

**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 Middle 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): 6-8 (SY11-12): 7-8	Number of Students Enrolled (SY10-11): 403									
Tier Level Tier I <input checked="" type="checkbox"/> _____ Tier II _____ Tier III _____	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School									
School Improvement Status _____ School Year 1 <input checked="" type="checkbox"/> 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. <table border="1" data-bbox="813 1381 1399 1602"> <tr> <td>Year 1: SY 2011-12</td> <td>\$1,573,406.00</td> </tr> <tr> <td>Year 2: SY 2012-13</td> <td>\$1,814,089.00</td> </tr> <tr> <td>Year 3: SY 2013-14</td> <td>\$1,769,259.00</td> </tr> <tr> <td>Total Amount of Funding Requested for this School</td> <td>\$5,156,754.00</td> </tr> </table>		Year 1: SY 2011-12	\$1,573,406.00	Year 2: SY 2012-13	\$1,814,089.00	Year 3: SY 2013-14	\$1,769,259.00	Total Amount of Funding Requested for this School	\$5,156,754.00
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SCHOOL NEEDS ASSESSMENT

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

OK Centennial MS 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. Additionally, the team analyzed multiple forms of data including OCCT/EOI scores for the past two years, benchmark scores for the 2010-2011 school year, attendance rates, mobility rates, free/reduced lunch count, and School Support Team reports.

OK Centennial MS is currently in Year 2 of school improvement. Due to this identification, 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 MS has a total API of 496 (The state average is 1092.) and did not make AYP in Mathematics or Reading for several subgroups.

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. Because the middle school feeds directly into OK Centennial HS, it is imperative OK Centennial MS integrate the initiatives of the academy with the requirements and goals of the SIG funds.

The results of the district and school needs assessments informed all aspects of the SIG application from choosing a model to creating specific action steps. More detailed information about the results of the needs assessment can be found in the Summary of Needs Assessment Section of this application.

Data Used for Needs Assessment

OK Centennial MS reviewed the following data while conducting the comprehensive needs assessment. Data were collected by school staff and PRE and analyzed by the school leadership team. The analysis led to the identification of areas of strength and need in OK Centennial MS. The following data will continue to be collected for the duration of the SIG grant to ensure state and federal reporting requirements are met.

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 OCCT/EOI Scores for Reading/Language Arts and Math	Organizational Health Inventory	Free/Reduced Lunch Count
2009-2010 OCCT/EOI Scores	Marzano Research Laboratory	Special Education

for Reading/Language Arts and Math	Phase I and Phase II Report	Participation
NCLB Report Card for 2008-2009	School Support Team Reports for 2010-2011	Demographics
NCLB Report Card for 2009-2010		

Stakeholders Involved in Needs Assessment

OCPS involved multiple stakeholders in the needs assessment and decision-making processes regarding the SIG application. The list of school leadership team members that were involved in the WISE Planning process can also be found in the OK Centennial MS WISE Plan or in Appendix E of this application.

Name	Title	Stakeholder Group
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	Parents, Members of PTSA and Parent Support Group	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 Process

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, family/community members, the American Federation of Teachers (AFT), and the Oklahoma City Federation of Classified Employees (OCFCE).

OCPS used data provided by the PRE department to conduct a comprehensive needs assessment for the district and OK Centennial MS. 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.

Beyond data, OCPS gathered feedback and perception data from staff and community members at district meetings. OCPS received this feedback from various stakeholder groups at the following 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 Meeting	District, School Staff, Parents
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 data analysis and feedback from stakeholder meetings 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 MS is diverse with 71% African American, 14% Hispanic, 9% White, 5% American Indian, and 1% Asian. 93% of the students qualify for free/reduced lunch and 20% of students qualify for Special Education services. OK Centennial has an 11% mobility rate and 7% LEP population. OK Centennial MS is 100% highly qualified and 53% of the staff hold advanced degrees. The staff includes 17 classroom teachers, 5 Special Education teachers, 10 extracurricular teachers that are shared with OK Centennial HS, one Assistant Principal, and 5 support staff.</p>
<p>Curriculum: Includes academic expectations, alignment to PASS, and the process to monitor, evaluate and review curriculum.</p>	<p>Currently, 100% of teaching staff are providing a course syllabus to students explaining course curriculum. School leadership do ensure every student has access to common core curriculum. However, teachers are in need of training on aligning curriculum to PASS and Common Core and increasing depth of knowledge (DOK). The teachers have identified some gaps in the curriculum and are using the state blueprint and ACT to fill those gaps. However, more work is needed in this area.</p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments,</p>	<p>Teachers at OK Centennial MS are using comprehensive benchmarks and mini-assessments to determine the needs and skill levels of each student. Teachers also use these</p>

