

Lone Oak Independent School District
Lone Oak Middle 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 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 with similar cultures
- Minimal language barriers
- High expectations held by the community (3% EL)
- All teachers and paraprofessionals are highly qualified
- High percentage of teachers are special ed. certified
- Fairly small staff to student ratio
- 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 (43%)

Demographics Strengths

- Small community with similar cultures
- Minimal language barriers
- High expectations held by the community
- 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 (Prioritized): We have a high population of white, economically disadvantaged, Special Education 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 than the state average. **Root Cause:** They were previously successful on STAAR modified, but that version is no longer offered. Due to their disabilities and functioning below grade level, they have a very difficult time taking regular STAAR which is on grade level.

Student Learning

Student Learning Summary

- Overall STAAR performance: LOMS is 5% above the state passing average, and almost exactly equal to the state average for Meets and Masters grade level.
- All students that have taken the Algebra EOC here at the MS have either reached the Meets or Master's Grade level.
- Students take MAP Reading & Math benchmarks 3 times a year, as well as the STAAR interim assessments in the Fall & Spring.

Student Learning Strengths

- Lone Oak Middle School was rated a B (Recognized performance) overall.
- 100% of Algebra 1 students passed the STAAR EOC, and 81% met the Level 3 Master's grade level.

Test Admin	grade	Reading		Math Approaches	Math Meets	Math Masters
		approaches	Meets			
Spring 2017	6	76	36	17	83	44
Spring 2017	7	71	46	26	73	51
Spring 2017	8	75	46	15	75	41
Spring 2018	6	68	41	26	85	51
Spring 2018	7	81	51	36	83	63
Spring 2018	8	80	54	25	71	21
Spring 2019	6	69	39	19	87	43
Spring 2019	7	80	51	31	84	67
Spring 2019	8	84	57	26	82	42

Test Admin	grade	Writing Approaches	Writing Meets	Writing Masters
Spring 2017	7	66	39	10
Spring 2018	7	73	48	8
Spring 2019	7	73	37	17

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

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

Highlights in green indicate increases in scores from 2017 to 2018; Highlights in Yellow indicate increase from 2018 to 2019. There was no STAAR data for 2019-2020 due to the cancellation of testing during COVID-19 Quarantine.

Our campus changed the Tech Apps Teaching position to a math intervention teaching position 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 need dyslexia services.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 51% of our white subpopulation of students reached meets grade level on STAAR Reading but the target is 60%. 61% of white students showed growth in Reading but the target is 69%; 63% of white students showed growth in math, but the target is 74%. **Root Cause:** The targets are increasing and we had a need for more interventionists at the Middle School. We believe that scores would have increased last year. However, STAAR testing didn't occur due to the COVID-19 Pandemic, so we are unable to change these until we have the data to prove it.

Problem Statement 2 (Prioritized): 56% of our economically disadvantaged students showed growth in Reading but the target is 64%; 66% of economically disadvantaged students made progress in math, but the target is 68%. **Root Cause:** We now have a Reading and Math intervention teacher. Once we have more STAAR data we can update this problem statement.

Problem Statement 3 (Prioritized): Only 14% of Special Education students reached the meets grade level standard on STAAR Reading, and the target is 19%; Only 57% of our special education students showed growth in Reading and the target is 59%. **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 each 6 weeks with the TEKS Resource System Unit Assessments.
- The data from the assessments is uploaded into Eduphoria to analyze progress.
- 7th grade uses the IStation Reading Assessments to fulfill the Texas Middle School Reading Inventory requirement. All grade levels can use it to monitor student reading progress monthly.
- Vertical Content Teams hold PLC meetings once a month on our Friday PD days & Grade Level Teams hold Meetings once a week during Powerhour.
- 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 monthly 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.
- 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.

