

# **Lone Oak Independent School District**

## **District Improvement Plan**

**2024-2025**



# 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 over 1,000 students (including transfers and a residential treatment center). These students primarily reside in Hunt and Rains Counties.

The ethnic distribution of the student body is:

- 1.75% African American,
- 15.51% Hispanic,
- 78.67% White,
- 0.46% American Indian,
- 0.46% Asian,
- 0.18% Pacific Islander and
- 2.95% two or more races.

Of the students:

- 51.99% are male
- 48.01% are female
- 45.24% are economically disadvantaged
- 3.79% are English Language Learners and
- 16.07% Special Education

Average Experience of Teachers: 13.2 years

Average Experience with Lone Oak: 6.3 years

Student/Teacher Ratio: 14:1

*See additional demographic information in Addendums\**

### Demographics Strengths

The community of Lone Oak ISD has clearly indicated that education is a priority. The district has seen growth slow over the last few years, and is working to expand/improve its facilities through an approved bond and course offerings in order to compete with schools in the growth corridor.

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, Lone Oak Independent School District  
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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.

School numbers continue to show a primarily white district, but with an increasing Hispanic and ELL population. School numbers continue to show a primarily white district, but with an increasing emergent bilingual population. Lone Oak has shown an increase in At-Risk students, reflective of bilingual enrollment, an increase in students identified under IDEA, and the students from the residential treatment facility. Mobility mirrors the state, but we do have higher rates of mobility for Special Education, EB, and Economic Disadvantaged students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need to focus on the performance of the special education population across the district.

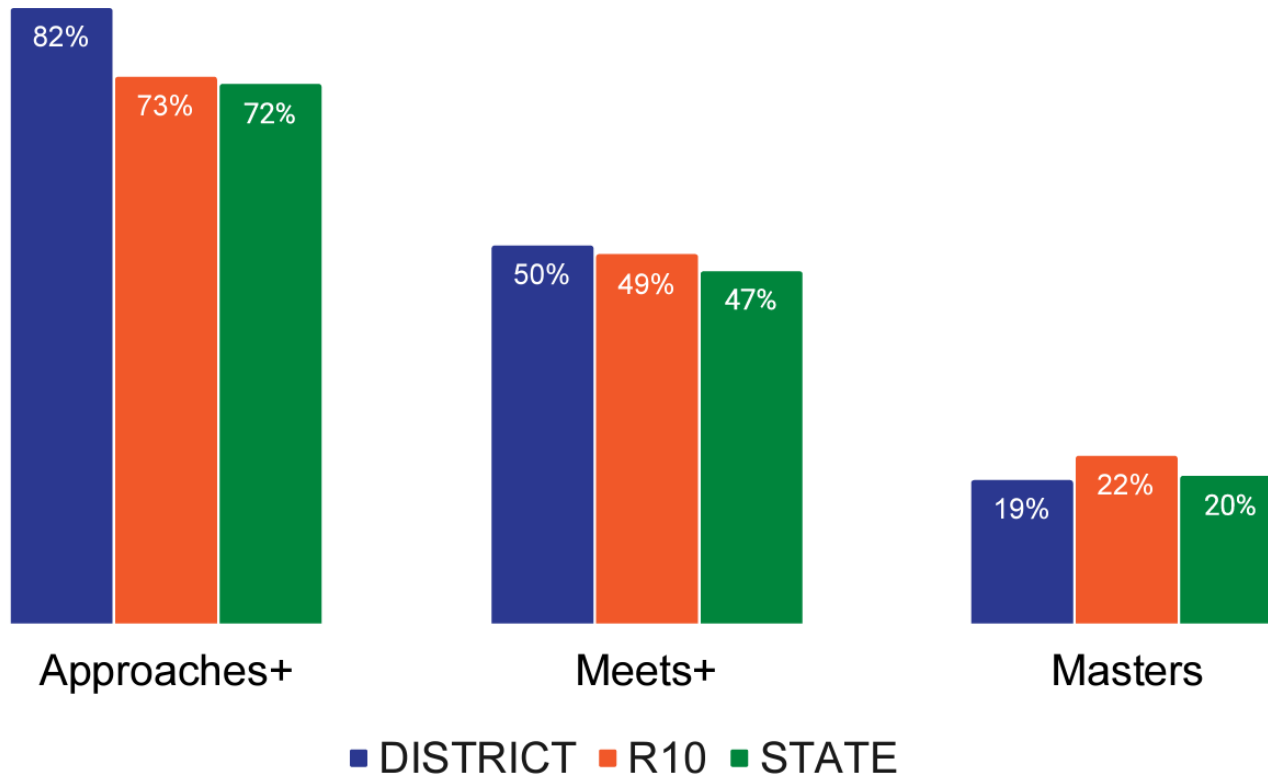
**Root Cause:** The percentage of special education students who fall within other demographics, such as economically disadvantaged, at-risk, and high-mobility skew performance results.

