

**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

SCHOOL SECTION

LEAs must duplicate the School Section of this application for **each** Tier I and Tier II school to be served.

School Name: Oklahoma Centennial High School Address: 1301 NE 101st Street Oklahoma City, OK 73131	SIG Site Contact: Dr. Linda Toure Name & Position: Executive Director of School Turnaround Phone#: 405-587-0293 Email Address: lwtoure@okcps.org	
Grade levels enrolled (SY10-11): 9-12	Number of Students Enrolled (SY10-11):	
Tier Level Tier I _____ Tier II _____ <input checked="" type="checkbox"/> Tier III _____	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School	
School Improvement Status _____ School Year 1 _____ School Year 2 _____ Corrective Action _____ Restructuring Planning _____ Restructuring Implementation	Intervention Model Selected: _____ Turnaround Model _____ Closure _____ Restart <input checked="" type="checkbox"/> Transformation	
Waiver Request: <input checked="" type="checkbox"/> Requested for this School _____ Not Requested for this School	Amount the LEA is requesting from 2009 Title I 1003(g) School Improvement Funds for the next three years.	
	Year 1: SY 2011-12	\$1,899,899.00
	Year 2: SY 2012-13	\$1,989,613.00
	Year 3: SY 2013-14	\$2,000,000.00
	Total Amount of Funding Requested for this School	\$5,889,512.00

SCHOOL NEEDS ASSESSMENT

The school conducted a comprehensive needs assessment prior to completing the application for FY2010 SIG funds.

OK Centennial HS began its needs assessment using the WISE Planning and Coaching Tool in April 2011. The team consisted of Ms. Barbara Davis, interim principal, several staff members, and a parent. The team assessed the needs of the school according to Oklahoma’s Nine Essential Elements and entered those assessments into the WISE Planning Tool. As this was the first year OK Centennial HS has used WISE, the initial assessment of indicators was done by analyzing multiple forms of data including EOI scores for the past two years, benchmark scores for the 2011-2012 school year, average ACT scores, attendance rates, mobility rates, free/reduced lunch count, graduation rates, and drop-out rates and in-depth discussion by leadership team members.

The academy initiative was also included in the needs assessment. OK Centennial HS will be transitioning to an Academy of Information Technology during the 2011-2012 school year. This transition will include major changes in curriculum, rigor, and opportunities for students. It was imperative the school take this transition into consideration when making decisions about the SIG model and action plan.

Although OK Centennial HS is not currently a school identified for improvement, the team also took the AYP status of 2009-2010 into consideration when determining action steps for the model. According to the 2009-2010 NCLB Report Card, OK Centennial HS did not make AYP in Mathematics for Regular Education students, but made Safe Harbor in all subgroups in Reading. Additionally, the API score for mathematics for most subgroups is 0.

Through this process, OK Centennial HS identified several areas of strength and need that will be used to guide the team through the SIG process. These areas of strength and need are provided in more detail in the Summary of Needs Assessment Results chart in this application.

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
2010-2011 Benchmark Data for Quarters 1-3	WISE Planning and Coaching Tool	Attendance
2008-2009 EOI Scores for English II and Algebra I	Organizational Health Inventory	Free/Reduced Lunch Count
2009-2010 EOI Scores for English II and Algebra I	Marzano Research Laboratory Phase I and Phase II Report	Special Education Participation
NCLB Report Card for 2008-2009	School Support Team Reports for 2010-2011	Demographics
NCLB Report Card for 2009-2010		Graduation/Drop-Out Rates

Name	Title	Stakeholder Group
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Ms. Barbara Davis, Ms. Adell Cudjoe, Ms. Juanita Hayes, Ms. Crystal Barber, Ms. Patti Willis, Ms. Linda Dudley, Ms. Lavanna Stoner, Mr. James Coursey	Interim Principal and Staff	School Leadership Team
Mr. Albert Ash, OK Centennial Parent Meeting Attendees	Member of PTSA and Parent Support Group, Parents	Parents
Mr. Ed Allen, Ms. Karen Patton, Ms. Ann Turner	President, AFT	American Federation of Teachers (AFT)
Mr. David Gray	President, OCFCE	Oklahoma City Federation of Classified Employees (OCFCE)
Mr. Karl Springer, Dr. Linda Toure, Ms. Terry Fraley, Dr. Sheli McAdoo, Dr. Michael Shanahan, Ms. Sandra Park, Mr. Jim Burkey, Mr. George Kimball, Dr. Teri Bell, Mr. Ed Allen	Superintendent and District Central Office Staff	District Leadership Team

LEA NEEDS ASSESSMENT

The OCPS district leadership team began meeting upon announcement of the eligible SIG schools on April 6, 2011. The district held meetings in April and May with various stakeholder groups including district leadership, school leadership, parents/community, the American Federation of Teachers, and the Oklahoma City Federation of Classified Employees.

OCPS used data provided by the PRE department to conduct a comprehensive needs assessment for the district and OK Centennial HS. Data used in this assessment included OCCT/EOI data for two years, Manpower Staffing Reports, NCLB Report Cards, Organizational Health Inventories, OCPS strategic plan initiatives, school and community feedback, and demographics.

OCPS also considered the SIG eligibility of OK Centennial MS in the needs assessment. As OCPS is applying on behalf of OK Centennial MS to implement the Transformation Model, it was determined that because the schools share teachers, a building, and an administrator, OCPS had the capacity to fully implement and support the same model at both sites. Further, because of the reforms already planned for both sites, the Transformation Model would be most beneficial for the students.

OCPS also gathered feedback and perception data from staff and community members at school meetings.

Meeting Date	Meeting Title	Stakeholder Groups Represented
April 12, 2011	Initial SIG Meeting	District
April 21, 2011	District SIG Meeting	District, AFT
April 25, 2011	OK Centennial Staff Meeting	District, AFT, School Staff
April 26, 2011	OK Centennial Parent/Community Meeting	District, AFT, School Staff, Parents, Community Members

May 5, 2011	District SIG Meeting	District, AFT, OCFCE,
May 6, 2011	OK Centennial Leadership Meeting	District, AFT, School Staff, Support Staff, Parents
May 12, 2011	District SIG Meeting	District, AFT, OCFCE

The needs assessment resulted in the choice of the Transformation Model and selection of the strategies included in the action plan.

SUMMARY OF NEEDS ASSESSMENT

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<p>School Profile: Includes student and staff data.</p>	<p>The school profile shows that the student population at OK Centennial HS is diverse with 77% African American, 9% White, 8% Hispanic, 4% Native American, and 1% Asian. According to the October 2010 report, there are 276 students in OK Centennial HS and the free/reduced lunch percentage is 100%. The 2009 graduation rate was 75.8% and the attendance rate for 2009-2010 was 89%. The staff at OK Centennial HS is 100% highly qualified, and 40% of staff possess an advanced degree. OK Centennial is not a school in improvement, but did not make AYP in 2009-2010; the total API for OK Centennial HS is 264. (The state average is 1092.) 48% of students scored proficient or above in English II and 28% of students scored proficient or above in Algebra I. Although the percentage rose from 41% in 2009 for reading, the percentage declined from 33% in 2009 for math.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>OK Centennial aligns all courses with the Oklahoma PASS standards. Additionally, English and Math teachers use the ACT/America's Choice curriculum. OK Centennial HS will continue to use ACT/America's choice in 2011-2012 and will plan for the implementation of the National Academy Foundation curriculum designed for the Academy of Information Technology. Curriculum development and elimination of gaps and overlaps occurs in the vertical and horizontal team meetings.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to PASS, and use of assessment data.</p>	<p>OK Centennial HS administers benchmark exams quarterly. OK Centennial HS works closely with the Instructional Facilitators to disaggregate data after the benchmarks and identify students that did not meet proficiency and skills that were not mastered by a majority of students. Remediation and reteaching occur based on these results. Teachers at OK Centennial HS also administer classroom assessments, but common assessments have not been developed at this time. All teachers do not currently include pre- and posttests in lesson plans.</p>

