

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Jessele Jean Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Centennial Elementary School

(As it should appear in the official records)

School Mailing Address 4400 North Coltrane

(If address is P.O. Box, also include street address.)

City Edmond State OK Zip Code+4 (9 digits total) 73034-9173

County Oklahoma County

Telephone (405) 726-4600 Fax (405) 340-2255

Web site/URL http://centennial.edmondschools.net/ E-mail jessele.miller@edmondschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Bret Towne E-mail bret.towne@edmondschools.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Edmond Public School District Tel. (405) 340-2800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Cynthia Benson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 17 Elementary schools (includes K-8)
  - 6 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 26 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	40	50	90
K	52	64	116
1	58	61	119
2	61	47	108
3	69	62	131
4	65	57	122
5	43	67	110
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	388	408	796

4. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
  - 4 % Asian
  - 2 % Black or African American
  - 5 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 80 % White
  - 5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	57
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	89
(4) Total number of students in the school as of October 1, 2015	811
(5) Total transferred students in row (3) divided by total students in row (4)	0.110
(6) Amount in row (5) multiplied by 100	11

6. English Language Learners (ELL) in the school: 3 %  
21 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Bengali, Chinese, French, Persian, Portuguese, Telugu, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 8 %  
Total number students who qualify: 64

8. Students receiving special education services: 12 %  
94 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 2 Emotional Disturbance
- 3 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 8 Other Health Impaired
- 6 Specific Learning Disability
- 7 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 66 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects	35
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	95%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No
- If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Centennial Elementary is dedicated to providing each individual student the opportunity to advance to his/her full potential academically as well as emotionally.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

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Centennial Elementary was opened in August of 2007 commemorating Oklahoma's 100th year anniversary of statehood. Nestled in the heart of Oklahoma, the school has successfully adapted to meet the needs of our growing community. Currently, our enrollment is over 800 students, ranging in grades pre-kindergarten through fifth. Centennial has built a solid reputation as a high performing school with devoted parent involvement, and a caring faculty and staff. As evidenced by the dedication of our parents, it is clear they value a well-rounded and rigorous education.

As you walk through the doors of Centennial Elementary, you will receive a warm welcome and visually experience Oklahoma's history. From the state seal in the main lobby, to the state song in our cafeteria, symbols are displayed throughout the school serving as reminders of our rich Oklahoma heritage. At the entrance of each grade level learning pod, Oklahoma emblems such as the Scissortail Flycatcher, Rose Rock, American Buffalo, White Bass, Red Bud Tree, and the Swallowtail Butterfly are embedded in the floor tiles in a mosaic design. Buddy the Buffalo is the school mascot encouraging students to be a "Buddy not a bully." Centennial is a very visually appealing school; however, the stellar education and emotional support students receive is paramount and always remains in the forefront of our faculty and staff.

Centennial is rich in traditions involving faculty, staff, students and stakeholders. Led by our strong Parent Teacher Organization (PTO), Family Fun Night, Stampede of Giving, and Change Wars provide fundraising events that involve fun for the entire family. At any given time of the day, walk by the workroom or classroom and see parents working or leading in our Meet the Master's Program. Book Fairs, Fifth Grade Clap-Out, Angel Tree, Read Across America, Spirit Day, Centennial Celebration, Bedlam Food Drive, 100th day donations (100 items) to the Hope Center, Watch DOGS (Dads of Great Students) program, and a picnic celebrating Statehood Day are just some of the traditions that have been developed over the past nine years. Fostering a school climate of shared experiences ensure students look forward to school and the exciting projects and activities that happen in each grade level.

In an effort to ensure students are ready for the challenges of the 21st Century, academic rigor is at the forefront of our instruction. Currently, we are in the process of designing a STEM STOP classroom anticipating the opening mid-April of this school-year. Students will explore coding, robotics, up-cycling, a Lego wall, and a plethora of other hands-on experiences and projects. Technology is playing a more prominent role at Centennial. Teachers utilize Smart Boards interactively with students, iPads as an instructional tool, and Centennial is fortunate to have two computer labs for daily student use. Early intervention and remediation of students who struggle academically and behaviorally set each child up for success.

