

# Lone Oak Independent School District

## Lone Oak High School

### 2020-2021 Campus Improvement Plan



# 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 High School will maximize student learning and achievement 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

Student demographics are growing. With little growth in housing or employment opportunities, many homes are comprised of multiple families, with significant socio-economic needs. Our current enrollment is 328 students.

- Hispanic/Latino - 29 Students
- Multiracial - 6 Students
- White - 275 Students
- Black/African American - 9 Students
- Asian - 4 Students
- American Indian/Alaskan Native - 5 Students
- Native Hawaiian/Pacific Islander - 0 Students
- Dyslexic - 18 Students
- Special Ed Students - 51 Students
- 504 Students - 50 Students
- Active ESL Students - 3 Students
- Students on Free and Reduced Lunch - 138 Students
- At Risk Students - 101 Students
- Gifted and Talented - 37 Students

### Demographics Strengths

LOHS considers our traditions and high standards a strength. As our student and community population grows and becomes more diverse, we want to continue trying to increase school pride and school spirit among all of our student groups. Our students come from a variety of backgrounds which adds to the diverse activities and events that are hosted at our school. Our teachers also pride themselves in differentiating their instruction and activities to meet the needs of our diverse learners.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Remediation and Intervention needs continue to drain resources and drive our campus plan. **Root Cause:** Increasing socio-economic factors create many deficiencies in student capacity, due to poverty, homelessness, transiency, lack of parental support, gap in instruction due the pandemic shut down etc.

## Student Achievement

### Student Achievement Summary

Student STAAR EOCs assessments were waived for the 2019-2020 school year. Our students perform above the state average in the areas of STAAR the previous year. Our UIL academic and speech teams continue to participate in regional and state level competitions. Our CTE and humanities program continues to grow and our teachers are being encouraged to develop their programs and recruit students to build support and future growth. In addition, the campus earned 5 of 7 distinctions during the last accountability cycle.

### Student Achievement Strengths

Dual credit program continues to provide our students with both high school and college credit. Many students, regardless of socio-economic status, are able to participate. In addition, our faculty provides many opportunities for students to experience many college and career readiness areas that provide them with avenues for future success. Certification in welding will be offered to students wanting to pursue this trade. Our agricultural opportunities have expanded in the areas of animal science and ag mech.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Many students, especially those receiving special education services, continue to struggle on the STAAR test. **Root Cause:** The district has a high proportion of SPED/504 students and limited resources and staff.

**Problem Statement 2 (Prioritized):** LOHS did not receive a distinction from TEA in Social Studies 2019-20 **Root Cause:** Low performance on the Social Studies EOC. Gap in students attending college US History and this course on campus.

**Problem Statement 3 (Prioritized):** Low attendance rates online and face to face due to COVID. **Root Cause:** High rate of poverty effects student transportation and work commitments.

## School Culture and Climate

### School Culture and Climate Summary

Lone Oak continues to be successful in many academic and extracurricular events, helping keep school culture and climate at a very high level considering the extreme adaptations and expectations due to COVID 19. We continue to believe in the philosophy of inspiring excellence and building those positive relationships with our students. We will continue to review the Buffalo Way for our teachers and our students and help students feel that connection to our school.

### School Culture and Climate Strengths

Lone Oak has many activities that our students can become involved in. We believe that involvement and academics go hand in hand. We have an athletic and fine arts program that involves a majority of our students. We a brand new coaching staff that have worked collaboratively and passionately to rebuild the athletic program. Our students work very hard to serve their community and we would like to continue to increase this involvement.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Underperforming students are not involved in campus programs or activities. **Root Cause:** Poverty forces many students to work, or does not allow them the means to participate.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Finding quality, long-term staff members has been difficult. In a low-income community with a tax rate that is not maximized, it is difficult to provide competitive salaries and benefits to lure new staff/faculty to the school. Our out-dated facilities hinders outside appeal to the district. Positive climate and cultural impact on staff and students due to the 4 Day instructional week.

### Staff Quality, Recruitment, and Retention Strengths

Many of the faculty at LOHS have been with the district for many years. They are the foundation for our success. Teachers that come to the campus are able to focus on providing quality instruction, with few interruptions to their teaching day. We pride ourselves on making sure that teaching time is protected and that our students focus is on the classroom. Offering an innovative 4 Day instructional week as increased highly qualified applicants and retention.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Difficulty in attracting and retaining quality staff/faculty to the district. **Root Cause:** Low pay, a lack of suitable housing/activities in the community, facilities, and teacher work load.



## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

LOHS still continues to believe in building on our “Non-Negotiable Foundations.” LOHS continues to use our design team in order to support our teachers learning and designing engaging lessons. Our teachers continue to grow their own PD. We continue to challenge our teachers to become more data driven in what they are teaching from day to day. We have created several “basic-basic” classes in the STAAR tested areas in order to help those students who have failed the STAAR test one or more times.

### Curriculum, Instruction, and Assessment Strengths

Quality teaching staff that focuses on the TEKS and provides foundational learning opportunities in the Readiness and Supporting Standards.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** New teachers struggle with targeted lesson planning. **Root Cause:** Lack of professional development opportunities during the school year.

**Problem Statement 2:** Teachers struggle with implementing remote learning and face to face simultaneously throughout the school year. **Root Cause:** Lack of proficiency and training in google classroom, edgenuity, chromebooks, iCEV and other software.

## Parent and Community Engagement

### Parent and Community Engagement Summary

LOHS has a very involved community and family involvement. We continue to grow our club organization memberships and volunteer hours. Our parents spend many hours volunteering for all of the activities that Lone Oak has to offer. Lone Oak students continue to serve their community at a very high level. Each year, the amount of community service hours that our students earn increases. Many of our clubs and organizations include service projects throughout the year. All of our fine arts productions and athletic events are very well attended by our families and our community. COVID has had some effect on these areas but the school and community have found ways to overcome these challenges.

### Parent and Community Engagement Strengths

The creation of the Education Foundation has helped incorporate district and campus activities into the overall community program. Team App has strengthened communications among all athletic programs, students and parents.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** At the high school level, fewer parents are actively engaged in their students educational responsibilities. **Root Cause:** Parents struggle with understanding some of the instructional material, STAAR/EOC tests or HB5.

## School Context and Organization

### School Context and Organization Summary

Campus action is driven by the notion that Quality Instruction is the number one priority. Protecting and insuring that quality learning opportunities for our students is the foundation for all of our actions and decisions.

### School Context and Organization Strengths

The campus staff is dedicated to providing quality instruction as its primary purpose. The TEKS act as our guide and drive the lessons that we prepare and enact with the student population.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Teachers do not collaborate and hold PLC specific to their content. **Root Cause:** Most specific content areas only have one teacher.

# Technology

## Technology Summary

Teachers at Lone Oak High School use technology to help provide quality instruction. They understand that it is a tool, not the end all to instruction. Our staff take great pride in their ability as educators to use technology to achieve their class room goals. The addition of a one to one environment has helped our staff and students reach these goals.

## Technology Strengths

We have an amazing technology team that work to provide us with forward thinking ideas that are both effective and efficient. They are very supportive and work hard to help teachers integrate technology into their lessons. Supplemental programs have been provided to help teachers monitor and facilitate online instructions.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Students skill set to use technology outpaces the staff. **Root Cause:** Wealth of applications, fluid platforms and limited training time.

**Problem Statement 2:** Technology needs and knowledge has surpassed the ability of the campus **Root Cause:** Small technology department

# Priority Problem Statements

**Problem Statement 1:** Remediation and Intervention needs continue to drain resources and drive our campus plan.

**Root Cause 1:** Increasing socio-economic factors create many deficiencies in student capacity, due to poverty, homelessness, transiency, lack of parental support, gap in instruction due the pandemic shut down etc.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Many students, especially those receiving special education services, continue to struggle on the STAAR test.

**Root Cause 2:** The district has a high proportion of SPED/504 students and limited resources and staff.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Low attendance rates online and face to face due to COVID.

**Root Cause 3:** High rate of poverty effects student transportation and work commitments.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** LOHS did not receive a distinction from TEA in Social Studies 2019-20

**Root Cause 4:** Low performance on the Social Studies EOC. Gap in students attending college US History and this course on campus.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** New teachers struggle with targeted lesson planning.

**Root Cause 5:** Lack of professional development opportunities during the school year.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** At the high school level, fewer parents are actively engaged in their students educational responsibilities.

**Root Cause 6:** Parents struggle with understanding some of the instructional material, STAAR/EOC tests or HB5.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Teachers do not collaborate and hold PLC specific to their content.

**Root Cause 7:** Most specific content areas only have one teacher.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** Students skill set to use technology outpaces the staff.