<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>Teachers have received professional development in Building Academic Vocabulary, PLCs, and Data Review. However, not all teachers use varied instructional strategies (85%). Technology is available in classrooms and Title I funds are used to purchase new instructional technology for teachers. However, more training is needed for teachers to use the technology effectively.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>OK Centennial HS teachers have been provided staff development in respecting diversity by addressing students' needs in the classroom, making the learning environment safe, and providing appropriate instruction to all students. Currently, 70% of teachers practice good classroom management and techniques in the classroom, but professional development in management as well as classroom procedures was identified as a critical need. The PLCs meet on a weekly basis to discuss current progress, develop discipline plans, and meet with students and/or parents as needed. Teachers send home progress reports every four weeks as communication to parents. There is a structure in place for the school to make decision collaboratively, but there is room for improvement in this area. Teams could better their acknowledgment of every voice in the decision making process as related to teaching and learning.</p>
<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>OK Centennial HS has a PTSA, a parent support group, and a resource room for parents. Computers are provided in the resource room for parents to access Smart Web. OK Centennial HS has several clubs and activities for students that also provide opportunities for family and community involvement. Effective Transitions provides some counseling services. Although guidance and mentoring programs are in place, there is a greater need than available services. The Leadership Team also determined that OK Centennial HS was in need of home visits for parents, increased advertising of the parent resource room, meetings at locations outside the school building, and strategies to encourage male family members to be involved.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process.</p>	<p>Teachers at OK Centennial have ample opportunity for job-embedded professional development. Each teacher is provided two planning periods and one is dedicated to PLC meetings. Teachers also have access to two Instructional Facilitators. Teachers also attend a weekly staff meeting that is focused on professional development instead of administrative items. Some teachers attend professional development out of the district and out of state such as ASCD and PLC. Title I funds are budgeted for professional</p>

	development such as ACT, BAV, PLC, data workshops, and technology training, but not all teachers attend all professional development opportunities.
<p>Leadership: Includes process for decision making, policies and procedures, and the shared vision.</p>	<p>During the second semester of the 2010-2011 school year, an interim principal was assigned, and a new principal will be hired for the 2011-2012 school year. As part of this process, two staff members from OK Centennial will observe during the screening process. The school currently has a school leadership team and has reviewed the mission and vision for the school, but has not rewritten them for the next school year. Currently, leadership attends two PLC meetings each week and monitors PLC meetings of all teams. Leadership also conducts focus walks on a regular basis. OK Centennial anticipates major changes in leadership practices with the hiring of a new principal and with the transition to an Academy of Instructional Technology. Additionally, if the SIG application is received, supervision of the school will transition from the Office of Secondary Education and Reform to the Office of School Turnaround.</p>
<p>Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming.</p>	<p>OK Centennial HS received Title I funds (511), Title I ARRA funds (516), and ACE remediation funds. With these funds, OK Centennial HS provided instructional materials for ACT/AC; instructional technology for the classroom; Professional development including Kagan Classroom Management Workshop, ASCD Differentiated Instruction Workshop, and National PLC Conference; materials for the parent resource room, after school tutoring and remediation, and a Counselor Assistant. Next year, Title I ARRA funds will no longer be available, and many of the Title I funds will be obligated to funding intersession courses and ACT/AC materials. Also, OK Centennial HS may be identified as in need of improvement, but does not anticipate a large sum of 515 funds during the 2011-2012 school year due to the number of school missing AYP in 2009-2010.</p>
<p>Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation.</p>	<p>Teachers receive 45 minutes per day of collaboration time. These meetings are also attended by administrators and instructional facilitators. Meetings are structured around student progress and are documented by agendas and minutes. In the 2010-2011 school year, OK Centennial HS did not use the WISE Planning Tool to develop the schoolwide plan, but used the paper template provided by OCPS. The paper plan was not implemented as effectively as it could have been in the 2010-2011 school year. OK Centennial HS has begun using the WISE Planning Tool and has involved numerous stakeholders in the process. OK Centennial will use WISE as a tool for integrating the Title I Plan, the SIG application, and the plans for the Academy of</p>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

OCPS district leadership held several meetings with appropriate stakeholders including OK Centennial MS leadership, AFT representatives, OCFCE representatives, parents, and community members to determine the needs of OK Centennial MS. It was found in the needs assessment and in feedback from the meetings, that the Transformation Model would most benefit OK Centennial HS.

The current status of the physical plant, staffing, and curriculum at OK Centennial HS was analyzed in the choice of model. OK Centennial HS is a high school that shares a building, staff, and administration with OK Centennial MS. There are approximately 11 teachers that are shared between the MS and HS. A choice of another model would impact not only the HS, but also the MS. Additionally, OK Centennial HS is transitioning to an Academy of Informational Technology which means that OK Centennial HS will be implementing many of the required components of the Transformation Model during the planning year for the academy. OK Centennial would be able to seamlessly integrate both the Transformation Model and the Academy initiative during the same school years and the components of each would enhance the education for all students.

The Transformation Model also supports many of the identified areas of need. The Transformation Model supports hiring a qualified Turnaround Principal and OCPS is currently recruiting a principal for OK Centennial HS. The Transformation Model supports implementing a rigorous and scientifically research based curriculum and OK Centennial HS is currently working with ACT/AC and the National Academy Foundation for this purpose. The Transformation Model also supports high quality, job-embedded professional development which would allow all teachers at OK Centennial HS to receive the training necessary for effective instruction.

The identification of OK Centennial MS as a Tier I school also influenced the decision of model. OK Centennial MS is applying for use of SIG funds to implement the Transformation Model. As both schools are located in the same building and are both applying for SIG funds, but share one principal, it was determined by OCPS and the school leadership team that implementing the same model for each site would be most beneficial for the students. This decision was supported by the feedback from the staff and community meetings held at OK Centennial.

SCHOOL SMART GOALS

SMART Reading/Language Arts Goals
Goal for 2011-2012: The API reading score for the All Students subgroup at OK Centennial HS will increase from 445 in 2009-2010 to 638 in 2011-2012.
Goal for 2012-2013: The API reading score for the All Students subgroup at OK Centennial HS

will increase from 638 in 2011-2012 to 735 in 2012-2013.
Goal for 2013-2014: The API reading score for the All Students subgroup at OK Centennial HS will increase from 735 in 2012-2013 to 831 in 2013-2014.
Rationale: The 2010 API reading score for OK Centennial HS in the All students subgroup was 445. The leadership team anticipates an increase in API for this subgroup in 2011 based on progress shown on district benchmarks. OK Centennial HS feels a 638 API for the first year of SIG is an attainable goal. OK Centennial also feels that with the increased professional development and resources provided by SIG, the goals in 2013 and 2014 will be attainable and will ensure OK Centennial HS is no longer identified for improvement.

