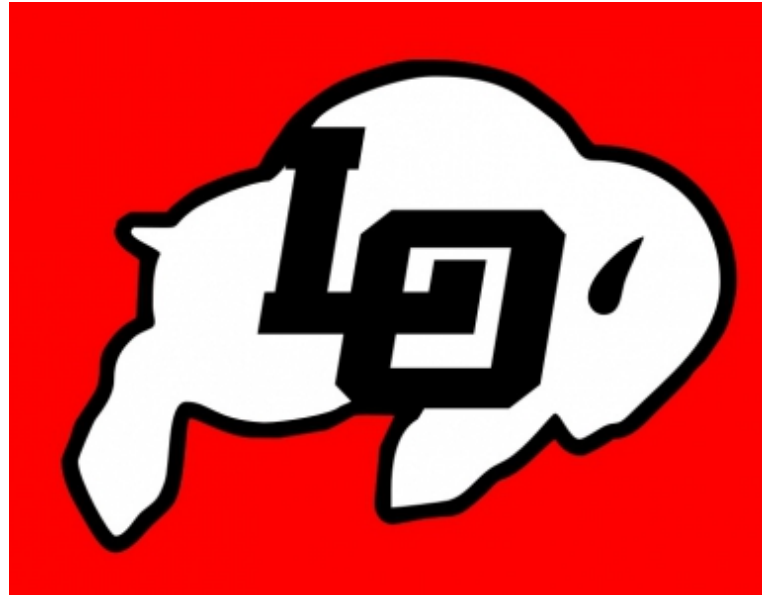


Lone Oak Independent School District

District Improvement Plan

2020-2021



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 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

Lone Oak Independent School District is a rural district in southern Hunt County. The ninety-six square mile district serves 1020 students residing in Hunt and Rains Counties. The ethnic distribution of the student body is: 2.3% African American, 9.9% Hispanic, 84.6% White, 0.5% American Indian, 0.6% Asian and 2% two or more races. Of the students: 44.1% of the students are economically disadvantaged, 1.3% are English Language Learners, 14.8% Special Education and 25.4% are considered at-risk.

Demographics Strengths

The community of Lone Oak ISD has clearly indicated that education is a priority. Our students are continually challenged by increasing rigor and opportunities in the classroom to prepare them for their future, whether their future includes advanced academics, technical/skill training, or immediate work force entry. The goal of Lone Oak ISD is for students to graduate and be prepared for their next stage in life. Lone Oak ISD focuses on continually increasing opportunities while keeping the family atmosphere intact.

Students passing STAAR for all subjects at Approaches level 80% or higher:

- Hispanic: 81
- African American: 83
- White: 82
- Two or More Races: 84
- Continuously Enrolled: 84

Students passing STAAR for ELA/Reading at Approaches level 80% or higher:

- African American: 92
- White: 81
- SPED Former: 80
- Continuously Enrolled: 83

Students passing STAAR for Mathematics at Approaches level 80% or higher:

- African American: 100
- Hispanic: 84
- White: 84
- Two or More Races: 83
- EL (Current & Monitored): 82
- SPED Former: 85
- Continuously Enrolled: 85
- NonContinuously Enrolled: 84

Students passing STAAR for Writing at Approaches level 80% or higher:

- Hispanic: 93
- White: 84
- Two or More Races: 100
- EL (Current & Monitored): 100

Students passing STAAR for Science at Approaches level 80% or higher:

- Hispanic: 84
- White: 86
- Two or More Races: 100
- Continuously Enrolled: 87

Students passing STAAR for Social Studies at Approaches level 80% or higher:

- Hispanic: 87
- White: 83
- Two or More Races: 100
- EL (Current & Monitored): 82
- Continuously Enrolled: 87

Problem Statements Identifying Demographics Needs

Problem Statement 1: All subject/students Economic Disadvantaged students passing STAAR at "Approaches" level at 73%. **Root Cause:** Increasing socio-economic factors create many deficiencies in student capacity, due to poverty and associated barriers such as homelessness, transiency, lack of parental support and gap in instruction due to the shut-down related to COVID-19.disease.

Problem Statement 2: Current special education students passing STAAR at "Approaches" level at 47%. **Root Cause:** Although improving, the district needs to continue continue to provide a collaborative framework of action steps to reduce the gaps in achievement.

