2022–2027
STRATEGIC PLAN

LPS

LAWTON
PUBLIC SCHOOLS

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At Lawton Public Schools, we take great pride in the quality of education that is provided to our students. Parents, staff, community members, students, and district employees have high expectations in preparing our students to be "Life Ready" with the skills they need for today's world and the future to come.

Much of the success our students achieve today is the result of the collaborative efforts of our stakeholders. This strategic plan is a prime example of such collaboration. It is the product of several months of hard work between board members, teachers, administrators, staff, students and community members. This collaboration has not only helped in envisioning the future of the district, but also in the development of the roadmap that will take us there. By clearly articulating our values, vision, mission, focus areas and objectives, we are in the position to continue in the direction of educational excellence.

I am grateful for all of the time, energy, hard work and creativity given by many in the development of this plan. As we continue to move forward, the strategic plan will be used to guide our direction in doing that which is in the best interest of all our students. Thank you for your continued support of Lawton Public Schools!

Kevin Hime
Superintendent

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EDUCATION

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STRATEGIC PLANNING
TEAM MEMBERS

Culture and Climate
- Lesley Roberts
- Cate Dennis
- Teena French
- Amanda Schultz
- Steven Scott Smith
- Kimberly Batten
- Mike Keahbone
- Odell Gunter
- Cheroki Encalade

Resources
- Meghan Haley
- Janet Wise
- Jennifer Mason
- Travis Pool
- Kimber Downey
- Patty Neuwirth
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- Kelly Mims
- Pam Brisolara
- Elizabeth Willodson
- Sarah Keith
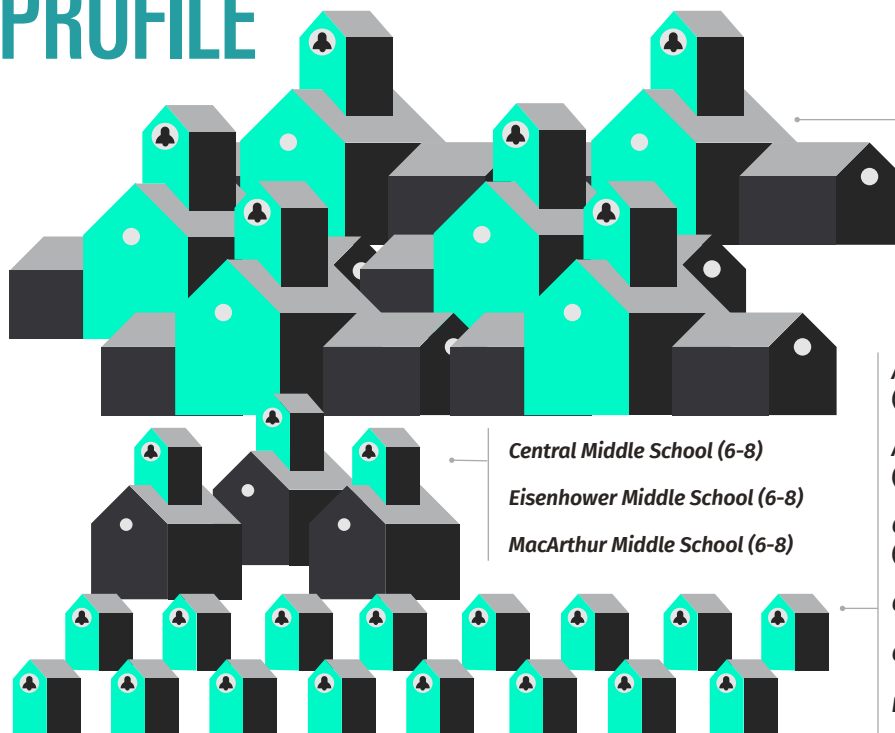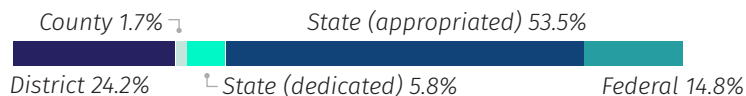- Ashey McCarter
- Michelle Blackwell
- Elizabeth Leonard

Personnel
- Blake Thomas
- K. Paige Gordon
- Kelsey Roberts
- Katie Caughron
- Zachary Pruett

DISTRICT PROFILE

County 1.7% | State (appropriated) 53.5%

District 24.2% | State (dedicated) 5.8% | Federal 14.8%

Eisenhower High School (9-12)

Lawton High School (9-12)

MacArthur High School (9-12)

Gateway Success Center (9-12)

Lawton Virtual Academy [LVA] (6-12)
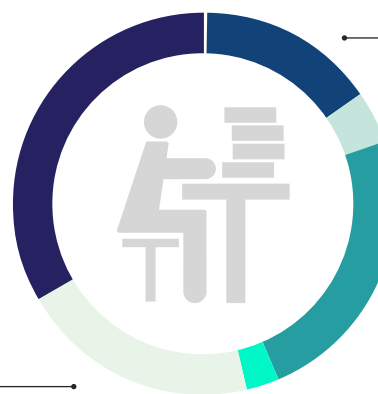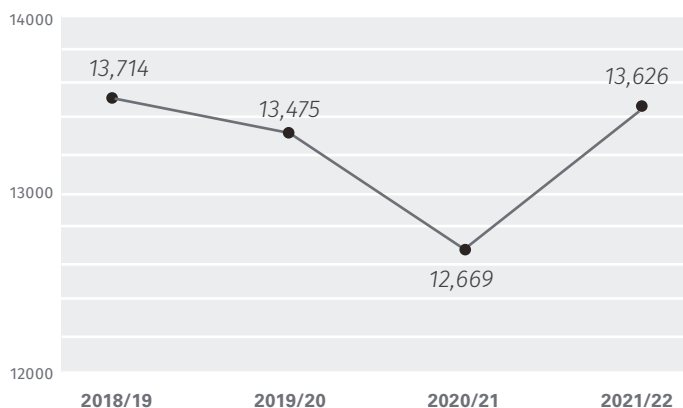
Life Ready Center [LRC] (9-12)

Adams Elementary School (Virtual 3-5)

Almor West Elementary (EC-5)

Carriage Hills Elementary (EC-5)

Cleveland Elementary (EC-5)

Crosby Park (EC-5)

Edison Elementary (EC-5)

Eisenhower Elementary (EC-5)

Freedom Elementary (EC-5)

Hugh Bish Elementary (EC-5)

Learning Tree Academy (EC)

Lincoln Elementary (EC-5)

Pat Henry Elementary (EC-5)

Pioneer Park Elementary (EC-5)

Ridgecrest Elementary (EC-5)

Sullivan Village Elementary (EC-5)

Washington Elementary (Virtual PK-2)