# Student Learning

## Student Learning Summary

Students in Lone Oak ISD continue to perform better than the state and region in most content areas and grade levels. This is thanks to the many factors, student growth, and strong performance at the high school level. There are areas that continue to need to be improved including performance levels for percentage of students earning master's and mathematics scores at the lower grade levels. Learning gaps are continuing to be addressed at all grade levels with intervention supports and alignment of instructional resources. The following data points highlight the continued growth of student achievement.

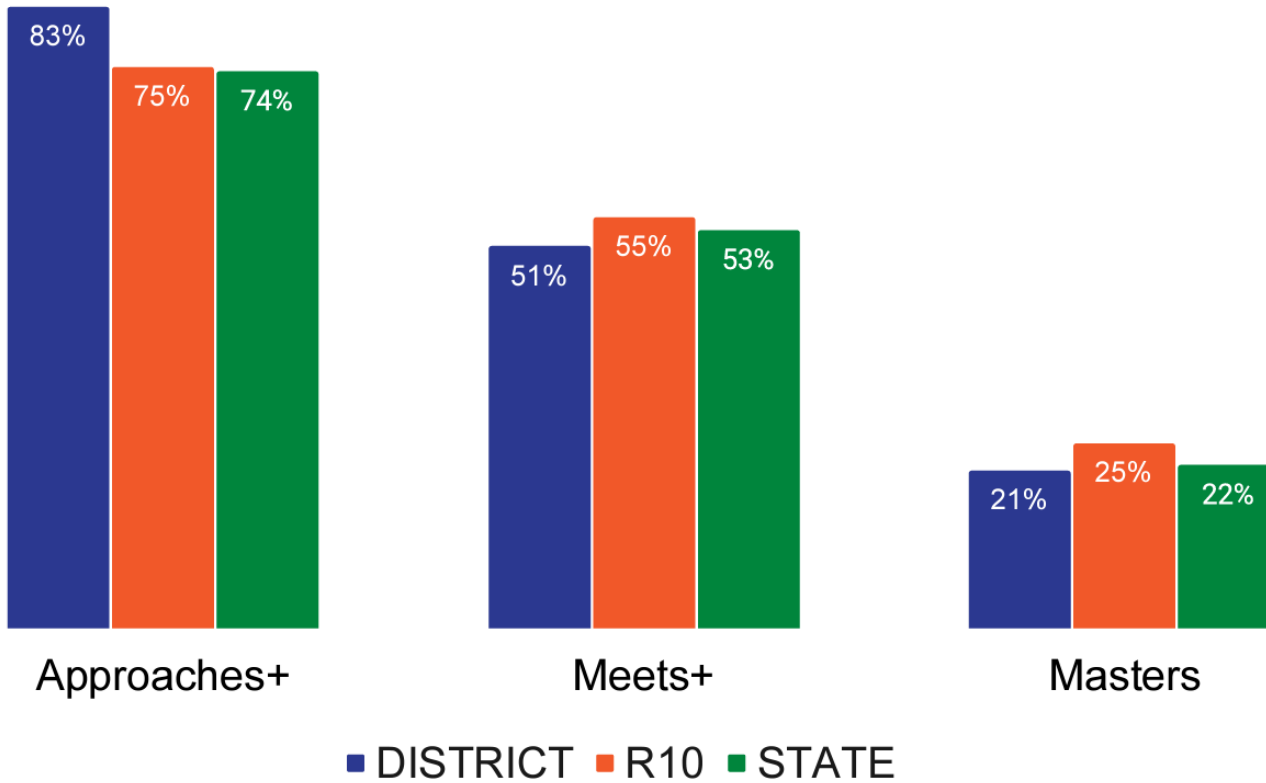
# ALL TESTS



Celebrations

- 10% higher for all test than state in approaches
- 3% higher for all test than state in meets
- 100% Graduation Rate
- 99% CCMR