Problem Statement 3: Discretionary ISS placements for Special Education students need to be reduced for all campuses. **Root Cause:** Large number of students receiving ISS placement have socio-emotional issues including oppositional defiance.

Problem Statement 4: Due to COVID-19, student access to connectivity and devices are limited. **Root Cause:** Families of low socio-economic students do not have the funds necessary to provide for connectivity.

Student Learning

Student Learning Summary

All Texas schools must meet standards set forth in three (3) accountability areas. For the 2018-19 school year, Lone Oak “Met Standard” in all three target areas. The areas (and scores) included:

Student Achievement - 91/A

STAAR Performance - 84

College, Career and Military Readiness - 93

Graduation Rate - 100

School Progress - 89/B

Academic Growth - 80/B

Relative Performance - 89/B

Closing the Gaps - 84/B

Grade Level Performance - 71/C

Academic Growth/Graduation Rate - 0

Student Achievement - 100/A

These scores resulted in Lone Oak ISD receiving a 2018-19 Texas Accountability Rating of “B”. The district did not receive the Post-Secondary Readiness rating.

Lone Oak High School Distinction Designations

- Academic Achievement in Science
- Top 25% Comparative Academic Growth
- Post-Secondary Readiness
- Academic Achievement in English Language Arts/Reading

Lone Oak Middle School Distinction Designations

Lone Oak Elementary School Distinction Designations

- Top 25% Comparative Academic Growth

Student Learning Strengths

Lone Oak ISD has a staff of hard-working professionals who work to meet the needs of each student in all phases of academic achievement. Our students are constantly being challenged with rigor in their curriculum, whether they take the STAAR, STAAR with Accommodations/online or paper, or STAAR ALT2. Every child is important, and their future is a gift that Lone Oak ISD helps to wrap. Our teachers and staff realize the importance of meeting each child where they are and teaching with rigor and personalization.

District-Wide highlights

Percentage of Students Mastering Grade Level above State Level:

- Overall: 23
- Reading: 22
- Science: 27
- Writing: 14

Percentage of Students Meeting Grade Level above the State Level:

- Overall: 53
- Science: 57
- Social Studies: 55
- Writing: 47

Percentage of Students Approaching Grade Level above the State Level:

- Overall: 82
- Reading: 81
- Math: 83
- Science: 88
- Writing: 72

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 23% of all students tested passed the STAAR test at the Masters level.

Problem Statement 2: Only 23% of all students tested passed the Math STAAR test at the Masters level.

Problem Statement 3: Only 24% of all students tested passed the Science STAAR test at the Masters level.

Problem Statement 4: Only 28% of all student tested passed the Social Studies STAAR test at the Masters level.

Problem Statement 5: The district must reduce the turnover rate of its teaching staff. **Root Cause:** While offering many advantages, Lone Oak ISD struggles to compete with teacher pay in the first 10 years of the pay scale.

Problem Statement 6: The district must continue to improve efforts to recruit quality teachers to the district. **Root Cause:** While offering many advantages, Lone Oak ISD struggles to compete with teacher pay in the first 10 years of the pay scale.

Problem Statement 7: The district needs to continue to offer more opportunities for personalized professional development.

Problem Statement 8: The district needs to continue to offer professional development targeted toward improving success of the academically fragile and economically disadvantaged student.

District Processes & Programs

District Processes & Programs Summary

Lone Oak ISD Teachers have great autonomy within the structure of the curriculum to meet student educational needs. The core administrative team consist of a superintendent, assistant superintendent, director of business operations, three campus principals, alternative education campus director and director of technology. Human Resources is handled by the superintendent's administrative assistant. The administrative team works diligently to provide teachers with the necessary resources to increase students academic success.

District Processes & Programs Strengths

The district has continually makes the effort to become more competitive in regards to teacher salaries. In an effort to retain teachers, the district offers returning teachers a \$1500 retention stipend. The district increased teaching stipends for Math, Science and Foreign Language to attract talent in these areas. The district created core subject lead teacher positions at the elementary level with associated stipends.

The district is increasing school security by investing in visitor check in system, cameras, fencing and door access.

The district is improving climate of the buildings through its work with "Ideal Impact".

The district is improving facilities with installation of new LED lighting throughout the district classrooms.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The district needs to continue to offer more opportunities for personalized professional development.

Problem Statement 2: The district needs to continue to offer professional development targeted toward improving success of the academically fragile and economically disadvantaged student.

