

2020-2021
School Year

Initial Plan 6/5/20
Date

Revised Plan _____
Date

District Information

Lawton Public Schools	16 / I-008
District Name	County/District Number
Mr. Kevin Hime	580-357-6900
Superintendent Name	Phone
kevin.hime@lawtonps.org	
Email	

School Information

Lawton High School	67.55%
School Name	School Poverty Rate
Charlotte Oates	580-357-6900
Principal Name	Phone
Charlotte.oates@lawtonps.org	
Email	

Instructions

Each of the five sections of the plan is composed of three parts.

- The first part outlines the relevant passages in the Every Student Succeeds Act (ESSA) and contains a check box where the school principal will certify that the legal requirements have been met.
- The second part can be read as a rubric. The descriptions in each section of the plan should align with the elements listed under “Meets Expectations.” Corresponding points under the headings “Developing” and “Does Not Meet Expectations” are provided for the sake of clarity.
- The third part is a scrolling text box where the narrative answers are to be entered. There is no word or character limit.

I. Parent and Community Stakeholder Involvement

By checking this box, the school principal certifies that:

- the plan is 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, paraprofessional 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. [ESSA, Section 1114(b)(2)]
- the plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESSA, Section 1114(b)(4)]
- the school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [ESSA, Section 1116(b-g)]

Meets Expectations

1. Specific strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.
2. Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan.
3. The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students.
4. The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, are available in languages and formats accessible for every family and community stakeholder of the school.

Developing

1. Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the Needs Assessment.
2. Parents and community stakeholders who may or may not reflect the demographic composition of the school are included as decision makers in the development of the Title I Schoolwide Plan.
3. The school vision and mission for student success are communicated to families and are based on the beliefs and values of the school community.
4. The Title I Schoolwide Plan is available in multiple languages and formats.

Does Not Meet Expectations

1. Specific strategies to increase parental involvement have not been identified and implemented or they may not be aligned with the Needs Assessment.
2. Parents and community stakeholders are advised of school decisions, including the creation of the Title I Schoolwide Plan.
3. The school vision and mission for student success may not reflect the beliefs and values of the school community, or may not be embraced by families or community members.
4. The Title I Schoolwide Plan is posted in English on the school's website.

Addressing the above expectations, describe the strategies your school is using to increase family and community stakeholder involvement.

Lawton High School will use the following strategies to increase family and community stakeholder involvement, particularly among those who represent the most at-risk students, based upon results of the Needs Assessment have been identified and implemented.

- At the beginning of each school year, LHS will hold a Title I Annual Meeting to share the Title I Schoolwide Plan, the results of the needs assessment process, the school's goals and plans for improvement, the required Title I Parents' Right to Know documents, and how the SWP Team has identified and prioritized needs to improve the overall effectiveness of the school program. This meeting will be held during the first month of school in conjunction with Open House to increase family and community stakeholder attendance.
- LHS will host a "Parent University" Night focused on academic improvement in core subject areas and to promote interaction between staff/families and to share strategies and instructional materials families can use at home to support student learning. The strategies and materials will help meet the needs of all learners, especially economically disadvantaged students who may not have access to them otherwise. These meetings also provide an opportunity for LHS to provide parents with important information about OSTP assessments/OSDE school report cards/ Parent Portal, how to avoid chronic absenteeism, attendance awareness, participation in character.org's National School of Character program, ACT testing information, ICAP information, tutoring opportunities, study skills, scholarship opportunities, and the available support for families of EL students in languages other than English.
- LHS plans to host two stakeholder engagement nights (Fall Festival & the LHS Spring Fling). These festivals will promote interaction between staff/families, improving stakeholder buy-in and parent and teacher relations. Festivals will also provide at-risk students with a safe and inviting atmosphere to interact with peers, faculty, and the community.
- LHS plans to hold a meeting this year to support in-coming 9th graders during the critical transition between middle and high school. In August, an enrollment parent meeting will be held to answer questions, share information about the school and the importance of regular attendance, and support the students and parents as they locate their lockers, find their classes and meet their teachers. The meeting will provide an opportunity for families to visit the school, meet the staff, and learn how to successfully transition into high school.
- Parents and community stakeholders who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision-makers in a broad spectrum of school decisions, including the development and monitoring of the Title I Schoolwide Plan. A Needs Assessment Survey (with built in translation support) is sent to all stakeholders to gather input, including feedback from stakeholders representing all demographic and at-risk subgroups. The data collected from this survey is analyzed, along with data from many other sources, to develop, evaluate, revise, and monitor the SWP.
- Parent representatives are active members of the Title I SWP Team. These parents interact with other parents, including families of the most at-risk students, and bring feedback to the SWP Team meetings for review. The parents also will collaborate with staff to make decisions about all aspects of the Title I program. Parent representatives are also active members of other schoolwide and district committees (PTSA, Safety Committee, DPAC).