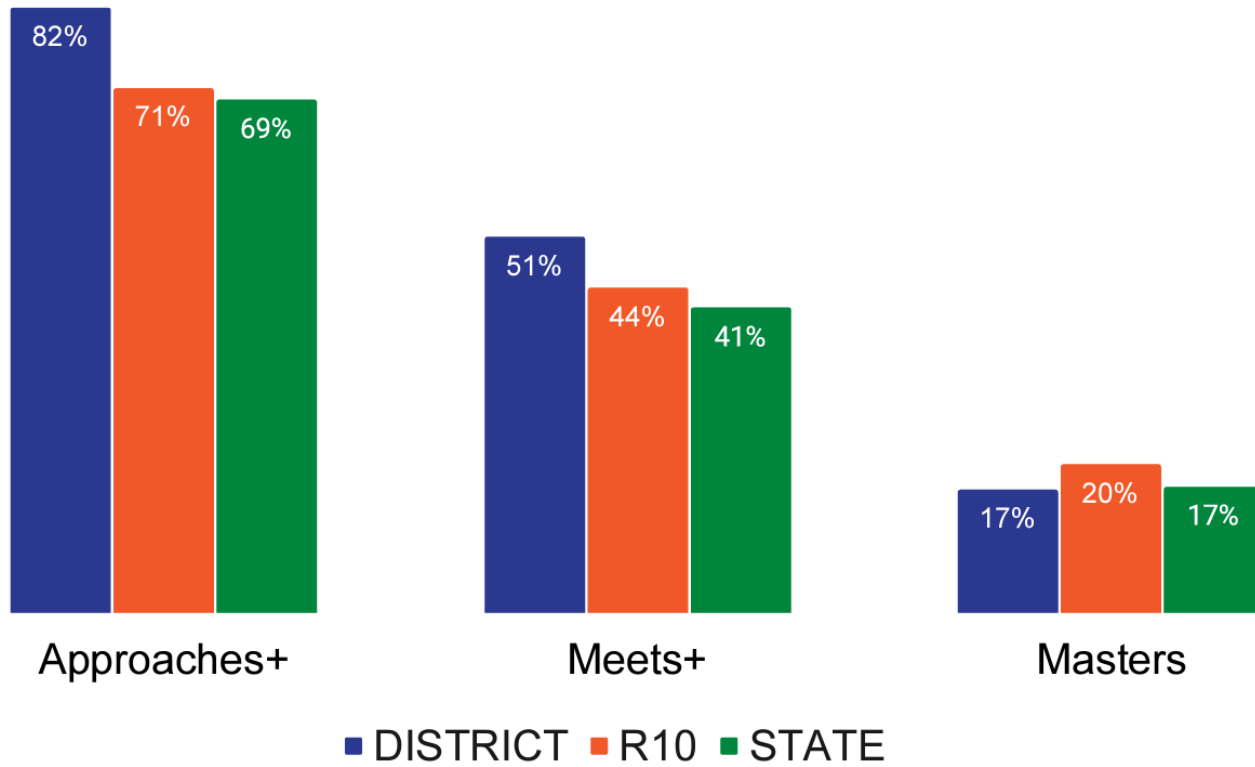
## Reading/Language Arts



### Celebrations

- 11% higher for all test than state in approaches for Reading/LA