SMART Mathematics Goals
Goal for 2011-2012: The API math score for the All Students subgroup at OK Centennial HS will increase from 0 in 2009-2010 to 436 in 2011-2012.
Goal for 2012-2013: The API math score for the All Students subgroup at OK Centennial HS will increase from 436 in 2011-2012 to 653 in 2012-2013.
Goal for 2013-2014: The API math score for the All Students subgroup at OK Centennial HS will increase from 653 to 871 in 2012-2013.
Rationale: The 2010 API math score for OK Centennial HS in the All Students subgroup was 0. Based on quarterly benchmark scores and formative assessments, OK Centennial HS anticipates an increase in API for the 2010-2011 school year. OK Centennial HS feels that a goal of 436 will be attainable given the higher score for the 2010-2011 school year. OK Centennial also feels that with the increased professional development and resources provided by SIG, a 653 will be attainable in 2012-2013. The 871 in 2013-1014 will ensure OK Centennial HS is making progress toward requirements of NCLB and is no longer identified as a persistently low achieving school.

SMART Graduation Rate Goals
Goal for 2011-2012: The percentage of 4 year seniors at OK Centennial HS will increase from the current average of 63% to 73% in the 2011-2012 school year.
Goal for 2012-2013: The percentage of 4 year seniors at OK Centennial HS will increase from 73% to 83% in the 2012-2013 school year.
Goal for 2013-2014: The percentage of 4 year seniors at OK Centennial HS will increase from 83% to 93% in the 2013-2014 school year.
Rationale: OK Centennial HS's current graduation rate of 63% is below the state performance target of 67.8%. However, OK Centennial has set goals to increase the graduation rate of 4 year seniors. OK Centennial HS has already begun to provide the supports for attaining these goals. OK Centennial HS provides credit recovery classes and has restructured the master schedule to allow students to take the Algebra I EOI in the fall, allowing for retakes, if necessary, in the spring. Additionally, OK Centennial HS will work with guidance staff to ensure students are prepared for EOI or alternative exams to meet ACE requirements.

INTEGRATION OF SERVICES

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • The Title I Reading Teacher provides additional learning opportunities for the most at-risk students. • After School Tutoring Stipends are paid for teachers to provide remediation to students after the school day. • Instructional Technology and Materials are provided to enhance curriculum and aid in varied instruction in the classroom. • Professional Development is available for teachers in the areas that support the Title I program such as classroom management, PLCs, data review, and technology integration. • A Building Academic Vocabulary (BAV) Consultant provides job-embedded professional development to teachers on the six-step process of BAV. • Parent Resources such as brochures, newsletters, computers, and college/career information are supplied in the parent resource room. • A supplemental Counselor Assistant provides support for student guidance activities and enrollment. The Counselor Assistant performs many of the necessary office/managerial duties allowing the guidance counselors to focus more time on students needs. • Transportation Costs are paid for transporting parents to parent meetings and classes and for students attending after school tutoring sessions.
Title II, Part A	<ul style="list-style-type: none"> • New Teacher Orientation is provided for all new teachers. • Two Instructional Facilitators are onsite to provide job-embedded professional development and to assist with implementation of instructional strategies learned in professional development.
Title III, Part A	<ul style="list-style-type: none"> • Sheltered Instruction and Observation Protocol (SIOP) training is provided for teachers. • Principals' Academy is provided once a month for principals, assistant principals and aspiring principals. In addition the SIG assistant principals will participate in all the Professional Development.
Other Federal Resources <ul style="list-style-type: none"> • Title I ARRA • IDEA 	<ul style="list-style-type: none"> • ACT/AC Materials are provided to teachers to enhance the ACT/AC curriculum. • Professional Development in Kagan Classroom Management and ASCD Differentiated Instruction were provided to teachers and administrators.

	<ul style="list-style-type: none"> • Parent Resources such as Love and Logic CDs were purchased to supplement the parent resource room. • Special Education services for identified students and transition to inclusion.
State Resources <ul style="list-style-type: none"> • General Fund • ACE 	<ul style="list-style-type: none"> • Salaries for classroom teachers and administrators. • Curriculum required for core content and elective classes. • Comprehensive data system for providing formative and summative data. • Teach for America teachers will be assigned to OK Centennial MS/HS in the areas of Math, English, and Science.

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

OK Centennial HS will modify its policies and procedures to meet the requirements of the Transformation Model. Many of these modifications will be made in conjunction with modifications Centennial MS. Modifications will occur in the following areas.

Memorandum of Understanding

A Memorandum of Understanding (MOU) between OCPS and AFT will be developed to address the collective bargaining modifications necessary for implementation of the Transformation Model. The MOU will include provisions concerning teacher evaluation, teacher contract time, performance pay, and other areas covered by the collective bargaining agreement. Pending approval of this application, the MOU will be approved by the OCPS Board of Education.

Staffing

OCPS will provide flexibility in hiring practices at the site level. Staff will not be assigned to OK Centennial HS without consent of the principal. Current staff will be provided an opportunity to transfer to another OCPS site if they are unwilling or unable to meet the employment conditions of the School Improvement Grant. OK Centennial HS will use a structured interview process to hire staff to fill any available positions.

Teacher Evaluation System

In accordance with the requirements of the Transformation Model, a rigorous, transparent, and equitable Teacher Evaluation System will be implemented at OK Centennial HS. This evaluation system was developed by Douglass MS in collaboration with Marzano Research Laboratory as part of the FY2009 SIG.

Performance Incentive

OK Centennial HS does not currently offer performance incentives for academic goals. Modifications to the policies regarding incentives will be made to meet the requirements of the Transformation Model. These modifications will also be equitable with the OK Centennial MS.

District and union representatives met with the OK Centennial Leadership Team on May 6, 2011. During this meeting, the Leadership Team voted to adopt the same performance incentive structure for academic goals as the existing SIG schools implementing the Transformation Model. Under

this structure, Reading and Math teachers (as well as Special Education co-teachers) will receive \$50 for each FAY student scoring proficient or above on the state administered tests. Additionally, all OK Centennial HS teachers will receive \$3000 if the reading SMART goal is met and \$3000 if the math SMART goal is met.

More detailed information regarding the performance incentives can be found under Requirement #3 of the Action Plan in this application.

Scheduling

OK Centennial HS will implement a continuous learning calendar for the 2011-2012 school year. Although students will receive the same amount of regular instruction time, the traditionally extended summer vacation is shortened, and smaller, more frequent breaks are scheduled throughout the year. As part of the continuous learning calendar, intersession classes will be provided during the fall and winter for three full days each and spring will be five full days. Students who are identified as most at-risk of failing to meet state academic standards will have priority to attend.

In addition to the intersession classes, OK Centennial will provide increased learning time for all students. Because OK Centennial MS is housed in the same building, shares teachers with, and relies on the same transportation as OK Centennial HS, the policy for increased learning time will be modified to maintain the current contract day for teachers, but increase learning time for students.

OK Centennial MS and HS will continue the current teacher contract day of 7:10 a.m. – 2:40 p.m. The student day, however, will be extended from the current 7:40 a.m. – 2:10 p.m. to 7:40 a.m. – 2:40 p.m. The additional 30 minutes will be divided and added to each class period. This schedule will add 5,220 minutes or 87 hours to the school year.

Collaboration Time

At least 90 minutes of protected collaboration time is an additional Oklahoma requirement of the SIG competition. OK Centennial will continue its current practice of providing 45 minutes of collaboration time for teachers each day. This amounts to 225 minutes or 3.75 hours of protected collaboration time each week.

