



**TITLE I SCHOOL IMPROVEMENT-PLAN TEMPLATE  
OKLAHOMA STATE DEPARTMENT OF EDUCATION**

Submit to:  
Oklahoma State Department of  
Education  
Attn: Mary Pearson  
2500 North Lincoln Boulevard  
Oklahoma City, OK 73105

**Part I – General Information**

**Section A – School Site Information**

County Comanche	Code 16	District Lawton Public Schools	Code I008
School Site Lawton High School			
Mailing Address 601 NW FT. Sill Blvd.			
City Lawton	State Oklahoma	Zip 73507	
Year of Improvement <input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 (Corrective Action) <input type="checkbox"/> Year 4 (Planning for Restructuring) <input type="checkbox"/> Year 5 (Restructuring)			

**Section B - Contact Information**

Building Principal Jerri Manning		Signature	
Email jerrimanning@lawtonps.org	Phone 580.355.5170	Fax 580.585.6433	
Superintendent Barry Beauchamp		Signature	
Email bbeauchamp@lawtonps.org	Phone 580.357.6900	Fax 580.585.6319	
Title I Coordinator n/a		Signature n/a	
Email n/a	Phone n/a	Fax n/a	

**Section C - Timeline**

Action	Date
Plan Completed	November 6, 2009
Year of Implementation	2009-2010
Plan Submitted to Oklahoma State Department of Education (OSDE)	November 9, 2009
Plan Reviewed and Revised	

**For Department Use Only**

The School Improvement Plan has been reviewed and approved.	
Signature of Application Reviewer	Date
Signature of Executive Director, School Support	Date

## Part II – Assurances and Requirements

Please read the below Assurances and Requirements as outlined in Public Law 107-110 and sign in the space provided.

### “SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.

#### “(3) SCHOOL PLAN.—

“(A) REVISED PLAN.—After the resolution of a review under paragraph (2), each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency serving the school, and outside experts, for approval by such local educational agency. The school plan shall cover a 2-year period and—

“(i) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes each of the components described in part F;

“(ii) adopt policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State’s proficient level of achievement on the State academic assessment described in section 1111(b)(3) not later than 12 years after the end of the 2001–2002 school year;

“(iii) provide an assurance that the school will spend not less than 10 percent of the funds made available to the school under section 1113 for each fiscal year that the school is in school improvement status, for the purpose of providing to the school’s teachers and principal high-quality professional development that—

“(I) directly addresses the academic achievement problem that caused the school to be identified for school improvement;

“(II) meets the requirements for professional development activities under section 1119; and

“(III) is provided in a manner that affords increased opportunity for participating in that professional development;

“(iv) specify how the funds described in clause (iii) will be used to remove the school from school improvement status;

“(v) establish specific annual, measurable objectives for continuous and substantial progress by each group of students specified in section

1111(b)(2)(C)(v) and enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress as defined in section

1111(b)(2), meet the State’s proficient level of achievement on the State academic assessment described in section

1111(b)(3) not later than 12 years after the end of the 2001–2002 school year; “(vi) describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;

“(vii) specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency under paragraph (4) and the local educational agency’s responsibilities under section 1120A;

“(viii) include strategies to promote effective parental involvement in the school;

“(ix) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year; and

“(x) incorporate a teacher mentoring program.

“(B) CONDITIONAL APPROVAL.—The local educational agency may condition approval of a school plan under this paragraph on—

“(i) inclusion of one or more of the corrective actions specified in paragraph (7)(C)(iv); or

“(ii) feedback on the school improvement plan from parents and community leaders.

“(C) PLAN IMPLEMENTATION.—Except as provided in subparagraph (D), a school shall implement the school plan (including a revised plan) expeditiously, but not later than the beginning of the next full school year following the identification under paragraph (1).

“(D) PLAN APPROVED DURING SCHOOL YEAR.—Notwithstanding subparagraph (C), if a plan is not approved prior to the beginning of a school year, such plan shall be implemented immediately upon approval.

“(E) LOCAL EDUCATIONAL AGENCY APPROVAL.—The local educational agency, within 45 days of receiving a school plan, shall—

“(i) establish a peer review process to assist with review of the school plan; and

“(ii) promptly review the school plan, work with the school as necessary, and approve the school plan if the plan meets the requirements of this paragraph.

The signature of the superintendent and principal assures the Oklahoma State Department of Education (OSDE) that the district will comply with all assurances of this federal program, follow federal program rules and regulations, and bear the responsibility for knowing those rules and regulations.

