

2020-2021  
School Year

Initial Plan 6/16/20  
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

Eisenhower High School 57.9%  
School Name School Poverty Rate

Lisa Martinez 580-357-6900  
Principal Name Phone

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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.

Eisenhower High School will use the following strategies to increase family and community stakeholder involvement, particularly among stakeholder groups that have been identified through the Needs Assessment as representing the most at-risk students.

- At the beginning of each school year, EHS will hold a Title I Annual Meeting to share the Title I Schoolwide Plan (SWP), the results of the needs assessment process, the school's goals and plans for improvement, the required Title I Parent's 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.
- EHS will expand the current practices for parent/teacher conferences to include showcasing student work (e.g. student articles from LPS Review, projects, works of art, demonstrating science experiments, etc.) and the sharing of strategies and instructional materials that families can use at home to support student learning. The strategies and materials will be provided by each department to help meet the content needs of all learners, especially economically disadvantaged students who may not have access to them otherwise. These meetings also provide an opportunity for EHS to provide parents with important information about OSTP assessments/OSDE school report cards/ Parent Portal, how to avoid chronic absenteeism and the available supports for families of EL students in languages other than English. These meetings will be held during the four Parent/Teacher Conference nights designated by the District and on other dates throughout the year.
- EHS will promote interactions between staff, family and community members through hosting infomercials at sporting events. Information on avoiding chronic absenteeism, accessing Infinite Campus and using instructional resources will be available.
- EHS supports 9th graders during the critical transition between middle and high school through an Ignite Day (two half-day freshman orientations) when students receive guidance in locating their lockers and finding their classes. They meet their teachers, mentors and administrators. This Support continues through the S.O.A.R. life skills class and IKE Ignition peer mentoring program, which is a mandatory semester-long class for freshmen.
- In August, EHS will host a Transition Parent Meeting for the families of incoming 9th grade students, which will include information about the school, chronic absenteeism, parent portal, credits and graduation. The meeting will provide an opportunity for families to visit the school and learn how to successfully transition into high school. This meeting will be repeated prior to freshman enrollment, with the incoming 9th grade parents for the 2021-2022 school year.
- In May of 2021 the summer library reading hours will be announced. The Library will be open 2-days a week for 3 hours a day for students and their families.
- A Parent and Family Liaison will be hired with the express purpose to increase the number of positive interactions parents and families have with the school through calls, visits and events (e.g. Keeth Matheny training).
- 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 out once a year and a Character Survey will be sent out twice a year, to all stakeholders to gather input, requesting 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.

Eisenhower HS has developed a school vision and mission for student success based on the beliefs and values of the school community. Both the vision and mission will be revised based upon the feedback gathered from the character survey that is sent to faculty, staff, families and community stakeholders, including those who represent the most at-risk students.

- EHS’s Mission Statement: Integrity, Knowledge, and Excellence. Integrity is developed through making conscientious decisions and by choosing to be responsible for one’s actions. Students are encouraged to think about how one’s decisions directly reflect the consequences of one’s actions. Knowledge is the key to a strong foundation. Developing a desire within students to be lifelong learners is the goal of every educator of Eisenhower. Excellence is something expected of all students. Each person has goals. The belief that those goals can be obtained through hard work and perseverance is modeled by all classroom teachers and staff.

- EHS’s Vision Statement: As we SOAR into the future, the VISION of Eisenhower High School is to cultivate responsible, career-bound citizens who pursue goals through hard work and perseverance. Our students will have a strong academic foundation, be life-long learners, and have the desire to foster a community that makes conscientious decisions, producing members that treat others with dignity, respect and kindness. IKE EAGLES SOAR: Success Opportunity Attitude 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 EHS 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 EHS’s 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.**

EHS will analyze a variety of data sources, including performance/assessment data (OSTP, AP Testing, ACT) and non-performance student data (demographics, student attendance and behavior) and process data about the school’s system (OSDE school report cards) and perception data (Needs Assessment survey, Nine Essential Elements, and Character Survey data), gathered from several sources throughout the school year. EHS will compile this on-going data for review by the Title I Schoolwide Planning Team during the comprehensive needs assessment. Data will be disaggregated in multiple ways to identify patterns of strength and weakness across grade levels, content areas and the whole school. Data will be closely examined to identify areas of concerns 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, particularly for those most at-risk.

