

Lone Oak Independent School District

Lone Oak Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The Lone Oak Independent School District believes that all children can learn. Our mission is to create a supportive learning environment that nurtures positive self-esteem and physical well-being while enabling students to reach their fullest academic and social potential. The district accepts the responsibilities for preparing students to be productive citizens and lifelong learners in our changing world.

Vision

Lone Oak Middle School will maximize student learning in an environment of high expectations.

Core Beliefs

Enhance intellectual abilities in all academic areas.

Challenge students to be creative, curious, high-level independent thinkers who are committed to the process of learning.

Develop a student's sense of integrity, responsibility, honesty, leadership and service to community.

Embrace respect for all and celebrate individual and group successes.

Promote participation in co-curricular and extra-curricular activities and programs.

Provide a dedicated faculty and staff who will guide and prepare the students for future academic challenges in a safe, secure, clean, orderly environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Small rural community
- Minimal language barriers (2% EL)
- High expectations held by the community
- All teachers and paraprofessionals are highly qualified
- High special education (18%) and 504 (17%) population
- Growing number of students with dyslexia (11%)
- Almost half of our students qualify for free/reduced lunch (44% Economically disadvantaged)
- White population accounts for 83% of students

Demographics Strengths

- Small community with similar values
- Minimal language barriers
- High expectations held by the community & school
- All teachers and paraprofessionals are highly qualified
- High percentage of teachers are special ed. certified
- Small staff to student ratio

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a high population of white, economically disadvantaged, Special Ed & 504 students, and they struggle to meet the targets on STAAR. The targets are based on the state's majority of population, not based on our population which is very different from the state average. Most of the largely populated areas have smaller

white populations that are NOT economically disadvantaged or disabled. **Root Cause:** Although, students with disabilities grow academically each year, they are typically functioning below grade level, and have a very difficult time passing the STAAR test. This causes the campus to miss the state targets.

Student Learning

Student Learning Summary

- LOMS students took 683 STAAR tests in SPRING 2021. LOISD administered 1,506 total STAAR tests (LOMS has 26% of the student population at LOISD, but administers 45% of the STAAR tests).
- Students take MAP Reading & Math benchmarks 2 times a year, as well as the STAAR interim assessments in the Fall & Spring.
- Our campus changed the Tech Apps Teaching position to a math intervention teaching position in 2020 so that we could provide more daily math intervention to students. We also have a full-time Reading Intervention teacher to pull students that exhibit reading difficulties or that require dyslexia services. The 6th & 7th grade Writing teachers were changed to Reading Intervention teachers in 2020 since there will not be any more stand alone writing STAAR tests. We were able to add one additional Math intervention teacher with the ESSR funds in 2021.
- LOMS attendance rate for the 2019-20 school year was 97% and 2020-21 school year was 97.41%

Student Learning Strengths

- All students that have taken the Algebra EOC here at the MS have either reached Meets or Master's Grade level.
- Overall STAAR performance: LOMS scored higher than the state passing average in all grade levels for Reading, Math, Science, & Social Studies in Spring 2021.
- Lone Oak Middle School was rated a B (Recognized performance) overall in 2019-20 (no ratings for 2020-21 due to COVID).
- Even with the COVID slide, LOMS improved scores in 6 areas, and Algebra maintained 100% of students at Meets Grade Level.

* NO STAAR TESTS SPRING 2020 DUE TO COVID SHUT DOWN BY THE STATE; 2021 only 1 round of Reading/Math STAAR

| Test admin | Grade | Reading approaches | Reading Meets | Reading Masters | Math Approaches | Math Meets | Math Masters |
|-------------|-------|--------------------|---------------|-----------------|-----------------|------------|--------------|
| Spring 2017 | 6 | 76 | 36 | 17 | 83 | 44 | 14 |
| Spring 2017 | 7 | 71 | 46 | 26 | 73 | 51 | 24 |
| Spring 2017 | 8 | 75 | 46 | 15 | 75 | 41 | 11 |
| Spring 2018 | 6 | 68 | 41 | 26 | 85 | 51 | 22 |
| Spring 2018 | 7 | 81 | 51 | 36 | 83 | 63 | 31 |

