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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - G1 - 0750 OKLAHOMA CENTENNIAL HS

Project Period: 7/1/2017 - 6/30/2018

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Legislation:

ESSA, Section 1114

Regulations:

Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
LEA and School Improvement, Non-regulatory Guidance, June 2006

OSDE

**Program
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

ESSA Section 1114(b)(6) requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Parents

Name

Emily Ray

Constituent Group

Community-Based Organizations

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (507 of 2000 maximum characters used)

Increase student achievement by establishing high expectations for all students, focusing on student learning above all other outcomes, and providing targeted interventions to ensure students are college and career ready. Students will have the opportunity to experience excellence in the classroom through rigorous course work, effective instruction, high levels of student engagement, and critical thinking through collaborative learning, preparing all students to be productive members of the community.

Step 3: Create School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school environment and organization.

Oklahoma Nine Essential Elements, #7, #9

Describe the process for creating and using a school profile. (1733 of 2000 maximum characters used)

For the SY 2017-18 the Schoolwide Planning Team collected through a variety of methods and created a school profile to support all areas that significantly affect student achievement. Student Needs: Behavior, mental health, attendance, and academic achievement. Curriculum and Instruction: Understanding by Design Process, unpacking standards, curriculum pacing guides and Common Formative Assessment Cycles. Professional Development: Focusing on increasing classroom rigor, student engagement and achievement. Based on feedback from building leaders and staff, provided by Instructional Coach, site teachers, and community partners. Family and Community Involvement: Chaparral, Urban League and K20 community partners, parental attendance at school events. School Environment and Organization: School and District policies are followed and provided in handbooks and on websites, PBIS Team meets weekly and implements PBIS strategies, Principals and Asst. Principals meet weekly as the Administrative Team, GC meetings weekly as instructional leadership team, FAC meets weekly as operational leadership team. Staff is kept informed of updates to procedures, academics, and activities through weekly staff emails and faculty meetings. Data is reviewed by the administrative and student support team for student placement in programs, discipline options, attendance intervention, academic interventions, teacher placement, student activities, master schedule development, etc. PLC teams analyze data to determine students in need of pullout remediation. Remediation time is included in the PLC schedule weekly. Teachers meet with students one-on-one and/or in small groups by student, by standard to provide targeted remediation.

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative academic data (benchmarks, common formative assessments, progress monitoring), and non-academic data (student surveys, attendance, suspensions, graduation rates, etc.) should be used.

Oklahoma Nine Essential Elements, #2, #4

Describe school's available data sources. (1000 of 2000 maximum characters used)

Discipline Data (as of 5/12/17) LTS - 14 total; 93% Black or African American, 7% Hispanic/Latino; 64% Female, 36% Male; 86% RegEd, 14% SPEDSTS - 125 total; 77% Black or African American, 12% Hispanic/Latino, 4% 2 or More, 3% White, 2% Native Indian or Alaskan Native; 62% Male, 38% Female; 84% RegEd, 16% SPED Teen Screen Data - Out of 107 students screened 39 (36%) needed further evaluations and were referred to mental health professionals. TIPS Data (as of 5/8/17) - 24 of 91 (26%) incidents were categorized as Suicide Risk/Self-Harm/Suspected Abuse/Safety Concern. Attendance Data (as of 5/16/17) - ADA 12th (88%), 11th (90%), 10th (89%), 9th (92%); parental involvement data Academic Achievement Data - A-F Report Card,

OCCT assessments, OKCPS Quarter Performance Assessments, teacher-made common formative assessments, STAR Reading and Math, Mastery Connect, student/teacher/parent surveys, PEAK attendance , quarterly gradesStatistical ProfileStakeholder SurveysDestiny Circulation Data

Step 5: Analyze Data

As the planning team analyzes the data, the gaps between the current status of the school and the established vision for reform should become more apparent. The strengths, weaknesses and need should become the basis for goals and strategies that should be developed in the written Schoolwide/School Improvement Plan. Results of the data analysis should be summarized and presented to all stakeholders.