# Mathematics

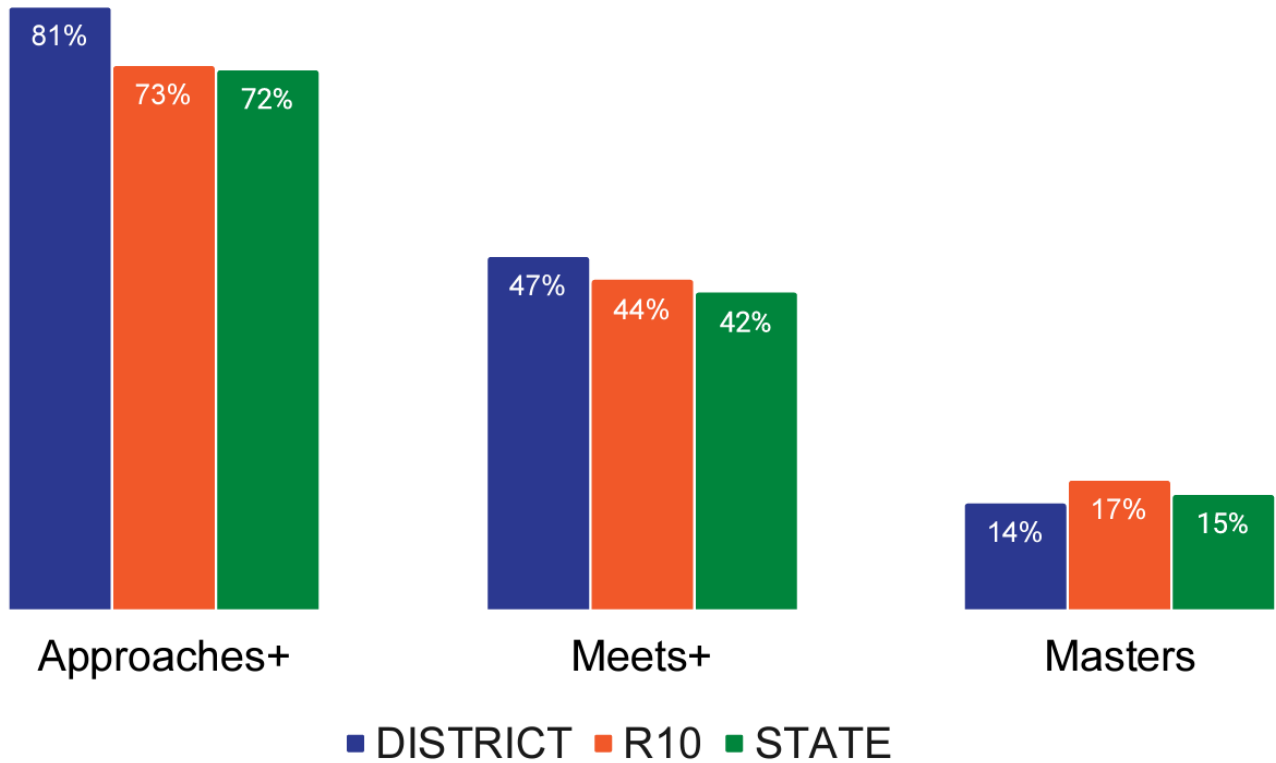


## Celebrations

- 13% higher for all test than state in approaches for Math
- 10% higher for all test than state in meets for Math