Superintendent's Signature	Date
Principal's Signature	Date

### Part III – School Improvement Team

*Section 1116(b)(3) Each school identified under paragraph (1) for school improvement shall, not later than 3 months after being so identified, develop or revise a school plan, in consultation with parents, school staff, the local educational agency (LEA) serving the school, and outside experts for approval by such local educational agency.*

#### Section A – School Improvement Team

<b>Name</b>	<b>Title</b>	<b>Stakeholder Group</b>
Jerri Manning	Principal	Administration
Diana Burch	Lead Guidance Counselor / Special Education Testing Coordinator	Administration
Michael Gallimore	Guidance Counselor / Building Test Coordinator	Administration
Sylvia Burgamy	Assistant Principal	Administration
Sharon Sutherland	Business Owner	Business Partner
Angie Meservy	Activities Director	Certified Staff
Carl Ryker	History Department Chair / Teacher	Certified Staff
Cherlyn Smith	Special Education Department Chair/ Teacher	Certified Staff
Christine Melby-Levinson	Science Department Chair / Teacher	Certified Staff
Jennifer Keller	Language Arts Department Chair/ Teacher	Certified Staff
Jerrold Jones	Mathematics Department Chair/ Teacher	Certified Staff
Karen Beavers	Fine Arts Department Chair/ Teacher	Certified Staff
Tamie Barrett	PTSA President	Parent
Brittini Moore	Senior Class Vice President	Student
Shelby Wagner	Senior Class President	Student
Clyde Tilley	Head Custodian	Support Staff
Edna Perkins	Office Manager	Support Staff

**Briefly describe how core planning team members were selected and how members of the school and community not on the core planning team will be involved in the implementation and evaluation of the School Improvement Plan.**

- A representative from each stakeholder group was nominated to our core planning team.. Each representative will gather input from his/her appropriate stakeholder team. Stakeholder groups will gather data to include but not limited to EOI test scores, percentage of students passing courses versus the number passing CRT/EOI tests, attendance, demographic information, provide input and make recommendations to the core team. The core team will use this information to write, implement, and assess the school improvement plan.
- Every person in a stakeholder subgroup was required to attend multiple meetings on strategies to be implemented on all aspects of the School Improvement Plan; each stakeholder had an opportunity to voice concerns and make suggestions. Discussion on school improvement covered not only the failure to test 95% in two subgroups, but also potential problematic areas throughout the curriculum.

## Section B – Data Analysis

**Specifically describe the issues that caused the school to be placed on the School Improvement List.**

- Quality control issues resulted in the failure to test 95% of Special Education and Hispanic subgroups.

**Using the data analysis, identify the high-priority needs, strengths, weaknesses, and concerns of the school site.**

High-priority Needs:

- Quality control of administration of the testing process
- Close monitoring of attendance for multiple part tests
- Screen demographic information of all students
- Technology – additional computer labs and access to labs

Strengths:

- Met API; despite not meeting the 95% testing of Special Education and Hispanic subgroups.
- Faculty and staff agreed to implement whatever strategies are necessary in order to demonstrate that Lawton High School is a quality educational institution.
- The faculty is committed to establishing a school culture focusing on all aspects of student success without any limitations.

Weaknesses:

- Technology – lack of computer labs and access to labs
- Interruptions to instructional time
- Attendance/behavior issues during the testing window of multiple-part exams
- OSSAA spring competitive events schedule interfered with state-mandated testing dates

Concerns:

- Three additional sub-groups barely met the minimum testing percentage set by the state

## Part IV – Data Collection Addendum

The following charts can be used to analyze data by grade level, subject area, and subgroup in order to develop trend data. Make additional copies as needed.

Grade Level: 9-12

### OCCT Data: Algebra I

Percent of Students Scoring Proficient or Above – (Missing data or data involving small numbers are represented by asterisks)

Year	All Students	Regular Education Students	Black Students	American Indian Students	Hispanic Students	Asian Students	White Students	Other Students	ELL Students	IEP Students	Econ. Disadv.
2004-2005	0	0	0	0	0	****	0	****	0	0	
2005-2006	18	20	15	13	17	38	27	10	****	8	
2006-2007	42	60	47	73	48	40	74	33	66	1	
2007-2008	77	83	70	71	86	100	93	80	****	42	
2008-2009	65	72	52	64	86	100	79	67	61	31	

### OCCT Data: English II

Percent of Students Scoring Proficient or Above

Year	All Students	Regular Education Students	Black Students	American Indian Students	Hispanic Students	Asian Students	White Students	Other Students	ELL Students	IEP Students	Econ. Disadv.
2004-2005	69	75	66	64	74	76	83	63	96	21	
2005-2006	62	65	54	52	69	75	77	44	65	38	
2006-2007	62	68	51	67	77	83	79	40	60	19	
2007-2008	73	79	69	78	79	75	89	81	40	36	
2008-2009	68	73	60	56	84	88	83	100	40	33	

**Student Attendance Rate**  
**Average Daily Attendance - Percentage**

Year	All Students	Regular Education Students	Black Students	American Indian Students	Hispanic Students	Asian Students	White / All Other Students	Other Students	ELL Students	IEP Students	Econ. Disadv
2006-2007	93.6		35	8	9	2	43		5.86	19.25	56
2007-2008	93.62		30	8	10	2	43		4.48	19.79	54
2008-2009	94.12		35	8	11	2	42		3.7	18.44	56

**Participation Rate**

Percentage of Students - M=Math, R=Reading, (Missing data or data involving small numbers are represented by asterisks)