Professional Development

A 5 day teacher academy and an additional 5 days of professional development during the school year are additional Oklahoma requirements of the SIG application. To meet these requirements, OK Centennial will schedule a 5 day teacher academy prior to the first day of school on August 1, 2011. Additionally, OK Centennial will include in its schedule 5 onsite professional development opportunities for staff. More information about specific professional development opportunities can be found in the Action Plan section of this application.

SCHOOL SUSTAINABILITY EFFORTS

In developing the school application, OK Centennial HS has taken sustainability of reform efforts into consideration. OK Centennial HS has addressed sustainability in all the required areas of the application.

Stakeholder Involvement

OCPS and OK Centennial involved stakeholders in the process of developing the school SIG application and action plan. (Repeated from LEA Needs Assessment Section of this application.)

Meeting Date	Meeting Title	Stakeholder Groups Represented
April 12, 2011	Initial SIG Meeting	District
April 21, 2011	District SIG Meeting	District, AFT
April 25, 2011	OK Centennial Staff Meeting	District, AFT, School Staff
April 26, 2011	OK Centennial Parent/Community Meeting	District, AFT, School Staff, Parents, Community
May 5, 2011	District SIG Meeting	District, AFT, OCFCE,
May 6, 2011	OK Centennial Leadership Meeting	District, AFT, School Staff, Support Staff, Parents
May 12, 2011	District SIG Meeting	District, AFT, OCFCE

OK Centennial will continue the efforts recommended by stakeholders through continuous communication and involvement of stakeholders throughout the duration of the SIG funds and beyond.

The planning year for the academy initiative will also ensure stakeholder sustainability. As part of the planning year, OK Centennial will appoint a board of stakeholders such as business leaders and community members. These stakeholders will continue support of the academy initiative and the components of the Transformation model after SIG funding has ended.

Transition Plans

OK Centennial HS has aligned its application as closely as possible with the OCPS strategic plan, which is a written plan for the future of the district approved by the OCPS Board of Education in January 2011. Using the strategic plan as a guide, OK Centennial HS developed action plans in this application that will be supported by the district in future years. Because the action plan so closely aligns, the transition from a SIG school to a non-SIG school in three years will be seamless.

Additionally, OK Centennial HS has aligned its application with the academy initiative which will ensure sustainability of efforts in the future. In 2011-2012, OK Centennial HS will be in a planning year for the academy and will use that time to integrate the goals of SIG and the National Academy Foundation. As the academy initiative will be sustained after the three year SIG funds, OK Centennial will have a structure in place to support the efforts started with SIG for improved student achievement.

WISE Planning and Coaching Tool

OCPS has implemented the WISE Planning and Coaching Tool district-wide. All schools, regardless of SIG status are using the WISE Planning and Coaching Tool to develop schoolwide

and/or school improvement plans. OK Centennial HS began its strategic planning process using the WISE Planning Tool in May 2011 and will be implementing the WISE Plan in the 2011-2012 school year. Additionally, OK Centennial will receive additional monitoring of and support for the WISE Plan from the Federal Programs Team at the OCPS district central office. Because all schools in the district are using WISE, OK Centennial will sustain its efforts in strategic planning using the WISE Planning Tool for the duration of the SIG funds and beyond.

Formative and Summative Data

OK Centennial HS currently administers benchmark exams and conducts data reviews at least three times a year. These efforts will be continued for the duration of the SIG funds. Sustainability of these efforts is supported by district policy. OCPS extends the requirement to administer benchmark assessments and conduct data reviews to all schools in the district regardless of SIG status. Also, OCPS supports the sustainability by providing access to and support of using data through the PRE department. As OCPS has a culture of data-driven decisions at all school sites, the efforts required of SIG will have the support necessary to be sustained.

Funding Sources

OCPS and OK Centennial HS considered financial sustainability of all proposed expenditures and actions included in this application. OK Centennial HS will leverage SIG funds to gain the maximum effect without incurring unsustainable costs after the funding period. As a result, the primary focus of the SIG funds at OK Centennial HS will be investing in human capital by building the capacity of the staff. As OK Centennial HS foresees a decrease in professional development funded by SIG in subsequent years, efforts can be sustained by current levels of Title I funding. Title I will also be available to sustain the intersession courses and some parent involvement activities. However, OK Centennial will also continue to pursue outside funding sources to sustain other strategies including parent and community collaboration and performance incentives.

Title I Schoolwide Plan

Because OCPS uses the WISE Planning Tool for SIG plans and Title I schoolwide plans, the Title I Schoolwide Plan will support the sustainability of the SIG reforms. OCPS requires one plan for SIG schools and works with sites to develop a plan that includes the approved actions in the SIG application and the Title I requirements. Because this process is currently in place and is supported at the district level, OK Centennial HS will be able to sustain SIG action steps through the Title I schoolwide plan.

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

OCPS is not requesting to use any first-year funds for pre-implementation.

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
1. Replace the principal who led the school prior to commencement of the transformation model.	<p>The principal of OK Centennial HS will be replaced for the 2011-2012 school year. OCPS is currently searching for a principal with the Turnaround Competencies recommended by OSDE and CII.</p> <ol style="list-style-type: none"> 1. OCPS conducts a search for a principal using various recruiting methods. 2. Applicants were received from in and out of district and were reviewed using the Structure Interview process. 3. OCPS conducts interviews for a principal. 4. OCPS appoints a new principal for the 2011-2012 school year. 	<p>April – May 2011</p> <p>May – June 2011</p> <p>July 2011</p>	<p>Dr. Michael Shanahan</p> <p>Dr. Sheli McAdoo, Dr. Linda Toure OCPS Board of Education</p>

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:</p> <p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p>OCPS, Douglass MS staff, and MRL developed a rigorous, transparent, and equitable evaluation system for teachers during the 2010-2011 school year as part of the application for FY2009 SIG funds. OCPS will expand usage of that system to its FY2010 SIG sites. A copy of the evaluation system can be found in Appendix E of this application.</p> <ol style="list-style-type: none"> 1. OCPS will adopt the evaluation system developed by Douglass MS and MRL in OK Centennial MS for the 2011-2012 school year. 2. The principal and staff will receive training on the new evaluation system. 3. The evaluation system will be used during the 2011-2012 school year. 4. OK Centennial staff will receive continued training from MRL during the implementation year of the evaluation system. 5. OK Centennial Staff and MRL will review the evaluation system and use information to develop professional development plans for 2012-2013. 6. The evaluation system will be used during the 2012-2013 and 2013-2014 school years. 	<p>May – June 2011</p> <p>July 2011</p> <p>August 2011-May 2012</p> <p>August 2011-May 2012</p> <p>May-July 2012</p> <p>August 2012-June 2014</p>	<p>District Leadership Team</p> <p>OCPS Staff</p> <p>Site Principal and District Leadership Team</p> <p>Site Principal</p> <p>Site Principal</p>
<p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school</p>	<p>OCPS will implement the same definition of equitable performance pay across all SIG schools from both the FY2009 and FY2010 competitions that are implementing the same intervention model. As OK Centennial HS will be implementing the Transformation Model, the academic</p>		