Whittier Elementary (EC-5)

Woodland Hills Elementary (EC-5)

Central Middle School (6-8)

Eisenhower Middle School (6-8)

MacArthur Middle School (6-8)

1149	51	89	1300
Teachers	*Counselors*	*Administrators*	*Support Staff*

(31.9% with advanced degrees, 11.1 average years teaching experience)

9.2%	20.1%	4.7%
Identified as Gifted and Talented	*Identified in Special Education Programs*	*Identified as English Language Learners (ELL)*

Average Enrollment Trends:

13,714 (2018/19)
13,475 (2019/20)
12,669 (2020/21)
13,626 (2021/22)

Student Population:

Asian (2.7%)

Hispanic (24.0%)

Caucasian (33.1%)

Native American (4.6%)

Black (20.4%)

Two or more races (15.2%)

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EXECUTIVE SUMMARY

Public education is a complex and forever-changing field. The amount of contemporary challenges and often daunting nature of the required interventions are incredibly formidable for educators. To effectively remain focused and poised to meet the total needs of all students, it is critical that districts reflect on the past, examine the present, and plan for the future to make sure they are providing the best education possible. The Board of Education for Lawton Public Schools met this challenge by engaging the Oklahoma State School Boards Association and the K20 Center for Community and Educational Renewal to lead the district in developing a five-year strategic plan. After a yearlong journey of collaborative and transparent planning and development beginning in September of 2021, the district has developed a comprehensive, stakeholder and data-driven plan for continuous improvement. Lawton Public Schools' 2022-2027 Strategic Plan is recognized as a blueprint of transformation as it pertains to assisting the district in its goal of creating life-ready graduates.

The plan emphasizes improving academic achievement by improving the mastery of core content for all students, serving to differentiate instruction and provide authentic instruction that is relevant to students' needs and interests. This will ensure students will construct their knowledge in a student-centered classroom learning environment. Implementing ongoing and relevant training ensures that the knowledge and skills of staff stay relevant and up-to-date. The plan accomplishes this through focusing on a training and development plan for staff. This training and development plan will emphasize improving staff skill with technology to ultimately enhance student-centered use of technology in the classroom.

Top-quality teaching fosters high student achievement. Currently, Oklahoma is facing a teacher shortage and has issued more than 4,000 emergency certified teachers. This creates a challenge for every school district in the state. Since teacher quality is the most influential factor that determines student success and this was the community's top core value, this plan includes a recruitment and retention plan to deal with the obstacles faced in recruiting, hiring, and retaining personnel.

Another important core value of the community was a respectful and nurturing environment. Positive and healthy school cultures and school climates are the foundations of high-quality learning environments. In turn, these environments create the conditions for effective teaching and learning to occur. As a means to this end, the plan addresses improving student support programs, increasing parent involvement and communication, and increasing community connections with an emphasis on cultural awareness.

In order to implement the plan, consideration is given to managing and dedicating resources. The plan focuses on an ongoing facility and technology plan, improvement of student programs, and expanding opportunities for seeking outside revenue sources.

This plan is the framework through which the district supports the development of each child to their potential. It will serve as the foundation for each school in the district to develop annual plans, which will be designed to support the implementation of the district's five-year strategic plan. The initiatives and action steps will be continually monitored, and the Board of Education will be regularly updated as to the progress of the plan.

This strategic plan sets the expectation that each student, regardless of ethnicity, language, disability, or income level can achieve high standards of learning. Strategies are included to ensure students will meet and exceed standards, graduate on time, and be life-ready.

LAWTON
SCHOOLS

TIMELINE OF
PLANNING PROCESS

PHASE I
ENGAGE

"Who are we?" *District's learner expectations, core beliefs, and core values*

The purpose of this phase is critical to the fidelity and sustainability of public education. Phase I gained stakeholder input in determining the community's educational objectives. This process included community forums to engage stakeholders in reflective dialogue about the purpose and process of education in a local context. The community survey offered a second opportunity for stakeholders to provide input and ideas. Data collected from these were analyzed to reflect the community's learner expectations, core beliefs, and core values, which were used throughout the strategic planning process. Goal areas and performance objectives developed in Phase II were aligned to them.

- **September 30th, 2021**
  Elementary Staff | Central Middle School Library
  Elementary Staff | Eisenhower Middle School Auditorium
  Elementary Staff | MacArthur Middle School Auditorium
  High School Staff | Eisenhower High School Library
  High School Staff | MacArthur High School Auditorium
  High School Staff | Lawton High School Library
  Community Forum | Life Ready Center

- **October 1st, 2021**
  Elementary Staff | Crosby Park
  Elementary Staff | Carriage Hills
  Elementary Staff | Freedom Elementary

- **November 4th, 2021**
  School Personnel | Shoemaker Auditorium
  Community Members | Chamber of Commerce Board Room
  Board of Realtors | Lawton Board of Realtors Classroom
  LPS Staff | Douglass Learning Center Cafeteria
  Fort Sill Families | Visitor Control Center
  Building Administration | Life Ready Center Library
  Ambucs Civic Club | Salas Restaurant
  High School Juniors | MacArthur High School Library
  High School Juniors | Lawton High School Library
  High School Juniors | Eisenhower High School Auditorium
  General Public | Eisenhower High School Auditorium
  General Public | Lawton High School Auditorium
  General Public | MacArthur High School Library

- **January 6th, 2022**
  Principals | Great Plains Technology Center

PHASE II
PLAN

- **January 26th, 2022**
  Great Plains Technology Center
- **January 27th, 2022**
  Great Plains Technology Center
- **February 18th, 2022**
  Principals

PHASE III
ACT

- **February 24th, 2022**
  Great Plains Technology Center
- **February 25st, 2022**
  Great Plains Technology Center
- **March 10th, 2022**
  Principals
- **March 30th, 2022**
  Great Plains Technology Center
- **May 23th, 2022**
  Board Approval

PHASE IV
ACHIEVE

- **May 24th, 2022**
  Great Plains Technology Center
- **May 25th, 2022**
  Great Plains Technology Center

"Where are we now?"
Goal areas and performance objectives

In this phase, the Planning Team—composed of school and community members selected by the District Leadership Team—engaged in a collaborative inquiry process to implement change. Team members were representative of the demographics of the district, with 75% of the membership comprised of district leaders, school administrators, and teachers. The other 25% were students, parents, community members, and a school board member who followed the process and served as a liaison to the local board of education. The Planning Team examined and analyzed a variety of district data types and sources. At the end of the second day of planning, based on the data analysis, goal areas were decided, along with performance objectives for each goal area.