| Test admin | Grade | Reading approaches | Reading Meets | Reading Masters | Math Approaches | Math Meets | Math Masters |
|-------------|-------|--------------------|---------------|-----------------|-----------------|------------|--------------|
| Spring 2018 | 8 | 80 | 54 | 25 | 71 | 21 | 4 |
| Spring 2019 | 6 | 69 | 39 | 19 | 87 | 43 | 19 |
| Spring 2019 | 7 | 80 | 51 | 31 | 84 | 67 | 24 |
| Spring 2019 | 8 | 84 | 57 | 26 | 82 | 42 | 5 |
| Spring 2021 | 6 | 65 | 31 | 5 | 74 | 42 | 13 |
| Spring 2021 | 7 | 70 | 46 | 27 | 77 | 48 | 27 |
| Spring 2021 | 8 | 76 | 53 | 28 | 61 | 27 | 2 |

| Test Admin | grade | Science Approaches | Science Meets | Science Masters | Social Studies Approaches | Social Studies Meets | Social Studies Masters |
|-------------|-------|--------------------|---------------|-----------------|---------------------------|----------------------|------------------------|
| Spring 2017 | 8 | 59 | 29 | 9 | 46 | 10 | 5 |
| Spring 2018 | 8 | 75 | 49 | 25 | 53 | 20 | 3 |
| Spring 2019 | 8 | 80 | 45 | 15 | 66 | 30 | 14 |
| Spring 2021 | 8 | 70 | 35 | 19 | 68 | 35 | 21 |

| Test Admin | grade | Algebra Approaches | Algebra Meets | Algebra Masters |
|-------------|-------|--------------------|---------------|-----------------|
| Spring 2017 | 8 | 100 | 100 | 92 |
| Spring 2018 | 8 | 100 | 100 | 100 |
| Spring 2019 | 8 | 100 | 100 | 81 |
| Spring 2021 | 8 | 100 | 100 | 69 |

There was no STAAR data for 2019-2020 due to the cancellation of testing during COVID-19 Quarantine.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 23% of our economically disadvantaged students scored at Meets Grade Level in Reading but the target is 33%; 35% of economically disadvantaged students scored at Meets Grade Level in math, but the target is 36%. **Root Cause:** Most of these students have large gaps due to the COVID slide. They perform better when attending on-campus classes. They had to do remote instruction for about 5 months over the last 2 years.

Problem Statement 2 (Prioritized): 43% of our white subpopulation of students reached meets grade level on STAAR Reading but the target is 60%; 46% of white students reached meets grade level in math, but the target is 59%. **Root Cause:** We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

Problem Statement 3 (Prioritized): Only 21% of Special Education students reached the meets grade level standard on STAAR Math, and the target is 23%. **Root Cause:** These students are functioning below grade level and even if they make a full year's progress, it may not be enough to get them up to grade level.

School Processes & Programs

School Processes & Programs Summary

- Teachers use the TRS Year at a glance scope & sequence and assess students with the TEKS Resource System Unit Assessments.
- The data from the assessments is uploaded into Eduphoria to analyze progress.
- PD will focus on Eduphoria, TRS, & the Reading Plus program (purchased Fall 2021)
- 7th grade uses the IStation Reading Assessments to fulfill the Texas Middle School Reading Inventory requirement.
- Vertical Content Teams hold PLC meetings once a week during Jumpstart and once a month on our Friday PD days. Grade Level Teams hold Meetings once a week during Powerhour and also once a month on PD days.
- All students have a Chrome-book to work on various online programs and curriculum.
- Teachers have a Go-guardian account to monitor chromebook activities.
- We send out a quarterly SMORE for our staff where they can earn different rewards, do professional development, and build campus culture.
- We hold friendly competitions amongst team members to keep the atmosphere fun for adults too.
- All 8th graders receive instruction in Career choices, high school graduation plan, and postsecondary plans.
- All 5th graders have a LOMS campus tour at the end of the school year, and 8th graders tour the high school campus. 6th & 7th graders tour their next year grade level teachers' classes.
- We have a company that does random drug testing for all UIL participants, as well as drug dog searches. These work well as a deterrent.
- All middle schoolers receive 2 years of PE or Athletics, and they have the opportunity to go outside during PowerHour for 30 minutes a day
- All students enrolled in a PE or athletics course will participate in the FitnessGram yearly.