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<p>performance incentives will be the same as those offered at Douglass HS and F.D. Moon Academy. The details are as follows:</p> <p>Reading and Math teachers (and Special Education co-teachers) will receive \$50.00 for each FAY student who earns a proficient or advanced on the respective Reading or Math CRT. Each certified staff member will receive a \$3000 incentive if the annual reading SMART goal is met and \$3000 if the annual math SMART goal is met. Teachers who are not demonstrating proficiency with instructional strategies will be identified early and provided with intensive coaching.</p> <ol style="list-style-type: none"> 1. Meet with AFT representative to develop MOU regarding performance incentives. 2. OCPS Board Approval of MOU. 3. Notify OK Centennial MS staff members of performance incentives. 4. Maintain record of staff attendance rates at school level. 5. Develop list of FAY students. 6. Identify FAY students scoring proficient or advanced for each Reading and Math Teacher (and Special Education co-teacher). 7. Determine amount of performance pay for each teacher eligible. 	<p>May 2011, May 2012 and May 2013</p> <p>July 2011, July 2012 and July 2013</p> <p>July 2011, July 2012, and July 2013</p> <p>August 2011-June 2014</p> <p>March 2012, March 2013, and March 2014</p> <p>July 2012, July 2013, July 2014</p>	<p>District Leadership Team</p> <p>OCPS BOE</p> <p>Site Principal</p> <p>Site Principal</p> <p>Site Principal</p> <p>Site Principal</p>

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	8. Submit required paperwork to federal programs department for payment of performance incentives.	July 2012, July 2013, July 2014 July 2012, July 2013, July 2014	Site Principal Site Principal or Financial Secretary
4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	OK Centennial will provide staff with ongoing, high quality, job-embedded professional development that is aligned to the needs assessment, the OCPS strategic plan, and the requirements of the Transformation Model. OK Centennial HS recognizes that SIG is a three-year grant and has planned professional development to be a continuous process that ensures seamless integration of providers and addresses the areas most in need in Year 1. The schedule is as follows: Year 1 – Intensive focus on ACT/America’s Choice Intensive focus on Marzano’s Building Academic Vocabulary and Classroom Management that Works Intensive focus on Technology Integration Begin training on Marzano’s Art and Science of Teaching Begin PLC Training by Leadership Facilitator Year 2 - Intensive Focus on Marzano’s Art and Science of Teaching Intensive Focus on National Academy Foundation Continue ACT/AC, PLC, and Technology Integration, and Classroom Management Year 3 – Intensive Focus on National Academy Foundation	July 2011 – June 2012 July 2012 – June 2013 July 2013 –June 2014	Site Principal, Transformation Coach Site Principal, Transformation Coach Site Principal,

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Continue Marzano, ACT/AC, PLC, and Classroom Management, and Technology Integration</p> <p>For all professional development providers, the following steps will be taken to create a contract, determine effectiveness, and continue contracts for the next school year.</p> <ol style="list-style-type: none"> 1. Create contract for and get Board Approval. 2. Schedule school year with provider. 3. Schedule a provider meeting to set expectations and ensure integration of all services. 4. Staff receive job-embedded professional development during school year. 5. Evaluate effectiveness of provider and services using staff survey. 6. Determine professional development needs for the next school year. <p>ACT/America's Choice ACT will provide professional development and onsite coaching on implementation of ACT/America's Choice curriculum.</p> <p>National Academy Foundation By establishing an Academy of Information Technology, OK Centennial HS will supplement the core academic curriculum with courses in the area of focus. For OK Centennial HS,</p>	<p>July 2011, 2012, 2013</p> <p>July 2011, 2012, 2013</p> <p>August 2011, 2012, 2013</p> <p>May 2012, 2013, 2014</p> <p>May 2012, 2013, 2014</p> <p>On-going</p> <p>July 2011</p>	<p>Transformation Coach</p> <p>Principal</p> <p>Principal, Transformation Coach</p> <p>Principal, Transformation Coach</p> <p>Principal, Transformation Coach</p> <p>Principal, Transformation Coach, Staff</p> <p>Leadership Team</p> <p>Principal Executive Director of Secondary School and Reform</p> <p>Principal</p>

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>those courses would align with Information Technology. The Academy initiative will also connect the school with corporate partners to provide the students with extended learning beyond the classroom.</p> <p>Leadership Facilitator OK Centennial will contract with a Leadership Facilitator to provide job-embedded training for the school leadership and PLC teams. This leadership facilitator will have a split contract with OK Centennial MS. The person chosen will play a critical role in creating a cohesive structure for school improvement and accountability. They will create an effective school environment through mentoring and guidance of decisions based on research and on-going assessment. A job description for the Leadership Facilitator can be found in Appendix C of this application.</p> <p>Marzano Research Laboratory MRL will provide professional development in the Art and Science of Teaching, Building Academic Vocabulary, and effective use of the Evaluation System . Services will include development of a common language, use of data, student-teacher relationship building, instructional strategies, and formative assessments. A draft of services proposed by MRL is included in Appendix F of this application.</p> <p>Technology Integration OK Centennial HS will contract with November Learning and/or the K20 Center to provide on-site, job embedded professional development on effective technology integration. This PD will ensure the current technology investment at OK Centennial HS is used effectively and will support the</p>	<p>July 2011</p> <p>July 2011- On-going</p> <p>July 2011</p>	<p>Principal</p> <p>Principal Leadership Team Leadership Facilitator Transformational Coach</p> <p>Principal Leadership Team Leadership Facilitator Transformational Coach</p>

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>transition to an Academy of Information Technology. Services will include onsite training on aligning technology to curriculum, developing rigorous assignments, and creating a technology plan.</p> <p>Additional Oklahoma PD Requirements OK Centennial HS will use SIG funds to meet the additional Oklahoma requirements of the SIG application including the 5 day teacher academy and the 5 day New Teacher Academy. The 5 day onsite professional development requirement will be met through the MRL and November Learning PD listed above.</p> <ol style="list-style-type: none"> 1. Schedule 5 day academy for the week before school begins. 2. Plan 5 day teacher academy and develop agenda for 5 day academy which will include explanation of SIG, Transformation Model, school application, school SMART goals, and ways teachers can support SIG reforms. 3. Notify teachers of 5 day teacher academy and the July date. 4. Evaluate 5 day teacher academy. <p>OK Centennial will also continue effective strategies from the 2011-2012 school year as listed below. These strategies align with the SIG application, but are not necessarily supported by SIG funds.</p>	<p>Spring 2012,2013,2014</p> <p>Spring 2012,2013,2014</p> <p>July 2012,2013,2014</p> <p>July 2011</p>	<p>Technology Coach</p> <p>Principal Transformation Coach Leadership Facilitator Leadership Team Technology Coach</p>

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Instructional Facilitators Two Instructional Facilitators will be funded by Title II A funds to provide onsite support for classroom teachers. Instructional facilitators will provide training and modeling on effective instructional strategies, data review, and student engagement strategies.</p> <p>Instructional Professional Development OK Centennial will continue to set aside at least 5% (10% if identified for school improvement) of its Title I A funds for professional development for strategies that align with the Transformation Model. PD funded by Title I will support MRL, November Learning, ACT, or other strategies aligned to the Transformation Model including PLCs, differentiated instruction, student engagement, and classroom management.</p>	<p>July 2011</p> <p>July 2011</p>	<p>Principal</p> <p>Principal</p>
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.	<p>In addition to the performance incentives described in requirement #3 of this application, OK Centennial will implement the following strategy beginning in the 2011-2012 school year:</p> <p>Teach for America OCPS and Teach for America will provide three Teach for America teachers in OK Centennial for the 2011-2012 school year. They will be assigned classes in the areas of English, Math, and Science.</p> <p>OK Centennial will also continue the following strategies. These strategies are not necessarily supported with SIG funds.</p>	July 2011 – June 2013	District Leadership