School Processes & Programs Strengths

- We have a Reading Pull-out interventionist to work with students that need extra help or dyslexia services.
- Students that did not reach the Meets grade level standard on STAAR, they have Reading Plus or Math Squared attend 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 our homeroom 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 new 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 qualified teachers is challenging. **Root Cause:** Nearby districts have a higher pay scale.

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 and 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 three years.
- 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. Four students competed in the National competition virtually in the Spring of 2020.
- 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.
- Many parents seek out transferring 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The community focuses on negative publicity. **Root Cause:** It is easy for them to make a Facebook post, and people are much more bold online than in person.

Priority Problem Statements

Problem Statement 1: We have a high population of white, economically disadvantaged, Special Education 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 than the state average.

Root Cause 1: They were previously successful on STAAR modified, but that version is no longer offered. Due to their disabilities and functioning below grade level, they have a very difficult time taking regular STAAR which is on grade level.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 14% of Special Education students reached the meets grade level standard on STAAR Reading, and the target is 19%; Only 57% of our special education students showed growth in Reading and the target is 59%.

Root Cause 2: 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 2 Areas: Student Learning

Problem Statement 3: 51% of our white subpopulation of students reached meets grade level on STAAR Reading but the target is 60%. 61% of white students showed growth in Reading but the target is 69%; 63% of white students showed growth in math, but the target is 74%.

Root Cause 3: The targets are increasing and we had a need for more interventionists at the Middle School. We believe that scores would have increased last year. However, STAAR testing didn't occur due to the COVID-19 Pandemic, so we are unable to change these until we have the data to prove it.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 56% of our economically disadvantaged students showed growth in Reading but the target is 64%; 66% of economically disadvantaged students made progress in math, but the target is 68%.

Root Cause 4: We now have a Reading and Math intervention teacher. Once we have more STAAR data we can update this problem statement.

Problem Statement 4 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

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data







- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Goals

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

Performance Objective 1: All LOISD student groups taking the STAAR assessments will meet or exceed the state targets. All students will achieve academic growth.


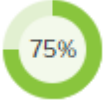




Evaluation Data Sources: STAAR test data; MAP Growth data; Interim test data

<p>Strategy 1: All students will take the MAP Growth 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: Principal, Teachers, RTI team</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  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: Increase achievement across all student groups in Reading/Math/Writing/Social Studies/Science STAAR scores







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

<p>Strategy 1: Utilize the MAP growth data and interim assessments 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/Masters 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 - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 75%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 CTE teachers.







Evaluation Data Sources: TAPR

<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</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Share campus information on Facebook, Remind 101, and website. Strategy's Expected Result/Impact: Parents will be informed and involved with campus activities. Staff Responsible for Monitoring: Principal, Dean of Students, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: LOISD will increase campus security throughout the District.







Evaluation Data Sources: District expense report and individual campus and district data.

<p>Strategy 1: Teach students safety protocol and perform required drills.</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</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  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: The District is 100% compliant with all security and safety audits.

Evaluation Data Sources: District Safety Audit Data

Strategy 1: Implement suggestions from security audit. Strategy's Expected Result/Impact: Increased security on campus. Staff Responsible for Monitoring: Principal, Maintenance Director, Superintendent ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 70%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

Lone Oak ISD

Lone Oak MS										
2019-2020	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
	PIC 21	PIC 22	PIC 23	PIC 24,28,30	PIC 25	PIC 36	PIC 37	PIC 38		
Teachers	0.00	0.00	5.57	0.67	0.00	0.00	0.00	0.00	0.00	0.00
Teacher Aides	0.00	0.00	4.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.13	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.00	0.00	10.08	0.80	0.00	0.00	0.00	0.00	0.00	0.00
6100	\$0.00	\$0.00	\$183,648.00	\$43,810.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200	\$200.00	\$0.00	\$250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6300	\$0.00	\$0.00	\$3,000.00	\$1,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6400	\$0.00	\$0.00	\$2,675.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$200.00	\$0.00	\$189,573.00	\$44,810.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00