School Processes & Programs Strengths

- We have a Reading Pull-out interventionist to work with students that need tier 3 intervention or dyslexia services.
- Students that did not reach the Meets grade level standard on STAAR, have Reading Plus or Math Squared as a daily intervention class.
- We also utilize RTI to identify students that need extra intervention based on their MAP growth assessments. These students attend tutoring with the assigned teacher.
- Every student has a chromebook assigned to them. Chrome-books are utilized for a variety of instructional activities (math, science, reading, etc.)
- We have a daily intervention period for students to study, get tutoring, correct work, or bring up their grade.

- We have Power Hour for students that do not need to attend the intervention period. They get to go outside for a 30 minute break.
- We have 4 different houses with mixed grade levels to build community within our campus. Each student belongs to a house, and we have fun games and friendly competitions between houses as well as service projects.
- We have a QUEST class for students that do not need any academic intervention. This is a project-based learning enrichment class, where students are engaged in creative, higher level thinking to push their limits of learning.
- Our district & campus have a family atmosphere with an inclusive culture. The four-day school week is an incentive for teacher retention since our salaries cannot compete with larger nearby districts. This also allows our staff to meet once a month for team building, PLC's, professional development, and RTI meetings. Our district has also provided free lunches to all staff as an incentive for retention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Hiring highly qualified teachers is challenging. **Root Cause:** Nearby districts have a higher pay scale and there is a teacher shortage across the state.

Perceptions

Perceptions Summary

Lone Oak Middle School faculty and staff share a philosophy of caring for and helping all students succeed in every aspect of their lives.

- Academically- We hold all of our students to high standards, but meet them where they are at.
- Socially- We encourage service learning, kindness, & problem solving.
- Emotionally- We help our students to grow emotionally while supporting them when needed most.
- Behaviorally- We hold our students accountable for their actions, while teaching them about appropriate choices.

Perceptions Strengths

- LOMS has been re-designated as a Texas Middle School to Watch twice, with the most recent in the Spring of 2020. We will have to re-designate again in 2022-23.
- LOMS Jr. Beta Club is highly valued because we compete in the National Conference every year and have won 1st place several times at both the state and national levels. Eleven students competed in the National competition at Disney World in the Summer of 2021. Our trading pin placed 3rd in the nation, and our “Recreate, Reimagine, Recycle Project” placed in the top 10 in the nation.
- Our Robotics team won 6th place at the World Competition in 2018, and 3rd place at Worlds in 2019. Our team won the State Championship in the Spring of 2020, but the World competition was canceled due to the COVID-19 Pandemic. We were unable to compete in 2020-21, but will rejoin competitions this school year.
- Many parents seek to transfer their students to Lone Oak or try to move here because of our reputation of high expectations and performance.
- The LOMS Archery team advanced to the State level Tournament in 2019 and 2020. They competed in the Virtual National Competition in 2021.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Social media in the community can create negative perceptions about the school. **Root Cause:** It is more common for people to post about things they dislike to get a reaction than for them to post about positive things that they see.

Priority Problem Statements

Problem Statement 1: 23% of our economically disadvantaged students scored at Meets Grade Level in Reading but the target is 33%; 35% of economically disadvantaged students scored at Meets Grade Level in math, but the target is 36%.

Root Cause 1: Most of these students have large gaps due to the COVID slide. They perform better when attending on-campus classes. They had to do remote instruction for about 5 months over the last 2 years.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 43% of our white subpopulation of students reached meets grade level on STAAR Reading but the target is 60%; 46% of white students reached meets grade level in math, but the target is 59%.

Root Cause 2: We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 21% of Special Education students reached the meets grade level standard on STAAR Math, and the target is 23%.

Root Cause 3: These students are functioning below grade level and even if they make a full year's progress, it may not be enough to get them up to grade level.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments





Goals

Goal 1: Lone Oak ISD will provide innovative instruction to all students based on solid research and best practices.

Performance Objective 1: All students will achieve at least 1 year's academic growth.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR test data; MAP Growth data; Interim test data





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: All students will take the MAP Growth test and STAAR Online Interim assessment 2 times each this school year to check for progress/growth.</p> <p>Strategy's Expected Result/Impact: All students will make at least one year's growth.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, RTI team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Attendance will be monitored closely, and students that have missing work will be pulled in for PowerHour to complete the work.</p> <p>Strategy's Expected Result/Impact: Increased Attendance rate, reduced academic gaps</p> <p>Staff Responsible for Monitoring: administration, office staff, school resource officer, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: Lone Oak ISD will provide innovative instruction to all students based on solid research and best practices.

Performance Objective 2: LOMS students taking the STAAR assessments will meet or exceed the state targets for achievement and growth.