Oklahoma Nine Essential Elements, #2, #9

Describe the process for collecting, analyzing and summarizing data. (606 of 2000 maximum characters used)

Data is collected through a variety of methods, including common formative assessments, reports on student demographics, grade point averages, semester grades, state testing and benchmark data, surveys of all stakeholders, instructional effectiveness, and discipline/attendance personnel. Data is reviewed by the administrative and student support team for student placement in programs, discipline options, attendance intervention, academic interventions, teacher placement, student activities, master schedule development, etc. PLC teams analyze data to determine students in need of pullout remediation.

Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

(1327 of 5000 maximum characters used)

Funds are spent in accordance with school goals and needs assessment. Materials and resources are purchased in order to support teachers and students based on identified needs within the purpose and direction stated in the schoolwide improvement plan. The expenditures include AVID Curriculum and Materials to promote a school wide college and career-ready culture; funds are designated for a Counselor who will facilitate home/school communication to promote parental involvement, appropriate behavior, and academic success for all students including our Pre-AP/AP students; funds are designated for an Instructional Coach who will be responsible for supporting regular, ELL, and special education teachers in the implementation and monitoring of the district curriculum guidelines, providing rigorous standards-based teaching strategies and including the District Standards in professional development; funds are designated for various activities, which will promote parental involvement; funds are designated for ACT fee waivers in order to support and maintain a growing dual-enrollment program; funds are designated for Library Media Materials to support increasing student achievement, reading comprehension, and fluency levels; funds are designated for AP instructional materials to support new and existing AP courses.

Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Oklahoma Nine Essential Elements, #1, #2, #3, #8

Guiding Questions

Evidence-based Strategies

- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

Curriculum Alignment

- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

Extended Learning Time

- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

Assessment

- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

Technology

- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.
- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?
- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (4852 of 5000 maximum characters used)

In accordance with the new OAS/ELA Standards, OK Centennial will continue to implement a focus on reading, writing, and vocabulary standards in all content areas. Library/ Media Materials will be purchased to add to the library collection for student checkout to increase reading fluency levels and improve academic performance within reading comprehension. PLCs will use OKCPS curriculum maps based on the new OAS Standards. OCHS will utilize the following methods for assessments: OCCT, Common Formative Assessments, Teacher Derived Assessments (Formative and Summative), and District Level Assessments. Assessment Data will be used to identify students (Reg Ed, SPED, ELL) in need of remediation, provide targeted remediation by standard, and adjust classroom instruction based on identified areas of need. OCHS will continue to partner with the Urban League to provide the PEAK After-School Program 4 days a week. Students will participate in both academic remediation and enrichment activities. The PEAK Program Director will continue to be an active member of OCHS's Guiding Coalition and Administrative Teams. OCHS will continue to partner with OKCPS in providing extended learning time during scheduled intersession. OCHS will continue to utilize variety technology strategies in the classroom to meet the needs of all student learning styles. Student engagement will be promoted through the use of Google Classroom, Google Drive, SMART Response Systems, online instructional tools (IXL Math) and Interactive Lessons. OCHS continues to provide a schoolwide AVID program. The AVID schoolwide implementation is focused on transforming the instruction, systems, leadership and culture at OCHS. This program ensures college readiness for all AVID elective students and improves the academic performance for all students based on schoolwide implementation of AVID strategies and increased academic opportunities. OCHS is focused on offering accelerated learning options, AP and Dual/Concurrent, for all students. Our student population consists of students that are historically underachieving and underrepresented in higher education. Therefore, by offering high-quality, college-level learning experiences, we will increase the academic quality and rigor of high school classes, lower the need for postsecondary remediation and prepare students to be successful in college. OCHS, in conjunction with the OKCPS district wide initiative, is expanding Advanced Placement course offerings designed to raise the academic achievement and Advance Placement opportunities to underserved students. All students are encouraged to participate in advanced courses. SI money will be used to ensure that Advanced Placement instructional materials are available to lower achieving students that participate in advanced courses. In addition, we have more than doubled our dual enrollment program participation, through OSU-OKC, from 2015-16 to 2017-18. To continue the growth and expansion of our accelerated learning options for all students, early exposure to the ACT is the 1st step. The ACT is a nationally recognized tool used to indicate college readiness and identify areas of weakness. Research shows that the more opportunities students have to take the ACT, the more likely they are to increase their score. Accelerated learning options include both AP and Dual/Concurrent enrollment. The ACT is one of the qualifying requirements for dual/concurrent enrollment. We are currently partnered with OSU-OKC and provide concurrent classes to both juniors and seniors. In order for juniors to qualify, they must meet ACT requirements by the end of their sophomore year. The ACT is one of the most rigorous tests that students will take in high school. Experience taking the test first hand is the best preparation. Taking the test multiple times allows the student to know exactly what to expect the next time. Taking the ACT early allows students to get a baseline, set educational goals and prioritize studying based on areas that need to be improved on. Results of early ACT can be analyzed at the site level to help make decisions for future class offerings, teacher placements, instructional strategies and curriculum alignments. These opportunities and decisions have an impact on all students at Centennial whether they participate in accelerated learning courses or not. 2017-18 SY 511 budgeted items: Instructional Coach and Counselor salary/benefits Lead Mentor Teacher Stipend/benefits Technology Maintenance Supplement paper, toner, ink Technology Items (chromebook carts) IXL Math Headphones AP Materials AVID supplies ACT Waivers Library Materials Parental Involvement materials and snacks SY 2017-18 515 Budgeted Items: Technology Maintenance Replacement lamps for projectors Replacement Chromebook Calculators