# Science

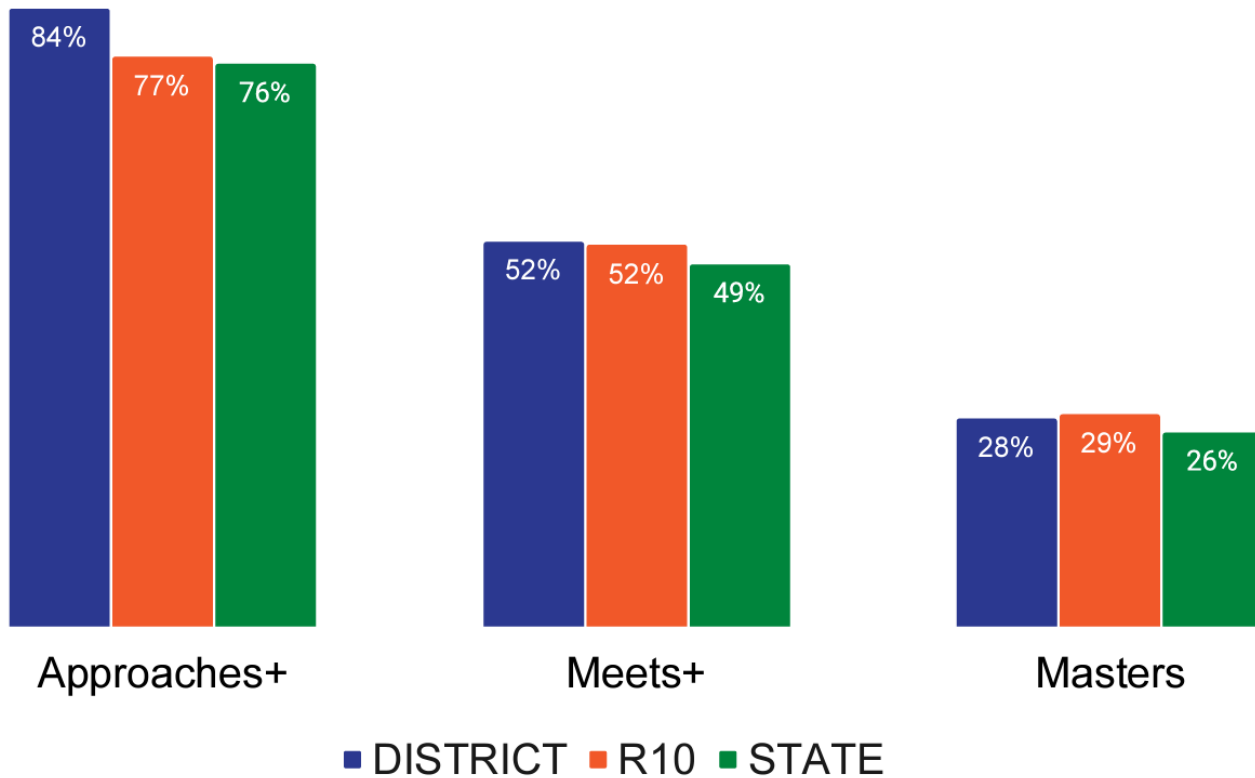




#### Celebrations

- 9% higher for all test than state in approaches for Science
- 5% higher for all test than state in meets for Science

## Social Studies



#### Celebrations

- 8% higher for all test than state in approaches for Social Studies
- 3% higher for all test than state in meets for Social Studies
- 2% higher for all test than state in masters for Social Studies

#### 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 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. Teachers demonstrate a strong commitment to the investigation of best practices for instruction within their content areas as well as a willingness to adjust their practices based on student needs. In addition, teachers have been extremely diligent in learning new blended, flipped, and hybrid instructional strategies in order to provide the best instructional experiences possible

#### Celebrations

- 10% higher for all test that state in approaches for all subjects/test combined
- 3% higher for all test than state in meets
- 100% Graduation Rate
- 99% CCMR
- 13% higher for all test than state in approaches for Math
- 10% higher for all test than state in meets for Math
- 11% higher for all test that state in approaches for Reading/LA
- 9% higher for all test than state in approaches for science
- 5% higher for all test than state in meets for science
- 8% higher for all test than state in approaches for Social Studies
- 3% higher for all test than state in meets for Social Studies
- 2% higher for all test than state in masters for Social Studies

### **District-Wide highlights**

- Professional learning
- District wide math vertical alignment and instructional practices meetings.
- Alignment of instructional resources.
- Data meetings at all grade levels to drive instructional practices and decisions.
- District Wide data meetings based on BOY/EOY/MOY assessments that align with TIA to retain and recruit highly qualified teachers

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Special population groups need strategies and curricular materials that address their specific needs.