Lawton High has developed a school vision and mission for student success based on the belief and values of the school community. Both the vision and mission will be revised based upon beginning-of-the-year survey feedback of families and community stakeholders, including those who represent the most at-

risk students.

- LHS Vision Statement: The mission of Lawton High School is to instill Purpose, Respect, Integrity, Discipline, and Empathy in all Wolverines.
- LHS Mission Statement: The vision of Lawton High School is to educate and empower all students to become caring, contributing citizens who can succeed in an ever-changing world. Lawton High School is committed to focusing on high expectations, individual academic success, and creating an environment focused on pride, unity, and excellence where students demonstrate a strong social conscience and community of respect and responsibility.

The Title I Schoolwide Plan, as well as all communication regarding its development, evaluation, and revision processes, will be available in languages and formats accessible for every family and community stakeholder of the school. The SWP will be accessible on the LHS webpage, which includes an embedded application to translate content into multiple languages. The results of the Needs Assessment survey, and all required Title I parent notifications will be available on the webpage. Hard copies of these documents will be included in the LHS Public File and will be distributed to parents in a suitable language and/or format when requested. Hard copies will be translated into other languages as requested on the Home Language Surveys.

2. Comprehensive Needs Assessment

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA, Section 1114(b)(6)]

Meets Expectations

1. Includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.
2. Includes detailed analysis of performance and non-performance data for each student subgroup identified in Section 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners).
3. Examines student, teacher, school and community strengths and needs.
4. School leadership, in collaboration with families and community stakeholders, identifies a manageable number of priorities, at the right level of magnitude and aligned with the Needs Assessment, for school improvement.
5. Evidence shows that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk.

Developing

1. Includes performance and/or non-performance data gathered from a limited number of resources.
2. Includes detailed analysis of performance or non-performance data for one or more student subgroups identified in Section 1111(c)(2) of ESSA.
3. Examines student strengths and needs.
4. School leadership may be taking on too many or too few priorities, or priorities may not be at the right level of magnitude, to produce positive, measurable results.
5. Evidence shows that the schools Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students in general.

Does Not Meet Expectations

1. Data gathered is limited so that it is difficult to gain an accurate picture of the school's needs.
2. Includes analysis of the student body as a whole or broken up by grade spans and content areas, but not in-depth analysis of data for each student subgroup identified in Section 1111(c)(2) of ESSA.
3. Examines student deficits.
4. School administrators have not clearly and transparently identified and communicated the school's priorities.
5. Evidence does not show that the school's Title I Schoolwide Plan and cycle of continuous improvement have improved outcomes for students.

Addressing the above expectations, describe the outcomes of the school's Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups; an examination of student, teacher, school and community strengths and needs; and a summary of priorities that will be addressed in the Title I Schoolwide Plan.

LHS will analyze a variety of data sources, including performance/assessment data (OSTP, benchmarks, ACT) and non-performance student data (demographics, student attendance), and process data about the school's system (OSDE school report cards) and perception data (Needs Assessment survey, Nine Essential Elements), gathered from several sources throughout the school year. LHS will compile this on-going data for review by the Title I Schoolwide Planning Team during the comprehensive needs assessment. The SWP team will disaggregate the data in multiple ways to identify patterns of strengths and weaknesses across grade levels, content areas, and the whole school. The SWP team will closely examine data to identify areas of concern and/or at-risk student groups (EL, IEP, Eco Dis, all demographics). The SWP team will use the data from the comprehensive needs assessment to evaluate the effectiveness of the current SWP and to make revisions as needed to promote a cycle of continuous improvement, with improved outcomes for all students, particularly those most at-risk.