Monitoring/Compliance Documentation

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, and core curriculum assessment data.

Qualified Teachers - ESSA, Section 1111(2)(J)

LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field.

A qualified teacher must hold a minimum of bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

Describe the process for ensuring instruction is delivered by Qualified Teachers. (1512 of 5000 maximum characters used)

OKCPS makes every effort to recruit highly qualified and highly effective teachers and principals. OKCPS partners yearly with the Teach For America Program. The administrative and counseling teams at OK Centennial work with teachers and OKCPS Human Resources Department to ensure that all core academic subject teachers and paraprofessionals are highly qualified. "Parent Right to Know" notification letters are provided to parents during the Annual Title I Parent Meeting. "Substitute Letters" are mailed to parents of students that receive instruction from a non-highly qualified teacher for more than four weeks. OK Centennial Guiding Coalition Team will collect, display, and make available the HQT information for staff, students and parents. Oklahoma Centennial's school-wide model of instruction is the Marzano framework with a focus on reading comprehension and vocabulary building. This focus is facilitated and communicated to the staff through the Guiding Coalition. Professional Development opportunities are provided to all teachers during PLCs. All teachers at Oklahoma Centennial HS are evaluated by the administrative staff. In addition, written feedback is provided to teachers during the evaluation process which allows them to be reflective about their practice. School budgets are managed as needed to secure resources to provide the best learning opportunities for students. Leadership regularly assesses the effectiveness of outside programs (PEAK) in meeting school-wide goals.

Monitoring/Compliance Documentation

- "Parents Right to Know" notification letter
- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development - ESSA, Section 1114(b)(7)(A)(iv)

High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Professional Development, if applicable.
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- How is implementation of strategies learned in professional development monitored?
- How are stipends and/or substitutes provided for teachers attending professional development?
- How has professional development affected instruction? Does the data support this?
- What focused area(s) of need will be addressed through professional development in the coming school year?

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (1623 of 5000 maximum characters used)

Based on the 2017-2018 Comprehensive Needs Assessment, Oklahoma Centennial will develop and implement a professional development plan that is focused on the following: (1) increasing student achievement; (2) implementing effective classroom instructional practices; and (3) increasing rigor in all classes. Professional Development will be provided by the Instructional Coach. Professional Development Type /Description of Activity Harry Wong - The First

Days of Schools and The Effective Teacher / To increase student achievement by being an effective teacher; Facilitate the three characteristics of effective teaching (classroom management, positive expectations, and lesson mastery) Backwards Planning / Understanding by Design (UbD) - why and how it's used; UbD template; Unpacking the standards; Creating lessons with the end in mind - start with assessments Data Driven Instruction / Collect and prepare a variety of data about student learning; Interpret data and develop hypotheses about how to improve student learning; Modify instruction to test hypotheses and increase student learning; Teach students to examine their own data and set learning goals; Establish a clear vision for schoolwide data use Formative Assessments / Types of formative assessments, when and how to use them; Formative assessment cycle; Using data from formative assessments for targeted interventions High Yield Reading Strategies / Showcase and have teachers participate in pre, during, and post reading strategies designed to increase student achievement, add rigor to courses, and enhance student engagement and critical thinking

Monitoring/Compliance Documentation

- agendas and attendance records of professional development
- documented monitoring and follow-up of professional development activities
- summaries of professional development
- site professional development plan
- individual professional development plans
- charts or graphs created to collect the professional development data

Teacher Recruitment/Retention - ESSA, Section 1114(b)(7)(A)(iv)

Employing qualified teachers in high poverty and low-performing schools is important for the sustainability of the schoolwide program. Therefore, the schoolwide/school improvement plan should describe the strategies it will use to recruit and retain effective teachers, particularly in high need subjects.

Oklahoma Nine Essential Elements, #8

Guiding Questions

Recruitment:

- Has a strategic recruitment plan been developed?
- What marketing strategies have been used to recruit teachers to the district?
- Have positions been posted on school and district Web sites?
- Has recruiting through local institutions of higher education been considered?
- Have local career fairs been promoted? Has the district participated as a vendor?
- Has the school partnered with a neighboring school district to recruit teachers?
- Have future teachers in the community been identified?
- How have teachers been encouraged to apply for positions within the district?

Retention:

- What is the process of new teacher orientation?
- How does an established mentoring program serve new teachers? Does it serve teachers for the first three (3) years?
- How does teacher collaboration support new and experienced teachers?
- How are teachers included in decision making, planning and resource allocation?
- How are teachers encouraged to obtain advanced degrees and/or additional certifications?
- How are teachers encouraged to become National Board Certified?
- What incentives are offered to teachers to work in high poverty, low-performing schools?

Describe the recruitment and retention plans. (854 of 5000 maximum characters used)

When hiring for all positions, a team, including the administrators and department chairs, is created to ensure that we are using our expertise and resources to get the best teacher for the job. In addition to a dual-level interview process, we contact the local education departments of our colleges and university to advertise positions which are interviewing, as well as offer mentoring to student observers and an opportunity for them to complete their observation hours on our campus at either middle school, high school, or both levels. Core subject teachers meet frequently during PLCs in order to work together, analyze data, discuss best practices, and used common assessments to plan, reteach or revise their instruction. PLCs are led by Lead Mentor Teachers that are trained to collaborate with and support both new and experienced teachers.

Monitoring/Compliance Documentation

- written plan for recruiting and retaining teachers
- evidence of recruiting efforts (i.e., job postings, career fairs information, marketing strategies)
- evidence of retention efforts (i.e., teacher mentoring programs, incentives, teacher collaboration)



Parent and Family Engagement - ESSA, Section 1116(a)(2)

Parent and Family Engagement is essential in creating schoolwide plans. Stakeholders should be viewed as academic partners who participate in student/teacher/parent conferences and are invited to participate in other school committees. It is essential that schoolwide/school improvement plan contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.

Oklahoma Nine Essential Elements, #5

Guiding Questions

- Has a site Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents? Updated annually?
- How are parent involvement opportunities evaluated?
- How are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?
- Have parents been informed of state standards?
- How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?
- How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development?

Describe the school's strategies for increasing parent and family engagement. (2625 of 5000 maximum characters used)

OK Centennial hosts a variety of Parent Involvement Activities each year. These activities include, but are not limited to, Open House, Parent/Teacher Conferences, Guest Speakers, Transition Parent Activity Nights, GEAR Up The school seeks out opportunities to involve all stakeholders in the success of the school. The school regularly seeks to engage parents in activities including, but not limited to, Open House, Parent/Teacher Conferences, guest speakers and conferences, assemblies, special events, such as, awards banquets, Advanced Placement informational meetings, transition parent activity nights, Urban League parent nights, math and literacy nights, and college informative meetings, as well as sporting events, etc. To communicate important information/events/news to parents and community members, Oklahoma Centennial uses an automated phone system, the school's website, and school newsletters. Additionally, parents have access to a Parent Resources room in the Library/Media Center, which is fully equipped with educational materials/books, computers, Internet, and a printer. Oklahoma Centennial has a PTSA that works within the school to support parent and student needs. Oklahoma Centennial partners with the elementary feeder schools, as well as the middle school for promotion and transition activities. The school regularly reaches out to local businesses and organizations for donations, guest speaking opportunities, and volunteer work. Chaparral Energy is one such business that has been an excellent community partner by volunteering time to speak to classes, donating food for special student activities, and donating student/teacher supplies and resources. Similarly, the Oklahoma City Thunder organization holds an annual student leadership seminar for selected students. The school encourages students to get involved in school to promote school pride. Another community partner is the Urban League. The Urban League runs the after school PEAK program where students are provided with tutoring, mentoring, and enrichment activities. All community partners facilitate tutoring and participation activities for students and parents in order to support the Oklahoma Centennial mission of increasing student achievement. There is a variety of sports and clubs offered, as well as fine arts classes such as drama, art, and band. Both teachers and students are encouraged to voice their opinions and concerns

by participating in the different leadership bodies on campus: Student Council, Superintendent Student and Staff Advisory Councils, Guiding Coalition, PLCs, and the Operations Team.

Monitoring/Compliance Documentation

- copy of the "Notification to Parents of the Annual Parent Title I Informational Meeting"
- agenda and attendance list for the "Annual Parent Title I Informational Meeting"
- parent survey or other evaluation tool regarding parent involvement activities
- examples of site/parent communication
- copy of notification to parents regarding student achievement reports and test scores
- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions

- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (2376 of 5000 maximum characters used)

College and Career awareness activities across grade levels, including: campus visits to local universities; resource fairs with various college and community organizations; financial aid information, support, and networking; college going culture structures (Senior Signing Day, Senior Wall of Fame, College T-Shirt Day, College Bound visuals schoolwide) GEAR UP Senior Team: Targeted intervention and advising for Senior transition to chosen post-secondary plans Programs and support are in place to academically prepare high school students - during appropriate grade levels - for post-secondary education, including: AP courses, access to SAT/ACT testing and prep; concurrent enrollment opportunities; tech school partnership programs. Outreach Campaign: AP meetings and breakfast for families/students interested in honors/AP coursework Community partnership with Chaparral Energy - activities and support include: monthly Lunch and Learn sessions where volunteers speak to students on various topics such as career exploration, how to be the best candidate for a job, proper use of social media and technology, etc.; mentoring and project based learning activities; support for and participation in extra-curricular programs. Grade level teams: support students and families with transition from grade to grade through Open House, conferences, awards assemblies and intentional focus on building necessary and appropriate skills. We provide class orientation meetings in order for all high school students to review the handbook and go over rules and expectations. We try to have clubs and organizations for all students to engage in to help bolster school pride and ownership in school safety. Professional Learning Communities: structure by departments in order to analyze the vertical alignment of the curriculum and plan strategies to close gaps in achievement. PEAK After School Program: offers academic help as well as enrichment activities. PEAK also offers college readiness through the Project Ready program. College speakers are brought in and college trips are available (this is done in conjunction with our community partner Urban League). Bridge Over Ceremony: 8th graders and families participate in a bridging process to high school, including celebrating success in middle school and preparing for the changes they will experience in high school

Monitoring/Compliance Documentation

- copies of letters, flyers, and/or mailings notifying parents of transition activities

- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (i.e. agendas, minutes, curriculum maps)

Teacher Inclusion in Data Decisions

Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.

Oklahoma Nine Essential Elements, #2, #7

Guiding Questions

- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?
- Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma Academic standards.
- What steps will be taken to collect and analyze student data from formative/summative assessments?
- How will teachers apply student data to strengthen classroom instruction?

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (1475 of 5000 maximum characters used)

OK Centennial High School PLCs are structured based on data to more effectively meet the needs of students. PLCs meet monthly to analyze assessment data (academic, behavior, attendance), modify instruction, provide intervention, plan across curriculum disciplines, and participate in peer observations as required by the OKCPS TLE. OK Centennial High School PLCs will use the "Four Essential Questions" as a steering guide. PLCs are led by Lead/Mentor Teachers and are driven by the OKCPS district initiative of "By Student, By Standard." Teachers promote the use of student data in classroom through a variety of methods. These include but are not limited to overall, class period and student data charts, graphs, displays. Teachers use the data to inform, discuss, and promote increased student achievement and celebrate growth and successes. Students are involved in taking ownership in the use of personal data. This consists of individual data notebooks. Students track their own individual data from a variety of assessments. Students are empowered to take accountability for self-learning. Students are able set and monitor academic goals, therefore providing evidence used to predict performance on state OCCT exams. With both the Oklahoma Centennial High School PLCs and classrooms as data centers, continuous data analysis of what is working and not working provides timely feedback for teachers and students to correct the course of action, as needed.

Monitoring/Compliance Documentation

- copies of assessments used and evidence the assessments align to Oklahoma Academic Standards
- description of how assessment results are used to improve instruction
- copy of the site assessment calendar

Student Interventions - ESSA, Section 1114(b)(7)(A)(iii)(I)-(III)

Effective and timely evidence-based interventions should be provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

Oklahoma Nine Essential Elements, #3, #4

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI) or flexible grouping be used effectively in classroom(s)?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated for these interventions?
- How are extended day/year programs evaluated for effectiveness?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?
- What steps will be taken for identifying students for academic and behavioral interventions?
- How will the site determine appropriate instructional strategies?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Student Interventions, if applicable.
- What steps will be taken for identifying students for academic and behavioral interventions?
- How are students monitored and evaluated for these interventions?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

Describe school's academic and behavioral interventions. If applicable, describe 1) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students skills outside the academic subject areas; 2) the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (1828 of 5000 maximum characters used)

Academic interventions will be based on student performance data and will include content-specific remediation classes, teachers conducting remediation pull-outs during planning time on an as-needed basis, and Monday-Thursday after school tutoring provided during the PEAK program. The district calendar provides for extra days of remediation during the fall, winter, and spring breaks. During these remedial sessions, intensive re-teaching activities will be provided to students according to their area(s) of need. Some after school staff meeting time will be used for teacher collaboration/PLC time. An Instructional Coach (IC) will work directly with teachers to enhance instruction, provide support for teachers through classroom-based demonstrations, collaborate and offer one-on-one interactions, and professional development. The IC will work to enhance teachers' abilities to provide instruction that build students' academic skills by enhancing student engagement in and ownership of the learning. The IC will also work with administrators and teachers to align site level instructional decisions with district curriculum priorities. Moreover, the IC will help ensure PLCs at each site effectively use data to drive decisions and instruction. Behavioral interventions will be implemented through the use of Positive Behavior Interventions and Support (PBIS) strategies geared toward promoting pro-social student behaviors on campus. Positive behaviors will be recognized through the use of Caught You Being Good slips and plaques, as

well as providing students with special activities. Based on the TIPS data, almost 1/3 of all reported incidents are related to students' mental health and general well-being/safety. A new school counselor has been added to address these concerns and provided necessary interventions.

Monitoring/Compliance Documentation

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The application has been approved.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Consistency Check was run on:	9/28/2017
LEA Data Entry submitted the application for review on:	9/28/2017
LEA Administrator submitted the application to OSDE on:	9/29/2017
Program Review completed on:	10/4/2017
Final Review completed on:	10/6/2017

Selectable Application Print

The application has been approved. No more updates will be saved for the application.

Requested Prints will be processed on the hour, from 8:00AM to 8:00PM, Monday Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

Request Print Job

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Requested by Terry Fraley on 11/7/2017 12:53:37 PM

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