the MORE boys group, CGEMS girls group, DAY Village Mentoring Program from NCSU, NCSU tutors, and NCSU student interns.	Less than 10 staff members are involved in conducting student enrichment programs. Programs are in place to target a small number of at risk students. Tutoring programs are not showing a result in academic achievement Magnet theme programs are not positively impacting student achievement as shown in the overal decrease in proficiency and College and Career Readiness from 2013-2015.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Comprehensive Needs Assessment

School:	Centennial MS
Plan Year	2014-2016

Priority Concerns	Root Causes (with evidence)	Solutions
The composite Math proficiency is 19 percentage points less than the district average.	*Long term decline in math proficiency causing academic deficiencies in individuals to increase *6th graders begin 6th grade with below district average proficiency *Repeated negative growth over three years in math	*Students performing Level 1-3 on EOG and/or students performing at a D or F in math courses will be identified and assigned to math intervention course and/or math after school tutoring program. *After school math intervention program will begin in October 2015. *Math Teachers will attend professional development sessions to learn relevant, effective math instructional and intervention strategies. *Math intervention class implemented and allotment of math intervention teacher
The composite Reading proficiency is percentage points less than the district average.	*6th and 7th grade had 3 years of negative growth in reading. *Informational text proficiency is a significant concern in all grade levels. *3 years in a row of proficiency less than the district average proficiency in reading.	*Language Arts Teachers will attend professional development sessions to learn relevant, effective reading and writing informational texts instructional and intervention strategies. *Students performing Level 1-3 on EOG and/or students performing at a D or F in language arts will be identified and provided intervention in small and individual groupings by language arts teachers. *Cross curricular units of study will be written (following Understanding by Design research) that incorporate explicit instruction, practice, and assessment of informational text standards.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Priority Concerns	Root Causes (with evidence)	Solutions
There has been a trend of the teacher turn over rate being above the district from 2012-2015 based on the NC School Progress Report.	*In past years' survey results, teachers consistently reported below average agreement that there is an atmosphere of mutual trust and respect and that school leadership consistently supports teachers. *As of 2014-2015, the turn over rate was 28.4%.	*Re-establish a hospitality team (Howl-On) that supports individuals and small groups with recognition and school spirit activities. *Establish committees with committee chairpersons to intervene and progress monitor Teacher Working Conditions survey data. Committees are: Media Technology, Howl-On, Positive Behavior Intervention Support, Leadership Team, School Improvement Team, and Lighthouse Team. *Protocols for collaborative brainstorming and decision making will be modeled and implemented throughout all staff groups (teams, PLTs, grade levels, departments, and committees)

Data Summary
Describe your conclusions

Please see our goals, key process and action steps to see our vision of improvement to impact growth and school performance grade.
Centennial Campus Magnet Middle School has had a three or more year decline in achievement proficiency, growth, and teacher satisfaction. There are improvements and strengths noted, yet the consistent under performance needs strategic planning and monitoring.
Concise steps have been made to address deficiencies, capitalize on resources, and progress monitor efforts. Active monitoring and assessment of work will align to increases in student performance and teacher perception of the working environment.

School Improvement Plan

School:	Centennial MS
Plan Year	2014-2016
Principal:	Katie McMillan
Date:	Aug - 2015

SIP Team Members

	Name	**School Based Job Title**
1	April King	Teacher
2	Deborah Brown	Teacher Assistant
3	Delia Kwon	Teacher
4	Durenda Ward	Instructional Support Personnel
5	Katie McMillan	Principal
6	Kenneth Hopson	Instructional Support Personnel
7	Lauren Van Hemert	Parent
8	Lindsay Strickland	School Improvement Chair
9	Myriam Nantz	Teacher
10	Regina Connors	Teacher
11	Robin Willis	Teacher
12	Valencia McCoy	School Improvement Chair
13	Wynette Martin	Assistant Principal

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Mission, Vision and Value Statements

School:	Centennial MS
Plan Year	2014-2016
Date:	Apr - 2014

Mission Statement:

CCMMS is dedicated to providing a diverse learning environment that significantly increases achievement for all students. CCMMS provides a safe, nurturing atmosphere that fosters learning and leadership through the integration of curriculum, technology and university resources to produce students that positively impact our community.