Year	All Students	Regular Education Students	Black Students	American Indian Students	Hispanic Students	Asian Students	White Students	Other Students	ELL Students	IEP Students	Econ. Disadv.
2004-2005	101.2	99.4	99	****	****	****	99.3	****	****	****	98.6
2005-2006	97.7	97.8	97.9	****	94.7	****	98.3	****	****	97.7	97.8
2006-2007	98.1	97.6	98.6	****	98.8	****	97.8	****	****	99.5	98.6
2007-2008	M=99.3 R=96.2	M=99.4 R=95.6	M=99.9 R=95.5	M=**** R=****	M=100 R=****	M=**** R=****	M=99 R=95.1	M=**** R=95.3	M=**** R=****	M=98.6 R=91.8	M=98.9 R=95.2
2008-2009	M=98.4 R=95.3	M=98.8 R=95.1	M=97.0 R=94.8	M=98.1 R=****	M=100 R=92.9	M=**** R=****	M=99.6 R=95.4	M=**** R=****	M=**** R=****	M=97.2 R=90.6	M=99.2 R=94.6

## Part V – Action Plans

*By establishing measurable goals, a school in improvement clearly articulates the purposes and intended outcomes of its improvement plan. In addition, the goals provide a means of tracking the school's progress over the two years of the plan.*

### Section A – Targeted Areas for Improvement

Indicate the school's targeted areas for improvement. Complete an action plan for each area indicated.

Reading/Language Arts

Subgroup(s):

Mathematics

Subgroup(s):

Participation Rate

Subgroup(s): Special Education; Hispanic

Attendance Rate

Subgroup(s):

Graduation Rate

Subgroup(s):

Professional Development **(REQUIRED)**

Parental Involvement **(REQUIRED)**

### Section B – Directions for Developing the School Improvement Action Plan

Student performance goals for School Improvement Sites should be presented as action plans. An Action Plan must be completed for each targeted area of improvement. Additional action plans are required for two areas: Professional Development and Parental Involvement.

The Action Plan Templates can be modified to meet your plan's needs. Each action plan should include:

- Annual, measurable goals;
- Specific areas within content and subgroups to address based on analysis of AYP reports and other data;
- SBR strategies, interventions and/or extended learning opportunities;
- A realistic timeline;
- A list of professional development and resources needed to meet the goal;
- Identification of person(s) responsible for actions related to the goal; and
- Evaluation strategies.

Additional copies of the following templates should be made as needed. Based on the school's needs, not all action plan templates may be used.

## Action Plan for Reading/Language Arts

### Annual, Measurable Objective(s):

- To improve reading levels for all students with a focus on the special education sub-group to meet or exceed the benchmark standard

### Scientifically Based Research Strategies/Interventions/Extending Learning Opportunities:

- Reading PLUS Reading Program
- Century 21 After School Reading Tutoring Program
- Skills Tutor Program
- Academic Vocabulary (Marzano)
- USA Test Prep: EOI Review Modules in English II
- Pull-Out English II Remediation Program: Pull-out from elective classes to go to English II remediation
- Mandatory 7<sup>th</sup> Hour: For any student failing , he/she must attend after school tutoring
- Protection of Instruction Time: Reduction of school programs/assemblies from 17 to 4 prior to testing window with two assemblies following the testing window

### Timeline:

- Reading PLUS Reading Program: 1 ½ hours weekly beginning October 20, 2009, for all Special Education English I, II, and III
- Century 21 After School Reading Tutoring Program: 2 days weekly beginning November 1, 2009, for English I and II
- Skills Tutor Program: Available 3 days weekly beginning November 1, 2009
- Academic Vocabulary: Academic vocabulary to include pre/post tests, on-going , in all classrooms, beginning November 1, 2009
- USA Test Prep: Voluntary after school program beginning October 20, 2009
- Pull-Out English II Remediation Program: Pull out students 6 weeks prior to English II EOI test date
- Mandatory 7<sup>th</sup> Hour: Started October 19, 2009
- Protection of Instruction Time: Started September 9, 2009, and on-going

### Person(s) Responsible:

- Reading PLUS Reading Program: Special Education English Personnel
- Century 21 After School Reading Tutor Program: 2 Certified Personnel
- Skills Tutor Program: Teacher assigned; student responsibility
- Academic Vocabulary: School-wide Certified Personnel in each core area and all elective courses
- USA Test Prep: Initiated by students
- Pull-Out English Remediation Program: All Certified Personnel
- Mandatory 7<sup>th</sup> Hour: For any student failing, teacher assigned; student responsibility; parent notification
- For all SBR strategies: School Improvement Committee and Building Principal
- Protection of Instruction Time: Building Administration

### Means of Evaluation:

- Reading PLUS Reading Program: Documented improvement on the reading appraisal assessment
- Century 21 After School Reading Tutor Program: Student participation with documented improvement
- Skills Tutor Program: Student participation with documented improvement
- Academic Vocabulary: Pre/Post Test, EOI English II test results
- USA Test Prep: Student participation with documented improvement
- Pull-Out English Remediation Program: Improvement in English II EOI test scores and benchmarks
- Mandatory 7<sup>th</sup> Hour: Grade improvement
- For all SBR strategies: The ultimate evaluation is improvement in EOI English II test scores.
- Protection of Instruction Time: Improvement in English II EOI scores and benchmarks