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Teacher/Principal Recruitment OCPS makes every effort to recruit highly qualified and highly effective teachers and principals. The Human Capital department uses the district recruiting system, places ads on the CCOSA and OSSBA websites, and holds teacher fairs each year.</p> <p>New Teacher Induction The OCPS new teacher induction program will provide job-embedded professional development to assist new teachers in implementing instructional strategies and operational expectations of OK Centennial HS.</p> <p>Collaboration Time Teachers at OK Centennial HS are provided two planning periods per day. One planning period is reserved for PLC collaboration time and one is the teacher's individual plan. This ensures teachers have time not only to work together to improve student achievement, but have time during the day to prepare for instruction.</p> <p>Foundation for Oklahoma City Public Schools The Foundation for Oklahoma City Public Schools provides grant opportunities for teachers to implement innovative ideas in the classroom, pursue National Board Certification, and enter students in academic and artistic competitions. The Foundation also houses a Teacher Warehouse which provides free materials and teaching tools for OCPS teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>July 2011</p> <p>On-going</p>	<p>Principal, Human Capital Department</p> <p>Federal Programs Department</p> <p>Principal Leadership Team</p> <p>Teachers</p>

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards.	<p>To meet this requirement, OK Centennial HS will implement the following strategies.</p> <p>National Academy Foundation OK Centennial HS will be transitioning to an Academy of Information Technology. As the process for transition will begin in August 2011, more details will be provided in the revision of the 2012 application.</p> <p>Strategic Plan OCPS has developed a strategic plan that supports using data and implementing a data-driven instructional program. As a result OK Centennial HS will continue the ACT/America’s Choice initiative. This strategy aligns with the SIG application, but is not necessarily supported by SIG funds.</p> <p>ACT/America’s Choice OK Centennial will continue its implementation of ACT/America’s Choice Curriculum, a rigorous curriculum aligned to ACT College Readiness Standards with tiered systems for academic interventions. The reform supports both vertical alignment, both OK Centennial MS and HS are implementing the curriculum, and use of formative assessments, ACT/America’s Choice has a system of targeted student assessments for 7th – 12th grades. This reform also supports the following initiatives in the OCPS strategic plan:</p> <ul style="list-style-type: none"> • Increase the number of students taking the ACT test. • Implement mandatory prep ACT courses beginning in middle school. • Improve the overall average scores on the ACT and EOI test. 	July 2011	Principal Executive Director of Secondary and School Reform Leadership Team
	<p>July 2011</p>	Principal Executive Director of Secondary and School Reform Leadership Team Data Coordinator Leadership Facilitator Instructional Facilitator Technology Coach	

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>OK Centennial HS will implement the following strategies to meet the requirement of the model.</p> <p>Data Coordinator OCPS will hire a Data Coordinator to work at the district level in the Office of School Turnaround. The Data Coordinator will assist the Executive Director of School Turnaround with the data collection and data reporting for each SIG school. A job description for this position can be found in Appendix C of this application.</p> <p>Edusoft Benchmark Assessments In 2011-2012, all OCPS schools administered benchmark assessments in reading/language arts and math three times a year. These assessments are aligned to the Oklahoma OCCT/EOI tests and are the basis for the district pacing guide. OK Centennial will continue to administer benchmark exams to determine student proficiency rates and reteach, as needed, to ensure all student meet the state performance benchmarks.</p> <p>SIG Data Reviews OK Centennial will collaborate with OSDE to provide at least three data reviews per school year to analyze data provided by Edusoft Benchmark Assessments. The school leadership team will attend the data reviews and take the information back to the staff in PLC meetings and monthly staff meetings. The results of these data reviews will inform instructional strategies and reteaching of skills.</p>	<p>July 2011</p> <p>Quarterly 2011-2012</p>	<p>Executive Director of School Turnaround</p> <p>Principal Executive Director of School Turnaround Leadership Team Data Coordinator Leadership Facilitator Instructional Facilitator Technology Coach</p> <p>Principal Executive Director of School Turnaround Leadership Team Data Coordinator Leadership Facilitator Instructional Facilitator</p>

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	1. Submit SIG Baseline Report to OSDE. 2. Maintain record of data required for SIG Status Report and SIG Data Review. 3. Administer Quarter 1 Benchmark. 4. Conduct Quarter 1 Data Review. 5. Set goals for improvement for Quarter 2. 6. Monitor goals for improvement in PLC teams and at monthly staff meetings. 7. Administer Quarter 2 Benchmark. 8. Conduct Quarter 2 Data Review. 9. Set goals for improvement for Quarter 3. 10. Monitor goals for improvement in PLC teams and monthly staff meetings.	August 2011, 2012, and 2013 August 2011 – June 2014 October 2011, 2012, 2013 October 2011, 2012, 2013 October 2011, 2012, 2013 November – February January 2012, 2013, 2014 January 2012, 2013, 2014 January 2012, 2013, 2014 January – March	Technology Coach OSDE Principal Executive Director of School Turnaround Leadership Team Data Coordinator Leadership Facilitator Instructional Facilitator Technology Coach

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>11. Administer Quarter 3 Benchmark.</p> <p>12. Conduct Quarter 3 Data Review.</p> <p>13. Set goals for improvement before OCCT/EOI Tests.</p> <p>14. Monitor goals in PLC teams and monthly staff meetings.</p> <p>ACT/America’s Choice Assessment The ACT/America’s Choice assessments are used as diagnostic exams for placement in Ramp-Up, Navigator, and Quality Core. Additional assessments in ACT/America’s choice are administered at regular intervals. Most of these assessments occur at the end of units or at the end of lessons. This data is collected by the Instructional Facilitator and teachers and used to determine reteaching and future units.</p> <p>PLC/Team Meetings The OK Centennial MS/HS Leadership Teams meet on a weekly basis to analyze student data. Teams look at data in the areas of student academics, behavior, and attendance. Teams use this data to determine skills to re-teach or identify students for remediation.</p>	<p>March 2012, 2013, 2014</p> <p>March 2012, 2013, 2014</p> <p>March 2012, 2013, 2014</p> <p>August - May</p> <p>July 2011 – On-going</p> <p>July 2011-May 2012</p>	<p>Principal Executive Director of School Turnaround Leadership Team Data Coordinator Leadership Facilitator Instructional Facilitator Technology Coach</p> <p>Principal Transformation Coach Executive Director of Secondary and School Reform Data Coordinator Leadership Team</p> <p>Principal Leadership Team Teachers Instructional Facilitators Transformation Coach</p>
8. Establish schedules and implement strategies that provide increased learning	<p>OK Centennial HS will implement the following strategy to increase learning time for all students.</p> <p>OK Centennial MS and OK Centennial HS are located in the</p>	August 2011 – May 2014	District and School Staff and Officials