Vision Statement:

At CCMMS we will create a culture that results in:

• High academic achievement and growth allowing all students to reach their potential as student leaders
• The wholistic development of life-long learners
• Experimental learning through STEM (science, tevhnology, engineering and math) connections

Value Statement:

At CCMMS we value + will:

• Implement data-driven, research-based instruction
• Utilize research based instruction to advance learning and teaching
• Integrate instruction across disciplines
• Create opportunities to engage the greater school community in learning
• Collaborate among students, staff, parents, and community through service learning
• Empower students to discover their leadership potential by valuing their talents and uniqueness
• Nurture our diverse and culturally responsive school community
• Incorporate technology in a 21st century learning environment

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

School:	Centennial MS
Plan Year	2014-2016
LEA:	Wake County (920)

School Goal	***By May 2016, we will increase proficiency (Levels 3, 4, and 5) from 51.8% to 60%.***
Goal Manager	Principal
Strategic Objective	Achievement
State Board of Education Goal	Globally Competitive Students
Data Justification for Goal Based on Comprehensive Needs Assessment	2014-2015 EOG Data: *Math Proficiency: All- 39.2%, CCR- 32.9%, District- 58% *Math I: All 85.5%, CCR- 64.5%, District- 91% *Reading Proficiency: All- 53.8%, CCR- 45.6%, District- 65% *Science Proficiency: All- 73.2%, CCR- 63.9%, District- 79% *Overall Composite: All- 51.6%, CCR- 43.5%, District- 65% 2014-2015 EOG Growth: Did Not Meet

1	**Key Process**	During and After School Math Intervention implementation for targeted students performing below grade level report card and EOG standards
	Process Manager	Pamela Weadon
	Completion Date	May - 2016
	Restrainers	*quantity of students needing the small group math intervention instruction
	Resources	*District allotment of intervention MOEs and tutoring funds *Master schedule that includes math intervention quarterly course taught by math intervention teacher
	Measurable Process Check(s)	*V-Math progress monitoring ***(used for instruction daily, used for progress monitoring quarterly)*** *Report Card grades ***(quarterly)*** *Case 21 benchmark ***(once per semester)*** *Pathdriver data ***(once per semester)*** *EOG data ***(yearly)***

	1	**Action Step**	Identify students performing Level 1-3 on EOG and/or students performing at a D or F in math courses. Assign targeted students to math intervention course and/or math after school tutoring program.
		Timeline	From 7/2015 To 5/2016
	2	**Action Step**	Math Teachers will attend professional development sessions to learn relevant, effective math instructional and intervention strategies. These will include but are not limited to the SAS Math Summit (all teachers attended), monthly vertical collaborative sessions, weekly grade level collaborative PLT, collaborative book study, and Self Study data analysis sessions.
		Timeline	From 7/2015 To 5/2016

School Improvement Plan

School:	Centennial MS
Plan Year	2014-2016
LEA:	Wake County (920)

2	Key Process	Reading and Writing Informational Texts NCSCOS standards explicitly taught, practiced, and assessed in all subject areas
Process Manager		Mary Hartnett
Completion Date		May - 2016
Restrainers		*Reading and Writing professional development for non-language arts teachers
Resources		*WCPSS Writing Rubric *WCPSS reading and writing professional development *Understanding by Design cross-curricular unit planning
Measurable Process Check(s)		*Pathdriver progress monitoring and data *(quarterly)* *Report Card grades *(quarterly)* *Case 21 benchmark *(once per semester)* *Writing Rubric *(based on district curriculum pacing guide)* *EOG data *(yearly)*

	1	Action Step	Language Arts Teachers will attend professional development sessions to learn relevant, effective reading and writing informational texts instructional and intervention strategies. These will include but are not limited to the district's writing rubric professional development, monthly vertical collaborative sessions, monthly cross-curricular collaborative sessions, weekly grade level collaborative PLT, collaborative book study, and Self Study data analysis sessions.
		Timeline	From 7/2015 To 5/2016
	2	Action Step	Identify students performing Level 1-3 on EOG and/or students performing at a D or F in language arts. Provide intervention in small and individual groupings by language arts teachers.
		Timeline	From 10/2015 To 5/2016
	3	Action Step	Write and implement cross curricular units of study (following Understanding by Design research) that incorporate explicit instruction, practice, and assessment of informational text standards.
		Timeline	From 10/2015 To 5/2016

School Improvement Plan

School:	Centennial MS
Plan Year	2014-2016
LEA:	Wake County (920)

School Goal	*By May 2016, the teacher turn over rate will decrease from 28.4% (at the end of the 2013-2014 school year) to 15%.*
Goal Manager	April King
Strategic Objective	Human Capital
State Board of Education Goal	Globally Competitive Students
Data Justification for Goal Based on Comprehensive Needs Assessment	*Teacher turn over rate was at 28.4% at the end of the 2013-2014 school year *37% of teachers report there is an atmosphere of trust and mutual respect in the school in the 2014-2015 school year