## Action Plan for Mathematics

### Annual, Measurable Objective(s):

- To improve Algebra I, Geometry, and Algebra II test scores for all students to meet or exceed the benchmark standard

### Scientifically Based Research Strategies/Interventions/Extending Learning Opportunities:

- Destination Math Tutoring Program
- Century 21 After School Math Tutoring Program
- Skills Tutor Program
- Academic Vocabulary (Marzano)
- USA Test Prep: EOI Review Modules in Algebra I
- G.R.A.C.E. : Algebra I, Geometry, and Algebra II credit recovery program
- Math Countermeasures: Second Semester Remediation Program to work with students who are weak in Algebra I and Geometry and/or EOI test-taking strategies
- Fundamentals of Algebra I: Required in conjunction with Algebra I for any student failing the 8<sup>th</sup> grade Math CRT and/or 8<sup>th</sup> grade math (with the exception of parental opt-out)
- Pull-Out Algebra I Remediation Program: Pull-out from elective classes to go to Algebra I remediation
- Mandatory 7<sup>th</sup> Hour: For any student failing, teacher assigned; student responsibility; parent notification
- Protection of Instruction Time: Reduction of school programs/assemblies from 17 to 4 prior to testing window with two assemblies following the testing window

### Timeline:

- Destination Math Tutoring Program: Voluntary student participation since August 18, 2009
- Century 21 After School Math Tutoring Program: 2 days weekly since September 28, 2009, for Algebra I; 1 day per week since October 19, 2009, for Geometry and Algebra II
- Skills Tutor Program: Available 3 days weekly beginning November 1, 2009
- Academic Vocabulary: Content-specific academic vocabulary to include pre/post tests, on-going , in all classrooms, beginning November 1, 2009
- USA Test Prep: Voluntary after-school program beginning October 20, 2009
- G.R.A.C.E.: 6 Saturdays per block beginning October 31, 2009
- Math Countermeasures: Beginning January 4, 2009, and on-going
- Fundamentals of Algebra I: Started August 18, 2009, to the end of the school year
- Pull-Out Algebra I Remediation Program: Pull out students 6 weeks prior to EOI Algebra I test date
- Mandatory 7<sup>th</sup> Hour: Started October 19, 2009
- Protection of Instruction Time: Started September 9, 2009, and on-going

### Person(s) Responsible:

- Destination Math Tutoring Program: Mathematics Certified Personnel
- Century 21 After School Math Tutor Program: 2 Certified Personnel for Algebra I; 1 Certified Personnel for Geometry and Algebra II
- Skills Tutor Program: Teacher assigned; student responsibility
- Academic Vocabulary: School-wide Certified Personnel
- USA Test Prep: Teacher recommendation and/or initiated by students/parents
- G.R.A.C.E.: Certified Personnel
- Math Countermeasures: Certified Personnel
- Fundamentals of Algebra I: Placement in course by school counselor; course administered by certified personnel
- Pull-Out Algebra I Remediation Program: All Certified Personnel
- Mandatory 7<sup>th</sup> Hour: For any student failing, teacher assigned; student responsibility; parent notification
- For all SBR strategies: School Improvement Committee and Building Principal
- Protection of Instruction Time: Building Administration

### Means of Evaluation:

- Destination Math Tutoring Program: Documented improvement on the appraisal assessment
- Century 21 After School Math Tutor Program: Student participation with documented improvement
- Skills Tutor Program: Student participation with documented improvement
- Academic Vocabulary: Pre/Post Test, EOI Algebra I, Geometry, and Algebra II test results
- USA Test Prep: Student participation with documented improvement
- G.R.A.C.E.: Number of students earning credit replacement
- Math Countermeasures: Improvement in EOI Algebra I test scores and benchmarks
- Fundamentals of Algebra I: Improvement in EOI Algebra I test scores and benchmarks
- Pull-Out Algebra I Remediation Program: Improvement in EOI Algebra I test scores and benchmarks
- Mandatory 7<sup>th</sup> Hour: Grade improvement
- For all SBR Strategies: The ultimate evaluation is improvement in EOI Algebra I, Geometry, and Algebra II test scores.
- Protection of Instruction Time: Improvement in EOI Algebra, Geometry, and Algebra II test scores

## Action Plan for Participation Rate

### Annual, Measurable Objective(s):

- To test at least 95% of all students on all exams
- To increase the participation rate of IEP students from 90.6% to 95% or better for the English II exam
- To increase the participation rate of Hispanic students from 92.9% to 95% or better for the English II exam