<p>alignment to PASS, and use of assessment data.</p>	<p>assessments to identify instructional gaps or to reteach concepts. OK Centennial MS is working toward the goal of having 100% of teachers include pre- and posttests in lesson plans and using PLCs to develop effective remediation strategies based on the data.</p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration.</p>	<p>Teachers have received training in differentiated instruction, technology strategies, and What Works in Schools. However, not all teachers are using differentiated instructional strategies in the classroom. 70% of teachers are using technology in the classroom, and 50% of teachers are using instructional strategies to meet specific student needs. Most teachers promote after school activities and assign homework, but only 50% are incorporating after-school tutoring and homework strategies, and policies differ from teacher to teacher.</p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity.</p>	<p>The school culture at OK Centennial MS has been affected by the population size. However, for the 2011-2012 school year, the 6th grade will be moved back to the area elementary schools. The school strives to create a safe environment with high expectations for all students, but classroom management and increasing rigor in the curriculum are still challenges. Information about the school is communicated to parents every four weeks through progress reports. Also, PLCs develop discipline plans for students needing intensive intervention and communicate these plans in weekly meetings and with parents.</p>
<p>Student, Family, and Community Support: Includes communication methods and including parents as partners.</p>	<p>OK Centennial MS has a PTSA in place and has developed a parent resource room which has computers and college/career information for parents. Parents also have access to Smart Web and classes have been provided to assist parents in using the system. The Jeremiah Group provides community support by providing a Saturday school for students, and Effective Transitions provides counseling services for students. Local churches also provide assistance to students during transition years. However, feedback from parent representatives indicated that parents do not always feel welcome to be involved and not all past family/community communication was positive. It was further indicated that the percentage of parents involved in PTSA and the parent support group is low. OK Centennial recognizes the need to increase parental involvement beyond Open House and student involvement in clubs, sports, and organizations.</p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity</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</p>

<p>building, and evaluation process.</p>	<p>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 National Middle School Conference. Title I funds are budgeted for professional development such as ACT, BAV, PLC, data workshops, and technology training, but not all teachers attend all professional development opportunities.</p>
<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. Members of the leadership team will observe during the screening process for the new principal. 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, the transition of the High School to an Academy of Instructional Technology, and a transition in supervision 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 MS had various funding sources for the 2011 school year. The school received Title I funds (511), Title I ARRA funds (516), and school improvement funds (515). With these funds, the school provided Title I reading and math teachers, after school tutoring, instructional technology, stipends for staff training, and newsletters for parents. The school will continue to receive 511 funds, but will no longer receive 516 funds and is anticipating a reduction in 515 funds from the OSDE. The scheduling and staffing have been a challenge at OK Centennial due to space constraints. Classroom ratios were 19:1 and several teachers were without a classroom in the 2011-2012 school year. With the transition of 6th grade back to the elementary, many of those challenges will be alleviated.</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. The school used the WISE Planning tool in the 2011-2012 school year, and approximately 50% of the staff were involved in the process. However, the WISE Plan was not monitored on a regular basis or used effectively to drive school improvement. Much of the plan will be revised and rewritten for the 2011-2012 school year.</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. OCPS determined that the model most appropriate for OK Centennial MS is Transformation.

The current status of the physical plant, staffing, and curriculum at OK Centennial MS was analyzed in the choice of model. OK Centennial MS is a middle school that shares a building, staff, and administration with OK Centennial HS. There are approximately 11 teachers that are shared between the MS and HS. A choice of another model would impact not only the MS, but also the HS. Also, this is a transition year for OK Centennial MS as the 6th grade students and many of the elementary education certified staff are moving back to the area elementary schools. Because of this, the principal at OK Centennial MS will have flexibility to rehire new staff to fill the positions regardless of model chosen. Additionally, OK Centennial HS is transitioning to an Academy of Instructional Technology which means OK Centennial MS will have an opportunity to reform its curriculum as required by the Transformation Model.