Targeted or ESF High Priority





Evaluation Data Sources: Texas Academic Performance Reporting (TAPR) document, STAAR Performance Data Tables, Reading Plus data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Utilize the MAP growth data, interim assessments, and Reading Plus data to target instruction for every student.</p> <p>Adjust the Pull-out Math/Reading schedule as needed based on students' results.</p> <p>Provide tutoring during PowerHour, before school, & after school.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores in every subject to 60% at Meets grade level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, teachers, Interventionist teachers, RTI team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: All students that did not pass a STAAR test in the Spring of 2021 will receive at least 30 hours of intervention for the subject(s) failed per House Bill 4545. Students will be placed in a Math Squared and/or Reading Plus class based on their need.</p> <p>Strategy's Expected Result/Impact: Students will fill in gaps and make a full year's growth or more in those areas.</p> <p>Staff Responsible for Monitoring: Math Squared & Reading Plus teachers, Special Programs Coordinator, Counselor, Administrators, RTI team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: Lone Oak ISD will ensure all campuses are served by highly trained and competent principals and teachers.

Performance Objective 1: Maintain 100% of highly qualified teachers and instructional paraprofessionals or meet District of Innovation standards for teachers.

Evaluation Data Sources: TAPR





| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Provide professional development for ESL and special education for teachers that need to gain that certification.</p> <p>Strategy's Expected Result/Impact: All Reading/Language Arts teachers will have ESL and Sped certification.</p> <p>Staff Responsible for Monitoring: Principal, Special Programs Coordinator/ESL Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide incentives for staff, such as the 4 day work week and free staff lunches, and create a fun work atmosphere with staff competitions.</p> <p>Strategy's Expected Result/Impact: Retain highly qualified teachers, attract new teachers</p> <p>Staff Responsible for Monitoring: administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: Lone Oak ISD will ensure all campuses are served by highly trained and competent principals and teachers.

Performance Objective 2: Professional development will target the specific campus needs including: Eduphoria/TRS unit tests, tracking growth, implementing Reading Plus program, etc.

Targeted or ESF High Priority





Evaluation Data Sources: PD Agenda, sign-in sheets, results from unit tests/growth and reading plus programs

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide training in Eduphoria, TRS (TEKS Resource System), and Reading Plus</p> <p>Strategy's Expected Result/Impact: Curriculum, Instruction, & Assessment alignment, 1 year's growth or more for students</p> <p>Staff Responsible for Monitoring: LOISD and campus administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.

Performance Objective 1: Staff will provide ongoing relevant and current information on the district web site and campus web sites to increase communication with the district and local community.





Evaluation Data Sources: Hit Count Data for websites
 Communications from district stakeholders
 Feedback from constituents at periodic open forums

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Share campus information on Facebook, Remind 101, blackboard, or the campus website. Strategy's Expected Result/Impact: Parents will be informed and involved with campus activities. Staff Responsible for Monitoring: Principal, Dean of Students, Teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Invite all parents to pep rallies, Beta club Induction ceremony, Beta Bake Sale, our campus showcase in December and our end of year Awards Assembly. Strategy's Expected Result/Impact: Positive community relations Staff Responsible for Monitoring: Administration, sponsors Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: Lone Oak ISD will provide a learning environment that is safe and drug free.

Performance Objective 1: LOMS will utilize counseling resources and partner with outside agencies for suicide prevention.





Evaluation Data Sources: Counseling time, permission slips for programs, programs scheduled on calendar

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Coordinate with Youth 180 and Women in Need agencies to provide programs to students related to mental health, positive peer interactions, awareness, and self-advocacy.</p> <p>Strategy's Expected Result/Impact: Positive School Culture and better peer relationships; suicide prevention</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: Lone Oak ISD will provide a learning environment that is safe and drug free.

Performance Objective 2: LOMS will practice the required emergency drills.