During the comprehensive needs assessment, Eisenhower HS’ SWP Team identified the following areas of strength:

- Students: The OSDE report card shows growth in postsecondary opportunities for students.
- Student Character Development: Part of the required freshmen curriculum since 2017, the SOAR class was awarded a 2020 Promising Practice by Character.org. Part of the Ignition program provides training of Peer Mentors to support the incoming freshmen.
- Community Outreach: Awarded a 2020 Promising Practice by Character.org for students supporting the community through the BEAK Week fundraising.
- Teachers: 52% of the certified teaching staff has 6 or more years of experience in the classroom. According to the 9EE survey “teachers care about students and inspire best efforts” (indicator 4.8) and “equity and diversity are valued and supported” (indicator 4.11).
- Behavior: Average daily referrals decreased by 0.06% and out-of-school suspensions decreased by 0.01%.
- School: Administration effectively implemented procedures to ensure that students were identified correctly for subgroup data analysis. 816 students were identified in 2019-2020 as qualifying for free and reduced lunch verses 235 for the 2018-2019 school year.
- Parent/Community Involvement: Senior students attended a leadership conference hosted by LPS, ESG (Eagles Stakeholders Group) supported teacher appreciation events, the Lawton Fire Department taught the senior CPR classes and IKE Ignition hosts many community events to raise funds and awareness for homelessness in Lawton.
- Subgroups on the OSDE Report Card: 4-year graduation rate indicated a slight increase and EL proficiency progress increased by 0.2%. Additional support is available through the food/clothes closet, licensed LPCs, Military Life Counselor, Upward Bound, IKE Ignition peer mentorship and the Native American Tutor.

During the comprehensive needs assessment, Eisenhower HS’ SWP Team identified the following areas in need of growth.

- Student Behavior: The Needs Assessment Survey identified the need for additional counseling services/opportunities for students (e.g. grief support group for students who have suffered loss).
- Character Focus: Identified as a need through a faculty developed Affinity Diagram during the end-of-year site-based professional development. Due to the large turn-over at all levels of the school in the last 3 years, many staff members are not familiar with the character initiative, and focus on this area has contracted to a small set of faculty members.
- Communication: Teachers and parents indicated frustration with a lack of clear communication on the

### Needs Assessment Survey.

- Teachers: Although EHS has strong mentor teachers the large turnover in teachers for this year, with 18 having 0-2 years of experience, put a strain on that resource.
- Teachers: The 9EE data (indicators 1.3, 1.4, 3.7) and answers from the Needs Assessment data (PD on resources/technology) indicated that teachers needed further training and opportunities to discuss curriculum vertically/horizontally.
- School: Chronic absenteeism rates remain high; Students Attendance: 5-year demographic data shows an increase in Average Daily Attendance, but a decrease in percentage of student population. 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.
- School Technology: The Needs Assessment Survey identified high levels of need for devices/equipment for individual students and classrooms, as well as support for teachers in utilizing online resources and equipment.
- Parent/Community Involvement: The 9EE identified “Families and Communities are active partners” (indicator 5.1) as an area in need of growth; low attendance numbers for parent-teacher conferences; a large number of students are living in traumatic/high stress situations (nearly 3% are identified as homeless and 64.8% are identified as economically disadvantaged).
- Subgroups on the OSDE Report Card: Graduation rates for all subgroups have decreased. Black students’ and Hispanic students’ overall OSDE report card grades are consistently lower than that of white students. EL students scored an F in Academic Achievement on the report card.

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.

- Communication: Increasing avenues of communication and increasing communication accountability at the leadership and teacher level.
- Instructional Needs: Increasing student access to technology through 1:1 chromebook distribution; reducing chronic absenteeism rates; increasing accountability for and providing additional training opportunities on Google Classroom training.
- Subgroups: Monitoring the progress of black, IEP, Eco Dis, and EL subgroups and decrease chronic absenteeism.
- Character: Increasing awareness of the 11 Principles and celebrating the good, creative, thoughtful, and funny things that happen within the Eagle community.

### 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.**

EHS 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, EHS 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 collaborate with the student's other teachers to determine the most appropriate intervention format, the duration of the intervention and the intensity of intervention for the student or small group.

EHS provides all students with supports beyond high-quality classroom instruction. All students at EHS have access to web-based computer assisted instructional supports both during the school day and beyond the school day and year. Counselors ensure all students have access to emotional, social, behavioral, and college/career based supports. All students have the opportunity to participate in extra-curricular sports, clubs, and groups.