The comprehensive needs assessment was also analyzed in the choice of model. It was evident in the needs assessment that many good practices are already occurring at OK Centennial MS including protected collaboration time, ACT/America's Choice curriculum, job-embedded professional development opportunities, and functioning PLC teams. However, it was also evident that all these strategies need increased support and focus which would be provided by the Transformation Model. The comprehensive needs assessment revealed some weaknesses in the areas that align directly with the reform strategies of the transformation model: parent and community involvement, use of data in decision making, and increased learning time.

For the reasons outlined above, the Transformation Model was chosen for OK Centennial MS.

SCHOOL SMART GOALS

SMART Reading/Language Arts Goals
Goal for 2011-2012: The API reading score for the All Students subgroup at OK Centennial MS will increase from 467 in the 2009-2010 school year to 570 in the 2011-2012 school year.
Goal for 2012-2013: The API reading score for the All Students subgroup at OK Centennial MS will increase from 570 to 663 in the 2012-2013 school year.
Goal for 2013-2014: The API reading score for the All Students subgroup at OK Centennial MS will increase from 663 to 746 in the 2012-2013 school year.
Rationale: The 2010 API for the All Students subgroup at OK Centennial MS was 467. However, OK Centennial MS has analyzed benchmark data and anticipates an increase in API for the 2010-2011 school year. Due to this increase, the goal of 570 in 2011-2012 will be attainable. Although the goals set by OK Centennial MS do not meet state performance targets for 2012, 2013 and 2014, the goal does not meet state performance targets and NCLB requirements. OK Centennial feels that the goals for 2012, 2013, and 2014 will be attainable given the additional support, professional development, and resources from SIG.

SMART Mathematics Goals
Goal for 2011-2012: The API math score for the All Students subgroup at OK Centennial MS will increase from 548 in the 2009-2010 school year to 643 in the 2011-2012 school year.
Goal for 2012-2013: The API math score for the All Students subgroup at OK Centennial MS will increase from 643 to 728 in the 2012-2013 school year.
Goal for 2013-2014: The API math score for the All Students subgroup at OK Centennial MS will increase from 728 to 805 in the 2013-2014 school year.
Rationale: The 2010 API math score for the All Students subgroup at OK Centennial MS was 511. The difference between the 2010 API and the goal for 2012 is 132 points. Because OK Centennial MS feels that the API for 2010 will increase from 511, the 132 point increase will be attainable by 2012. Additionally, the goals set for 2013 and 2014 will ensure the school is making progress toward NCLB requirements and is no longer identified for school improvement.

INTEGRATION OF SERVICES

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • Title I Reading and Math Teachers provide additional learning time for students in need of remediation. • Stipends are provided for teachers of after school tutoring sessions to support students most at-risk of failing to meet the state’s academic standards. • Technology including student response systems, flash drives, classroom microphone systems, and TI calculators were provided to enhance instruction. • Stipends, registration, and travel were paid to teachers to attend professional development such as BAV, PLC, OMLEA, NABSE, Nuts and Bolts, National Middle School, ASCD, RTI, and ACT/America’s Choice. • Stipends for teachers to provide intersession courses to students during the extended fall, winter, and spring breaks.
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. • 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.
Title III, Part A	<ul style="list-style-type: none"> • Sheltered Instruction and Observation Protocol (SIOP) training is provided for teachers.

<p>Other Federal Resources</p> <ul style="list-style-type: none"> • School Improvement (515) • IDEA 	<ul style="list-style-type: none"> • Instructional materials for reading and math are provided to enhance instruction. • Instructional technology is provided to enhance instruction. • Stipends are provided for teachers to attend professional development onsite and out of state • Special Education services are provided as needed for identified students.
<p>State Resources</p> <ul style="list-style-type: none"> • General Fund 	<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. • Three Teach for America teachers will be assigned to OK Centennial MS/HS for the 2011-2012 school year.
<p>Local Resources</p> <ul style="list-style-type: none"> • Jeremiah Group 	<ul style="list-style-type: none"> • Saturday school classes for students in need of additional remediation.

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

OK Centennial MS will modify its policies and procedures to meet the requirements of the Transformation Model. 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 MS without consent of the principal. Current staff will be relocated at the elementary schools, if necessary, as part of the 6th grade transition and/or 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 MS 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 MS. This evaluation system was developed by Douglass MS in collaboration with Marzano Research Laboratory as part of the FY2009 SIG. More detailed information regarding the evaluation system can be found in Requirement 3 of the Action Plan in this application.