1	Key Process	Establish teacher leadership roles and recognition procedures that engage staff in the cultural development and work of Centennial Campus Magnet Middle School.
Process Manager		Meaghan Terry
Completion Date		May - 2016
Restrainers		*None
Resources		*Staff that have led this effort at previous schools *Highly qualified staff that have expressed interests and ability to lead peers
Measurable Process Check(s)		*Quarterly* survey of Teacher Working Conditions elements

	1	Action Step	Re-establish a hospitality team (Howl-On) that supports individuals and small groups with recognition and school spirit activities.
		Timeline	From 7/2015 To 5/2016
	2	Action Step	Establish committees with committee chairpersons to intervene and progress monitor Teacher Working Conditions survey data. Committees are: Media Technology, Howl-On, Positive Behavior Intervention Support, Leadership Team, School Improvement Team, and Lighthouse Team.
		Timeline	From 7/2015 To 5/2016
	3	Action Step	Protocols for collaborative brainstorming and decision making will be modeled and implemented throughout all staff groups (teams, PLTs, grade levels, departments, and committees)
		Timeline	From 7/2015 To 5/2016

WAKE COUNTY
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School Improvement Plan

Date	Apr - 2014
Waiver Requested	
N/A	
How will this waiver impact school improvement?	
N/A	
Please indicate the type of waiver:	State
Please indicate the policy to be waived	N/A

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Content Based Strategies	All Teachers	Academics-Instructional Practices	Observational Data (walkthroughs conducted by IRT/Admin)
Intervention & Progress Monitoring	All Intervention Teachers	Academics/Intervention	EOG Results, NCFE Results, Intervention Summary Report
Understanding the Common Core & Essential Standards	All Teachers	Academics (Instructional Best Practices)	Teacher Survey Data (PLT Surveys)

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School Improvement Plan

Development Activities for

Topic:	Participants:	Goal Supported:	Supporting Data:
Research Based Instructional Strategies Book Study (Books: Mindset, The Highly Engaged School, Creative Schools, Whole Brain Teaching for Challenging Kids, Culturally Proficient Learning Communities, The Art and Science of Teaching, Making Thinking Visible, Creating Innovators)	All Certified Staff	**Goal 1**: **By May 2016, we will increase proficiency (Levels 3, 4, and 5) from 51.8% to 60%.**	2015 51.6% overall proficiency and growth targets not met, 39.2% math proficiency, 53.8 reading proficiency
Perception and Academic Data Based Decision Making and Progress Monitoring of Work	All Certified Staff, Differentiated based on subject area	**Goal 1: By May 2016, we will increase proficiency (Levels 3, 4, and 5) from 51.8% to 60%.**	2015 51.6% overall proficiency and growth targets not met, TWC survey data, 39.2% math proficiency, 53.8% reading proficiency
Tiered Support of Interventions for Students Performing Below Grade Level Expectations	All Certified Staff	**Goal 1: By May 2016, we will increase proficiency (Levels 3, 4, and 5) from 51.8% to 60%.**	2015 51.6% overall proficiency and growth targets not met, 39.2% math proficiency, 53.8% reading proficiency
Collaborative Professional Behaviors (PLT development, Leadership Team development) including but not limited to National School Reform Faculty Protocols and Adaptive Schools activities.	All Certified Staff	**Goal 2: By May 2016, the teacher turn over rate will decrease from 28.4% (at the end of the 2013-2014 school year) to 15%.**	2015 49% of staff report faculty and staff have a shared vision and 37.5% of staff report an atmosphere of mutual respect in the school in 2015