### Actions/Strategies/Interventions:

- Developing a matrix of all students to track:
  - demographic information
  - exam scores
  - remediation
  - applicable modifications/accommodations
  - use of matrix to order exams
  - exam attendance
  - placement
- Recommendation to District Educational Improvement Counsel (DEIC) that EOI attendance becomes part of semester test exemption criteria
- Communication between administration and building test-coordinator relating to any action precipitating a student being off-campus during the testing window
- Students that have not returned from alternate placement by April 1 will remain at alternate school sites for the duration of the testing window
- Teachers will have access to testing schedule according to subject area teacher and exam location. Teachers will have access to the matrix with all demographic/testing/remediation information.
- Exam Schedule
  - Exam location will be assigned according to subject area teacher
  - Students will take subject area exams with their subject area teachers
  - Secure additional computer lab
  - Same-day testing of two-part exams
  - Validate two-part testing
- Parent notification of testing window and testing dates/schedule
- We provide #2 pencils for student use

### Timeline:

- Development of a Matrix of All Students to Track: Started May of 2009 and on-going
- Recommendation to District Educational Improvement Counsel (DEIC) that EOI attendance becomes part of semester test exemption criteria: January 2010
- Communication between administration and Building Test Coordinator relating to any action that causes a student being off-campus during the testing window: During testing window
- Students not on site by April 1 will remain at alternate school sites for the duration of the testing window: April 1, 2010, to end of testing window
- Teachers will have access to testing schedule according to subject area teacher and exam location. Teachers will have access to the matrix with all demographic/testing/remediation information: During testing window
- Exam Schedule: During testing window
- Parent notification of testing window and testing dates/schedule: Two weeks prior to testing window
- We provide #2 pencils for student use: During testing window

### Person(s) Responsible:

- Developing a Matrix of All Students to Track: School Improvement Planning Team and District Data and Tech Support
- Recommendation to District Educational Improvement Counsel (DEIC) that EOI attendance becomes part of semester test exemption criteria: School Improvement Plan Team
- Communication between administration and building test coordinator relating to any action that precipitates a student being off-campus during the testing window: Administration and Building Test Coordinator
- Students not on site by April 1 will remain at alternate school sites for the duration of the testing window: Appropriate school site administrator
- Teachers will have access to testing schedule according to subject area teacher and exam location. Teachers will have access to the matrix with all demographic/testing/remediation information: Building Test Coordinator
- Exam Schedule: Building Test Coordinator
- Parent notification of testing window and testing dates/schedule: Administration
- We provide #2 pencils for student use: Building Test Coordinator

### Means of Evaluation:

- Oklahoma School Accountability Data Report

## Action Plan for Parent / Community Involvement (Required)

### Annual, Measurable Objective(s):

- We are going to increase our opportunities for parent and community involvement

### Actions/Strategies/Interventions:

- Prior to 2009-2010 to Continue:
  - Open House in First Two Weeks of School Year
  - Parent/Teacher Conferences
  - 504/IEP Meetings
  - Round Table Meetings (Parent/Teacher/Counselor/Student Intervention Meeting)
  - Parent Pre-enrollment Nights
  - PTSA
  - Alumni/Booster Club
  - LHS Parent Newsletter
  - Parent Portal/Gradebook
  - College Night (District wide)
  - Renaissance Awards Assembly
  - Extra-Curricular Activities (athletics, drama, vocal music, band, dances)
  - Certified Staff is E-mail Accessible
  - District-Wide Press Releases
  - Military Child Coalition
  - Upward Bound and Open Doors through Cameron University
  - Attendance notification to parents
  - Use of parent volunteers for monitoring testing
  - Parent notification of course selection for upcoming school year
  - Counselors notify parents of summer school recommendations
- 2009-2010 School Year
  - Freshman Buddy Initiative (F.B.I.): Brings incoming Freshman students and parents into building prior to the beginning of school year to teach students and parents about the expectations of being a high school student.
  - Graduation Coaches: Working with at-risk students/families
  - Parent/Class Meetings
  - Tax Preparation for OHLAP Registration Funded by GEARUP
  - Positive Intervention to Reinforce Appropriate Behavior (Parent Contact): Grades, attendance, good citizen
  - Counseling Staff will test on a rotation basis so they are available during testing window.
  - LHS Web Page featuring new Parent Links (P.A.S.S. for Parents, academic vocabulary)
  - Parent Notification of Benchmark Scores
  - Parent Links from LHS Web Site available in hard copy for parents who do not have internet access
  - Extended Library Hours 3 days a Week for Parents to Access: for example, OKCIS, Grades, Research through EBSCO, Skills Tutor, USA Test Prep, Scholarship Sites
  - Parent Survey
  - Parent Notification of School Improvement Status by Superintendent