Performance Incentive

OK Centennial MS 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.

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 MS 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 MS 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 MS has taken sustainability of reform efforts into consideration. OK Centennial MS 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. Meetings were held in April and May that included representatives from the OCPS district office, American Federation of Teachers, OCFCE, school staff, and parents. The following chart details the meetings held regarding the SIG application and Transformation Model Requirements. (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 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

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. OK Centennial plans to do this through a monthly newsletter, auto-dial calls, increased focus on PTSA membership, and additional family/community meetings in neighborhood spaces such as churches.

Transition Plans

OK Centennial MS 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 MS 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.

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 MS began its strategic planning process using the WISE Planning Tool in May 2010 and implemented 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 MS 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 MS considered financial sustainability of all proposed expenditures and actions included in this application. OK Centennial MS 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 MS will be investing in human capital by building the capacity of the staff. As OK Centennial MS foresees a decrease in professional development 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 MS will be able to sustain SIG action steps through the Title I schoolwide plan.

SCHOOL ACTION PLAN FOR PRE-IMPLEMENTATION

OK Centennial MS will not be requesting part of the Year 1 funds to support Pre-Implementation activities.

Name of School: OK Centennial MS		Tier: I	
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 MS 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 – 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 MS		Tier: I	
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>		
	<p>1. OCPS will adopt the evaluation system developed by Douglass MS and MRL in OK Centennial MS for the 2011-2012 school year.</p>	<p>May – June 2011</p>	<p>District Leadership Team</p>
	<p>2. The principal and staff will receive training on the new evaluation system.</p>	<p>July 2011</p>	<p>OCPS Staff</p>
	<p>3. The evaluation system will be used during the 2011-2012 school year.</p>	<p>August 2011-May 2012</p>	<p>Site Principal and District Leadership Team</p>
	<p>4. OK Centennial staff will receive continued training from MRL during the implementation year of the evaluation system.</p>	<p>August 2011-May 2012</p>	<p>Site Principal</p>
	<p>5. OK Centennial Staff and MRL will review the evaluation system and use information to develop professional development plans for 2012-2013.</p>	<p>May-July 2012</p>	<p>Site Principal</p>
	<p>6. The evaluation system will be used during the 2012-2013 and 2013-2014 school years.</p>	<p>August 2012-June 2014</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 graduation rates and identify and remove</p>	<p>OCPS will implement the same definition of equitable performance pay for academic goals across all SIG schools from both the FY2009 and FY2010 competitions that are implementing the same intervention model. As OK Centennial MS will be implementing the Transformation</p>		

Name of School: OK Centennial MS		Tier: I	
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)
those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	<p>Model, the 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). 	<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>

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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>7. Determine amount of performance pay for each teacher eligible.</p> <p>8. Submit required paperwork to federal programs department for payment of performance incentives.</p>	<p>July 2012, July 2013, July 2014</p> <p>July 2012, July 2013, July 2014</p>	<p>Site Principal</p> <p>Site Principal or Financial Secretary</p>
<p>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.</p>	<p>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 MS 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:</p> <p>Year 1 – Intensive focus on ACT/America’s Choice Intensive focus on Marzano’s Building Academic Vocabulary and Classroom Management that Works Begin training on Marzano’s Art and Science of Teaching Begin PLC Training by Leadership Facilitator Begin Technology Integration Training</p> <p>Year 2 - Intensive Focus on Marzano’s Art and Science of Teaching Continue ACT/AC, PLC, and Technology Integration, and Classroom Management</p> <p>Year 3 – Intensive Focus on Technology Integration Continue Marzano, ACT/AC, PLC, and Classroom Management</p>	<p>July 2011- June 2012</p> <p>July 2012-June 2013</p> <p>July 2013-June 2014</p>	<p>Site Principal, Transformation Coach</p> <p>Site Principal, Transformation Coach</p> <p>Site Principal, Transformation Coach</p>

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	<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/America's choice currently provides onsite training and coaching for teachers implementing the ACT/AC curriculum. For OK Centennial, ACT will provide additional professional development and onsite coaching throughout the school year.</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 will be a year-round position at the school site. The person chosen will play a critical role in creating a cohesive structure for school improvement and accountability.</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>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>