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
time.	<p>same building, share many of the same teachers, and rely on the same transportation for students. To ensure continuity, the Leadership Team created a schedule that would not result in increased cost to the district or increase the teacher contract day, but will provide increased instructional time for students. OK Centennial HS will implement the following schedule to meet this requirement of the Transformation Model:</p> <p>Teacher Day – 7:10 a.m. – 2:40 p.m. Student Day – 7:40 a.m. – 2:40 p.m.</p> <p>This schedule adds an additional 30 minutes of instructional time per day. The additional time will be added to each class period. This will include 20 minutes of time to meet SIG requirements and 10 minutes of time as required by OCPS. The total extended learning time equals 5,220 minutes or 87 hours a year.</p> <p>OK Centennial HS will also continue the following district initiatives as part of this requirement.</p> <p>Continuous Learning Calendar OK Centennial HS will be on the Continuous Learning Calendar (CLC) starting in the 2011-2012 school year. The calendar reorganizes the school year by dividing the traditional summer vacation into summer breaks throughout the school year. By shortening summer vacation, students, especially those from a lower socio-economic status, are likely to retain more information from year to year. A copy of this calendar is included in Appendix G of this application.</p> <p>Intersession Courses</p>	August 2011 – May 2014	District and School Staff and Officials

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>OK Centennial HS will provide intersession courses three times a year during the fall, winter, and spring breaks. Fall and Winter intersessions will be three full days and Spring will be five full days in length and will provide enhancement courses in reading/language arts and math for students identified as most at risk of failing to meet the state performance targets.</p> <p>Odyssey Ware OK Centennial HS students also have access to Odyssey Ware, a program that provides online courses for students. OK Centennial HS students access Odyssey Ware in after school programs or during Saturday school to make up credits or remediate if an EOI test is not passed.</p>		
9. Provide ongoing mechanisms for family and community engagement.	<p>OK Centennial HS will implement the following strategies to increased family and community engagement in the 2011-2014 school years.</p> <p>Behavior Interventionists OK Centennial will hire two Behavior Interventionists to provide the socio-emotional supports necessary for student academic success. One Behavior Interventionists will be assigned to the 9th-10th grades and one will be assigned to the 11th-12th grades.</p> <p>Community Meetings It was determined by the Leadership Team and parent representatives that family/community engagement may improve if meetings were provided in locations outside the school building. OK Centennial HS will pursue partnerships with local non-profits, faith based groups. Transportation and</p>	<p>July 2011</p> <p>July 2011</p>	<p>Principal</p> <p>Principal Leadership Team Transformation Coach Behavioral Interventionist Teachers</p>

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>childcare will be provided for parents in need of these services.</p> <p>Parent University OK Centennial will provide Parent University classes for HS parents. These classes will provide information to parents such as how to support student academic success at home, how to access Smart Web, and how to prepare students for college/career. Guest speakers will be scheduled as part of the Parent University classes.</p> <p>OK Centennial will also continue to support the following strategies. These strategies align with the Transformation Model, but may not be fully funded with SIG funds.</p> <p>Parent Resource Room OK Centennial HS currently has an onsite Parent Resource Room that houses computers, college/career information, and a food pantry. OK Centennial will continue to maintain the Parent Resource Room and provide access to parents.</p> <p>Newsletter OK Centennial HS currently provides a newsletter to parents. Starting in the 2011-2012 school year, the newsletter will be sent to parents via postal mail and email, for those who have access.</p> <p>Alert Now OK Centennial will continue the use of the Alert Now system to communicate with parents. However, OK Centennial will recruit parents to provide the information via the system as this has proven successful in the current school year.</p>	<p>July 2011-May 2012</p> <p>July 2011 – May 2014</p> <p>July 2011-May2014</p> <p>July 2011-May 2014</p>	<p>Principal Leadership Team Transformation Coach Behavioral Interventionist Teachers</p> <p>Principal Leadership Team Transformation Coach Behavioral Interventionist Teachers</p> <p>Principal Leadership Team Transformation Coach Behavioral Interventionist Teachers</p> <p>Principal</p>

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Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>Announcement Monitor A flat screen monitor has been purchased by OK Centennial. OK Centennial will continue the use of this monitor to provide scrolling pictures and announcements at the main entrance.</p>	July 2011-May 2014	Principal
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	<p>OCPS will grant sufficient operational flexibility to OK Centennial HS to fully implement the Transformation Model.</p> <p>Staffing New staff will not be assigned to OK Centennial HS without consent of the principal, and current staff will be provided opportunity to transfer to another OCPS site if they are unwilling to meet the employment conditions of SIG. OK Centennial HS will implement a new teacher evaluation system which will include options for teachers not meeting performance standards including coaching by an AFT teacher consultant, or in the case of continuous failure to meet standards, an expedited dismissal process.</p> <p>Calendars/Time The OK Centennial HS site principal will have the flexibility to design the master schedule to support the Transformation</p>	<p>July 2011</p> <p>July 2011-May 2012</p>	<p>Principal</p> <p>Principal Leadership Team</p>

Name of School: OK Centennial HS		Tier: II	
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	<p>model and ensure all teachers are highly qualified and highly effective for the assignment given.</p> <p>Budgeting The OK Centennial HS site principal and school leadership team have the flexibility to develop the Title I A (511) and School Improvement (515) budgets in accordance with the comprehensive needs assessment conducted at the school site.</p>	July 2011-May 2012	Principal
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<p>OK Centennial HS will continue to receive all the current district assistance including, but not limited to support from the following offices:</p> <ol style="list-style-type: none"> 1. Secondary Education and Reform 2. Federal Programs (Titles I and II) 3. Student Support Services 4. Information Technology 5. Planning, Research, and Evaluation <p>However, OCPS also provides additional supports to schools receiving SIG funds. OCPS has created an alternative governance structure for schools receiving SIG funds. Whereas most schools report to the Executive Directors of Elementary or Secondary School Reform, SIG schools report to the Executive Director of School Turnaround. Because the Executive Director of School Turnaround is assigned a smaller number of schools, the structure ensures SIG schools receive increased intensive support from the district. This support includes regular site visits, assistance with required administrative duties related to SIG, additional resources, and assistance in removing barriers to SIG implementation.</p>	May 2011-May 2012	Executive Director of School Turnaround

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	OK Centennial HS will also hire a Transformation Coach to support the entire school in the SIG process. The Transformation Coach will provide additional guidance to teachers on the implementation of SIG requirements and strategies, manage logistics regarding professional development consultants in the building, share best practices for the middle grades, and provide support to the site principal in administering the SIG grant and the additional Oklahoma requirements. This will be a shared position with OK Centennial MS.		
12. List any additional permissible strategies the LEA will implement as a part of the transformational model. 1. Instructional Technology 2. Permanent Substitutes 3. Technology Integration Coach 4. Transportation 5.	Instructional Technology OK Centennial HS will be contracting with November Learning and/or the K20 Center to provide technology integration training. In addition, the school will be transitioning to an Academy of Information Technology. In order to fully support the initiative and increase student engagement while providing varied instructional strategies, OK Centennial HS will purchase instructional technology. 1. Consult with November Learning/K20 to determine technology needs at OK Centennial HS. 2. Consult with Academy of Information Technology Advisory Board to determine technology needs for support of academy initiative. 3. Consult with OCPS district representatives for approval of technology items.	July 2012 July 2012 July 2012	Transformation Coach, Site Principal Transformation Coach, Site Principal Site Principal

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	<p>4. Purchase technology items.</p> <p>Permanent Substitutes In the needs assessment process, the OK Centennial Leadership Team identified two areas of critical need – teachers do not have opportunity to observe peers for best practices and low attendance rates have negative effects on student achievement. (In an average month, OK Centennial reports approximately 168.5 teacher absences) Because of the low teacher attendance rate, many teachers have to cover for other teachers during collaboration time or classes are combined making a higher ratio of students to teachers. OK Centennial HS would like to hire two permanent substitutes to meet these needs. The subs would be certified teachers highly qualified at the grade levels and would ensure teachers received protected collaboration time and at-risk students were not placed in larger classes.</p> <p>Technology Integration Coach OK Centennial HS will hire a Technology Integration Coach to provide ongoing, job-embedded professional development, coaching and modeling. This position will provide additional support for the training by November Learning/K20 to ensure the strategies are used effectively in the classroom. This position will also support the teachers in their transition to the Academy of Information Technology.</p> <p>Transportation OK Centennial HS will incur additional transportation costs for the extra 30 minutes of instructional time per day. The cost is additional to what would be incurred during a regular school year. The cost is for an additional tier due to the</p>	<p>SY2012</p> <p>July 2011</p> <p>July 2011</p> <p>August 2011- May2012</p>	<p>Site Principal</p> <p>Principal</p> <p>Principal</p>

Name of School: OK Centennial HS		Tier: II	
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
	length of the school day.		