**Root Cause:** Need of specialized materials and training for staff.

**Problem Statement 2:** District performance on a majority of tested areas lagged behind the region and state, especially in the masters' areas.

**Root Cause:** Need of a consistent, quality curriculum that addresses the tested TEKS.

**Problem Statement 3:** There is a need to develop stronger intervention and progress monitoring tools for at-risk populations.

**Root Cause:** District-wide intervention systems and training is needed to address this issue.

**Problem Statement 4:** There is a need to focus on the performance of the special education population across the district.

**Root Cause:** The percentage of special education students who fall within other demographics, such as economically disadvantaged, at-risk, and high-mobility skew performance results.

## District Processes & Programs

### District Processes & Programs Summary

Lone Oak ISD is served by an administrative team of Superintendent and seven cabinet members representing Food Services, Academics and Accountability, Campus Principals, Technology, Athletics, Finance and Operations. Coordinators and specialists in each department are responsible for a multitude of programs and staff throughout the district. The district also houses its own police department to provide extra safety and security services to the district.

The district passed a bond that will address facility upgrades throughout the district. In addition, the district has increased staffing and salaries to compete with neighboring districts.

Administrators at all campuses are being trained in the Effective Schools Framework model of school improvement. In combination with the creation of Director positions in Curriculum & Instruction and Federal & Special Programs, the district is working to improve data-driven policies and instructional practices.

Lone Oak ISD has placed increased importance on College, Career, and Military Readiness support for our students. The district has hired a half-time retired counselor to work with this program to improve the CCMR culture and school performance in this domain. The high school has served as a TSI testing center and provides SAT/ACT/PSAT testing opportunities at school and on scheduled Saturdays. In addition, the high school junior and seniors are able to take Dual Credit courses from PJC online. For students who did not perform well enough on the TSI to access dual credit courses, the district provided College Preparatory English and Math classes at the high school.

Tutoring and intervention programs offer both traditional tutoring and specific opportunities during the school day for students to receive intervention by designated intervention specialists. All campuses offer these opportunities for students and have included Accelerated Learning Services to comply with HB 4545.

### District Processes & Programs Strengths

The district 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 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.

Through the implementation of the four-day week, the district provides extra opportunities for learning and professional development.

### Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Curriculum and Instruction not aligned to High Priority TEKS in a viable and assessed year-long instructional plan.

**Root Cause:** Consistent, job embedded support and coaching not provided in a district-wide capacity.

**Problem Statement 2:** There is a need to focus on the performance of the special education population across the district.

**Root Cause:** The percentage of special education students who fall within other demographics, such as economically disadvantaged, at-risk, and high-mobility skew performance

results.

# Perceptions

## Perceptions Summary

The foundation of the Lone Oak ISD culture and climate is through trust, respect and building strong and lasting relationships. Creating a real connection to each other, especially between teacher and student, is the cornerstone of community. When a strong, trusting relationship exists, behavior, motivation and performance improves through the established support and through a sense of belonging to something greater than self.

Lone Oak ISD realizes that our teachers and staff need support and recognition for a job well done. The district is committed to providing our staff and faculty the tools and training necessary to be a successful, long-term member of the Buffalo family.

Through community events, the education foundation support and school-home communications, the district measures and assesses the community relationship and works to adjust plans, policies and methods to more successfully support our community connection.

LOISD believes that is important for parents to be involved in the education of their children. Many organizations for interaction are available at each campus. In addition, the counseling team provides community and parent information programs to strengthen the parent-child relationship.

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, Picnic on the Playground, and similar events.

The district has formed a facilities steering committee to help the district plan for current facilities needs and future growth and is working toward passing a bond to bring much needed improvements to the district. LOISD is committed to a strategic approach in soliciting parental and community feedback regarding district practices. Parents and community members receive multiple opportunities such as facility and bond committees, PTO, and UIL Booster Clubs.