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School Improvement Plan

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	CCMMS uses a variety of data to match students to appropriate enrichment and/or remediation activities. To make appropriate reading placements, we use EVAAS, EOG scores, CORE Maze and Vocabulary scores, digging deeper assessment data, and teacher recommendations.	CCMMS uses a variety of data to match students to appropriate enrichment and/or remediation activities. To make appropriate math placements, we use EVAAS, EOG scores, classroom formative assessment, and teacher recommendations.	Students receive positive behavior reinforcement through student celebrations (PBIS tickets, academic + behavioral rewards, "wolve of the week" [student celebrations]). In the upcoming two year cycle, CCMMS will further support positive behavior through the documentation of leadership progress using the "leadership contract" in which we will further celebrate student achievements in leadership/positive behavior quarterly.
Intervention Structure	CCMMS has an established time in the master schedule for enrichment/remediation. For four days per week, students attend a 40 minute class period where instruction is targeted to students specific reading and/or math needs.	CCMMS has an established time in the master schedule for enrichment/remediation. Four days per week, students attend a 40 minute class period where instruction is targeted to students specific reading and/or math needs.	Each teacher implements classroom management to provide a safe and effective learning environment. A school-wide discipline infrastructure is enforced with support from administration.
Instruction	Students who score a level 1 or 2 on the EOG and who score in the strategic or intensive intervention rand on the CORE assessments are placed in a variety of reading placements that target fluency, comprehension engagement, and test-taking skills, among others.	Students who score a level 1 or 2 on the EOG and who are notshowing progress on classroom assessments are placed in a math intervention that targets specific math goals and objectives, based on student need.	Currently, many students are placed in small groups with the counselors offered during various times during the day to increase student success behaviorally. Some small groups include, "peer-to-peer positive interactions," and "anger management." It is our hope that these small groups continue to yield positive results which will help students to be successful both academically and socially.
Assessment and Progress Monitoring	A variety of measures are used to track student progrss including teacher-developed class specific rubrics, post scores on CORE assessments, EOG scores, etc.	At present, student progress is assessed by classroom formative and summative assessments as well as EOG scores.	Teachers monitor and discuss student behavior during weekly team meetings. Teachers effectively communication with admin and student services.
Curriculum/Resources	CCMMS is using a variety of teacher-developed and curriculum ready resources to support targeted reading intervention,. including SRA Reading Laboratory, AMP (Achieving Maximum Potential), Great Leaps, AOR (Academy of Reading), Coach Intervention Series, as well as, literature circles as an approach to interest-based reading groups.	CCMMS is using a variety of teacher-developed resources to support targeted math intervention. In addition, CCMMS has purchased licenses for the V-Math program to provide supplemental support via online practice, drill, and teacher-selected strategic instruction.	CCMMS counselors communicate regularly with staff and have offered trainings for staff to yield positive results with students. For example, through a staff survey staff expressed a need to work with students to increase respect from students to adults. The counselors provided training to support teachers. Counselors and admin will continue to support staff with behavior/classroom management needs.

WAKE COUNTY
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School Improvement Plan

Intervention Planning Matrix

School:	Centennial MS
Plan Year	2014-2016
School Year:	2015-2016

	Reading	Math	Behavior
Data Decision Process for Entry and Exit	PathDriver Universal Screener data, report card data, and EOG proficiency data are used for entry and exit.	CCMMS uses a variety of data to match students to appropriate enrichment and/or remediation activities To make appropriate math placements we use EOG scores, and V-Math pre-assessments for entry to intervention instruction. For exit students must prove mastery using the V-Math post-assessments.	Students receive positive behavior reinforcement in each classroom. Minors and Major referral data is reviewed for behavioral data.
Intervention Structure	Classroom teachers will provide strategic interventions in class during core instruction aligned to data based decisions made in PLTs and departmental meetings.	CCMMS has an established time in the master schedule for enrichment and/or remediation. 5 days per week, students attend a 45 minute class period where instruction is targeted to students specific math needs.	Each teacher implements classroom management to provide a safe and effective learning environment. A school-wide discipline infrastructure is enforced with support from administration.
Instruction	Direct Instruction with pre-teaching and re-teaching will be utilized based on data. Additionally, science and social studies courses will include instruction, practice, and assessment aligned to the Common Core informational text curriculum standards.	Students who are not proficient on the EOG and who have not mastered standards from the V-Math pre-assessments are placed in math intervention that targets specific math goals and objectives based on student needs.	PBIS provides whole group explicitly taught expectations.
Assessment and Progress Monitoring	PathDriver Progress Monitoring PLT Common Assessments EOG Data Report Cards Benchmark Assessments	After receiving individualized instruction, students are administered V-Math post assessments to determine their mastery of standards.	Teachers monitor and discuss student behavior during team meetings, grade level meetings, Student Support Services team meetings, and MTSS meetings.
Curriculum/Resources	Academy of Reading PathDriver Common Core Standards CMAPP Cross-curricular instruction	CCMMS uses a variety of instructional practices to support students. These instructional practices include targeted small groups, online practice, and hands on activities. CMAPP, V-Math, and other WCPSS approved websites are used to support instruction.	7 Habits of Highly Effective People PBIS