**APPLICATION INSTRUCTIONS
SCHOOL IMPROVEMENT GRANTS 1003(g) AND
AMERICAN RECOVERY AND REINVESTMENT ACT**

BUDGET SECTION

LEA BUDGET NARRATIVE

An additional requirement of the Oklahoma SIG application is the establishment of an FTE for a district turnaround office or officer. OCPS established an FTE for the Executive Director of School Turnaround in the 2010-2011 school year. OCPS will continue to budget \$107,856.00 for the salary and \$38,634.00 for the benefits of this position. The salary will be coded back to the five sites receiving SIG funds in OCPS.

In addition, the following expenditures associated with the position of Executive Director of School Turnaround will be budgeted in the FY2012-FY2015 budgets. These expenditures are necessary for the intensive support provided by the Executive Director of School Turnaround and are supplemental because they would not otherwise be incurred by the district if the position was not a requirement of the grant.

1. Mileage – OCPS is budgeting funds for mileage for the Executive Director to travel in-district to visit the 5 OCPS SIG sites and to attend required meetings at the OSDE or sponsored by the OSDE.
2. Travel and Registration – OCPS is budgeting funds for the Executive Director of School Turnaround to attend the required What Works in School conference in Tulsa in November. Travel and registration will also be paid for attendance to state and national conferences and workshops that will provide information on SIG requirements and best practices from the field including, but not limited to, OSDE required conferences, National Title I Conference, and SIG Regional Conferences.
3. Supplies – OCPS incurs extra costs to provide supplies and materials for the work of the Executive Director of School Turnaround. OCPS is budgeting funds each year to provide necessary materials for the position including computer, printer, replacement ink cartridges, flashdrives, and office supplies.

The district will also hire a Data Coordinator to work at the district level in the Office of School Turnaround. The Data Coordinator will assist the Executive Director of School Turnaround in the collection, dissemination, and reporting of data for SIG sites. The salary for this position will be shared between OK Centennial HS, OK Centennial MS, U S Grant HS, Douglass MS and Moon Academy.

SCHOOL BUDGET NARRATIVE

OK Centennial will meet the additional Oklahoma requirements of the SIG application by

budgeting for the following:

1. 5 Day Teacher Academy – OK Centennial HS has included in its budget funds for stipends and benefits to compensate the teachers for attending the five day academy. Additionally, funds have been budgeted for materials and supplies to support the academy.
2. New Teacher Academy – OK Centennial HS has included in its budget funds for stipends and benefits for new teachers to attend a 5 day academy if they are hired after the implementation of the model begins.

Please note –No funds have been budgeted for the 90 minutes of collaboration time as it is currently scheduled during the contract day.

OK Centennial has also budgeted for the following strategies to meet the requirements of the Transformation Model.

1. Performance Incentives – In accordance with the performance incentives offered at other schools implementing the Transformation Model, OCPS budgeted funds to provide performance incentives in the amount of \$50 for each FAY student scoring proficient or better (for each reading/language arts, math, and special education co-teacher), \$3000 for each certified staff member if the reading goal is met, and \$3000 for each certified staff member if the math goal is met.
2. Professional Development Stipends – Instructional and non-instructional staff will be paid stipends to attend professional development beyond the contract day and meet the additional Oklahoma requirement of 5 days of professional development. Funds for stipends and benefits have been included in the budgets.
3. ACT/America’s Choice (ACT/AC) – ACT/AC will provide high quality, job-embedded professional development to OK Centennial MS teachers in the areas of implementation of ACT/AC curriculum and instructional strategies. Although ACT/AC is a district initiative and all schools receive services from this provider, the coaching and professional development funded by this grant will be above and beyond what is provided by ACT/AC in other schools within OCPS. ACT/AC will provide an additional 50 days.
4. Marzano Research Laboratory – MRL will provide high-quality, job-embedded professional development to OK Centennial HS in the areas of The Art and Science of Teaching, Building Academic Vocabulary, Classroom Management and implementation of the Teacher Evaluation System. Funds will be budgeted each year for these services. Travel, consultant fees, and materials are included in the cost.
5. November Learning/K20 Center – November Learning/K20 Center will provide high-quality, job-embedded professional development to OK Centennial HS in the area of instructional technology integration. Funds have been budgeted in all three years of the grant to support this initiative.
6. Leadership Facilitator – A contracted Leadership Facilitator will provide training in effective PLCs and will provide additional coaching for the school leadership. Funds have been budgeted for a contracted amount. The amount of this contract will be shared with OK Centennial HS.

7. Instructional Technology – The following technology will be purchased in to enhance instruction, align with the November Learning/K20 Center training, and directly support the implementation of the Information Technology focus in OK Centennial HS: LCD projectors, laptop carts, airliners, student response systems, document cameras, electronic dictionaries, Spanish/English dictionaries, and interactive white boards. While some of these materials have been purchased in the past, not all teachers have access to this technology on a daily basis.
8. Funds will be necessary to support the parental involvement strategies included in the application.
 - Parent University - stipends for instructors, guest speakers, materials and refreshments
 - Newsletters - paper, toner, printing, copying, and postage
 - Parent Meetings – transportation, childcare costs, refreshments, materials and supplies
 - Parent Resource Room - materials and equipment
9. Transformation Coach – An additional instructional leader was identified as a need at OK Centennial HS. The Transformation Coach will provide guidance for the staff on the implementation of the SIG requirements and strategies as well as best practices for middle grades. Funds will be budgeted for salary and benefits and total cost will be shared between OK Centennial MS and HS.
10. Permanent Substitutes – Two certified permanent substitutes will be hired for OK Centennial HS. These substitutes will be certified at the secondary level. The salary and benefits for these positions will be paid according to the teacher salary scale.
11. Behavior Interventionist – OK Centennial HS will hire one Behavior Interventionists to assist students with the socio-emotional supports necessary for academic success. Funds will be budgeted for salary and benefits.
12. Technology Integration Coach – OK Centennial will budget for a salary and benefits for a Technology Integration Coach. Although the school will be contracted with November Learning/K20, the school has identified a need for a person to be onsite to provide ongoing, job-embedded professional development, modeling, and coaching to the high school teachers.
13. Transportation - Due to the addition of thirty (30) minutes to the school day transportation will be necessary so that a new tier or route may be added to the transportation schedule. Ninety-nine percent of students at Centennial are bused; therefore when adding to the day buses will not be able to pick up/drop off elementary students in a timely manner.

OK Centennial HS will not be budgeting for pre-implementation activities.