LOISD collects staff input through a staff/faculty survey to gauge climate and culture at the campus and departmental level. During December of 2021, the district conducted several district and community surveys in their search for a new superintendent. By being transparent and providing opportunities for discussion and quality feedback, the district is working to build the quality relationships necessary to grow an successful district.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Attracting parent, community and business members to the District and Campus Improvement teams is difficult.

**Root Cause:** Lack of local businesses and ability of parents to leave work to attend meeting at varied times.





# 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

## 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 and accountability data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

### **Student Data: Student Groups**

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** Lone Oak ISD will learn, engage, and work in a safe, inclusive, and responsive environment.

**Performance Objective 1:** LOISD will grow security measures throughout the district to promote educational opportunities and provide a safe and healthy environment for students.

## HB3 Goal

**Evaluation Data Sources:** Safety and security drills, door sweeps, safety and security training for all staff, safety and security training for learners, formal and informal surveys, risk assessment data

Strategy 1 Details
<p><b>Strategy 1:</b> Build a Lone Oak ISD Police Department and an armed School Guardian team to implement risk assessment and prevention measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased security and surveillance</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, LOISD Police Chief, Campus Administration</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Conduct and record internal safety audits of our schools and facilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased security and surveillance</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, LOISD Police Chief, Campus Administration</p>

**Goal 1:** Lone Oak ISD will learn, engage, and work in a safe, inclusive, and responsive environment.

**Performance Objective 2:** 100% of campuses and departments will meet the required components of the district safety plan.

**Evaluation Data Sources:** Safety Plans, EOP, Safety/Security Audit, Fire Inspection, Drill Records

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Provide Stop The Bleed Training to all health services staff and other staff members. <b>Strategy's Expected Result/Impact:</b> Preparation for a campus crisis event <b>Staff Responsible for Monitoring:</b> District Nurse, Campus Administration
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Train staff in crisis management training to provide the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals and improve school culture/climate <b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administration, PEIMS, Counselors
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Continue to upgrade facilities to improve security and surveillance. <b>Strategy's Expected Result/Impact:</b> Greater sense of security for both students and employees <b>Staff Responsible for Monitoring:</b> Superintendent, LOISD Police Chief, Campus Administration

**Goal 1:** Lone Oak ISD will learn, engage, and work in a safe, inclusive, and responsive environment.

**Performance Objective 3:** LOISD will continue to improve inclusive practices to eliminate bullying and provide student support that will lead to belonging, acceptance, and improved academic performance.

**Evaluation Data Sources:** Formal/informal surveys, discipline referrals, counselor referrals, bullying incident reports

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Enhance Social-Emotional Learning (SEL) Curriculum by integrate SEL into daily/weekly activities</p> <p><b>Strategy's Expected Result/Impact:</b> Help students develop skills such as emotional regulation, conflict resolution, and effective communication. This can lead to improved relationships and reduced incidents of bullying.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Implement a volunteer program to help provide positive male role models for the students while providing extra eyes and ears to enhance school security and safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school culture/climate</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Provision of training to staff on awareness and reporting of issues regarding child trafficking and abuse.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater sense of security for both students and employees</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, LOISD Police Chief, Campus Administration</p>

**Goal 1:** Lone Oak ISD will learn, engage, and work in a safe, inclusive, and responsive environment.

**Performance Objective 4:** LOISD will provide training and support in recognizing, reducing and preventing the incidence of dating violence.

**Evaluation Data Sources:** Incident reporting

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Secondary campuses will provide ongoing staff training on relationship abuse awareness, detection and prevention. <b>Strategy's Expected Result/Impact:</b> Increased knowledge and fewer incidents. <b>Staff Responsible for Monitoring:</b> Campus Administration and Counselors
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Elementary counselors will conduct guidance lessons on conflict resolution to promote healthy relationships. <b>Strategy's Expected Result/Impact:</b> Improved relationships <b>Staff Responsible for Monitoring:</b> Campus administration and Counselors

**Goal 1:** Lone Oak ISD will learn, engage, and work in a safe, inclusive, and responsive environment.

**Performance Objective 5:** The district SHAC (School Health Advisory Council) will work to ensure the district meets local community values in the district's health education instruction.