During the comprehensive needs assessment, Lawton High's SWP team identified the following areas of strengths/growth.

- Students: Cohort graduation rates have seen an increase; 88% of students completing regents college-bound curriculum; LHS is implementing character education curriculum to incoming freshmen.
- Teachers: According to the 9EE Survey, building leadership team has skills in academic performance, learning environment, and efficiency; leadership support is provided for a safe and orderly environment; effective implementation of collaboration meetings; highly educated staff with over 50% of faculty having a masters or above; student achievement is valued and publicly celebrated.
- School: Remedial math and reading courses are available to at-risk students FAY; department chairpersons receive an additional planning period in which to mentor teachers in their departments; all core subjects have common planning in order to support collaboration; school provides monthly new teacher training with Y2L; support staff (PCAs, TAs, Paras) provide effective and timely interventions for at-risk students.
- Parent/Community Involvement: Increased parent participation in PTSA; strong attendance at the LHS Fall Fair; strong attendance at the LHS Poetry Out Loud Competition; LHS participates in numerous community events and activities; numerous LHS service clubs interact with the community; reciprocal relationship with GPTC, CU, and local businesses (internships); introduced social emotional learning programs to school stakeholders; according to the needs assessment survey, 70% of stakeholders have a favorable view of the school.
- Subgroups on the OSDE Report Card: High graduation rates for Hispanic students for the 2017-2018 school year; students of two or more races have seen significant growth in academic achievement.

Lawton MS's SWP Team identified the following areas of weakness and/or concern:

- Students: English is an area of weakness on the OSTP assessments, the OSDE school report card, and the ACT Profile Report; math is an area of weakness on the OSTP assessments, OSDE school report card, and the ACT Profile Report; 31% of students do not have access to reliable home internet service; Reading and Writing Process is a multi-year weakness on the OSTP; nearly 12.3% of students are NFAY.
- Teachers: Although LHS has strong mentor teachers, 22% of teachers have 0-2 years of experience; approximately 10% of LHS teachers are emergency certified.
- School: Chronic absenteeism rates remain high; according to the 9EE survey, key curriculum vertical transition points are not aligned; distance learning resulted in lost learning time for many students (many teachers and students lacked the technology and/or knowledge to navigate through virtual learning/Google classrooms successfully); 22% of classrooms are not accessible to disabled/injured students/staff, due to lack of elevator access.
- Parent/Community Involvement: Although progress has been made, parent involvement is an area of

weakness; low attendance numbers for parent-teacher conferences; a large number of students are living in traumatic/high-stress situations (nearly 5.9% of students are identified as homeless and more than 75.8% of students are identified as economically disadvantaged); there is a lack of access to technology (internet and devices) in the home.

- Subgroups on the OSDE Report Card: The first three letters of the alphabet are not represented in the provided data; graduation rates are consistently low across all subgroups.

Based upon the results of the needs assessment, school, parent, and community stakeholder members of the SWP team, have identified the following areas as priority needs/focus areas for school improvement.

- Academic Needs: English, math and science achievement; equal educational accessibility
- Instructional Needs: Reducing chronic absenteeism rates; closing curricular gaps; further integration of technology throughout instruction; additional tutoring services for core subjects
- Subgroups: Monitoring the progress of all subgroups and providing interventions as needed

3. Schoolwide Plan Strategies

- By checking this box, the school principal certifies that the Title I Schoolwide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111(c)(2)) to meet the challenging State academic standards;
 - use methods and instructional strategies that 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
 - 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. **[ESSA, Section 1114(b)(7)(A)(iii)]**
 - provide professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
 - be evidence-based as defined in **ESSA, Section 8101(21)(A)**.

Meets Expectations

1. Strategies provide a detailed, enriched, and accelerated curriculum for all students, including each of the subgroups, according to their needs.
2. The school provides multiple opportunities and evidence-based interventions for students in need, and activities that address the outcomes of the Comprehensive Needs Assessment in a way that will result in significant improvements in student learning.
3. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards through activities which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, postsecondary education preparation, preschool children transition to local elementary school programs.
4. The school uses clear criteria and processes for student participation in tiered model to prevent and address behavior problems and early intervention services.
5. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
6. The school offers a range of extended learning opportunities within and beyond the school day and the school year.
7. Professional development and other activities are offered for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.
8. The school uses clear, diverse strategies to recruit and retain effective teachers, particularly in high need subjects.