**Root Cause 8:** Wealth of applications, fluid platforms and limited training time.

**Problem Statement 8 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Employee Data**





- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

# Goals

**Goal 1:** Provides instruction to all students based on solid research

**Performance Objective 1:** Increase the percent masters grade level for all subjects from 17% to 22%

**Evaluation Data Sources:** STAAR EOC 2018-2019  
STAAR EOC 2020-2021





<p><b>Strategy 1:</b> Provide a written, taught and assessed curriculum that is aligned to state standards.  <b>Strategy's Expected Result/Impact:</b> Increase in EOC scores  <b>Staff Responsible for Monitoring:</b> Teachers, principles, counselors, curriculum director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide teachers with professional development for TRS , New ELA adoption material, ICEV, Edgenuity, Google Classroom and other educational resources.  <b>Strategy's Expected Result/Impact:</b> Students meet or exceed passing expectations for report cards, local and state assessments.  <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselors, curriculum director.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide accelerated instruction during tutorials before, during and after school. Students that scored low on their benchmark testing last year are assigned a daily lab 45 minute tutorial time during the day with the Algebra I, Biology or English teacher. Friday school will also be an option this year for struggling students.  <b>Strategy's Expected Result/Impact:</b> Increase in EOC scores and decrease in report card failures for the year  <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselor, curriculum director.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Provide an online tutorial lesson each Friday in the second semester the with students from PJC that have not had the test prep for the EOC Social Studies.  <b>Strategy's Expected Result/Impact:</b> Increase the mastery level of EOC scores for the US History exam.  <b>Staff Responsible for Monitoring:</b> U.S History Teacher, Principals, Counselors  <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 1:** Provides instruction to all students based on solid research

**Performance Objective 2:** Increase attendance rate from 95.6% to 96.5% for the 2020-2021 school year.





**Evaluation Data Sources:** Attendance Aug. 2019 -December 2019

<p><b>Strategy 1:</b> Utilize school resource officer to make home visits to our students that have a high number of absences.  <b>Strategy's Expected Result/Impact:</b> Increase in attendance rate.  <b>Staff Responsible for Monitoring:</b> SRO, Teachers, principals, counselor.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> 2) Use the attendance committee to create a plan for educating staff, students, and parents and monitoring the attendance rate.  <b>Strategy's Expected Result/Impact:</b> Increase in attendance rate  <b>Staff Responsible for Monitoring:</b> Administration, Teachers, SRO, Counselor, school secretary</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Utilize the 4-Day Instructional Week as an advantage for good attendance while allowing Friday to be used to handle truantancy.  <b>Strategy's Expected Result/Impact:</b> Increase attendance rate.  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, parents</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Develop a system of routine, daily communications from campus to homes of students absent for in person or remote learning.  <b>Strategy's Expected Result/Impact:</b> Increase attendance rate.  <b>Staff Responsible for Monitoring:</b> Administrators, teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Provides instruction to all students based on solid research

**Performance Objective 3:** Increase participation in AP English, AP Calculus, , and AP Science testing to 100% of eligible students. Increase ACT and SAT examination participation by 15% for juniors and seniors .





**Evaluation Data Sources:** ACT, SAT, AP Testing Date 2019-2020

<p><b>Strategy 1:</b> Provide new opportunities for students to participate in advanced courses through additional sections and offerings of AP courses.  <b>Strategy's Expected Result/Impact:</b> Increase enrollment in advanced courses.  <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselor, curriculum director.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Require Participation and Offer opportunities for students to take AP tests in English, Calculus , and Biology if enrolled in the AP course.  <b>Strategy's Expected Result/Impact:</b> Increase in participation in AP testing.  <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselor.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Offer opportunities and funds for students to take ACT and SAT tests on campus.  <b>Strategy's Expected Result/Impact:</b> Increase participation in ACT and SAT testing.  <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselor.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Increase enrollment in the College Transition course to educate on the importance of preparation for the ACT and SAT.  <b>Strategy's Expected Result/Impact:</b> Increase participation and scores for the ACT and SAT.  <b>Staff Responsible for Monitoring:</b> College Transition teacher, counselors, administrators, students.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Provides instruction to all students based on solid research

**Performance Objective 4:** Increase the Index 3 (Closing Performance Gap) from 82 to 87%.





**Evaluation Data Sources:** STAAR EOC 2018-2019  
STAAR EOC 2020-2021

<p><b>Strategy 1:</b> Provide needed interventions/tutorials before, during, after school, and on Fridays to homeless, economically disadvantaged, SPED, at-risk, RTI, pregnant, migrant, and ESL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in our special populations' meeting expectations on report cards, local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, principals, counselors.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> One period of the school day is utilized for remediation to aid students that were not successful on the EOC / STAAR in English, math, and / or science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the success of students on the EOC English, math, and / or science tests.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, principals, counselors.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Having a "boot-camp" at the beginning of the year to introduce the students to the different programs that are available to aid in their success and to introduce the students to the policies and procedures of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the use of programs to aid in student success and lessen the occurrences of procedural infractions.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, principals, counselors.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Offering a Learning Lab online and in person during the school day for all students to request additional support in any subject at any time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in our special populations' meeting expectations on report cards, local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Learning Lab teacher, administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Ensures highly qualified teachers and principals