Tier 2 interventions used at EHS include small-group or individual remediation with the after-school tutoring provided by the DoDEA grant, the Native American tutor, placement in math and reading remediation courses based on test scores, self-placement in College prep classes for ACT support, supplemental computer programs and the use of instructional technology. The S.O.A.R. class is a Tier 2 intervention focused on social emotional and academic skills. 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.

EHS will also implement the following strategies/supports targeted towards the four areas of focus:

- Communication focus (Increasing avenues of communication and increasing communication accountability at the leadership and teacher level) will be addressed through a multi-pronged approach utilizing technology and previously underutilized opportunities:
  - o Utilization of the Remind 101 by administration to push-out information to families, students and staff.
  - o Utilize Google Classroom to push-out information and documents to students and staff.
  - o The Parent and Family Liaison and the Eisenhower School APP will be utilized starting at the beginning of the school year to notify families, students and staff on bus changes, sporting events, events and available resources.
  - o Administration will utilize infomercials at sporting events (e.g. games, parent meetings) to educate parents and students on ways to avoid chronic absenteeism, Infinite Campus, Google Classroom, scholarship opportunities (e.g. NCA Clearing House information at parent meetings) and other opportunities.
  - o Intervention group (student's assistant principal, counselor, teachers and applicable resource personnel) meetings will be held for at-risk students to develop academic/behavior supports to increase student success of Tier 2 and 3 subgroups (IEP, Eco Dis, EL and Black).
  
- Instructional Focus (Increasing student access to technology through 1:1 chromebook distribution; reducing chronic absenteeism rates; increasing accountability for and providing additional training opportunities on Google Classroom training) will be addressed through a focus on providing technology and professional development/training:

- o To increase access to technology and digital curricular resources students will be provided chromebooks for use at school and home, 29 classrooms will start the year with new interactive smart TVs and teachers/staff will utilize the Clever APP to increase ease of access to materials.
- o An attendance interventionist will be hired for the purpose of tracking students' attendance, monitoring attendance-taking accuracy and informing parents of issues with their student's attendance.
- o A behavioral interventionist will be hired to work with students who habitually exhibit behaviors that limit their learning and the learning of others, thus decreasing the need for administration to administer consequences (e.g. IKE Time, ISS, OSS) and increasing the likelihood of the student achieving graduation.
- o With the high likelihood of distance learning being utilized during the 20-21 school year, administration will track completion of Google Classroom training by teachers, identify and utilize tech mentors within the building and during the summer/school year supplement the District's Virtual PD with face-to-face training for teachers who struggle with learning online. This training/support will either be accomplished through the hiring of a permanent building substitute, to cover mentor teachers' classes, or through the hiring of a building instructional coach who specializes in technology and online teaching.
- o To strengthen programs and increase student opportunities, during the 20-21 school year, the choir director and agriculture teacher will each conduct one middle school class and concurrent enrollment through Cameron University will provide four courses on the EHS campus taught by EHS teachers. To support post-secondary opportunities the GPTC tours will continue and a tour of Cameron University will be added for sophomores/juniors.
- o EL Teacher and teacher aids to provide Tier 2 or 3 interventions for EL students; to provide reading, writing, and oral language support for EL students in meeting growth targets.
- o A professional development session will be dedicated to leveled meetings (e.g. Level I consists of Algebra I, Biology, English I, Soar, etc.) where teachers can share best practices and discuss areas of curricular overlap (e.g. overlap between DBQs in Social Studies, lab analysis in Science and analysis papers in English).
- o Coaches will track students' academic performance and assign 8th hour to students at-risk of being ineligible and 7th hour competitive athletics will be utilized as a study hall for off season athletes and those athletes who are on the ineligibility list.
- o USATestPrep (all students), Aspire (9th and 10th grade), pre-ACT (10th grade), ACCESS (EL students) and STAR (IEP students) data will be used to monitor student mastery of content, to aid in the early identification of students needing additional academic supports, to ensure timely implementation of interventions and to monitor the progress of at-risk students/subgroups (black, IEP, Eco Dis and EL).
- o Utilize ICAP (9th and 10th graders for the 20-21 school year) as a Tier I intervention to support students in identifying interests, setting goals and exploring career pathways.
- o iCEV online will be purchased to provide curriculum for several courses that currently do not have an online textbook/curriculum (e.g. Ag, consumer/health science, PFL, etc.). This resource will also support postsecondary opportunities for students through industry approved certifications.
- Subgroups Focus (Monitoring the progress of black, IEP, Eco Dis, and EL subgroups):
  - o Class level teams (Assistant Principal, Counselor and 2 teacher sponsors) will be created and utilize Remind 101 and Google Classroom to push-out information, facilitate community building and open avenues for answering questions.
  - o Bias Training will be conducted several times throughout the school year to support faculty and staff members in realizing their own biases and building empathy for those they consciously or sub-consciously consider "other".
  - o Library hours during the summer months will allow students access to learning resources, books and computers, regardless of their ability to afford transportation.