Developing

1. Strategies provide an enriched and accelerated curriculum for most students with plans in place to differentiate for struggling students.
2. The school provides general interventions for students in need, and activities address some outcomes of the Comprehensive Needs Assessment, and may result in limited improvements in student learning.
3. Additional ongoing assistance is provided for students experiencing difficulty meeting State standards.

4. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
5. The school uses clear criteria and processes for making decisions regarding student participation in tiered supports.
6. The school strives to provide extended learning opportunities within the school day, but has limited opportunities beyond the school day and school year.
7. Professional development and other activities for teachers, paraprofessionals, and other school personnel are offered to improve instruction.
8. The school uses some strategies to recruit and retain effective teachers, particularly in high need subjects.

Does Not Meet Expectations

1. Strategies provide a basic curriculum intended for all students.
2. The school has not developed and implemented opportunities and evidence-based interventions, and activities may be purposefully designed, but are not aligned to the Comprehensive Needs Assessment.
3. Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.
4. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
5. Processes vary by grade level, teacher, or academic program regarding decisions about student participation in tiered supports.
6. The school offers limited extended learning opportunities.
7. Limited or no professional development and other activities are offered for teachers, paraprofessionals, and other school personnel.
8. The school has no strategies in place to recruit and retain effective teachers.

Addressing the above expectations, describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

LHS will provide all students with a high-quality, rigorous, and enriching education (Tier I). While the expectations remain high for all students, the path to success varies based upon student need. In order to provide timely, effective assistance for students experiencing difficulty mastering the State's standards, LHS will use a cycle of data analysis to monitor student progress. Teachers will assess students regularly using both formative and summative assessments. Teachers will analyze and use the assessment data to identify students in need of early intervention and to determine the most appropriate intervention format, the duration of the intervention, and the intensity of intervention for the student or small group. Tier 2 interventions used at LHS include small-group or individual remediation with the teacher/instructional paraprofessional during after school tutoring, through supplemental computer programs, and the through the use of instructional technology. The effectiveness of interventions will be evaluated through frequent progress monitoring. Data will be used to make decisions as to whether to continue, stop, or change the intervention plan. When data indicates more intensive interventions are needed, a team may decide to pursue special education assessment/placement or to provide additional Tier 3 interventions (such as co-taught classes, pull-out EL services).

LHS will implement the following instructional strategies/supports:

- Collaborative/Group Learning to support academic and socio-emotional growth of all students; to scaffold support for identified at-risk Tier 2 and 3 subgroups (IEP, Eco Dis, and black); and to development of oral language skills and support EL students
- In/after school tutoring services (English Lab, Math Club, 8th Hour, ACT Prep, Book Clubs, Library lab, academic teams, etc.) for all core subject areas
- Make necessary improvements to the physical school building; return science labs to functional status to support science scores; develop access to upper north side of building to ensure equal academic accessibility to all students
- Formative assessments to monitor instructional effectiveness and student mastery of instructional objectives; to make data-informed instructional decisions; to aid in the early identification of students needing additional supports to master curriculum; to ensure timely implementation of interventions; to monitor the progress of at-risk students/subgroups (Black, IEP, Eco Dis, and EL)
- Using technology/computer-assisted instruction programs to support instruction; to form a partnership between the school and community library to enable students to access e-resources and databases; to reach a one-to-one student to device ratio; to provide classrooms and students with instructional visual and auditory technology to address needs and enhance instruction; to build background and vocabulary of targeted at-risk subgroups (Eco Dis, EL, IEP); to supplement regular Tier 1 classroom instruction; to provide interventions for Tier 2 and 3 students; to increase the rigor for accelerated instruction; to form partnership with National Math and Science Initiative.
- Provide school stakeholders with training on available school services; hire additional personnel to improve school/stakeholder relations, increase technological proficiency throughout the school, and improve student attendance; provide social emotional learning to school stakeholders; offer mentorship programs to students and faculty
- Cross-curricular integration of math/science and ELA/social studies; to provide repeated and varied exposure in targeted areas
- LHS will implement strategies to improve chronic absenteeism such as: automated phone calls twice a day; teacher to stakeholder contacts; referrals to alternative programs with flexible attendance policies.
- LHS will implement the following to improve behavior support: LHS Citizenship instructional programs; administration classroom visits; Random Acts of Kindness gift card giveaways; student recognition initiatives; Huey's Heroes mentorship program; Social Emotional Learning curriculum and initiatives; form

partnerships between LPS Police Officers and school stakeholders.

- Staff will be hired to upgrade the schoolwide program at LHS as funds allow: a parent/guardian-school coordinator; tutors to provide instructional support for at-risk students; a technology coordinator.

LHS will provide professional development opportunities for staff to support the integration of Google classroom with current resources, to use instructional materials effectively, and to implement Growth Mindset strategies for classroom/behavior management. To support teachers in closing curricular gaps, teachers will have opportunities to meet as vertical teams once per quarter. LHS will promote attendance at summer professional development opportunities.

Lawton High School provides professional development opportunities, technology rich classrooms, access to instructional materials/supports, teacher appreciation programs/initiatives, new/probationary teacher assistance programs, and a district pay scale above the state minimum to recruit and retain effective teachers, particularly in high need subjects like math and science.

4. Coordination and Integration

By checking this box, the school principal certifies that:

- if appropriate and applicable, the Title I Schoolwide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I Schoolwide Plan outlines the ways in which funds are to be braided. [ESSA, Section 1114(b)(5)]

OR

By checking this box, the school principal certifies that:

- if State, local and other Federal programs are to be consolidated in project 785, then the Title I Schoolwide Plan outlines the ways in which funds will be used to meet the intent and purpose of each program that was consolidated. [ESSA, Section 1114(b)(7)(B)]

Meets Expectations

1. Leverages sufficient resources (e.g., fiscal, human, time) to improve student outcomes.
2. Leverages funding streams to connect the reform strategies developed.
3. Outlines how the school will meet the intents and purposes of each funding source.
4. Outlines how funds from Title I and other State and Federal education programs will be used to meet the intent and purpose of the programs.

Developing

1. Identifies limited resources to improve student outcomes.
2. Funding streams support some, but not all reform strategies.
3. Outlines how the school will meet the intent and purpose of some funding sources.
4. Limited description of how funds will be used to meet the intent and purpose of the programs.

Does Not Meet Expectations

1. The identified resources are insufficient to impact student outcomes.
2. Funding streams do not support any of the reform strategies.
3. Unclear description of the intent and purpose of the funding sources.
4. Unclear description of how funds will be used to meet intent and purpose of the programs.

Addressing the above expectations, list the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I Schoolwide program.

Lawton High School leverages fiscal and human resources to improve student outcomes. Local, state, and federal funding sources are braided together to address school needs. LHS integrates Federal grants (Title I, Title II, Title III, Title IV, Title VI, Johnson-O'Malley, Title IX, and McKinney-Vento), Special Education funds (IDEA), competitive grants (Gear Up, DoDEA, MCASP, STEM, eRate, Lawton Public School Foundation), federal funds (School Improvement Funds), state funds, district funds, and donations. LHS leverages funding streams to provide reform strategies and supports identified in the SWP. Because student inclusion in subgroups overlap, fiscal/human/time resources from one funding source directly impact students in another subgroup and upgrade the entire school-wide program and implement the identified reform strategies.

*The coordination of Title I and local/state/ and federal funds will provide economically disadvantaged students with a fair and equal opportunity to reach proficiency on state academic achievement standards and state academic assessments. Title I funds, in coordination with other funding sources, will be used to provide the following supplemental fiscal, human, and time resources as funds allow:

- instructional resources/materials
- technology (e.g., infrastructure, devices, programs, assessments, tech accessories, licenses, materials and supports for distance learning and connectivity)
- professional development (e.g., consultants, training materials, conferences/travel, stipends)
- parent engagement (e.g., materials for parent meetings, handbooks, communication, printing)
- staff (e.g., PGR Representative, Technology Coordinator, attendance clerk, paraprofessionals, EL teacher, classroom teachers)
- compliance/documentation supports (e.g., DocuSign)

*The coordination of Title I, Title III, and district funds will assist EL students to learn English and meet challenging state academic and student academic achievement standards. These funds will provide EL teachers, instructional materials, CAI programs, parent meetings/materials/language supports, and professional development as needed.