### Timeline:

- Prior to 2009-2010 to Continue:
  - Open House in First Two Weeks of School Year
  - Parent/Teacher Conferences: At the end of the 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> nine-week grading periods
  - 504/IEP Meetings: As needed
  - Round Table Meetings (Parent/Teacher/Counselor/Student Intervention Meeting): As needed
  - Parent Pre-enrollment Nights: February
  - PTSA (ongoing events)
  - Alumni/Booster Club: Ongoing activities
  - LHS Newsletter: Approximately every 6-8 weeks during school year
  - Parent Portal/Gradebook: Throughout the year
  - College Night (District wide): October
  - Renaissance Awards Assembly: April
  - Extra-Curricular Activities (athletics, drama, vocal music, band, dances): Ongoing throughout the school year
  - Certified Staff is E-mail Accessible: Throughout the year
  - District-Wide Press Releases: As needed
  - Military Child Coalition: Throughout the year
  - Upward Bound and Open Doors through Cameron University: Throughout the year
  - Attendance notification to parents: As needed throughout the school year
  - Use of parent volunteers for monitoring testing: Spring
  - Parent notification of course selection for upcoming school year: June

- Counselors notify parents of summer school recommendations: May
- 2009-2010 School Year
  - Freshman Buddy Initiative (F.B.I.): Brings incoming Freshman students and parents into building prior to the beginning of school year to teach students and parents about the expectations of being a high school student: Week prior to first day of school
  - Graduation Coaches: Working with at-risk students/families: throughout the year
  - Parent/Class Meetings: 1 pre 9-week grading period
  - Tax Preparation for OHLAP Registration Funded by GEARUP: Spring
  - Positive Intervention to Reinforce Appropriate Behavior (Parent Contact): Grades, attendance, good citizen: throughout the year
  - Counseling Staff will test on a rotation basis so they are available during testing window: Spring
  - LHS Web Page featuring new Parent Links (P.A.S.S. for Parents, academic vocabulary): throughout the year
  - Parent Notification for Benchmark Scores: 3 times annually
  - Parent Links from LHS Web Page available in hard copy for parents who do not have internet access: throughout the year
  - Extended Library Hours 3 days a Week for Parents to Access: for example, OKCIS, Grades, Research through EBSCO, Skills Tutor, USA Test Prep, Scholarship Sites, Dress Code: Throughout the year
  - Parent Survey: December and January
  - Send Dress Code to be Posted by all Retail Businesses in Community: May
  - Parent Notification of School Improvement Status by Superintendent: Fall

**Professional Development/Resources Needed:**

- Funding for printing and mailing expense
  - LHS Newsletter: funding for printing and mailing expenses
  - Parent Portal/Gradebook: funding for printing
  - College Night (District wide): Funding to feed representatives of colleges/universities
  - Renaissance Awards Assembly: Funding for awards and certificates
  - Attendance notification to parents: funding for printing and mailing expenses
  - Parent notification of course selection for upcoming school year: funding for printing and mailing expenses
  - Counselors notify parents of summer school recommendations: funding for printing and mailing expenses
- Parent Notification for:
  - Open House in First Two Weeks of School Year
  - Parent/Teacher Conferences
  - 504/IEP Meetings
  - Round Table Meetings (Parent/Teacher/Counselor/Student Intervention Meeting)
  - Parent Pre-enrollment Nights
  - PTSA Events
  - Alumni/Booster Club Events
  - LHS Newsletter: funding for printing and mailing expenses
  - Parent Portal/Gradebook: funding for printing
  - College Night (District wide): Funding to feed representatives of colleges/universities
  - Renaissance Awards Assembly: Funding for awards and certificates
  - Extra-Curricular Activities (athletics, drama, vocal music, band, dances)
  - Certified Staff is E-mail Accessible
  - District-Wide Press Releases
  - Military Child Coalition
  - Upward Bound and Open Doors through Cameron University
  - Attendance notification to parents: funding for printing and mailing expenses
  - Use of parent volunteers for monitoring testing
  - Parent notification of course selection for upcoming school year: funding for printing and mailing expenses
  - Counselors notify parents of summer school recommendations: funding for printing and mailing expenses
- 2009-2010 School Year
  - Freshman Buddy Initiative (F.B.I.): Brings incoming Freshman students and parents into building prior to the beginning of school year to teach students and parents about the expectations of being a high school student: funding for printing, food, transportation, door prizes, t-shirts, lanyards, technological support, peer support
  - Graduation Coaches: Working with at-risk students/families
  - Parent/Class Meetings: funding for printing
  - Tax Preparation for OLAP Registration: Funded by GEARUP
  - Positive Intervention to Reinforce Appropriate Behavior (Parent Contact): Grades, attendance, good citizen: funding for printing and postage
  - Counseling Staff will test on a rotation basis so they are available during testing window
  - LHS Web Page in Transition New Parent Links (P.A.S.S. for Parents, academic vocabulary)
  - Parent Notification for Benchmark Scores: funding for printing and mailing
  - Parent Links from LHS Web Page available in hard copy for parents who do not have internet access: funding for printing
  - Extended Library Hours 3 days a Week for Parents to Access: for example, OKCIS, Grades, Research through EBSCO, Skills Tutor, USA Test Prep, Scholarship Sites: Funded by 21<sup>st</sup> Century Grant

- Parent Survey: funding for printing
- Send Dress Code to be Posted by all Retail Businesses in Community
- Parent Notification of School Improvement Status by Superintendent