Evaluation Data Sources: Emergency drill log book, calendar entries

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Utilize the Standard Response Protocol: Hold, Secure, Lockdown, Evacuate, Shelter</p> <p>Strategy's Expected Result/Impact: Increased safety of our students and staff, and the ability to respond to emergency situations appropriately.</p> <p>Staff Responsible for Monitoring: Administration, office staff, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teach students safety protocol for required drills during jumpstart and in classes.</p> <p>Strategy's Expected Result/Impact: Students will know what to do in case of an emergency, and will know protocol for visitors coming into the building.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

RDA Strategies

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|--|
| 1 | 1 | 1 | All students will take the MAP Growth test and STAAR Online Interim assessment 2 times each this school year to check for progress/growth. |
| 1 | 2 | 1 | Utilize the MAP growth data, interim assessments, and Reading Plus data to target instruction for every student. Adjust the Pull-out Math/Reading schedule as needed based on students' results. Provide tutoring during PowerHour, before school, & after school. |

Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | All students will take the MAP Growth test and STAAR Online Interim assessment 2 times each this school year to check for progress/growth. |
| 1 | 1 | 2 | Attendance will be monitored closely, and students that have missing work will be pulled in for PowerHour to complete the work. |
| 1 | 2 | 1 | Utilize the MAP growth data, interim assessments, and Reading Plus data to target instruction for every student. Adjust the Pull-out Math/Reading schedule as needed based on students' results. Provide tutoring during PowerHour, before school, & after school. |
| 1 | 2 | 2 | All students that did not pass a STAAR test in the Spring of 2021 will receive at least 30 hours of intervention for the subject(s) failed per House Bill 4545. Students will be placed in a Math Squared and/or Reading Plus class based on their need. |
| 2 | 2 | 1 | Provide training in Eduphoria, TRS (TEKS Resource System), and Reading Plus |

Campus Improvement Committee

| Committee Role | Name | Position |
|-----------------------------|------------------|------------------------------|
| Administrator | Shannon Wilhite | Principal |
| Non-classroom Professional | Tammy Ragsdale | Dean of Students |
| Counselor | Martha Woodall | Counselor |
| Paraprofessional | Cynthia Ornelas | Paraprofessional |
| Parent | Shawna Livengood | Parent |
| Business Representative | Haley Smisek | Business Representative |
| Community Representative | Patrice Salazar | Community Representative |
| District-level Professional | Lindsey Buhler | District-level Professional |
| Classroom Teacher | Kristi Hopkins | Math Teacher |
| Classroom Teacher | Heather Hughes | ELAR Teacher |
| Classroom Teacher | Teresa Price | ELAR Teacher |
| Classroom Teacher | Sherla Ashby | Math Teacher |
| Classroom Teacher | Matt Brennan | Social Studies Teacher |
| Classroom Teacher | Jonathan Collier | Social Studies Teacher |
| Classroom Teacher | Jill Brooks | Science Teacher |
| Classroom Teacher | Kaylin Rainbolt | Science Teacher |
| Classroom Teacher | Kathy Smith | Art/PE OE Teacher |
| Classroom Teacher | Marissa Hrisco | LPAC Representative |
| Non-classroom Professional | Joe Riddle | Special Programs Coordinator |