*The coordination of Title I, IDEA, and local funds will ensure the appropriate levels of instructional staff, physical and digital instructional/assessment materials/programs, and technology are available to meet the needs of students on IEPs.

*The coordination of Title I, Title VI, Johnson-O'Malley, Title IX, McKinney-Vento, DoDea, and state/local funds will address the academic, socio-emotional, and cultural needs of specific demographic, racial/ethnic, and occupational/situational subgroups.

5. Evaluation and Plan Revision

By checking this box, the school principal certifies that:

- the Title I Schoolwide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [ESSA, Section 1114(b)(3)]

Meets Expectations

1. School leadership, including families and community stakeholders, regularly monitors and adjusts implementation of the Title I Schoolwide Plan based on short and long-term goals for student outcomes, as well as measures to evaluate high-quality implementation.
2. The monitoring and revision of the Title I Schoolwide Plan includes regular analysis of multiple types of data (e.g., student learning, demographic, process, perception) and necessary adjustments are made to increase student learning.
3. School leadership, including families and community stakeholders, and instructional staff regularly analyze interim and summative assessment data to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.

Developing

1. School leadership uses state assessment results to annually evaluate the Title I Schoolwide Plan.
2. The monitoring and revision of the Title I Schoolwide Plan is based upon limited types of data, and adjustments are not aligned to outcomes.
3. School leadership and instructional staff use summative and sporadic formative assessments to provide information about student achievement and growth, and growth gaps for individual grade levels and content areas.

Does Not Meet Expectations

1. School leadership does not have a regular process to monitor and adjust the Title I Schoolwide Plan.
2. Some monitoring of the Title I Schoolwide Plan takes place, but there is not a process to regularly adjust the Title I Schoolwide Plan to increase student learning.
3. School leadership reviews student achievement and growth data.

Addressing the above expectations, describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I Schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the Title I Schoolwide program has been effective in increasing the achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I Schoolwide program.

Lawton HS's Schoolwide Planning Team includes school staff, parents, and community stakeholders. The team will regularly monitor and adjust the Title I Schoolwide Plan based on short- and long-term goals for student outcomes and measures to evaluate high-quality implementation. The SWP Team will review the SWP throughout the year using data from a variety of sources:

- student learning performance/assessment data (OSTP, STAR, ACT),
- non-performance student data (demographic, student attendance, behavior reports),
- process data about the school’s system (OSDE school report cards), and
- perception data (Needs Assessment survey, Nine Essential Elements).

The SWP Team, along with school and district leadership, will use results from this comprehensive needs assessment during an annual program review of the Title I Program and Schoolwide Plan. The team will identify strengths/weaknesses/trends, monitor the performance of the school and at-risk subgroups, and evaluate the implementation and effectiveness of the Title I SWP. Short- and long-term goals will be established and monitored throughout the year as data is gathered. Likewise, priority needs will be monitored after each assessment to determine if revisions to the SWP are needed in order for students to continue to make improvements.

LHS will regularly use formative and summative assessments to inform instructional decisions. Assessment data will be analyzed to evaluate instructional practices and to determine patterns of student achievement and growth. Teams of teachers will meet regularly to collaboratively review data on student performance and instructional effectiveness. Additional data analysis meetings will be held to support teachers, administrators, and district leadership in evaluating instructional practices, determining patterns of student achievement and growth, and identifying instructional gaps across classrooms, grade levels, and content areas. Instructional decisions will be based-upon this on-going system of data analysis. Short-term goals established in the SWP will be regularly reviewed and adjusted, if necessary, based upon the data following summative assessments.

Student performance and assessment results will be shared with parents and families during parent-teacher conferences, in which parents and teachers can collaboratively address areas of concern and plans for improvement. Student performance will be disseminated through progress reports/report cards and through parent access to LPS’s web-based grade/attendance/behavior program and the OSDE Parent Portal.