**Person(s) Responsible:**

- Prior to 2009-2010 to Continue:
  - Open House in First Two Weeks of School Year: Non/Certified Staff
  - Parent/Teacher Conferences: Certified Staff
  - 504/IEP Meetings: Certified Staff
  - Round Table Meetings (Parent/Teacher/Counselor/Student Intervention Meeting): Certified Staff
  - Parent Pre-enrollment Nights: Counselors
  - PTSA
  - Alumni/Booster Club: Alumni/Booster Club
  - LHS Newsletter: Administration and Certified Staff
  - Parent Portal/Gradebook: District
  - College Night (District wide): Counselors and Cameron University
  - Renaissance Awards Assembly: Activities Director and Counselors
  - Extra-Curricular Activities (athletics, drama, vocal music, band, dances): Sponsors/Coordinators
  - Certified Staff is E-mail Accessible: District
  - District-Wide Press Releases: District
  - Military Child Coalition: District
  - Upward Bound and Open Doors through Cameron University: Cameron University
  - Attendance notification to parents: Administration
  - Use of parent volunteers for monitoring testing: Building Test Coordinator
  - Parent notification of course selection for upcoming school year: Administration
  - Counselors notify parents of summer school recommendations: Counselors
- 2009-2010 School Year
  - Freshman Buddy Initiative (F.B.I.): Brings incoming Freshman students and parents into building prior to the beginning of school year to teach students and parents about the expectations of being a high school student: Administration, Counselors, Certified Staff, Non-Certified Staff, PTSA, senior students, freshman students, business partners, transportation and food service personnel
  - Graduation Coaches: Working with at-risk students/families: District
  - Parent/Class Meetings: Class Sponsor and Administration
  - Tax Preparation for OLAP Registration Funded by GEARUP: Community Service Organization
  - Positive Intervention to Reinforce Appropriate Behavior (Parent Contact): Grades, attendance, good citizen: Non/Certified Personnel
  - Counseling Staff will test on a rotation basis so they are available during testing window: Building Test Coordinator
  - LHS Web Page featuring new Parent Links (P.A.S.S. for Parents, academic vocabulary): Students, Certified Personnel, Building Tech Support
  - Parent Notification for Benchmark Scores: Administration
  - Parent Links from LHS Web Page available in hard copy for parents who do not have internet access: Administration and Counselors
  - Extended Library Hours 3 days a Week for Parents to Access: for example, OKCIS, Grades, Research through EBSCO, Skills Tutor, USA Test Prep, Scholarship Sites: Certified Staff
  - Parent Survey: School Improvement Plan Team, Administration, and Technical Support
  - Send Dress Code to be Posted by all Retail Businesses in Community: District
  - Parent Notification of School Improvement Status by Superintendent: Superintendent

**Means of Evaluation:**

- We will clearly meet our goal by offering more parental involvement opportunities, and we will use the parent survey to assess future modifications.

## Action Plan for Professional Development (Required)

### Annual, Measurable Objective(s):

- Because of unique quality control issues directly related to the 2009 testing, the School Improvement Plan Team determined that professional development should be related to all areas of concern that impact testing.
- Professional development will exceed the minimum district requirement of 15 hours

### Actions/Strategies/Interventions:

- Building Test Coordinator is taking course work to learn how to manipulate and annually update the matrix to be used for tracking purposes
- State Department of Education School Improvement
  - Writing the School Improvement Plan
  - School Improvement Overview
  - What Works in School Conferences
  - Pre-Retreat Planning Meeting
  - Data Retreat
- Curriculum Mapping
  - Beginning Fall 2008: Summer institutes and regularly scheduled professional development
- National Board Certification
- Master Teacher Program
- Master Teacher Book Study on Literacy Across the Curriculum
- Special Education Master Teacher Program
- Mentor/Mentee State/District Training
- Assessing Students with Disabilities on State-Wide Assessment by State Department of Education
- Behavior Interventions That Work: Response To Intervention
- McCloud Classroom Strategies
- Great Expectations
- Schools Attuned
- IEP Institute
- Advanced Placement Training
- Tah Rocks
- Nova Program
- Voyager Institute
- Reading PLUS
- Destination Math
- Skills Tutor
- Comprehend Training
- Test Data Analysis
- Co-Teaching
  - Pull out time for collaboration
- Ruby Payne's *Understanding Poverty*
- Curriculum Conference by State Department
- District Algebra I Math Consultant
- Faculty and Core Department Content Meetings
  - Developing pre/post test and curriculum for academic vocabulary
  - Developing common EOI semester exams and benchmark
  - Standardized Lesson Plans with a focus on P.A.S.S. objectives related to EOI test results
  - Special Education teachers attend core department meetings to increase rigor in special education classes
  - All teachers complete two classroom observations/reflection per nine-week period
  - Pacing charts for core classes reflect EOI benchmarks
  - Creation of EOI remediation curriculum and math countermeasures