"Where do we want to go?" and "How will we know when we get there?" *SMART performance measures, initiatives for each performance objective, action steps for each initiative, timeline of initiatives*

All members of the Planning Team returned for this phase. Their first task was to make certain the goal areas and performance objectives were aligned to the community's learner expectations, core beliefs, and core values. After two days, the team had developed action steps as well as performance measures that were specific, measurable, attainable, results-oriented, and time-bound (SMART). On the third day, the Action Team developed a timeline for the five-year plan, being sure to avoid placing too many initiatives in any one year to avoid overloading any responsible person and to avoid creating a burden on the budget in any one year.

"How do we plan to get there?"
Training of a site leadership team from each school site in the district to develop a site-level year-one plan

The district needs to be held accountable to achieve the goals set forth by this process. This phase works with a leadership team from each school site to instruct them in the process of examining the district's strategic plan and determining how each of their sites will address the plan. Using their individual school data, each school site develops a year-one plan, which will support the implementation of the district's strategic plan. An accountability flow chart is developed and shared.

COMMUNITY
ENGAGEMENT
REPORT

The district's learner expectations, core beliefs, and core values were developed from the community responses to the online survey and to the focus questions asked at the community forums. All responses were compiled and then analyzed to represent one of these areas. As the strategic planning committees worked through the various stages of developing goals, objectives, initiatives, and action steps, they paused at each level of work to check their decisions against what the community had expressed. Alignment to these expectations, core beliefs, and values are noted in the rationale statements for each objective.

Learner Expectations

Lawton Public Schools expects the graduates of 2031 to possess...

- Effective communication skills
- Critical thinking skills
- A mastery of core content
- Organization, goal-setting, and time management skills
- Creativity
- Conflict resolution skills
- Life skills
- Financial skills
- Appropriate and skilled use of technology

These expectations, combined with the ability to locate and use information, will prepare Lawton students for college and/or careers and the skills to be productive citizens.

Core Beliefs

Lawton Public Schools believes that to realize their expectations for graduates, teaching and learning should provide...

- Creativity and innovation
- Relevant content
- Basic skills
- Counseling services
- Enrichment
- Attention to student strengths and weaknesses
- Opportunities to locate, evaluate, and use information
- College and career readiness
- Collaboration
- Community support
- Remediation

This type of teaching and learning with opportunities for remediation will create enriching experiences with engaging, hands-on activities and authentic student use of technology.

Core Values

In order to ensure quality teaching and learning, Lawton Public Schools values...

- Quality teachers
- A respectful and nurturing environment
- Buildings and grounds
- Small class sizes
- Up-to-date technology
- Quality programs
- Parental involvement and support
- Strong, collaborative leadership
- A safe and efficient environment
- Democratic decision making
- Innovative teaching

By upholding these values, Lawton Public Schools will create an environment for learning that provides adequate funding, competitive salaries for staff, and resources to meet the diverse needs of students.

STRATEGIC GOAL SUMMARY

GOAL AREA #1
STUDENT ACHIEVEMENT

Objective 1: Increase life readiness
- » *Initiative: College preparation*
- » *Initiative: Postsecondary opportunities*

Objective 2: Improve mastery of core content
- » *Initiative: Authentic instruction cadre*
- » *Initiative: Differentiated instruction*

GOAL AREA #2
CULTURE AND CLIMATE

Objective 1: Improve student behavior
- » *Initiative: Student support program*

Objective 2: Increase parental involvement
- » *Initiative: Family/caretaker communication and volunteer program*

Objective 3: Improve stakeholder satisfaction
- » *Initiative: Community connections*

GOAL AREA #3
PERSONNEL ENHANCEMENT

Objective 1: Enhance staff through training and development

» *Initiative: Professional development plan*

Objective 2: Improve student-centered use of technology

» *Initiative: Technology training*

Objective 3: Recruit and retain staff

» *Initiative: Recruitment plan*

» *Initiative: Retention plan*

GOAL AREA #4
RESOURCES

Objective 1: Improve and maintain facilities and technology

» *Initiative: Facility plan*

» *Initiative: Technology plan*

Objective 2: Improve student programs

» *Initiative: Advisory program*

» *Initiative: Student identification processes*

» *Initiative: Instructional time*

Objective 3: Expand opportunities for outside revenue

» *Initiative: Supplemental revenue*

GOAL AREA #1
STUDENT ACHIEVEMENT

Objective 1: Increase life readiness
  » *Initiative: College preparation*
  » *Initiative: Postsecondary opportunities*
Objective 2: Improve mastery of core content
  » *Initiative: Authentic instruction cadre*
  » *Initiative: Differentiated instruction*

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 1 | **Increase life readiness**

RATIONALE | *If we increase life readiness, we will honor our community's values, beliefs, and expectations because our community believes life readiness is a priority for our graduates.*

INITIATIVE 1
College preparation

ACTION STEPS	TIMELINE
Administer the PreACT test to all 8th and 9th grade students.	**2022-23**
Provide teachers with professional development on ACT and Advanced Placement (AP) strategies.	**2023-24**
Implement ACT and AP strategies in all content areas (all levels to include electives).	**2024-25**
Select teachers to develop and deliver ACT exam preparation sessions and an ACT prep course.	**2022-23**
Integrate an ACT prep course into the master schedule.	**2024-25**
Inform and educate students and parents about college entrance exam preparation courses.	**2023-24**
Offer students ACT exam prep sessions beyond school hours prior to each test date.	**2024-25**
Use Individual Career Academic Plan (ICAP) information to determine student interest and needs for college preparation.	**Ongoing**

GOAL AREA #1
STUDENT ACHIEVEMENT

OBJECTIVE 1	Increase life readiness

RATIONALE	*If we increase life readiness, we will honor our community's values, beliefs, and expectations because our community believes life readiness is a priority for our graduates.*

INITIATIVE 2 *Postsecondary opportunities*	ACTION STEPS	TIMELINE
	Implement a career/college exposure activity in pre-K through 5th grade once per nine weeks (four times a year). For example: a career dress-up day, guest speakers, college student visits, military, etc.	2023-24
	Implement a career/college exposure activity related to curriculum content in all 6th–8th grade classes once per nine weeks (four times a year). For example: guest speakers, college student visits, college and business tours, etc.	2023-24
	Compile a list of university partnerships for educators to choose from throughout the year.	2022-23
	Offer a college/career night at each high school once per year, including an array of colleges and career opportunities.	2023-24
	Provide two opportunities per year (fall and spring) at the high school level to visit area colleges.	2022-23
	Compile a list of career professionals who are willing to speak in classrooms throughout the year.	2022-23
	Host guest speakers in each teacher's classroom two times per year to share career opportunities related to class content.	2023-24
	Provide picture or video evidence of classroom career opportunities and submit this evidence to the building principal, Community Partnership Committee, and executive director of communications for school and district public relations use.	2023-24

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 2 | **Improve mastery of core content**

RATIONALE | *If we improve mastery of core content, we will honor our community's values, beliefs, and expectations because our community expects our learners to master core content.*

INITIATIVE 1
Authentic instruction cadre

ACTION STEPS	TIMELINE
Form a district authentic instruction cadre with representatives from each school site and two members from the Student Achievement Goal Area team.	**2022-23**
Provide professional development on authentic instruction to the district's authentic instruction cadre.	**2023-27**
Develop an authentic instruction implementation calendar with topics and a flexible timeline for each site.	**Current programs: 2023-24 New programs: 2024-25**
Implement authentic, high-quality instructional strategies that increase student achievement.	**2025-26**
Analyze professional development feedback from teachers.	**2025-26**
Monitor and adjust the professional development plan based on feedback from teachers.	**Ongoing**

GOAL AREA #1

STUDENT ACHIEVEMENT

OBJECTIVE 2 | **Improve mastery of core content**

RATIONALE | *If we improve mastery of core content, we will honor our community's values, beliefs, and expectations because our community expects our learners to master core content.*

INITIATIVE 2
Differentiated instruction

ACTION STEPS	TIMELINE
Develop and offer professional development (PD) for teachers to learn how to implement differentiated learning styles based on brain research.	**2023-24**
Offer training and PD specifically for new and alternatively certified teachers.	**2023-24**
Identify students who need non-traditional learning tools.	**2022-23**
Identify teachers who need PD in non-traditional teaching styles.	**2022-23**
Integrate art through multiple strategies, including STEAM programs like Makerspace, artists in residence, and Lawton Life Ready Center students.	**2024-25**
Monitor and assess the progress and implementation of PD strategies. Make adjustments as needed.	**Ongoing**

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES

PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
By 2027, 46% of Advanced Placement (AP) students will score at or above the 3+ criteria on the Advanced Placement assessment according to school summary assessment data.	36%	36%	40%	42%	44%	46%
By 2027, 750 AP exams will be taken per year according to school summary assessment data.	569	569	600	650	700	750
By 2027, 14% of high school students will be concurrently enrolled according to district data.	4%	4%	8%	10%	12%	14%
By 2027, the average English ACT score will be 18 according to the ACT five-year summary report.	16.2	16.2	16.7	17.1	17.6	18
By 2027, the average Math ACT score will be 22 according to the five-year summary report.	16.8	16.8	18	20	21	22
By 2027, the average reading ACT score will be 22 according to the five-year summary report.	17.6	17.6	18	20	21	22
By 2027, the average Science ACT score will be 23 according to the five-year summary report.	17.2	17.2	18	21	22	23
By 2027, the average composite ACT score will be 20 according to school summary assessment data.	17.1	17.1	17.6	18.1	19	20
By 2027, 32% of juniors and seniors will be taking career tech courses according to the School Profile Report.	27%	27%	29%	30%	31%	32%
By 2027, TBD% of high school graduates will be completing the Regents' College-Bound Curriculum according to the School Profile Report.	90%	TBD	TBD	TBD	TBD	TBD
By 2027, TBD will be the graduation rate of high school students according to the School Profile Report.	TBD	TBD	TBD	TBD	TBD	TBD

Increase life readiness

PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
By 2027, 48% of pre-K through 3rd graders will be receiving reading remediation according to the School Profile Report.	58%	58%	55%	52%	50%	48%
By 2027, 28% of 3rd grade students will score at or above proficient according to the Oklahoma State Testing Program (OSTP) English language arts (ELA) exam.	18%	18%	22%	24%	26%	28%
By 2027, 17% of 3rd grade english learner (EL) students will score at or above proficient according to the OSTP ELA exam.	7%	7%	10%	13%	15%	17%
By 2027, 12% of 3rd grade Individualized Education Program (IEP) students will score at or above proficient according to the OSTP ELA exam.	7%	7%	9%	10%	11%	12%
By 2027, 23% of 4th grade students will score at or above proficient according to the OSTP ELA exam.	18%	18%	20%	21%	22%	23%
By 2027, 21% of 4th grade EL students will score at or above proficient according to the OSTP ELA exam.	11%	11%	14%	17%	19%	21%
By 2027, 9% of 4th grade IEP students will score at or above proficient according to the OSTP ELA exam.	4%	4%	6%	7%	8%	9%
By 2027, 37% of 5th grade students will score at or above proficient according to the OSTP ELA exam.	27%	27%	30%	33%	35%	37%
By 2027, 17% of 5th grade EL students will score at or above proficient according to the OSTP ELA exam.	7%	7%	10%	13%	15%	17%
By 2027, 11% of 5th grade IEP students will score at or above proficient according to the OSTP ELA exam.	6%	6%	8%	9%	10%	11%
By 2027, 40% of 6th grade students will be at or above proficient according to the district/state ELA data.	30%	30%	33%	36%	38%	40%
By 2027, 23% of 6th grade EL students will be at or above proficient on the OSTP ELA exam.	13%	13%	16%	19%	21%	23%
By 2027, 14% of 6th grade IEP students will be at or above proficient on the OSTP ELA exam.	9%	9%	11%	12%	13%	14%
By 2027, 38% of 7th grade students will score at or above proficient on the OSTP ELA exam.	28%	28%	31%	34%	36%	38%
By 2027, 10% of 7th grade EL students will score at or above proficient on the OSTP ELA exam.	0%	0%	3%	6%	8%	10%

Improve mastery of core content

PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
By 2027, 11% of 7th grade IEP students will score at or above proficient on the OSTP ELA exam.	6%	6%	8%	9%	10%	11%
By 2027, 37% of 8th grade students will score at or above proficient on the OSTP ELA exam.	27%	27%	30%	33%	35%	37%
By 2027, 18% of 8th grade EL students will score at or above proficient on the OSTP ELA exam.	8%	8%	11%	14%	16%	18%
By 2027, 12% of 8th grade IEP students will score at or above proficient on the OSTP ELA exam.	7%	7%	9%	10%	11%	12%
By 2027, 24% of 3rd grade EL students will score at or above proficient on the OSTP math exam.	14%	14%	17%	20%	22%	24%
By 2027, 17% of 3rd grade IEP students will score at or above proficient on the OSTP math exam.	12%	12%	14%	15%	16%	17%
By 2027, 31% of 4th grade students will score at or above proficient on the OSTP math exam.	21%	21%	24%	27%	29%	31%
By 2027, 24% of 4th grade EL students will score at or above proficient on the OSTP math exam.	14%	14%	17%	20%	22%	24%
By 2027, 12% of 4th grade IEP students will score at or above proficient on the OSTP math exam.	7%	7%	9%	10%	11%	12%
By 2027, 32% of 5th grade students will score at or above proficient on the OSTP math exam.	22%	22%	25%	28%	30%	32%
By 2027, 17% of 5th grade EL students will score at or above proficient on the OSTP math exam.	7%	7%	10%	13%	15%	17%
By 2027, 8% of 5th grade IEP students will score at or above proficient on the OTSP math exam.	3%	3%	5%	6%	7%	8%
By 2027, 33% of 6th grade students will score at or above proficient on the OSTP math exam.	23%	23%	26%	29%	31%	33%
By 2027, 20% of EL 6th grade students will score at or above proficient on the OSTP math exam.	10%	10%	13%	16%	18%	20%
By 2027, 9% of 6th grade IEP students will score at or above proficient on the OSTP math exam.	4%	4%	6%	7%	8%	9%
By 2027, 30% of 7th grade students will score at or above proficient on the OSTP math exam.	20%	20%	23%	26%	28%	30%
By 2027, 19% of 7th grade EL students will score at or above proficient on the OSTP math exam.	9%	9%	12%	15%	17%	19%

Improve mastery of core content

PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
By 2027, 11% of 7th grade IEP students will score at or above proficient on the OSTP math exam.	6%	6%	8%	9%	10%	11%
By 2027, 21% of 8th grade students will score at or above proficient on the OSTP math exam.	11%	11%	14%	17%	19%	21%
By 2027, 16% of 8th grade EL students will score at or above proficient on the OSTP math exam.	6%	6%	9%	12%	14%	16%
By 2027, 8% of 8th grade IEP students will score at or above proficient on the OSTP math exam.	3%	3%	5%	6%	7%	8%
By 2027, 44% of 5th grade students will score at or above proficient on the OSTP science exam.	34%	34%	37%	40%	42%	44%
By 2027, 14% of 5th grade IEP students will score at or above proficient according to the 5th grade OSTP science exam.	9%	9%	11%	12%	13%	14%
By 2027, 25% of 5th grade EL students will score at or above proficient on the OSTP science exam.	15%	15%	18%	21%	23%	25%
By 2027, 37% of 8th grade students will score at or above proficient on the OSTP science exam.	27%	27%	30%	33%	35%	37%
By 2027, 17% of 8th grade IEP students will score at or above proficient on the OSTP science exam.	12%	12%	14%	15%	16%	17%
By 2027, 28% of 8th grade EL students will score at or above proficient on the OSTP science exam.	18%	18%	21%	24%	26%	28%
By 2027, 30% of 11th grade students will score at or above proficient according to the CCRA Science assessment.	20%	20%	23%	26%	28%	30%
By 2027, 11% of 11th grade IEP students will score at or above proficient according to the College- and Career-Readiness Assessment (CCRA) for science.	6%	6%	8%	9%	10%	11%
By 2027, 10% of 11th grade EL students will score at or above proficient according to the College- and Career-Readiness Assessment (CCRA) for science.	0%	0%	3%	6%	8%	10%

Improve mastery of core content

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GOAL AREA #2
CULTURE AND CLIMATE

Objective 1: Improve student behavior

　》　*Initiative: Student support program*

Objective 2: Increase parental involvement

　》　*Initiative: Family/caretaker communication and volunteer program*

Objective 3: Improve stakeholder satisfaction

　》　*Initiative: Community connections*

GOAL AREA #2
CULTURE AND CLIMATE

OBJECTIVE 1 | **Improve student behavior**

RATIONALE | *If we improve student behavior, we will honor our community's values, beliefs, and expectations because our community values a respectful and nurturing environment.*

INITIATIVE 1

Student support program

ACTION STEPS	TIMELINE
Develop goals and objectives to enhance community connections.	**2022-23**
Research character education programs.	**2022-23**
Recommend and implement, with fidelity, character education in all school sites based upon the developmental and demographic needs of students.	**2023-24**
Provide professional development on: • Diversity, equity and inclusion curriculum • Climate and culture building for diversity	**2022-23**
Recognize, promote, and support the diverse cultures of students, staff members, and the community by planning and implementing activities such as: • Districtwide STEM events • Community and site cultural celebration activities • Student-lead cultural education • Interest-based cultural enrichment programs • Lawton International Festival and other community cultural events.	**2022-23**
Research successful tutoring programs.	**2023-24**
Select an evidence-based tutoring model that meets district and site needs. Expand peer tutoring programs beyond Math Club to include military mentors and tutors. The model should address: • Goals and objectives • Criteria and process for the selection of tutors and mentors • Criteria for the selection of students to be tutored • Educating parents about the program • Evaluating the program	**2024-25**

Match students with tutors.	**2024-25**
Implement a tutoring program.	**2024-25**
Develop and administer an annual survey for program success and make changes as needed. Review and analyze comment cards, and adjust based on analysis.	**May 2024**

GOAL AREA #2

CULTURE AND CLIMATE

OBJECTIVE 2 **Increase parental involvement**

RATIONALE *If we increase parental involvement, we will honor our community's values, beliefs, and expectations because our community values parental involvement and support.*

INITIATIVE 1

Family/caretaker communication and volunteer program

ACTION STEPS	TIMELINE
Determine a positive family and caretaker campaign program to implement during the first of every semester at each site. Examples might include: • "Positive Pats" notes in elementary student folders. • A 21-day challenge at the secondary level in which teachers make a positive contact (phone call, text, email) to all students in their advisory class.	2022-23
Inform and educate families and caretakers on current programs such as Infinite Campus, Seesaw, and Google Classroom. Have principals collect volunteer needs from teachers at each site.	2022-23
Create and administer a survey for teachers and a survey for families and caretakers in order to: • Identify schools' volunteer needs • Identify barriers that prevent family/caretaker involvement	2023-24
Based on collected data, improve and/or establish an elementary family/caretaker program, considering the following: • Combining overlapping responsibilities of booster clubs and PTO when possible • Recruiting activities for family/caretaker organizations during high-traffic events at schools • Offering volunteer-led sports and clubs	2024-25
Based on collected data, improve and/or establish middle/high school family/caretaker volunteer organizations. These should include organizing recruitment activities during high-traffic events at schools, including: • Enrollment • Sports events • Open house	2024-25

Family/caretaker communication and volunteer program	Encourage collaboration between family/caretaker volunteer organizations across the district to include: • Districtwide events for family/caretaker volunteers to share ideas and strategies • Family/caretaker volunteers in district committees	
	Create and implement a security plan for safe and effective family/caretaker volunteer programs, including the following steps: • Determine the criteria for volunteers, with background checks and ID cards for vetted volunteers • Establish checks and balances for financial security in family/caretaker-led organizations • Implement education programs for family/caretaker volunteers	**2022-23**
	Monitor and adjust programs as needed.	**Ongoing**

GOAL AREA #2
CULTURE AND CLIMATE

OBJECTIVE 3 | **Improve stakeholder satisfaction**

RATIONALE | *If we improve stakeholder satisfaction, we will honor our community's values, beliefs, and expectations because our community values collaboration and community support.*

INITIATIVE 1

Community connections

ACTION STEPS	TIMELINE
Provide opportunities for community input through digital comment cards on school websites and comment boxes at all school sites.	**2022-23**

Develop goals and objectives to enhance community connections. This might include, but is not limited to:
 	
• Scheduled meeting times
• Dissemination of meeting outcomes
• Volunteer recruitment for:
  » mentors
  » funding partners
  » sponsorships and funding
  » internships
  » recognition programs
• Community input on district projects
• Data collection and analysis
	2024-25

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Improve student behavior	By 2027, no more than 8% of discipline referrals will be coded as classroom disruptions according to district discipline data.	13%	12%	11%	10%	9%	8%
	By 2027, no more than 11% of discipline referrals will coded as disrespect resulting from classroom disruptions according to district discipline data.	15%	14%	13%	12%	11%	11%
	By 2027, there will be no more than 450 out-of-school suspensions at the district level according to district discipline data. (ES=319, MS=129, HS=131)	579	554	525	500	475	450
	By 2027, there will be no more than 900 in-school suspensions at the district level according to district discipline data.	1003	981	962	943	920	900
Increase parental involvement	By 2027, a minimum of 81% of parents will attend parent-teacher conferences according to district school profiles.	71%	73%	75%	77%	79%	81%
	By 2027, 100% of elementary sites will have parent volunteer opportunities and recognition programs according to programs data.	0%	20%	40%	60%	80%	100%
	By 2027, 80% of schools will have a parent-teacher association (PTA) or a parent-teacher organization (PTO).	62%	66%	70%	74%	78%	80%
	By 2027, 70% of community members will agree or strongly agree that schools provide opportunities for their input according to the Lawton CSI Community Survey.	55%	58%	61%	64%	67%	70%

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
	By 2027, 80% of community members will agree or strongly agree that schools regularly and effectively communicate with them according to the Lawton CSI Community Survey.	61%	65%	70%	75%	80%	80%
	By 2027, 50% of community members will agree or strongly agree that schools involve the community in decision-making about school business according to the Lawton CSI Community Survey.	34%	37%	40%	43%	46%	50%
	By 2027, 100% of sites will have a community or organization partnership according to district programs data.	88%	90%	92%	95%	97%	100%
Improve stakeholder satisfaction	*By 2027, 70% of community members will agree or strongly agree that schools are meeting the academic needs of all students according to the Lawton CSI Community Survey.*	41%	47%	54%	60%	66%	70%
	By 2027, 70% community members will agree or strongly agree that school staff collaborates with local community members according to the Lawton CSI Community Survey.	34%	41%	48%	55%	62%	70%
	By 2027, 70% of community members will agree or strongly agree that Lawton Public Schools have high expectations of all students according to the Lawton CSI Community Survey.	54%	TBD	TBD	TBD	TBD	70%
	By 2027, 70% of community members will agree or strongly agree that Lawton Public Schools value their input according to the Lawton CSI Community Survey.	39%	45%	51%	57%	63%	70%

GOAL AREA#3

PERSONNEL ENHANCEMENT

Objective 1: Enhance staff through training and development
　　　　» *Initiative: Professional development plan*
Objective 2: Improve student-centered use of technology
　　　　» *Initiative: Technology training*
Objective 3: Recruit and retain staff
　　　　» *Initiative: Recruitment plan*
　　　　» *Initiative: Retention plan*

GOAL AREA #3

PERSONNEL ENHANCEMENT

OBJECTIVE 1 | **Enhance staff through training and development**

RATIONALE | *If we enhance staff through training and development, we will honor our community's values, beliefs, and expectations because our community values quality teachers.*

INITIATIVE 1

Professional development plan

ACTION STEPS	TIMELINE
Create and implement an annual professional development (PD) needs assessment for all staff. Consideration should be given to district initiatives, site needs, and individual needs.	**2022-23**
Examine how to continue to build PD time within the master calendar. Consideration should be given to: • Professional learning community (PLC) time • Additional PD days • PLC days with students at home and teachers in the building	**2023-24**
Investigate offering incentives for PD attendance outside of contract time.	**2022-23**
Analyze the needs assessment, and develop a district PD plan that includes: • Goals and objectives • Survey data analysis • Performance data such as Teacher Leader Effectiveness (TLE) and student discipline behaviors • Annual PD calendar • Other considerations	**2022-23**
Implement a PD plan.	**2024-25**
Monitor and adjust the PD plan annually based on performance measures. Examples to be considered are student behavior, student data, office referrals, TLE, and surveys.	**Ongoing**

GOAL AREA #3

PERSONNEL ENHANCEMENT

OBJECTIVE 2	Improve student-centered use of technology

RATIONALE	*If we improve student-centered technology, we will honor our community's values, beliefs, and expectations because our community values up-to-date technology and quality programs.*

INITIATIVE 1
Technology training

ACTION STEPS	TIMELINE
Research and evaluate current purchased districtwide programs (i.e. software and apps) for effectiveness and growth for the upcoming year.	**2022-23**
Study the potential purchase of programs and the effectiveness of long-term usage.	**2022-23**
Collaborate with the Instructional Technology (IT) department to share recommendations.	**2022-23**
Maintain and invest in infrastructure with up-to-date technology.	**2023-24**
Develop a survey about technology use for teachers and students to determine how technology is supporting best practices.	**2023-24**
Analyze results from the technology use survey.	**2024-25**
Investigate model schools and research best practices for authentic use of instructional technology.	**2024-25**
Develop and implement professional development on authentic use of technology, including: • Critical thinking • Collaboration • Creation • Innovation • Project-based learning	**2024-25**
Implement a program such as "Tech Tuesday" for teachers to share best practices for using technology authentically in the classroom.	**2025-26**

GOAL AREA #3
PERSONNEL ENHANCEMENT

OBJECTIVE 3	Recruit and retain staff
RATIONALE	*If we recruit and retain staff, we will honor our community's values, beliefs, and expectations because our community values quality teachers.*

INITIATIVE 1

Recruitment plan

ACTION STEPS	TIMELINE
Assess current marketing practices and materials for recruiting personnel.	**2022-23**
Determine the threshold of financial capabilities to compete with area districts regarding salaries and benefits, and investigate sign-on bonuses, increasing salaries, higher education stipends and scholarships, and benefits.	**2022-23**
Explore different district calendar options, such as: • Four-day work weeks • Work weeks with four-day face-to-face learning and one day of virtual or remote learning • Early release days • Late start days	**2022-23**
Create new marketing materials that highlight the community's and district's diversity and strengths. Materials may include brochures, videos, banners, and social media posts.	**2023-24**
Re-evaluate and implement incentives for reducing teacher absences (for example, a plan for financial reimbursement for unused sick/personal days).	**2023-24**
Continue and expand Lawton Public Schools' job fair, emphasizing the recruitment of highly qualified staff who mirror the diversity of the student population.	**2023-24**
Develop and/or increase partnerships with higher education institutions to recruit student teachers.	**2024-25**
Promote listings for job vacancies on multiple teacher boards, and have continuous conversations with university deans about available teachers.	**2024-25**

Implement a student-to-teacher program to grow local students into teachers. This may include: • Continued use of the Great Plains Technology Center (GPTC) Teacher Prep program • A Life Ready Center (LRC) class to promote teaching careers • High school internships	**2025-26**
Collaborate with local universities to investigate the reduction of student loan debt based on a commitment to contract with Lawton Public Schools for a specified length of time.	**2025-26**

GOAL AREA #3

PERSONNEL ENHANCEMENT

OBJECTIVE 3	Recruit and retain staff

RATIONALE	*If we recruit and retain staff, we will honor our community's values, beliefs, and expectations because our community values quality teachers.*

INITIATIVE 2
Retention plan

ACTION STEPS	TIMELINE
Investigate the possibility of monthly principal-superintendent meetings for district leadership to provide for a two-way channel of communication about concerns, celebrations, and general information.	**2022-23**
Develop a survey to measure staff satisfaction.	**2022-23**
Collect and analyze feedback from the teacher satisfaction survey.	**2023-24**
Determine action steps needed to address staff satisfaction concerns.	**2023-24**
Develop rewards and recognition program(s) that are consistent and equitable across all sites to recognize teachers and staff.	**2022-23**
Develop and administer an employee exit interview.	**2022-23**
Analyze exit interview data.	**2023-24**
Research retention and employee job satisfaction strategies.	**2024-25**
Develop an employee retention plan that considers the following: • Financial recognition • Induction program • Mentoring program • Professional development • Team building • Higher education stipends and scholarships	**2023-24**
Implement an employee retention plan.	**2024-25**
Monitor and adjust the retention plan as needed.	**2024-25**

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
	By 2027, 80% of certified teachers will have participated in cultural training according to professional development (PD) data.	0%	0%	20%	40%	60%	80%
	By 2027, 95% of school sites will provide professional learning communities (PLC) training according to PD data.	0%	0%	24%	48%	72%	95%
	By 2027, 95% of experienced teachers will receive PD in classroom management according to PD data.	0%	0%	24%	48%	72%	95%
	By 2027, 75% of certified teachers will receive PD on data-driven decision-making according to PD data.	0%	0%	19%	38%	57%	75%
Enhance staff through training and development	*By 2027, 25% of sites will receive PD in soft skills development according to PD data.*	4%	4%	9%	14%	19%	25%
	By 2027, 75% of sites will receive PD on instructional strategies according to the PD data collection survey.	12%	12%	28%	44%	60%	75%
	By 2027, 75% of sites will receive PD on climate and culture according to the PD data collection survey.	0%	0%	19%	38%	57%	75%
	By 2027, no more than 8% of teaching certificates will be emergency according to staff demographic data.	10%	10%	9.5%	9%	8.5%	8%
	By 2027, 95% of sites will have three hours dedicated monthly for PLC according to the PD data collection survey.	TBD	TBD	24%	48%	72%	95%
	By 2027, 95% of sites will have PLC time built into the school day according to the PD data collection survey.	TBD	TBD	24%	48%	72%	95%

GOAL AREA #3
PERSONNEL ENHANCEMENT

TIMELINE OF PROJECTED BENCHMARK PERFORMANCE MEASURES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Improve student-centered use of technology	By 2027, 80% of teachers will integrate technology into lessons that allows student collaboration according to data collection.	TBD	TBD	TBD	40%	60%	80%
	By 2027, 80% of teachers will integrate technology into lessons in which students use critical thinking skills according to data collection.	TBD	TBD	TBD	40%	60%	80%
	By 2027, 80% of teachers will integrate technology into lessons that allows students to be creative and innovative according to data collection.	TBD	TBD	TBD	40%	60%	80%
Recruit and retain staff	By 2027, a minimum of 12 years will be the average experience of certified teachers according to the school profile.	11.1	11.1	11.3	11.5	11.7	12
	By 2027, at least 92% of certified teachers will remain in the district according to the staff demographic data.	89%	89%	89.75%	90.50%	91.25%	92%
	By 2027, 80% of teachers will have a maximum of six absences according to staff demographic data.	65%	65%	69%	73%	77%	80%

GOAL AREA #4
RESOURCES

Objective 1: Improve and maintain facilities and technology
> » *Initiative: Facility plan*
> » *Initiative: Technology plan*

Objective 2: Improve student programs
> » *Initiative: Advisory program*
> » *Initiative: Student identification processes*
> » *Initiative: Instructional time*

Objective 3: Expand opportunities for outside revenue
> » *Initiative: Supplemental revenue*

GOAL AREA #4

RESOURCES

OBJECTIVE 1

Improve and maintain facilities and technology

RATIONALE *If we improve and maintain facilities and technology, we will honor our community's values, beliefs, and expectations because our community values buildings, grounds, and up-to-date technology.*

INITIATIVE 1

Facility plan

ACTION STEPS	TIMELINE
Conduct a facility assessment to identify building needs throughout the district. This assessment should consider the age of buildings, current condition of buildings, usage of buildings, and buildings with safe rooms.	**2022-23**
Review and assess student growth and demographics to determine facility needs across the district.	**2023-24**
Communicate a bond issue for public input and feedback if needed.	**2024-25**
Evaluate the growth and maintenance plan annually and modify as needed.	**2025-26**

GOAL AREA #4

RESOURCES

OBJECTIVE 1 **Improve and maintain facilities and technology**

RATIONALE *If we improve and maintain facilities and technology, we will honor our community's values, beliefs, and expectations because our community values buildings, grounds, and up-to-date technology.*

INITIATIVE 2

Technology plan

ACTION STEPS	TIMELINE
Review or create a district technology vision.	**2022-23**
Update and review technology inventory.	**2023-24**
Develop a long-range plan based on phasing out technology devices more than four years old.	**2023-24**
Based on inventory and technology vision, determine technology needs and explore grant options to meet those needs. Provide information to the chief financial officer to assist in budgeting technology funds to maintain a one-to-one initiative and opportunities to have Wi-Fi access at home.	**2024-25**
Review inventory annually to determine technology needs.	**Ongoing**
Evaluate the technology plan annually and modify as needed.	**Ongoing**

GOAL AREA #4
RESOURCES

OBJECTIVE 2 **Improve student programs**

RATIONALE *If we improve student programs, we will honor our community's values, beliefs, and expectations because our community values quality programs.*

INITIATIVE 1

Advisory program

ACTION STEPS	TIMELINE
Form a district committee including an administrator, counselor, teacher, parent, and student from each secondary site and a district level representative to improve student programs.	**2022-23**
Develop and distribute surveys detailing advisory attendance data, advisory satisfaction and effectiveness data, and advisory perception data from students, teachers, parents, and community stakeholders.	**2022-23**
Review existing site advisory hour practices and procedures.	**2022-23**
Research successful advisory hour programs across the nation and state.	**2022-23**
Send delegates to state schools with successful advisory programs and develop a briefing for the committee.	**2022-23**
Develop appropriate curriculum and procedures for secondary advisory hours based upon survey data, researched best practices, and delegates' briefing.	**2023-24**
Provide professional development for staff on advisory hour best practices and curriculum.	**2023-24**
Implement new advisory best practices and curriculum.	**2023-24**
Evaluate, monitor, and adjust advisory hour practices and procedures as needed.	**Ongoing**

GOAL AREA #4
RESOURCES

OBJECTIVE 2 — **Improve student programs**

RATIONALE — *If we improve student programs, we will honor our community's values, beliefs, and expectations because our community values quality programs.*

INITIATIVE 2

Student identification processes

ACTION STEPS	TIMELINE
Review and revise current committees for identifying special education (SPED) and gifted and talented (GT) individuals. These committees should include the director of special services, district coordinator of GT, GT site coordinators, a SPED representative from each site, and community stakeholders.	**2022-23**
Identify and assess current district processes for SPED and GT student identification.	**2022-23**
Research state and national best practices for SPED and GT student identification, best practices for response-to-intervention (RTI), and SPED pre-referral and identification processes.	**2023-24**
Develop guidelines and processes for effective and purposeful identification of SPED and GT students at all grade levels.	**2023-24**
Provide professional development for district staff on effective and purposeful identification of SPED and GT students.	**2023-24**
Provide specific professional development to GT and SPED instructors detailing best practices and effective instructional strategies.	**2023-24**
Implement developed guidelines districtwide.	**2024-25**
Evaluate, monitor, and adjust SPED and GT identification practices and procedures.	**Ongoing**

GOAL AREA #4
RESOURCES

OBJECTIVE 2 **Improve student programs**

RATIONALE *If we improve student programs, we will honor our community's values, beliefs, and expectations because our community values quality programs.*

INITIATIVE 3

Instructional time

ACTION STEPS	TIMELINE
Develop and distribute an instructional time survey to determine if instructional time is adequate and being utilized efficiently. This survey may include items related to the following: • Are class periods an effective and/or adequate length? • Are start and end times appropriate for all sites? • Should secondary and elementary start times be adjusted? • Should class periods be extended? • Are current class lengths adequate to support quality instruction? • Do current instructional lengths promote college and career readiness?	**2022-23**
Review current site schedules and instructional time.	**2022-23**
Research best practices for instructional time nationally and across the state, focusing on instructional length in relation to college and career readiness, quality instruction, and student achievement.	**2022-23**
Develop instructional time plans in alignment with committee findings.	**2022-23**
Implement an instructional time plan.	**2023-24**
Evaluate, monitor, and adjust instructional times as needed.	**2024-25**
Develop site professional development plans to support district plan and to meet individual site needs.	**2023-24**
Monitor and adjust site plans as needed.	**Ongoing**

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GOAL AREA #4

RESOURCES

OBJECTIVE 3   **Expand opportunities for outside revenue**

RATIONALE   *If we expand opportunities for outside revenue, we will honor our community's values, beliefs, and expectations because our community values a safe and efficient environment.*

INITIATIVE 1

Supplemental revenue

ACTION STEPS	TIMELINE
Research supplemental revenue opportunities.	**2023-24**
Seek input through an informal meeting with community members and previous sponsors to identify possible revenue opportunities.	**2023-24**
Review opportunity findings and create a repository of grant prospects and potential sponsors. Determine opportunities for donations, including project-based needs, education-based needs, and structure-based needs.	**2024-25**
Collaborate and prepare a supplemental revenue plan that includes the following: • Funding opportunities • Development of marketing materials for donor outreach that match passion with funding needs • Professional development and guidance to educators on grant writing and submission • Designated times to assist teachers in grant applications and opportunities	**2024-25**

GOAL AREA #4
RESOURCES

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	22-23	23-24	24-25	25-26	26-27
Improve and maintain facilities and technology	By 2027, 100% of student devices will be less than four years old according to data provided by LPS tech department.	70%	70%	77.5%	85%	92.5%	100%
	By 2027, 100% of district sites will have received needed facilities improvements according to the facilities report.	84%	84%	88%	92%	96%	100%
	By 2027, 100% of district sites will have safe rooms according to district building site data.	38%	38%	53.5%	69%	84.5%	100%
Improve student programs	By 2027, at least 15% of students will be identified in gifted and talented (GT) programs according to school profile.	9.2%	9.2%	9.2%	9.2%	12%	15%
	By 2027, there will be a 5% decrease in students identified as Special Education according to the school profile.	20.1%	20.1%	20.1%	20.1%	17.5%	15.1%
	By 2027, 60% of community members will agree that schools have the resources required to meet the academic needs of every student according to the district perception data.	36%	36%	36%	44%	52%	60%
	By 2027, 100% of secondary sites will offer a structured advisory program with research-based practices.	0%	0%	0%	100%	100%	100%
	By 2027, elementary and secondary school schedules will be revised to reflect national and state best practices for use of instructional time according to research findings.	TBD	TBD	TBD	TBD	TBD	100%
Expand opportunities for outside revenue	By 2027, TBD of grant applications will be turned in each year from teachers.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2027, TBD of grant applications will be turned in each year from school sites.	TBD	TBD	TBD	TBD	TBD	TBD

ACKNOWLEDGEMENTS

The Oklahoma State School Boards Association (OSSBA) and the K20 Center for Educational and Community Renewal recognizes the Lawton Public School District, Board of Education and site administrators in this endeavor to determine a path for continuous strategic improvement. Through this stakeholder-driven process, a five-year strategic plan, directly aligned to the community's learner expectations, core beliefs and core values, has been developed to provide guidance for Lawton Public Schools' decision making and actions in the coming years. We also would like to acknowledge the dedication of the Planning Team and Action Team members who contributed their time, expertise, experience, and enthusiasm to the development of the district's strategic plan. Their engagement in this process mirrors the community's investment in education and commitment to student achievement.

We appreciated the opportunity to work with the Lawton Public School District.

OSSBA

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