Problem Statement 3: The district must continue to improve efforts to recruit quality teachers to the district. **Root Cause:** While offering many advantages, Lone Oak ISD struggles to compete with teacher pay in the first 10 years of the pay scale.

Problem Statement 4: The district must reduce the turnover rate of its teaching staff. **Root Cause:** While offering many advantages, Lone Oak ISD struggles to compete with teacher pay in the first 10 years of the pay scale.

Perceptions

Perceptions Summary

Lone Oak ISD is committed to a feeling of "family" and this intangible quality is encouraged and exemplified on every campus. We actively work toward that goal in three areas: Student/Teacher; Families/School; Staff/Staff. The culture of Lone Oak ISD is carefully studied and monitored, and new employees are carefully vetted to make sure they have the same commitment to our family philosophy as the existing employees. Many programs, services, and common courtesies are extended to make sure that walking into a campus feels as if one is "home".

Perceptions Strengths

The Lone Oak ISD administrators, counselors, faculty and staff work with our families and community to remove educational barriers. All students including homeless students and foster students are carefully monitored by all, and many opportunities are available for additional tutoring and services to assist in keeping these at-risk students in the classroom, ready to learn! Family activities are planned on each campus, with several district-wide offerings as well. Lone Oak ISD schedules many events for family and community involvement - including the Fall Festival, Student Showcase, Senior Citizen Lunches and breakfast, Muffins with Mom, and Donuts with Dad and similar events.

The district has formed a facilities steering committee to help the district plan for current facilities needs and future growth.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The district needs to continue to improve parental support at the middle/high school levels. **Root Cause:** As students progress through the grade levels, parent engagement declines.

Problem Statement 2: The district needs to continue improving opportunities for character development across all campuses.

Problem Statement 3: The district needs to continue growing its STEM and CTE opportunities for students. **Root Cause:** Due to funding constraints and facilities needs STEM and CTE offerings are limited.

Problem Statement 4: The district needs to continue to improve safety and security across the district. **Root Cause:** The district needs to continually improve in the areas of safety and security.

Priority Problem Statements

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- 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

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

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 standard. All students will achieve academic progress.

Evaluation Data Sources: Texas Academic Performance Reporting document, STAAR Performance Data Tables, MAP Growth Data





<p>Strategy 1: Each teacher will develop an instructional overview for the year for reading and math and present it to the campus administrator within the first two weeks of school</p> <p>Strategy's Expected Result/Impact: Teachers will begin the year with a clear vision of their desired direction and destination, and then continue to be proactive in decision making.</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Equity Plan</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide a written, taught and assessed curriculum that is aligned to state standards.</p> <p>Strategy's Expected Result/Impact: Cumulative increase in STAAR and EOC scores</p> <p>Staff Responsible for Monitoring: Teachers, principles, counselors, curriculum director</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Equity Plan</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 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: Increase teacher retention while recruiting higher quality teachers.

HB3 Goal

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





Strategy 1: Utilize four day instructional calendar to support both recruitment and retention of highly qualified teachers. Strategy's Expected Result/Impact: Reduced turnover and increased applicants Staff Responsible for Monitoring: Principals and Superintendent Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: District paid lunches for all employees. Strategy's Expected Result/Impact: Reduced turnover and increased applicants Staff Responsible for Monitoring: HR, Cafeteria Director, Principals and Superintendent	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.

HB3 Goal

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





<p>Strategy 1: Move to more user friendly webpage to support greater communication with the community. Strategy's Expected Result/Impact: Support a more informed school district community. Increased Community and Family engagement. Staff Responsible for Monitoring: Technology Director, Principals and Superintendent Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Schedule Title 1 parent meetings for parents informed. 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. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Increase District Wide Communication with Stakeholders through social media. Strategy's Expected Result/Impact: Increased presence on social media platforms Staff Responsible for Monitoring: Superintendent Title I Schoolwide Elements: 3.1, 3.2</p>	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.

HB3 Goal

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

Strategy 1: Continue to monitor and upgrade security and surveillance. Strategy's Expected Result/Impact: Increased security and surveillance Staff Responsible for Monitoring: Tech Director, Principal, SRO and Superintendent	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and institute armed school guardian plan. Strategy's Expected Result/Impact: Greater sense of security for both students and employees. Staff Responsible for Monitoring: Superintendent	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize "Houses" within the campus settings to create a positive character culture. Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: PEIMS, Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums