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Applicant:	16-I008 LAWTON
Application:	2019-2020 Continuous Improvement Plan - A0 - 0710 LAWTON HS
Project Period:	7/1/2019 - 6/30/2020
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Nine Essential Elements (9EE) Needs Assessment Prioritization

INSTRUCTIONS: Using the 9EE Needs Assessment, the Schoolwide Data Picture, and the results of the 9EE Stakeholder Surveys, Sites will identify their strengths and prioritize their areas of focus in the table below.

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	A strength identified through the three data sources is linked to Essential Element 1-Curriculum-1.1a The implemented curriculum is directly based on and fully aligned with academic expectations, core content and the OAS curriculum standards and defines what students should know and be able to do in all content areas.	Challenges: Discussion of overlaps and gaps in curriculum; Curriculum transition points; Continuing education, including postsecondary education, life and career options.. Focus 1 - Indicator:1.4b: The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions. Focus 2 - Indicator: 1.5b: The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem, solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.
Learning Environment - Elements 4,5,6	A strength identified through the three data sources is the school's learning support beyond the classroom. Essential Element 4 - Learning Environment - School Culture - 4.2e-The practice of school leadership includes support for learning during extracurricular and co-curricular activities; 4.8h-Staff and community members use innovative strategies to provide appropriate praise and positive reinforcement, motivating students to high levels of achievement in areas within and beyond the classroom and/or school. Essential Element 5 - Learning Environment - Student, Family and Community Support-5.4.f- Co-curricular programs support student learning, and all students have equitable access to the programs. Essential Element 6-Learning Environment-Professional Growth, Development, and Evaluation-6.4a-A formal process (e.g., annual survey, needs assessment, development of individual growth plans) is used to determine	Challenges: Family and community involvement; Student Record System; Decision-making processes involve staff. Focus 1 - Indicator 5.5.d: Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices at the school, classroom and individual student levels. Focus 2 - Indicator 4.4d: The mission and belief statements of the school are the decision-making filter and compass for staff members, students and family members in the work of the school. Focus 3 - Indicator 5.1.j: Family, school and community stakeholders collaborate to select programs and strategies that ensure interaction among teachers, families, and the community at large.Focus 4-Indicator 6.2b: School professional development planning considers both the identified needs of individual staff members and the school-wide focus of

	priorities for school professional development.	improvement.
Collaborative Leadership - Elements 7,8,9	The strengths identified through the three data sources are linked to Collaborative Leadership Essential Element 7 - Leadership - Collaborative Leadership - 7.8c: The school leadership regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that a supportive, safe, healthy, orderly, and equitable learning and working environment is maintained for both students and staff members.	Challenges: Time spent on curricular and instructional issues. Focus 1 - Indicator 7.6c: School leadership and all other staff members collaborate to design the necessary structure and support that allows time to be a resource to provide quality instruction and maximize student learning. Focus 2 - Indicator 7.1d: School leadership team focuses the staff on implementing the mission and belief statements by using them as a foundation for designing instructional programs. Focus 3 - Indicator 7.7d: School leadership secures additional resources and/or reallocates funds to support the vision, mission, and strategic priorities of the school.

Mission/Vision Statements

INSTRUCTIONS: Revisit on the site's current Mission and Vision statements. Develop new statements or modify the current statements to align with the site's goals for continuous improvement. Enter the Site's Mission and Vision statements.

Continuous Improvement Mission Statement(172 of 1000 maximum characters used)

The mission of Lawton High School is to cultivate leadership and life-long learning, uphold honesty in academic and athletic pursuits, and promote service to our community.

Continuous Improvement Vision Statement (491 of 1000 maximum characters used)

Lawton High School seeks to be an exemplary learning community. Our vision is to uphold the elements of our mission and to build the foundations of this community through meaningful relationships, relevant, and engaging learning, and effective communication. We challenge ourselves to want to be better and advocate for the prosperity of our multidimensional community. Our success will build lifelong, confident learners, who have the tools necessary for success in the ever evolving world.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, identify the current year's priorities. Sites are required to enter two SMART Goals with the option to add a third. 'S' is for specific. 'M' is for measurable. 'A' is for achieveable. 'R' is for realistic. 'T' is for time bound. After entering the SMART Goal, select the 9EE Pillar and Element that aligns with the goal. Enter the target date that the goal will be achieved. *Priority 3 is REQUIRED if appying for the competitive grant*

FY20 Priority 1: SMART Goal (182 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of the 2019-2020 school year, Lawton High School will increase the cohort graduation rate by .9% from 75.69% to 76.59% with the state cohort graduation report as evidence.	LE - Student, Family & Community Support	5/22/2020

FY20 Priority 2: SMART Goal (243 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of school year 2019-2020, Lawton High School will improve curriculum, learning environment, and collaborative leadership by increasing the average survey results on the 9 Essential Elements 1, 4, 5, 6, and 7 by 2.5% from 3.1 to 3.2.	LE - School Culture*	5/22/2020

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)

Pillar and Element

Target Date

Plan Narrative Rubric

INSTRUCTIONS: Use the rubric below to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for the competitive grant must also upload a supplemental narrative on the Edge Grant tab. See Edge Grant tab for details.

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achieveable.	Narrative addresses all components, but some lack thoroughness and clarity. Action Steps have gaps or may need revision.	Narrative does not address a majority of components with thoroughness and clarity. Action Steps are incomplete or unachieveable.
Evidence Based Interventions (EBI)	The process the site used to select the EBIs is described in detail along with how the EBIs not only support the SMART Goal(s), but contribute to the sustainability of the goal long term.	The process the site used to select the EBIs is described in detail along with how these EBIs support the SMART Goal(s).	The process the site used to select the EBIs is outlined, but no connection to the SMART Goal is evident.
Progress Monitoring	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction and the implementation of those elements at the site are described in detail.	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction are described.	The elements of progress monitoring are mentioned, but in general terms; not specific to the site or the SMART Goal.
District Involvement	Provides specific examples of how the District will support the development and implementation of the SMART Goal(s).	Provides an overview of the how the District will support the development and implementation of the SMART Goal(s).	Provides brief statement about District involvement, with no connection to SMART Goal(s).
Professional Learning Communities (PLC)	Explains, in detail, how the existing PLCs have been integrated into the site's process for achieving the SMART Goal(s). A list of topics and schedule is included.	The narrative discusses the PLCs role in supporting the SMART Goal(s) and includes examples to potential topics.	The site currently does not use PLCs and/or narrative provides a brief statement about PLCs.
	Describes the process of how the site		

Professional Development	has selected appropriate, quality PD opportunties that support the SMART Goal(s) and how PD will lead to the sustained achievement of the SMART Goal(s).	Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).	Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.
Rigorous Review Process *(Provide information only if using an external partner.)*	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included and the types of external partners the site will be using have been identified.	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.	The Rigorous Review Process has not been addressed.
Operational Flexibility *(Provide information only if the site identifies barriers.)*	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are clearly listed and the District has agreed to provide this operational flexibility.	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are listed.	Operational flexibility have not been addressed.

Plan Narrative

INSTRUCTIONS: Use the rubric provided to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for competitive grant funds must also upload a Supplemental Narrative on the Edge Grant tab.

(7995 of 8000 maximum characters used)

Because Lawton High School is on the school improvement list for cohort graduation rate, we developed SMART goals for both improving graduation tracking procedures and addressing underlying curriculum, learning environment and leadership issues which contribute to graduation rates. The findings collected from the Oklahoma Nine Essential Elements Needs Assessment and cohort data were used by the leadership team. Electronic surveys were distributed to administrators, teachers, students, and parents/family to collect perception data about Lawton High. The data facilitated the site's identification of two SMART Goals. SMART Goal #1 - By the end of the 2019-2020 school year, Lawton High School will increase the cohort graduation rate by .9% from 75.69% to 76.59% with the state cohort graduation report as evidence. SMART Goal #2 - By the end of school year 2019-2020, Lawton High School will improve curriculum, learning environment, and collaborative leadership by increasing the average survey results on the Nine Essential Elements 1, 4, 5, 6, and 7 by 2.5% from 3.1 to 3.2. The data findings reveal that cohort graduation rates are low due to inaccurate record keeping processes; additionally the results from the nine essential elements survey indicate site/district weaknesses in the areas of curriculum, learning environment, and leadership. The inaccurate record keeping portrays false graduation rates thus the graduation rate SMART goal is the priority. The proposed action plan for the graduation SMART goal includes developing a more efficient system to track cohort graduation rates, creating a detailed list of procedures to ensure school staff are accurately recording student cohort numbers, providing technology to students and/or parents, allowing them to better track academic measures, and reviewing cohort records to ensure accurate reporting and identification of "at-risk" students. These written procedures will be used to facilitate training for current and future personnel to provide sustainability and reliability of school data. The second SMART goal is aimed at improving overall school culture. Survey data from the Nine Essential Elements survey identified weaknesses in the areas of curriculum, school culture, student/family/community support, professional growth, development, and evaluation, as well as leadership. The proposed action plan for the Nine Essential Elements SMART goal includes implementing School-Connect: Social and Emotional Learning (SEL) for High Schools curriculum and providing social and emotional training to school and community stakeholders (https://files.eric.ed.gov/fulltext/ED593306.pdf pg. 128. 2nd column, Family Engagement in a School Community; pg. 125, High School Opportunity to Learn, Assist Students with Transition). Evidence-Based Interventions-In Effective Practices by the Center on Innovations in Learning, the leadership team found moderate/strong evidence for School-Connect, a program supporting the middle/high school transition. With more ninth graders failing than any other grade, the authors state "high schools must provide supportive programs and structures" (p.167) as students "encounter increasing academic expectations and increasing anonymity within a larger student population"(p.167). The School-Connect instructional coach will be providing related professional development and training lessons to stakeholders. Teachers will implement strategies in their classrooms and throughout the school in this and subsequent school years. The curriculum cost is a one-time fee, so sustainability is not a concern.Lawton High will utilize school improvement funds to purchase Chromebooks (and a charging cart) and Wifi access points (with cables and accessories) to provide extended learning opportunities to our at-risk students working towards recovering credits for graduation. The Center on Innovations in Learning (https://files.eric.ed.gov/fulltext/ED593306.pdf) under Core Function: High School Opportunities to Learn give a "Moderate to Strong" Evidence rating for providing students with extended learning opportunities and academic supports to keep on track to graduate (pg. 24 Effective Practice, 2nd indicator - non traditional education setting).Progress Monitoring- All students, staff, teachers, and stakeholders will be surveyed using the Nine essential elements survey. Pre/Post assessments of Professional Development, enrollment and 6 week checkpoint monitoring of cohort graduation rates through the student information system. Administration will monitor the cohort graduation procedures established at the site as part of the existing personnel review procedures. District Involvement- The district will support the following initiatives: approving funds for curriculum, professional development, WiFi park, and take home technology; access to school information system reports. District

funded teachers will provide instruction in the School Connect curriculum as part of their regular contract day. The district funded technology department will set up the Chromebooks with access to a online credit recovery courses as well as restricted, secured WiFi park to allow Lawton High students and families access during non-school hours.Professional Learning Communities- For 2019-2020, PLCs will be devoted to the following: utilization of the proper record keeping procedures, analyzing student data to identify "at-risk" students, providing access to professional development and training lessons to school staff and stakeholders, implementing new curriculum and character ed practices at Lawton High Professional Development- Lawton High will use school improvement funds to provide faculty with professional development in social/emotional learning and character education. A leadership team will attend the Character.org National Forum conference to better understand how character education implementation will impact Lawton High. This leadership team and a consultant from School Connect will support the entire staff through implementing the Eleven Principals of Character Education as part of this initiative at Lawton High. The focuses for the consultant's visit will be implementation of School Connect with model lessons, emotional intelligence for leaders, and integrating SEL into multi-tiered systems of support (https://files.eric.ed.gov/fulltext/ED593306.pdf, pg. 128, References, pg. 131, Lickona, T., Schaps, E., & Lewis, C).Five day training planDay 1 Full staff AM Transforming your school through Social and Emotional Learning PM SEL strategies for building climate, positive culture, and SEL skills.Day 2 Teacher training for School-Connect, Overview of School connect and module 1Day 3 Teacher training for school-connect continued Module 2 & 3 overviewDay 4 Demo lessons in general education classrooms with teachers observing.Day 5 Administration and counselors, Half day training and debrief lunch, Emotional Intelligence for Leaders and Integrating SEL into multi tiered systems of support.Rigorous Review Process- Based on the evidence of effectiveness stated earlier, Lawton High has selected and will work with School-Connect and a related instructional coach this year. The leadership team will keep attendance records and collect pre/post assessment data from those attending professional development and training lessons presented by the instructional coach. LHS will also review and compare data from previous and current 9 Essential Elements survey and previous and post state cohort graduation data to provide evidence of increase in both SMART goal areas. Operational Flexibility- Lawton Public Schools is committed to assisting and supporting the LHS plan. The district has lifted the professional development scheduling restrictions for the site. This will allow the LHS staff more scheduling options when planning and conducting professional development opportunities which better align with our SMART goals and needs.

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and conscise as possible.

Priority 1 SMART Goal:	By the end of the 2019-2020 school year, Lawton High School will increase the cohort graduation rate by .9% from 75.69% to 76.59% with the state cohort graduation report as evidence.
Pillar and Element:	LE - Student, Family, & Community Support

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Develop a more efficient system to track cohort graduation rates. 9EE 5.5.d	School Registrar and school counselors	Site's Student Information System Reports; Infinite Campus; District Student Information System Reports	Barriers: Transient community Solutions: Insure records requests are received from student transfers.	August 7, 2019 through May 22, 2020.	General Fund	Checks will be conducted on enrollment and then every six weeks
Develop a detailed list of procedures to ensure school staff are accurately recording student cohort numbers. 9EE 5.5.d	School registrar and school counselors	Time scheduled for counseling team and registrars to develop procedures checklist.	None	August 7, 2019 through October 15, 2019	General Fund	Schedule will be designated for completion of Enrollment Data Checklist

Purchase technology for students and parents allowing them to extend learning time and better track student academic indicators. 9EE 5.1.b, 5.1.d, 5.1.f	Media Center staff and School Librarian	Google Chromebooks; Wi-fi access points, cables, and accessories for at risk students and stakeholders;	Barriers: Possibility of Chromebook loss; space to provide Wifi access Solutions: Insure detailed checkout system; develop seating area on South Patio	August 7, 2019 through May 22, 2020.	School Improvement Grant and Title II	Report on sign up for IC; monitor registrations and reports of sign-ins to the WiFi hub
Review cohort records to ensure accurate reporting and identification of "at-risk" students. 9EE 5.2.a, 5.2.b,	School Registrar and school counselors	Scheduled time for registrar and counselors to review cohort rates;	Staffing changesFailure to receive records requestsSolution: Precise instructions checklist of procedures	August 7, 2019 through May 22, 2020.	General Fund	Checks will be conducted on enrollment and then every six weeks throughout the school year with the cohort graduation report as evidence.

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and conscise as possible.

Priority 2 SMART Goal: By the end of school year 2019-2020, Lawton High School will improve curriculum, learning environment, and collaborative leadership by increasing the average survey results on the 9 Essential Elements 1, 4, 5, 6, and 7 by 2.5% from 3.1 to 3.2.

Pillar and Element: LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Implement School-Connect: Social and Emotional Learning (SEL)for High Schools curriculum. 9EE 1.4.b, 1.5.b	Principal: classroom teachers with character ed training.	School-Connect: Social and Emotional Learning for High Schools curriculum.	School-Connect trainer; 2019 Character.org National Forum Workshop, Transportation, lodging, registration fee, meals, incidentals	August 7, 2019 through May 22, 2020	School Improvement Grant	Student and family feedback; survey of school stakeholders during Spring 2020
Provide a collaborative professional development experience on Social and Emotional Learning Launch. 9EE 6.2.b, 7.7.d	Leadership team with all classroom teachers	School-Connect Trainer, Keith Matheny	Barriers: Time for professional development, scheduling of substitute teachers Solutions: Schedule training during district mandated professional development; schedule substitute	January 3, 2020	School Improvement Grant	Student and family feedback; pre and post faculty survey at professional development

			teachers at an early date			
Provide social and emotional demonstration lessons to school and community stakeholders. 9EE 4.4.d, 5.1.j	Leadership team with School-Connect trained teachers	School-Connect Trainer, Keith Matheny	Barriers: Time for professional development, scheduling of substitute teachers Solutions: Schedule training during district mandated professional development; schedule substitute teachers at an early date	March 12, 2020	School Improvement Grant	Student and family feedback; survey of school stakeholders conducted November 13, 2019, February 12, 2020, and May 22, 2020; pre and post faculty survey at professional development
Provide building leadership with Emotional Intelligence for Leaders training. 9EE 7.1.d, 7.6.c	Building principal, Charlotte Oates	School-Connect Trainer, Keith Matheny	Barriers: Time for professional development, scheduling of substitute teachers Solutions: Schedule training during district mandated professional development; schedule substitute teachers at an early date	March 13, 2020	School Improvement Grant	Student and family feedback; pre and post faculty survey at professional development
Provide school and community stakeholders with "What if Happiness is a Skill?" training. 9EE 6.2.b	Leadership team and building PLCs	School-Connect Trainer, Keith Matheny	Barriers: Time for professional development, scheduling of substitute teachers Solutions: Schedule training during district mandated professional development; schedule substitute teachers at an early	April 24, 2020	School Improvement Grant	Student and family feedback; survey of school stakeholders conducted November 13, 2019, February 12, 2020, and May 22, 2020; pre and post faculty survey at professional development

2019 Character.org National Forum Workshop, Transportation, lodging, registration fee, meals, incidentals

Building principal and character education/service learning teachers

2019 Character.org National Forum Workshop, Transportation, lodging, registration fee, meals, incidentals

date

Barriers: Time for professional development, scheduling of substitute teachers Solutions: Schedule training during district mandated professional development; schedule substitute teachers at an early date

October 24-26, 2019

School Improvement Grant & Title II (airfare)

Student, teacher, and family feedback; survey of school stakeholders conducted November 13, 2019, February 12, 2020, and May 22, 2020; pre and post faculty survey at professional development.

Action Steps

There are only 2 Smart Goals, this tab is not required.

Professional Development

INSTRUCTIONS: List the professional development planned for the current year that specifically support the site's SMART Goals. Each quarter, the site will amend the CIP in order to enter any completed dates. Required annual trainings such as CPR, Bloodborne Pathogens, etc are not applicable and should not be listed.

Provider Definitions:

LEA - The PD is provided by district staff, site staff, or staff from another LEA.

SEA - The PD is provided by the Oklahoma State Department of Education.

External Provider - The PD is provided by any other non-LEA or non-SEA source.

Professional Development Name	Tentative Date	Provider	Date Completed
9 Essential Elements Deep Dive	5/8/2019	LEA	5/8/2019
Comprehensive School Improvement Convening	6/17/2019	SEA	6/17/2019
School Improvement Committee Summer Summit	7/17/2019	LEA	7/17/2019
Leadership: Share the Vision	8/7/2019	LEA	8/7/2019
Breakthrough to Excellence	8/8/2019	LEA	8/8/2019
2019 Character.org National Forum: Navigating Character Journeys	10/24/2019	External Provider	
School-Connect, National Dropout Prevention Presenter, Keeth Matheny		External Provider	
School-Connect, Social Emotional Learning, Student Engagement, Relationship Building, Keeth Mather		External Provider	
Professional Development Summit Part I	8/30/2019	LEA	8/30/2019
Professional Development Summit Part II	10/11/2019	LEA	