**Performance Objective 1:** Increase the retention rate of our highly qualified teachers from 83% to 90%. (2019-2020 Retention Rate increase from 73% to 83%)

**Evaluation Data Sources:** Professional Staff List

<b>Strategy 1:</b> Provide high quality professional development to all teachers. <b>Strategy's Expected Result/Impact:</b> Higher rating on TTESS. <b>Staff Responsible for Monitoring:</b> Principals, curriculum director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Provide team building opportunities to all teachers and staff. <b>Strategy's Expected Result/Impact:</b> Increased interdisciplinary cooperation and teamwork. <b>Staff Responsible for Monitoring:</b> Principals, curriculum director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Utilize a 4-Day Instructional week for a more appealing environment for teachers and staff. <b>Strategy's Expected Result/Impact:</b> Increase highly qualified applicants and retention.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lone Oak ISD will provide a learning environment that is safe and drug free.





**Performance Objective 1:** Decrease the number of office referrals resulting in ISS/OSS/AEP by 5% from last year to this year.

<b>Strategy 1:</b> Offer a ZAP/lunch detention option as a consequence for minor offenses instead of ISS/OSS. <b>Strategy's Expected Result/Impact:</b> Less office referrals. <b>Staff Responsible for Monitoring:</b> Teachers, principals.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Conduct routine drug tests and searches and offer drug education classes through out the year. <b>Strategy's Expected Result/Impact:</b> Decrease in drug use and AEP placements. <b>Staff Responsible for Monitoring:</b> Principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Develop a system of reporting and rewards for reported instances of use of illegal substances, including vapes, on campus. <b>Strategy's Expected Result/Impact:</b> Decreased usage of illegal substances on campus. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Students	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 4:</b> Having a "boot-camp" at the beginning of the year to ensure understanding of the policies and procedures for the campus and district for infractions. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of office referrals and instances of infractions that occur on campus. <b>Staff Responsible for Monitoring:</b> Administration, teachers.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Utilize a 4 Day school week Monday - Thursday to eliminate Fridays which held the highest number of referrals due to the decrease in structure based on extra-curricular activities that often occurred on Fridays. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of office referrals and instances of infractions that occur on campus. <b>Staff Responsible for Monitoring:</b> Administration, teachers.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.

**Performance Objective 1:** Improve communication to all stakeholders.

**Evaluation Data Sources:** Blackboard Statistics


<p><b>Strategy 1:</b> Verify and Update all communication information in TxEIS system to ensure it transfers to Blackboard.  <b>Strategy's Expected Result/Impact:</b> All students and parents receive notifications in a timely manner.  <b>Staff Responsible for Monitoring:</b> Teachers, principal, counselors.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Update LOHS website at least once a week.  <b>Strategy's Expected Result/Impact:</b> Give parents, students and stakeholders a constant location for timely information.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				


**Goal 4:** Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.


**Performance Objective 2:** Increase the number of community grants awarded to our campus by 25% from the previous school year.


**Evaluation Data Sources:** Education Foundation Data

<b>Strategy 1:</b> Encourage and assist all teachers in applying for an Education foundation grant and Donors Choose grant. <b>Strategy's Expected Result/Impact:</b> More grants awarded and increase in community involvement. <b>Staff Responsible for Monitoring:</b> Teachers, principal, counselor.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4:** Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.

**Performance Objective 3:** Host a monthly campus improvement committee meeting to receive more frequent feedback from stakeholders.

**Evaluation Data Sources:** CIT agendas and sign-ins



# Addendums

Lone Oak ISD

Lone Oak HS	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II	Title IV
2019-2020	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	PIC 36	PIC 37	PIC 38			
Teachers	0.00	6.25	2.97	1.90	0.00		0.00	0.00	0.00	0.00	0.00
Teacher Aides	0.00	0.00	13.80	1.89	0.00		0.00	0.00			0.00
Counselor	0.00	0.39	0.30	0.00	0.00				0.00	0.00	
<b>TOTAL FTE</b>	<b>0.00</b>	<b>6.64</b>	<b>17.07</b>	<b>3.79</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
6100	\$0.00	\$342,818.00	\$375,203.00	\$229,424.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200	500	\$0.00	\$0.00	\$0.00	\$0.00				\$0.00	\$0.00	\$1,393.00
6300	\$6,000.00	\$63,500.00	\$11,000.00	\$500.00	\$500.00		\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
6400	\$1,250.00	\$14,704.00	\$5,300.00	\$15,000.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$7,750.00</b>	<b>\$421,022.00</b>	<b>\$391,503.00</b>	<b>\$244,924.00</b>	<b>\$500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$11,393.00</b>