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	<p>They will create an effective school environment through mentoring and guidance of decisions based on research and on-going assessment. A job description can be found in Appendix C.</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.</p> <p>Technology Integration OK Centennial MS 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 MS is used effectively and will support the transition of OK Centennial HS 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 MS 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>	<p>July 2011 – On-going</p> <p>July 2011 – On-going</p> <p>July 2011, 2012, 2013</p>	<p>Principal Leadership Team Leadership Facilitator Transformational Coach</p> <p>Principal Leadership Team Leadership Facilitator Transformational Coach Technology Coach</p> <p>Principal Leadership Team Leadership Facilitator Transformational Coach Technology Coach</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)
	<ol style="list-style-type: none"> Schedule 5 day academy for the week before school begins. 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. Notify teachers of requirement of 5 day academy and July date. 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>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</p>	<p>Spring 2012, 2013, 2014</p> <p>Spring 2012, 2013, 2014</p> <p>July 2012, 2013, 2014</p> <p>July 2011</p> <p>July 2011</p> <p>July 2011</p>	<p>Principal</p> <p>Leadership Team</p> <p>Principal</p> <p>Staff, Leadership Team</p> <p>Principal</p> <p>Principal</p>

Name of School: OK Centennial MS		Tier: I	
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	MRL, November Learning, ACT, or other strategies aligned to the Transformation Model including PLCs, differentiated instruction, student engagement, and classroom management.		
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 strategies:</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 for the duration of the SIG funds. These strategies are not necessarily supported with SIG funds.</p>	July 2011 – June 2013	District Leadership

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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>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 MS.</p> <p>Collaboration Time Teachers at OK Centennial MS 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>
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one	To meet this requirement, OK Centennial MS will implement the following strategies.		

Name of School: OK Centennial MS		Tier: I	
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)
grade to the next as well as aligned with State academic standards.	<p>National Academy Foundation OK Centennial HS will be transitioning to an Academy of Information Technology. As a direct feeder school, OK Centennial MS will be involved in the planning year for the Academy and will be teaching the skills and courses necessary to prepare students for a successful high school career. 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 MS 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 6th – 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. 	<p>July 2011</p> <p>July 2011</p>	<p>Principal Executive Director of Secondary and School Reform Leadership Team</p> <p>Principal Executive Director of Secondary and School Reform Leadership Team Data Coordinator Leadership Facilitator Instructional Facilitator Technology Coach</p>

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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 MS will implement the following strategies to meet the requirement of the model.</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>ACT/America’s Choice Assessments 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>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</p>	<p>Quarterly 2011-2012</p> <p>August 2011 – May 2012</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 Technology Coach</p> <p>Principal Executive Director of School Turnaround Leadership Team Data Coordinator Leadership Facilitator Instructional Facilitator Technology Coach</p>

Name of School: OK Centennial MS		Tier: I	
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	strategies and reteaching of skills. 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	OSDE Executive Director of School Turnaround Site Principal Site Principal School Leadership Team

Name of School: OK Centennial MS		Tier: I	
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>PLC Teams OK Centennial MS staff review data in weekly PLC teams. Analysis of this data is used to identify students for remediation and skills that need to be retaught for mastery. PLC data reviews are led by the Instructional Facilitators and teacher leaders. Agendas and minutes are kept for the meetings.</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>March 2012, 2013, 2014</p> <p>March 2012, 2013, 2014</p> <p>March 2012, 2013, 2014</p> <p>March - April</p> <p>July 2011</p>	<p>School Leadership Team</p> <p>School Leadership Team</p> <p>Site Principal</p> <p>School Leadership Team</p> <p>School Leadership Team</p> <p>School Leadership Team Site Principal</p> <p>Executive Director of School Turnaround</p> <p>School Leadership Team</p> <p>School Leadership Team</p> <p>School Leadership Team</p>