In 2015, Centennial Elementary was recognized as a Great Expectations Model School. Great Expectations is a character development program promoting high expectations among students and faculty. The program also places an emphasis on a school-wide culture of mutual respect by reinforcing Life Principles as well as The Eight Expectations for Living. The emotional health of our students is supported by a comprehensive guidance curriculum, behavior strategies, mentoring programs, and individual/small group interventions led by the school counselor.

Leadership opportunities for students abound at Centennial. Students are assigned classroom jobs that develop leadership skills and responsibility. Fourth grade has a presidential election where students campaign and give speeches before students vote and elect a class president. Fifth grade students manage a school store selling spirit items and are also involved in Centennial Crew safety patrol program. Boy Scout troops lead the school body in formal flag salutes. Student Ambassadors provide tours and information about the school, as well as make announcements during Centennial Celebration. Students are given many opportunities throughout the school year to shine in leadership opportunities.

Physical education and health classes emphasize healthy lifestyles. The gym at Centennial is an action packed classroom. Students participate in physical education twice weekly plus a morning and lunch recess. The PE teachers expand daily instruction by providing interactive assemblies for students. Visiting aerobics

teachers, hockey players, rowers who bring their machines for students, and a school-wide walking club provide a platform for students to become lifelong proponents of healthy lifestyles.

For the past two years, Centennial has scored an A+ on the Oklahoma State Department of Education School Report Card designation based on the results of state assessments. Despite having a young history, Centennial has been rated the twelfth best public school out of 890 in Oklahoma and a rating of eight out of 792 for teacher satisfaction. In an effort to ensure students are ready for the challenges of the 21st Century, students at Centennial learn in an emotionally safe environment so that their academic achievement can shine!

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Centennial Elementary recognizes the importance of a vital and vigorous core curriculum. Along with the adopted textbooks, supplemental materials, and teacher knowledge, lessons are developed and aligned with Oklahoma State Standards. Reading/English language arts, math, science, and social studies lessons are developed in order to ensure children are highly engaged. In conjunction with the curriculum, instruction is guided by data and specific student needs. The curriculum is taught by utilizing strategies that are effective and relate to real-life situations.

Entrenched in the Benchmark Literacy curriculum is an inclusive reading instruction with an emphasis on comprehension. Lower grade students gain a foundation of phonemic awareness. Skills are reinforced by practicing fluency and comprehension with story mapping and graphic organizers. In addition, students begin creating sentences and writing short paragraphs. As students progress through the grades, they move from learning to read, to reading to learn. The focus is more on comprehension and critical thinking through comparing and contrasting, cause and effect, and inferring text. Finally in fifth grade, the focus continues with higher level vocabulary, fluency building, reading higher level text, and project based research which incorporates science, technology, engineering, and math (STEM). To supplement the reading curriculum, Centennial utilizes Standardized Test for the Assessment of Reading (STAR), Accelerated Reading to assess and motivate students to read, and Dynamic Indicator of Early Literacy Skills for assessment purposes.

Math is a strong curricular focus at Centennial. Results of the 2015-2016 Oklahoma Core Curriculum Test our fourth grade students achieved some of the highest scores in math in the state with 82% scoring in the advanced category. This is a result of a strong math curriculum, supplemental materials, and effective teaching strategies. Everyday Math, along with strong math fact fluency programs, creates a fast-paced curriculum with meaningful lessons that lead to real-world application. Teachers engage students through songs, hands-on activities, and games. Students use programs such as Rocket Math, Accelerated Math and Xtra Math to encourage goal setting and achievement. A strong emphasis is placed on math fact computation and fluency at Centennial.