Addendums

| Group Summary: Performance Levels: STAAR 3-8, Spring 2021 | | | | | | | | | | | |
|---|-------------|-------|-------------------------------------|---|--|--------------------------------------|---|---------------------------------|---|-----------------------------------|---|
| Group | Admin | Grade | STAAR - Reading - Number Tested | STAAR - Reading - Average Scale Score | STAAR - Reading - Did Not Meet - % | STAAR - Reading - Approaches - % | % Difference Between Grade Level and State/Region | STAAR - Reading - Meets - % | % Difference Between Grade Level and State/Region | STAAR - Reading - Masters - % | % Difference Between Grade Level and State/Region |
| State | Spring 2021 | 6 | 349453 | 1558 | 39 | 61 | 4 | 31 | 0 | 14 | -9 |
| Region -10 | Spring 2021 | 6 | 59962 | 1566 | 37 | 63 | 2 | 34 | -3 | 16 | -11 |
| LONE OAK M.S. | Spring 2021 | 6 | 77 | 1550 | 35 | 65 | | 31 | | 5 | |
| State | Spring 2021 | 7 | 345936 | 1631 | 32 | 68 | 3 | 44 | -3 | 25 | -1 |
| Region -10 | Spring 2021 | 7 | 60468 | 1638 | 30 | 70 | 1 | 46 | -5 | 27 | -3 |
| LONE OAK M.S. | Spring 2021 | 7 | 86 | 1639 | 29 | 71 | | 41 | | 24 | |
| State | Spring 2021 | 8 | 338180 | 1665 | 28 | 72 | 4 | 45 | 8 | 21 | 7 |
| Region -10 | Spring 2021 | 8 | 59360 | 1673 | 26 | 74 | 2 | 47 | 6 | 23 | 5 |
| LONE OAK M.S. | Spring 2021 | 8 | 80 | 1689 | 24 | 76 | | 53 | | 28 | |
| | | | STAAR - Mathematics - Number Tested | STAAR - Mathematics - Average Scale Score | STAAR - Mathematics - Did Not Meet - % | STAAR - Mathematics - Approaches - % | % Difference Between Grade Level and State/Region | STAAR - Mathematics - Meets - % | % Difference Between Grade Level and State/Region | STAAR - Mathematics - Masters - % | % Difference Between Grade Level and State/Region |
| State | Spring 2021 | 6 | 344115 | 1606 | 34 | 66 | 8 | 34 | 8 | 14 | -1 |
| Region -10 | Spring 2021 | 6 | 58402 | 1619 | 31 | 69 | 5 | 38 | 4 | 17 | -4 |
| LONE OAK M.S. | Spring 2021 | 6 | 77 | 1618 | 26 | 74 | | 42 | | 13 | |
| State | Spring 2021 | 7 | 295490 | 1614 | 46 | 54 | 23 | 25 | 23 | 11 | 16 |
| Region -10 | Spring 2021 | 7 | 47558 | 1633 | 43 | 57 | 20 | 31 | 17 | 16 | 11 |
| LONE OAK M.S. | Spring 2021 | 7 | 86 | 1700 | 23 | 77 | | 48 | | 27 | |
| State | Spring 2021 | 8 | 293487 | 1647 | 40 | 60 | 1 | 35 | -8 | 10 | -8 |
| Region -10 | Spring 2021 | 8 | 52085 | 1648 | 39 | 61 | 0 | 35 | -8 | 10 | -8 |
| LONE OAK M.S. | Spring 2021 | 8 | 64 | 1625 | 39 | 61 | | 27 | | 2 | |
| | | | STAAR - Writing - Number Tested | STAAR - Writing - Average Scale Score | STAAR - Writing - Did Not Meet - % | STAAR - Writing - Approaches - % | % Difference Between Grade Level and State/Region | STAAR - Writing - Meets - % | % Difference Between Grade Level and State/Region | STAAR - Writing - Masters - % | % Difference Between Grade Level and State/Region |
| State | Spring 2021 | 7 | 347648 | 3706 | 39 | 61 | -5 | 31 | -2 | 9 | 2 |
| Region -10 | Spring 2021 | 7 | 60477 | 3759 | 37 | 63 | -7 | 35 | -6 | 12 | -1 |

| | | | | | | | | | | | |
|---------------|-------------|---|--|---|--|--|---|--|---|--|---|
| LONE OAK M.S. | Spring 2021 | 7 | 85 | 3673 | 44 | 56 | | 29 | | 11 | |
| | | | STAAR - Science - Number Tested | STAAR - Science - Average Scale Score | STAAR - Science - Did Not Meet - % | STAAR - Science - Approaches - % | % Difference Between Grade Level and State/Region | STAAR - Science - Meets - % | % Difference Between Grade Level and State/Region | STAAR - Science - Masters - % | % Difference Between Grade Level and State/Region |
| State | Spring 2021 | 8 | 338224 | 3870 | 33 | 67 | 3 | 42 | -7 | 23 | -4 |
| Region -10 | Spring 2021 | 8 | 60393 | 3913 | 31 | 69 | 1 | 44 | -9 | 25 | -6 |
| LONE OAK M.S. | Spring 2021 | 8 | 79 | 3851 | 30 | 70 | | 35 | | 19 | |
| | | | STAAR - Social Studies - Number Tested | STAAR - Social Studies - Average Scale Score | STAAR - Social Studies - Did Not Meet - % | STAAR - Social Studies - Approaches - % | % Difference Between Grade Level and State/Region | STAAR - Social Studies - Meets - % | % Difference Between Grade Level and State/Region | STAAR - Social Studies - Masters - % | % Difference Between Grade Level and State/Region |
| State | Spring 2021 | 8 | 338473 | 3656 | 44 | 56 | 12 | 27 | 8 | 13 | 8 |
| Region -10 | Spring 2021 | 8 | 59712 | 3691 | 41 | 59 | 9 | 30 | 5 | 15 | 6 |
| LONE OAK M.S. | Spring 2021 | 8 | 80 | 3770 | 33 | 68 | | 35 | | 21 | |