Name of School: OK Centennial MS		Tier: I	
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. Establish schedules and implement strategies that provide increased learning time.	<p>OK Centennial MS and OK Centennial HS are located in the same building, share many of the same teachers, and rely on the same transportation for students. To ensure continuity, the OK Centennial MS Leadership Team made the decision to adopt the same schedule at the MS and HS levels. The Leadership Team created a schedule that would not result in increased cost to the district and will maintain the current teacher contract day, but will provide increased instructional time for students. OK Centennial MS 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. (20 minutes of this time is to meet the SIG requirements and 10 minutes is to meet district extended day requirements.) The additional time will be added to each class period. The total extended learning time equals 5,220 minutes or 87 hours a year.</p> <p>OK Centennial MS will also continue the following district initiatives as part of this requirement.</p> <p>Continuous Learning Calendar OK Centennial MS 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,</p>	July 2011 – May 2012	District and Building Staff and Officials
	<p>OK Centennial MS 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,</p>	July 2011 – May 2012	District and Building Staff and Officials

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	<p>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 OK Centennial MS will provide intersession courses three times a year during the fall, winter, and spring breaks. Fall and Winter intersessions will be at least three full days in length and Spring will be 5 full days that 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>	July 2011-May 2012	Principal Data Coordinator Leadership Team Transformation Coach Teachers
9. Provide ongoing mechanisms for family and community engagement.	<p>OK Centennial MS will implement the following strategies to increased family and community engagement in the 2011-2014 school years.</p> <p>Behavior Interventionists OK Centennial MS will hire one Behavior Interventionists to provide the socio-emotional supports necessary for student academic success. The Behavior Interventionists will be assigned to the 7th – 8th grades. A job description can be found in Appendix C of this application.</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 MS will pursue partnerships with local non-profits, faith based groups. Transportation and childcare will be provided for parents in need of these services.</p>	<p>July 2011-May 2012</p> <p>July 2011-May 2012</p>	<p>Principal</p> <p>Principal Leadership Team Transformation Coach Behavioral Interventionist Teachers</p>

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	<p>Parent University OK Centennial will provide Parent University classes for MS 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 MS 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 MS 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 2012</p> <p>July 2011-May 2012</p> <p>July 2011-May 2012</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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	<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 2012	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 MS to fully implement the Transformation Model.</p> <p>Staffing New staff will not be assigned to OK Centennial MS 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 MS 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>	July 2011	Principal

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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>Calendars/Time The OK Centennial MS site principal will have the flexibility to design the master schedule to support the Transformation model and ensure all teachers are highly qualified and highly effective for the assignment given.</p> <p>Budgeting The OK Centennial MS 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>	<p>July 2011-May 2012</p> <p>July 2011-May 2012</p>	<p>Principal Leadership Team</p> <p>Principal</p>
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 MS 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. Office of School Turnaround 2. Secondary Education and Reform 3. Federal Programs (Titles I and II) 4. Student Support Services 5. Information Technology 6. 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</p>	<p>May 2011- May 2012</p>	<p>Executive Director of School Turnaround</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>support includes regular site visits, assistance with required administrative duties related to SIG, additional resources, and assistance in removing barriers to SIG implementation.</p> <p>OK Centennial MS 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.</p>		
<p>12. List any additional permissible strategies the LEA will implement as a part of the transformational model.</p> <ol style="list-style-type: none"> 1. Instructional Technology 2. Two (2) Permanent Substitutes 3. Technology Coach 	<p>Instructional Technology</p> <p>OK Centennial MS will be contracting with November Learning and/or the K20 Center to provide technology integration training. Additionally, the OK Centennial MS will be supporting the transition of OK Centennial HS to an Academy of Information Technology. In order to fully support the initiative and increase student engagement while providing varied instructional strategies, OK Centennial MS will purchase instructional technology.</p> <ol style="list-style-type: none"> 1. Consult with November Learning/K20 Center to determine technology needs at OK Centennial MS. 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 2011	<p>Principal Leadership Team Technology Coach Instructional Facilitators</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>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. Because of the low teacher attendance rate, (on average, OK Centennial has 168.5 teacher absences a month) 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 MS would like to hire two permanent substitutes to meet these needs. The subs would be certified teachers 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>July 2011-May 2012</p> <p>July 2011</p>	<p>Principal</p> <p>Principal</p>

**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 per year 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 MS 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 MS 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 MS 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 MS 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 these 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 MS. Centennial MS will purchase 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 MS. 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 MS. These substitutes will be certified at the middle level. The salary and benefits for these positions will be paid according to the teacher salary scale.
11. Behavior Interventionist – OK Centennial MS 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. 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 MS will not be budgeting for pre-implementation activities.