### Timeline:

- Building Test Coordinator is taking course work to learn how to create the matrix to be used for tracking purposes: Begins October, 2009 and on-going
- State Department of Education School Improvement
  - Writing the School Improvement Plan: October 6, 2009
  - School Improvement Overview: October 12, 2009
  - What Works in School Conferences: November 11 and 12, 2009, February 3 and 4, 2010
  - Pre-Retreat Planning Meeting: April 22, 2010
  - Data Retreat: July 2010

- Curriculum Mapping
  - Beginning Fall 2008: Summer institutes and regularly scheduled professional development
- National Board Certification: Summer 2009 and on-going
- Master Teacher Program: Summer 2009 and on-going
- Master Teacher Book Study on Literacy Across the Curriculum: September 2009 and on-going
- Special Education Master Teacher Program: November 2009 and on-going
- Mentor/Mentee State/District Training: Summer 2009 and on-going
- Assessing Students with Disabilities on State-Wide Assessment by State Department of Education: November 3, 2009
- Behavior Interventions That Work: Response To Intervention: October 29, 2009
- McCloud Classroom Strategies: October 21, 2009
- Great Expectations: Summer 2009 and on-going
- Schools Attuned: Summer 2009
- IEP Institute: Summer 2009
- Advanced Placement Training: Summer 2009 and on-going
- Tah Rocks: October-December 2009
- Nova Program: Fall 2009 and on-going
- Voyager Institute: Summer 2009 and on-going
- Reading PLUS: Spring 2009 and on-going
- Destination Math: Spring 2009 and on-going
- Skills Tutor: Fall 2008 and on-going
- Comprehend Training: Fall 2009 and on-going
- Test Data Analysis: September 18, 2009 and on-going
- Co-Teaching: Fall 2007 and on-going
  - Pull out time for collaboration: Fall 2009 and on-going
- Ruby Pain's Understanding Poverty: Spring 2009
- Curriculum Conference by State Department: June 2009
- District Algebra I Math Consultant: Fall 2008 and on-going
- Faculty and Core Department Content Meetings: Fall 2009 and on-going
  - Developing pre/post test and curriculum for academic vocabulary
  - Developing common EOI semester exams and benchmark
  - Standardized Lesson Plans with a focus on P.A.S.S. objectives related to EOI test results
  - Special Education teachers attend core department meetings to increase rigor in special education classes
  - All teachers complete two classroom observations/reflection per nine-week period
  - Pacing charts for core classes reflect EOI benchmarks
  - Creation of EOI remediation curriculum and math countermeasures

Resources Needed:

- Financial support for professional development and technology

Person(s) Responsible:

- Building Test Coordinator is taking course work to learn how to manipulate and annually update the matrix to be used for tracking purposes: Building Test Coordinator
- State Department of Education School Improvement: School Improvement Plan Team
- Curriculum Mapping: Certified Personnel to include all core content teachers
- National Board Certification: 3 Certified Personnel
- Master Teacher Program: 2 Certified Personnel
- Master Teacher Book Study on Literacy Across the Curriculum: 15 Certified Personnel
- Special Education Master Teacher Program: 18 Certified Personnel
- Mentor/Mentee State/District Training: 8 Certified Personnel
- Assessing Students with Disabilities on State-Wide Assessment by State Department of Education: 5 Certified Personnel
- Behavior Interventions That Work: Response To Intervention: 4 Certified Personnel
- McCloud Classroom Strategies: 4 Certified Personnel
- Great Expectations: 15 Certified Personnel
- Schools Attuned: 3 Certified Personnel
- IEP Institute: 2 Certified Personnel
- Advanced Placement Training: 2 Certified Personnel
- Tah Rocks: 5 Certified Personnel
- Nova Program: 9 Certified Personnel
- Voyager Institute: 2 Certified Personnel
- Reading PLUS: 11 Certified Personnel
- Destination Math: 6 Certified Personnel
- Skills Tutor: All Certified Staff
- Comprehend Training: 14 Certified Staff (Department Chairs and Administration)

- Test Data Analysis: 17 Certified Staff
- Co-Teaching: 16 Certified Staff
- Ruby Payne's *Understanding Poverty*: 4 Certified Staff
- Curriculum Conference by State Department: 10 Certified Staff
- District Algebra I Math Consultant: 8 Certified Staff
- Faculty and Core Department Content Meetings: All Certified Staff

Means of Evaluation:

- All certified personnel will submit documentation of professional development attended throughout the school year.

## Part VII – Parent Notification

*When one of its schools is identified for improvement, the LEA must promptly provide information to the parents of each child enrolled in the school. The State, LEA, or school must ensure that required information is provided in an understandable and uniform format regardless of the method or media used.*

### Section A: Overview

List the methods and media used to communicate to parents and the community about the identification for School Improvement.

- Parent notification from the District Superintendent
- Local Newspaper article (*Lawton Constitution*)
- Parent Newsletters
- Local television station (*KSWO TV7*) news broadcast

### Section B: Documentation

The following documents must be included in the School Improvement Plan:

- A copy of the Parent Notification Letter
- Copies of Community Notification (i.e., newspaper articles)