

Lone Oak Independent School District

Lone Oak Elementary

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 Independent School District will maximize student learning in an environment of high expectation.

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: Increase Academic Achievement	14
Goal 2: Employ Highly Trained Staff	15
Goal 3: Maintain a positive, orderly, and safe learning climate	16
Goal 4: Increase parental involvement and build partnerships with parents and stakeholders to improve student academic achievement.	17
Targeted Support Strategies	18
Campus Improvement Team	19
Addendums	20

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lone Oak Independent School District is a rural district in southern Hunt County. The ninety-six square mile district serves over 1,000 students (including transfers and two Residential Treatment Houses). The current enrollment of Lone Oak Elementary is 438, compared to 389 this time last year. These students primarily reside in Hunt and Rains Counties.

The ethnic distribution (from txschools.gov) of the student body is:

- 1.2% African American,
- 12.6% Hispanic,
- 82% White,
- 0.9% American Indian,
- 0.5% Asian,
- 0.7% Pacific Islander and
- 2.1% two or more races.

Of the students:

- 49.2% are male,
- 50.8% are female,
- 40% of the students are economically disadvantaged,
- 9.4% are English Language Learners and
- 11.2% Special Education.

Demographics Strengths

The community of Lone Oak ISD has clearly indicated that education is a priority. Lone Oak Elementary, a campus comprised of Pre-Kindergarten through Fifth grade, has seen growth slow over the last few years, but has increased by 12.6% in enrollment this year.

Our students are continually challenged by increasing rigor and opportunities in the classroom to prepare them for their future, including UIL and enrichment clubs. Lone Oak Elementary focuses on continually increasing opportunities while keeping the family atmosphere intact.

School numbers continue to show a primarily white, but with an increasing Hispanic and ELL population. As compared to the state, Lone Oak has lower numbers in the areas of Economic Disadvantaged Students and At-Risk (although this reflects our low-level of ELL and will change as the ELL population grows). Lone Oak Elementary outpaces the state in the areas of 504, Dyslexia, Foster Care and Special Education (Intellectual Disabilities and Behavioral Disabilities). Mobility mirrors the state, but we do have higher rates

of mobility for Special Education, ELL and Economic Disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our largest ethnic population (white) is not meeting the targeted Reading and Math goals on STAAR, a significant portion of which are economically disadvantaged. This in turn has triggered Targeted Support requirements under State and Federal Programs. **Root Cause:** LOES needs a more focused, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence based practices and systems.

Student Learning

Student Learning Summary

All Districts and Schools Were Not Rated in 2020 and 2021 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings.

- LOES took 469 STAAR tests in Spring 2021.
- Students take the following progress monitoring measures:
 - AIMSweb Math for 1-5, 3 times a year
 - AIMSweb Reading for 3-5, 3 times a year
 - CIRCLE Assessment for Pre-K, 2 times a year
 - TxKEA for Kindergarten, 3 times a year
 - TPRI for 1-2, 3 times a year
 - STAAR interim assessments in the Fall & Spring.
- Our campus moved one staff member to a Special Programs Coordinator position to work towards a more focused support program across the board (Special Education, Section 504, ESL, Dyslexia, MTSS/RtI, etc.). With ESSR funds, we created an additional intervention aide position to meet the requirements of HB 4545 accelerated learning.

Student Learning Strengths

- Third graders exceeded the region and state performance in all performance rating categories in Reading.
- Third graders exceeded the region and state performance in the approaches and meets rating categories in Math.
- Third graders showed an increase in performance trends the last 3 years in Reading.
- Fourth graders exceeded the region and state performance levels in the approaches category in Reading.
- Lone Oak Elementary School was rated a B (Recognized performance) overall in 2019-20 (no ratings for 2020-21 due to COVID).

Year	Subjects	Grade(s)	% Did Not Meet	% Approaches or Above	% Meets or Above	% Masters
16-17	ELA / Reading	3rd	26%	74%	44%	23%
17-18	ELA / Reading	3rd	17%	83%	58%	30%
18-19	ELA / Reading	3rd	19%	81%	44%	31%
20-21	ELA / Reading	3rd	14%	86%	57%	36%
16-17	Mathematics	3rd	30%	70%	35%	13%
17-18	Mathematics	3rd	28%	72%	28%	9%
18-19	Mathematics	3rd	21%	79%	46%	19%
20-21	Mathematics	3rd	26%	74%	40%	10%
16-17	ELA / Reading	4th	11%	89%	63%	39%
17-18	ELA / Reading	4th	19%	81%	55%	30%
18-19	ELA / Reading	4th	16%	84%	48%	30%