The Full Option Science System (FOSS) science curriculum encourages a hands-on approach to learning through many opportunities for problem-solving and trial and error. Students become the scientists! Students interact with the materials and are engaged throughout the learning process. One of the most fascinating aspects of the curriculum is the use of live insects and plants. Students collect data, make observations, and predict outcomes. To further enhance our science curriculum, there is an emphasis on STEM integration with the addition of our interactive learning lab which we are calling STEM STOP.

Social studies and civic learning is emphasized at Centennial through active and hands-on projects and assignments. Students experienced the election process from pre-kindergarten to fifth grade with grade appropriate election booths and candidate entries that made for an interactive unit of learning. The importance of becoming respectful and responsible citizens is fostered at Centennial. Community helpers and the services they provide are a focus in lower grades. Famous explorers are introduced in first grade and come to life through an interactive history museum in fourth. Studying about characters in history make sense when historical places are pinpointed on maps and globes which is a second grade standard. Fifth grade emphasizes colonial history ensuring students understand and know what life was like in the Jamestown Settlement by creating a replica with natural resources. From the Declaration of Independence to the United States Constitution, students are taught rights and responsibilities of every citizen. Truly, when a student leaves Centennial they have a great understanding of history and civic learning.

In our preschool program, students are building a foundation for kindergarten through letter formation, pre-reading skills, STEM, and socialization. They approach math with hands-on activities using manipulatives. Thematic centers and iPads reinforce skills being taught across the curriculum. They also incorporate art and music throughout their learning day. The alignment of early childhood and kindergarten through third grade academic standards focuses on learning to read, comprehension, math acquisition, and social development.

Students have the opportunity to explore their world, play to learn, and social skills. They learn by experience and example. Students who have completed the early education program show social readiness and maturity in kindergarten and beyond.

## **2. Other Curriculum Areas:**

Centennial Elementary has an educational focus which encompasses many extra-curricular areas supporting students' acquisition of essential skills and knowledge. Our mission statement sums up Centennial's belief system. "We are dedicated to providing each individual student the opportunity to advance to his/her potential academically as well as emotionally." Through exposure to fine arts, physical education, technology, literacy, and other activities our students can excel to their greatest potential.

Fine arts at Centennial Elementary include opportunities for students to be exposed to and enriched by a variety of activities. Meet the Masters is a monthly program for grades first through fourth. Students learn about art history and classic artists followed by an activity where the child becomes the artist. Fifth graders attend a weekly art class and have the opportunity to join an after-school art club. Centennial students have received various art awards from contests throughout the metropolitan area. Music instruction for all grades is provided weekly. Music programs and plays for first, third, and fifth grade perform outstanding presentations showcasing Centennial talent. Students also participate in field trips to art-related performances, including the Oklahoma City Philharmonic, the Lyric and Children's Theater.

To ensure our students are physically motivated, Centennial has a physical education program that is second to none. Second and fourth grade students and families participate in a program called "Parents and PE" involving everyone in movement exercises and games. Centennial has an annual walk-a-thon and partners with the American Heart Association through Jump Rope for Heart. Health education classes are conducted weekly to encourage healthy living habits for all students.

Centennial students are fortunate to be immersed in technology. All classrooms are equipped with Smart Boards, student computers, document cameras, and multiple iPads. The students attend one of two computer labs in the building where they engage in various computer applications relevant to their grade level. Smart Boards are invaluable in the classroom allowing students to be interactive and engage in collaboration. To ensure active learning students utilize technology to research subjects and create presentations. Centennial continues to expand technology resources to prepare our students for the ever-changing demands of our world.

The media center is the hub of Centennial. All students receive weekly lessons led by the media specialist with a focus on thematic units. Book Clubs are offered to all students at Centennial. First grade students are introduced to book clubs through the Frog and Toad series and second grade students participate in a mystery book club. Upper grades may participate in Battle of the Books and are recognized through Accelerated Reading when goals are achieved. Additionally, students are provided an opportunity to vote on the Sequoyah Book Award through a statewide contest. The busy environment of the media center also supports author visits, book fairs, and Science, Technology, Engineering and Math (STEM) integration.