- o During the school year, training on how to utilize digital resources to provide interventions for Tier 2 and 3 students within Google Classroom will be provided.
- o Administration will more effectively utilize the Upward Bound program, IKE Ignition peer mentoring, Native American tutor and Military Life Counselor to support at-risk students.
- Character Focus (Increasing awareness of the 11 Principles and celebrating the good, creative, thoughtful, and funny things that happen within the Eagle community):
  - o Building wide days of service and master log of all service hours kept for the entire building for the entire year (Affinity Diagram).
  - o Increase sense of school pride and involvement through a building-wide focus on character words/day/doors/celebrations, with a focus on hallway behavior (including tardies) between and during classes.
  - o Ignition Mentors: More fully utilize the Ignition mentors to support not only freshmen, but at-risk students in other grade levels as well.
  - o Work with Lawton Police Department to facilitate community building through meet-n-greets at the school, informal interactions at lunch time, etc.
  - o Professional Development: Bias training for all faculty and staff, Keeth Mathany for faculty/staff/families and the National Character Forum for 14 members of the faculty and staff.
  - o In-School Suspension will focus on restorative justice with the ISS teacher providing individual and small group counseling sessions for those at-risk students.

Staff will be hired to upgrade the schoolwide program at EHS as funds allow: an attendance clerk to support the school goal of lowering chronic absenteeism, a fulltime building sub to cover classes for mentor teachers and a teacher trainer to provide on-going job-embedded professional development for teachers on implementing online instruction.

Lawton Public Schools provides professional development opportunities, technology rich classrooms, access to instructional materials/supports, and a 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.**

Eisenhower HS leverages fiscal and human resources to improve student outcomes. Local, state and federal funding sources are braided together to address school needs. EHS 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, NMSI, DoDEA, MCASP, STEM, eRate, Lawton Public School Foundation), state funds, district funds, and donations. EHS 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 other subgroups and upgrade the entire schoolwide program to implement the identified reform strategies.

\*\*The coordination of Title I, Gear Up 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, OSTP tests, AP tests, the PSAT, Pre-ACT and the ACT. 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 (e.g., paper, printing costs and materials, supplies/resources, bulletin boards/sidewalk sign-boards)
- technology (e.g., infrastructure, student & classroom devices, CAI programs, assessments, tech accessories, licenses, hotspots, distance learning and connectivity supports, translation devices, charging stations, interactive screens, audio/visual presentation technology)
- professional development (e.g., consultants, training materials, conferences/travel, stipends, Bias training, Character Forum, teacher trainer, Keeth Matheny School Connect Training)
- parent engagement (e.g., materials for parent meetings, handbooks, communication, printing, Character Survey, digital marquee for outside building)
- staff (e.g., attendance clerk, classroom teachers, testing coordinator, summer librarian)
- compliance/documentation supports (e.g., office supplies, DocuSign)

\*\*The coordination of Title I, Title III and district funds will assist EL students 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.**

Eisenhower’s Schoolwide Planning Team includes school staff, parent 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, ACT, PSAT, Pre-ACT),
- non-performance student data (demographic, student attendance, behavior),
- process data about the schools system (OSDE school report cards) and
- perception data (Needs Assessment survey, Nine Essential Elements, Character Survey).

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.

EHS teachers 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. Based on this data, teachers will meet collaboratively to identify interventions for at-risk students. Additional data analysis meetings will be held after ACT, OSTP and AP testing 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. Administration will meet twice in the fall semester and once in the spring semester to evaluate compliance with procedures and District policies to ensure appropriate attendance and grading practices are being followed by all teachers. Instructional decisions will be based-upon this on-going system of data analysis. Short-term goals established in the SWP are adjusted based upon the data after every summative assessment.

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. Schoolwide and subgroup data will be shared with parents and families during Open House and parent meetings. Student performance will be disseminated through progress reports/report cards and through parent access to the Parent Portal on Infinite Campus and the OSDE Parent Portal.