Year	Subjects	Grade(s)	% Did Not Meet	% Approaches or Above	% Meets or Above	% Masters
20-21	ELA / Reading	4th	30%	70%	30%	11%
16-17	Mathematics	4th	18%	82%	49%	30%
17-18	Mathematics	4th	24%	76%	31%	15%
18-19	Mathematics	4th	39%	61%	30%	9%
20-21	Mathematics	4th	49%	51%	25%	9%
16-17	Writing	4th	14%	86%	42%	21%
17-18	Writing	4th	31%	69%	44%	16%
18-19	Writing	4th	25%	75%	45%	16%
20-21	Writing	4th	50%	50%	18%	9%
16-17	ELA / Reading	5th	4%	96%	69%	43%
17-18	ELA / Reading	5th	11%	89%	66%	46%
18-19	ELA / Reading	5th	10%	90%	67%	30%
20-21	ELA / Reading	5th	35%	65%	42%	29%
16-17	Mathematics	5th	6%	94%	66%	34%
17-18	Mathematics	5th	8%	92%	82%	37%
18-19	Mathematics	5th	6%	94%	62%	39%
20-21	Mathematics	5th	37%	63%	40%	11%
16-17	Science	5th	4%	96%	62%	38%
17-18	Science	5th	13%	87%	60%	35%
18-19	Science	5th	20%	80%	60%	33%
20-21	Science	5th	40%	60%	31%	10%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 36%. **Root Cause:** Most of these students have large gaps due to the disruption of the educational process as a result of COVID. They perform better when attending on-campus classes, which was impeded by the implementation of remote instruction for a culmination of 5 months over the last 2 years.

Problem Statement 2 (Prioritized): Only 37% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population 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 43% of white students reached the meets grade level standard on STAAR Reading. The reading target for that sub population is 60%. **Root Cause:** We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

School Processes & Programs

School Processes & Programs Summary

Our campus is comprised of grades PK-5. PK follows the state adopted Prekindergarten Guidelines, implementing Frog Street as their core curriculum. Grades K-5 adhere to the TEKS through the use of adopted curriculum, such as TEKS Resource System, Wonders ELAR, Pearson enVision Math, Studies Weekly, and Discovery Science. Teachers utilize additional Guided Math resources, as well as online programs for intervention and skills practice. Each grade level is administered an Aimsweb benchmark in Math and Reading at the beginning, middle, and end of the year. Student intervention is based on the results of these benchmarks and are reevaluated each six weeks. Teachers meet weekly in within their grade level and monthly within the content cadres to discuss learning intentions and create criteria for organized, effective instruction. Intervention is administered in the general education program through dyslexia therapy and RtI by the classroom teachers, dyslexia therapists, two primary interventionists, and one intermediate intervention teacher with two paraprofessionals. Special Education services are implemented with the assistance of Tri-County SSA through resource, inclusion, and a developmentally self-contained classroom.

LOES is a one-to-one campus, with Chromebooks for every student. Students have a scheduled computer lab time for technology skills and online intervention. Programs such as Aimsweb Plus, Brain Pop, Generation Genius, iXL, Raz Kids, Read Naturally, and other LOISD supported programs are used for instructional purposes with students. Technology is used for communication with parents and colleagues, as well as giving access to teachers for lesson planning and access to district resources. Additionally, the staff has quick access to data to evaluate the students' performance.

LOES has implemented a campus-wide enrichment program for students to foster the building of relationships across grade levels. The program has one club dedicated solely to random acts of kindness. Social-emotional health is fostered through bi-weekly whole group Character Academy sessions with the counselor. Positive behavior reports are written for students who exhibit an exceptional characteristic outside the expected norms.

School Processes & Programs Strengths

- Integration of scheduled computer lab
- Monthly PLCs led by staff cadre leaders
- RtI process is better defined through efforts/training of interventionists
- Implementation of a nationally normed assessment and progress monitoring program (Aimsweb Plus)
- 100% Highly Qualified Staff GT and ESL certified teachers on each grade level
- Teachers receive additional planning time through library, computers, and Character Academy
- Addition of Half Time, a campus-wide enrichment program
- Family atmosphere with an inclusive culture
- 4 Day week as an incentive for teacher retention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students have missed instructional opportunities that provide scaffolding for the following year. **Root Cause:** COVID and mold remediation resulted in students not only receiving alternative methods of instruction, but in upheaval of moving campuses partway through the year.

Perceptions

Perceptions Summary

Data is gathered from areas of parent and staff climate, from discipline records, volunteer logs, Title 1 parent surveys, and small group counseling to determine strengths and needs in the overall climate and family community involvement at Lone Oak Elementary. Our events are well-attended and we receive much praise from our community over the amount and fun they have on our campus. We continue to struggle with our community involvement in our academic pursuits. Our academic events have historically been sparsely attended.

Perceptions Strengths

- Co-curricular events (grade level showcases, book fairs, Fall Carnival, Open House, etc.)
- Community involvement (Veterans Day Assembly, Fall Carnival, and Pink Parade)
- Community partnerships (Kona Ice, Aldridge Foundation, Chili's, Sweet Frog, Whataburger, Buffalo Grill)
- School environment (Feedback shows that upgrades to cameras, entrance system, and visitor management system make parents feel the school is safe.)
- PTO involvement and events
- Implementation of student programs (UIL and Half Time enrichment groups)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent-to-teacher communication has undergone a change since the necessary implementation of technological programs allowing easier/timelier means of contact. The inability to meet with parents in person has decreased the rapport previously formed between the staff and guardians. **Root Cause:** Although participation has increased with the use of online communication, personalization is lacking and causes a disconnect needed for building relationships.