Enrichment is a pull-out program for students who qualify in first through fifth grade. Students participate weekly, anywhere from one to two hours. Teaching units are based on a theme or concept that incorporates higher level thinking, problem-solving, and research skills. Students participate in Meaningful Economics and Entrepreneurship (MEE), Southwest Airlines Adopt a Pilot Program, and Hour of Code. Through the enrichment program at Centennial, all students are invited to participate in the annual Spelling Bee and Odyssey of the Mind.

Beginning with our youngest students, Centennial has developed traditions which incorporate all curriculum areas. Dreaming of their career path, kindergartners dress up as their favorite occupation and parade throughout the school. First graders learn about the life cycles of plants and delight in watching grass grow on their mud-head baby. Learning about economics by producing goods and providing services, ensure second grade students learn valuable lessons about money. The history of Oklahoma comes alive when third graders re-enact the 1889 Land Run. Our fourth grade students participate in figurative language

parades and Mad Scientist Day. Colonial Day at the Oklahoma State Capitol, 1776 Revolutionary War character re-enactments, and Geology Rocks brings history and science to life for our fifth graders.

As demonstrated, Centennial Elementary offers a vast array of experiences to the student population, giving the opportunity for students to enhance their learning in a myriad of ways. To ensure students are well-rounded individuals, Centennial continually refines our commitment to the fine arts experiences, physical education, technology, literacy and other enriching activities.

### **3. Instructional Methods, Interventions, and Assessments:**

Teachers at Centennial implement tiered levels of interventions and differentiated instructional processes to meet the diverse needs of all learners. Utilizing research-based universal screeners, students are identified as at-risk for difficulty in reading and math. These assessments are also used to identify children who are on-level and above-level. In addition to the academic support, multiple interventions are used to add layers of support to students who struggle with their behavior. Technology is woven into every area of our core curriculum through use of programs such as Nearpod, interactive Smart Board games, document cameras, iPads, and Apple TVs.

We offer several programs to differentiate instruction and to enhance above-level students' learning, such as enrichment class, Odyssey of the Mind program, STEM instruction, and computer labs. For students who are struggling with achievement, teachers incorporate small group interventions such as leveled reading groups, FRY phrases, fluency reads, comprehension strategies, flashcards, Rocket Math, Accelerated Math, and Xtra Math. All levels of students meet either individually or in small groups with their teacher four days a week for 20 minutes. Teachers monitor and graph student progress weekly to refine and adjust interventions, if needed.

Teachers utilize data from various assessments to drive instruction. They collaborate within Professional Learning Communities on intervention strategies that will positively impact student learning. For example, the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and the Standardized Test for the Assessment of Reading (STAR) are used throughout each grade level in order to differentiate small groups within the classroom as well as to determine proficiency of skills covered throughout the year. With the recent adoption of Benchmark Literacy, students are assessed early in the year and placed in specific groups for instruction. Teachers have the ability to incorporate online assessments, assigning instruction, and monitoring student successes.

The Cognitive Abilities Test is given at the second and fourth grade year, insuring the needs of all students are met and learning styles addressed, Students who score at a certain level on this test are given the opportunity to attend a gifted program to enrich their learning. The Accelerated Math and Accelerated Reader programs are used to informally assess student comprehension in both reading and math throughout the year. These programs give students autonomy as they work toward an individualized goal. Additionally, The Oklahoma School Testing Program gives us valuable data from the previous year to implement either remediation or enrichment to students the following year.

Technology is used on a daily basis to differentiate instruction. Programs such as SuccessMaker, Tumble Books, & e-books, provide remediation as well as enrich. Students in the upper grades practice keyboarding skills throughout the year. The computers labs are busy places at Centennial. The use of coding to program prototypes through a series of commands, students creating Smart Board activities presentations all enhance and ensure student engagement.

Centennial has a solid tiered approach to both academics and behavior. All students are exposed to the same instructional content and behavior initiatives, including Great Expectations and Positive Behavior Interventions and Supports. Decisions concerning tier placement are determined by data collection. Intervention strategies are revised as needed and intensified if a child needs a change from Tier I to Tier II. Tier II strategies are more specific and related to the child's struggle whether that is academic or behavior related. At both Tier I and Tier II, multiple interventions are implemented before students are assessed for a Tier III placement of special education.

Teachers meet regularly to collaborate both vertically and with their grade level. Professional development is offered district-wide as well as within our school through peer training. Using data to drive instruction and planning, teachers and administration meet bi-monthly in Professional Learning Communities to compile data taken through weekly progress monitoring and to discuss strategies that enhance student success. Teachers also have the opportunity to collaborate and plan using Oklahoma Academic Standards coupled with student need.

Data is important; however, at the forefront of our philosophy is our commitment to meeting the needs of the whole child. We work diligently to meet our student's needs academically, socially and emotionally. Utilizing our many resources to evaluate students, intervening when needed and then coupled with our hands-on approach to learning, teachers are able to direct each student to attain mastery of skills. In each of these areas of concentration, Centennial educators strive to achieve excellence!

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Centennial Elementary is known for its school-wide positive environment and the emphasis we place on student engagement. Our school vision, "Exploring New Frontiers of Excellence," is at the forefront of all we strive to accomplish within our school. Each morning as students arrive, they are greeted by parent volunteers and welcomed by teachers as they enter classrooms. Beginning the day on such a positive note, sets the tone for our students to flourish academically, socially, and supports emotional growth.

Teachers at Centennial Elementary work tirelessly to ensure each student reaches his/her potential. Highly engaging lessons encourage student participation. Lev Vygotsky's quote "The one who does the talking, does the learning," is a motivating factor behind our philosophy. Students become the teacher demonstrating to their shoulder buddy or to the class the way in which they would solve the problem or teach the skill. Accelerated Reading parties encourage students to read and reach individual goals. Along with the general math curriculum, Accelerated Math differentiates learning so that all students feel successful in what is often perceived as a difficult subject. During announcements each morning, students are challenged to write Buddy's Math Fact by their name on every assignment.

Centennial is a Great Expectations Model School. We pride ourselves in that distinction and the difference the program has made promoting social and emotional growth in students and staff. Students are recognized with "Buffalo Bucks" when they are observed displaying the Eight Expectations for Living or Life Principles. Each Friday, Buffalo Buck and Character Count winners are recognized with a trip to the office for a tangible incentive. We also have a drawing for teachers who hand out the most bucks. They are awarded their favorite soft drink and a day to dress like a physical education teacher. To encourage a pleasant atmosphere in the cafeteria, Buddy's Café Award (a large stuffed buffalo) is given weekly to a class from each grade level. A climate of mutual respect among all is promoted daily at Centennial!

Teachers are supported and valued at Centennial Elementary! The principal has an open door policy and teachers know their concerns will be heard and they have a voice in decision making. Staff is recognized through breakfasts, holiday gifts, encouraging notes, and birthday wishes. Parents donate countless hours through the PALS program helping teachers by making copies, laminating, and working with students who need extra support. The school-wide climate of mutual respect and a positive environment are driving forces and the foundation for our quest towards continued excellence!

### 2. Engaging Families and Community:

Centennial realizes parental and community involvement is essential to student academic success and to meet school challenges. Maintaining positive parental rapport and inclusion have been intentional strategies to achieve student success and school improvement. Centennial provides a warm and welcoming environment for parent volunteers. Our Parent Teacher Organization (PTO) contacts new parents to volunteer on various committees. Frequent and open communication is another tool Centennial staff utilizes to encourage parent and community involvement.

Continuing to be on the cutting edge regarding technology to support student's academic achievement and challenges is one of our missions. Through community involvement and parents, each year Centennial hosts a Family Fun Night and Stampede of Giving Fundraisers. The money raised from these successful events is utilized for school improvement allowing Centennial to fund a computer lab, iPads for the classrooms, Accelerated Reading/Math in addition to Discovery Education Program. Centennial parents and staff are in the process of creating a Science, Technology, Engineering and Math (STEM) lab. Hands-on materials have been purchased to enhance the STEM incentive our district is implementing. Centennial is excited to observe and enhance student learning through this project.

Daily parent volunteers assist children in the learning environment at school to assist with math facts and sight words. Our Watch Dads of Great Student's Program (DOGS) provide a myriad of services to our

students, faculty, and office personnel. Parents and the community are informed of student's academic achievements or challenges via the online school website, Infinite Campus Parent Portal, parent newsletter, teacher communication and state testing results posted on the Oklahoma State Department Website.

One way in which we engage families and the community is through Kiwanis. Third graders participate in their program called Bring Up Grades (BUG). College professors judge our Spelling Bee, and students from the local university are mentored by our teachers as student teachers. The district sponsors a program called Principal for the Day. Community members across the city take a day out of their schedules to visit schools and see what a day in the life of educator entails.

Centennial Elementary School realizes parental involvement and partnerships are one of the keys to student success in school. Centennial Elementary School has a "Pass-it-On" fund in which parents make financial contributions that support students in need. We realize a child's basic needs must be met or academics and learning can be jeopardized. Around the holidays, families have the opportunity to remove an anonymous ornament from a designated tree for students in need of clothing and toys. "It Takes a Village to Raise Children" is a quote frequently spoken and demonstrated at Centennial.

### **3. Professional Development:**

High-quality teaching coupled with relevant professional development is vital to support student success. Focused professional development (PD) based on the district's emphasis on science, technology, engineering, and math (STEM), and site needs is a priority at Centennial. Continuing education by attending conferences and workshops pertinent to our school prevents teacher burn-out. Professional development is offered both through district and the school.

Providing opportunities for growth, embedded within the school day, is a common occurrence at Centennial. The media specialist and her assistant provide PD during lunch/planning for teachers. Topics usually include new books in the library and technology updates. Twice this year subs have been hired so that knowledgeable teachers in the building lead PD for those who need further training in Accelerated Reading/Math. Our STEM Committee has attended training and planning has begun for our makerspace lab. New teachers to Centennial always have the opportunity to observe other master teachers within the building. These peer observations are used to mentor new teachers and demonstrate the culture of mutual respect, professionalism, and student engagement that is prevalent at our school. Administrators at Centennial support a well-rounded professional development plan and also attend conferences frequently.

Off-site PD has included topics such as student behavior and has been enhanced by conferences regarding Conscious Discipline, Great Expectations, Positive Behavior Interventions and Supports, Love and Logic, and Wired Differently. Academic teaching tools have multiplied, and data has shown that student achievement has increased and teacher satisfaction has grown in relation to professional development opportunities. Conferences and workshops are aligned with the school's long-term and short-term academic goals, and are distributed among all staff, including teacher's assistants. The professional development approach has a strong and positive impact on the capacity of teachers and administrators due to the diligence of seeking out quality, goal-specific professional development. These and many other growth opportunities build the tools for both social/emotional and academic strength of each of our staff members.

When securing growth opportunities for administration and teachers, we consistently refer back to the district and site goals as well as our school's vision. Sending staff and administrators to a wide range of behavioral and academic workshops allows Centennial Elementary to be able to support students with their unique needs as well as being able to support colleagues with specific interventions and strategies. Our professional development goal is to provide continued growth with staff as well as administrators.

### **4. School Leadership:**

Centennial Elementary is dedicated to providing each individual student the opportunity to advance to his/her full potential academically as well as emotionally. The goal of each administrator, teacher, staff

member, and stakeholder is to advance excellence in student achievement. We aspire to uphold excellence by implementing school-wide programs and initiatives such as Great Expectations, Positive Behavioral Interventions and Supports, Professional Learning Communities, and the student motto ROAM (Respect yourself and others, Own your own behaviors, Always stay safe, and Make each day count).

The school leadership ensures policies, programs, relationships, and resources focus on student achievement by working towards the same vision. Centennial's principal hones a positive culture by modeling desired expectations. This is accomplished by selecting highly-effective candidates who will connect with staff, students, and families. The principal empowers teachers to express their unique teaching styles in order to successfully meet the grade level requirements. Leadership is encouraged throughout the school by team leaders, committee involvement, faculty led professional development, and an open door policy that encourages collaboration. A wide variety of professional development is offered that is meaningful and meets global educational expectations. The principal actively supports all students and, in particular, those who struggle socially and emotionally.

The administrative team including the principal, assistant principal, counselor, and school psychologist work as a cohesive team to meet the needs of 800+ students. The assistant principal displays support daily through various operational, organizational, and disciplinary aspects of the school. Guidance classes are in-depth and developed to meet the needs of students from kindergarten through fifth grade. At-risk students' academic and emotional needs are met through interventions initiated by the school psychologist. Student achievement including remediation as well as enrichment is a continual focus of the administrative team.

Centennial's stakeholders foster student achievement in a myriad of ways. The Parent Teacher Organization (PTO) partners with community leaders and organizations to provide financial, academic, emotional, and social support for students. Parents at Centennial are highly engaged with their children's education and volunteer countless hours of their time to support teachers and staff. Student needs are met daily by outside programs such as Calm Waters, the Backpack Club through the Oklahoma City Food Bank and the Watch DOG (Dads of Great Students) Program.

Centennial Elementary principals, school leaders, teachers, and stakeholders have a continued focus on a student oriented school ensuring resources benefit all students. A commitment to collaboration and teamwork among all leadership and stakeholders is crucial in our continued quest for excellence. The principal drives this success through a quote by Theodore Roosevelt, "People don't care how much you know, until they know how much you care."

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Academic and socio-emotional success for students is cultivated at Centennial through a cohesive and positive environment. To ensure continued academic achievement and socio-emotional growth by each student, teachers meet weekly to discuss data and student needs during Response to Intervention Meetings (RTI) and Professional Learning Communities (PLC). Data is provided through a variety of assessments and focused interventions are developed from that data.

Students at Centennial participate in school-wide universal screenings three times a year. Teachers assess using the Dynamic Indicator of Basic Literacy Skills (DIBELS), STAR Reading/STAR Math and Easy Criterion Based Math Assessment. Grade level teams work with the school psychologist and administrators to make decisions regarding targeted interventions for students who are at “some-risk” and those who are “at-risk.” Data for specific students are then graphed and tracked during RTI and PLC Meetings. Through a tiered approach to academics and behavior, Centennial is able to provide leveled supports for students and very specific targeted interventions.

To balance the rigors of the curriculum and multiple assessments, Centennial celebrates academic success by striving to boost student morale. “A Minute to Win It” a fun competition in fourth grade, Test Pep Assemblies, and Testing Boot Camp the week before the state test motivate students by providing an optimistic and inspiring school atmosphere. When individual Accelerated Reading (AR) goals are met, students participate in AR parties to celebrate.

Centennial faculty and staff have a strong focus on behavior that foster socio-emotional growth in all students. Great Expectations (GE) and Positive Behavior Interventions and Supports (PBIS) provides school-wide tier one supports. The counselor provides thematic guidance classes and then develops strategies for those students who continue to struggle with behavior. Calm Waters is a counseling program for students who have experienced any type of loss in their family situation. At the conclusion of morning announcements, the entire school recites our school-wide student motto ROAM (Respect yourself and others/Own your own behavior/Always Stay Safe and Make Each Day Count).

Becoming a high performing school, does not happen by accident. A concerted effort to achieve excellence in academics as well as having a climate of mutual respect between all stakeholders is prevalent at Centennial. Students are highly engaged in lessons and teachers continually refine their teaching strategies so that students learn to be independent thinkers. Administering research-based assessments, analyzing data, and monitoring students’ emotional well-being is crucial to Centennial’s continued quest towards excellence.