Priority Problem Statements

Problem Statement 1: Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 36%.

Root Cause 1: Most of these students have large gaps due to the disruption of the educational process as a result of COVID. They perform better when attending on-campus classes, which was impeded by the implementation of remote instruction for a culmination of 5 months over the last 2 years.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 37% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population 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 43% of white students reached the meets grade level standard on STAAR Reading. The reading target for that sub population is 60%.

Root Cause 3: We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Accountability Distinction Designations
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices





Goals

Goal 1: Increase Academic Achievement

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

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading and STAAR Math scores, STAAR benchmarks, CIRCLE assessment, TPRI, TxKEA, Aimsweb benchmarks, and unit assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will take the TPRI, TxKEA, and AIMSweb tests 3 times this school year to check for progress/growth.</p> <p>Strategy's Expected Result/Impact: All students will make growth.</p> <p>Staff Responsible for Monitoring: Administration, teachers, RtI team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 36%. Root Cause: Most of these students have large gaps due to the disruption of the educational process as a result of COVID. They perform better when attending on-campus classes, which was impeded by the implementation of remote instruction for a culmination of 5 months over the last 2 years.</p>
<p>Problem Statement 2: Only 37% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 59%. Root Cause: We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.</p>
<p>Problem Statement 3: Only 43% of white students reached the meets grade level standard on STAAR Reading. The reading target for that sub population is 60%. Root Cause: We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.</p>

Goal 1: Increase Academic Achievement

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

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading and STAAR Math scores, STAAR benchmarks, Aimsweb benchmarks, and unit assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize evaluation data sources and ALPs to determine intervention needs. Provide intervention during WIN time and on Finish Line Fridays.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores in every subject to reflect a year's growth.</p> <p>Staff Responsible for Monitoring: Administration, 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</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 36%. Root Cause: Most of these students have large gaps due to the disruption of the educational process as a result of COVID. They perform better when attending on-campus classes, which was impeded by the implementation of remote instruction for a culmination of 5 months over the last 2 years.</p> <p>Problem Statement 2: Only 37% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 59%. Root Cause: We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.</p> <p>Problem Statement 3: Only 43% of white students reached the meets grade level standard on STAAR Reading. The reading target for that sub population is 60%. Root Cause: We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.</p>

Goal 2: Employ Highly Trained Staff

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 opportunities for staff in data-driven instruction and research-based practices to adhere to campus/district goals.</p> <p>Strategy's Expected Result/Impact: Teachers will have the necessary skills to evaluate student data and plan/teach research-based lessons to increase student growth.</p> <p>Staff Responsible for Monitoring: Administration</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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Maintain a positive, orderly, and safe learning climate

Performance Objective 1: We will create a safe and inclusive environment.





Evaluation Data Sources: District and campus data

Strategy 1 Details	Reviews			
<p>Strategy 1: Practice safety protocol and perform required drills.</p> <p>Strategy's Expected Result/Impact: Improve awareness of campus safety for staff and students, by explicitly planning and executing emergency protocol.</p> <p>Staff Responsible for Monitoring: Administration, staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase parental involvement and build partnerships with parents and stakeholders to improve student academic achievement.

Performance Objective 1: We will increase parental awareness of student expectations and strive to improve school-home connections for the academic benefit of students campus-wide.

Evaluation Data Sources: Events, parent feedback, teacher feedback, observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule two distinct Title 1 parent meetings for primary and intermediate grades to keep parents informed.</p> <p>Strategy's Expected Result/Impact: Stakeholders will understand the expectations and rigor necessary for students to perform successfully at each grade level and improve parental support.</p> <p>Staff Responsible for Monitoring: Administration, staff</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All students will take the TPRI, TxKEA, and AIMSweb tests 3 times this school year to check for progress/growth.
1	2	1	Utilize evaluation data sources and ALPs to determine intervention needs. Provide intervention during WIN time and on Finish Line Fridays.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Beth Luhn	Principal
Administrator	Lisa Brannon	Assistant Principal
Classroom Teacher	Stacy Diamond	First Grade
Classroom Teacher	Haley Holder	Kindergarten
Classroom Teacher	Jaelyn Click	Second Grade
Classroom Teacher	Tina Barrett	Second Grade
Classroom Teacher	Shannon Hinson	Fifth Grade
Classroom Teacher	Kaci Elmore	Fifth Grade
Paraprofessional	Becca Jones	Pre-Kindergarten
Community Representative	Jerry Click	
Community Representative	Thomas Patterson	
Parent	Shaely Gibson	
Parent	Shawna Livengood	
Business Representative	Erik Ketchum	
Business Representative	Steve Barrett	

Addendums