Strategy 1 Details
<p><b>Strategy 1:</b> The district SHAC committee will meet and perform its duties according to board policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved health and safety communication with the local community.</p> <p><b>Staff Responsible for Monitoring:</b> District Nurse</p> <p><b>Title I:</b> 2.5</p>



**Goal 2:** Lone Oak ISD will empower students to think critically, communicate, create, and collaborate to demonstrate success by achieving one year's academic growth.

**Performance Objective 1:** LOISD will meet the state targets for all subgroups in Reading and Math at the "Meets Grade Level Standard".

**Evaluation Data Sources:** STAAR, EOC, TELPAS

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Support the use of District Curriculum Program (TEKS Resource System) to plan TEKS-aligned, student focused instruction in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Local and state assessment scores that meet the district goals.</p> <p><b>Staff Responsible for Monitoring:</b> Central and Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> LOISD will continue to strengthen our use of Professional Learning Communities and Data-Driven Instruction that supports the use of best practices in instruction and assessment and allow for collaborative planning, reflective learning, mentoring and coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement and more consistent instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Faculty/Staff, Campus/Central Administration</p> <p><b>Title I:</b> 2.4, 2.6</p>

**Goal 2:** Lone Oak ISD will empower students to think critically, communicate, create, and collaborate to demonstrate success by achieving one year's academic growth.

**Performance Objective 2:** Lone Oak ISD will increase the number of subgroups that meet the state targets for growth in Reading and Math to 70%.

**Evaluation Data Sources:** STAAR, EOC, TELPAS, MAP data

Strategy 1 Details
<p><b>Strategy 1:</b> Use information from local unit and formative assessments to respond with appropriate interventions (eduphoria)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Faculty/Staff, Campus/Central Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>

**Goal 2:** Lone Oak ISD will empower students to think critically, communicate, create, and collaborate to demonstrate success by achieving one year's academic growth.

**Performance Objective 3:** Lone Oak ISD students in Special Education will increase the number of students scoring Approaches Grade Level by 5% per subject annually.

**Evaluation Data Sources:** STAAR, EOC, PBMAS

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Provide training to general and resource teachers to support co-teach/inclusive learning environments</p> <p><b>Strategy's Expected Result/Impact:</b> Student Schedules reflect more general education courses. Professional development agendas reflect training.</p> <p><b>Staff Responsible for Monitoring:</b> Camps/Central Administration. Campus Special Programs.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Special Education teachers will be included in general education professional development and subject specific professional learning communities. They will be provided with instructional materials, equipment, resources utilized in the general education classroom, plus specialized materials for their specific needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas, Sign-in sheets, available materials, equipment, resources</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs, Campus/Central Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>

**Goal 2:** Lone Oak ISD will empower students to think critically, communicate, create, and collaborate to demonstrate success by achieving one year's academic growth.

**Performance Objective 4:** Lone Oak ISD will meet or exceed Master Level proficiency compared to overall state average.

**Evaluation Data Sources:** STAAR, EOC

**Goal 3:** Lone Oak ISD will increase student success by engaging students in rigorous and relevant experiences that will prepare them for College, Career or Military Service.

**Performance Objective 1:** 100% of students will participate in activities the expose them to College, Career, Military options and opportunities.

**HB3 Goal**

**Evaluation Data Sources:** Endorsements, Certifications, Portfolios  
Student readiness for College and University based programs.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Expand district partnerships throughout greater Hunt/Rains county in ways to allow expanded participation, job shadowing, partnerships and internships.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community experiences</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Campus/Central Administration</p> <p><b>Title I:</b> 2.5</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide students with an avenue to research college, career, certification and technical interests.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful use of career resources, including the Go Center and other available digital programs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Campus/Central Administration</p> <p><b>Title I:</b> 2.5</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Provide students/parents with college admission and financial aid opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Websites updated, FAFSA Nights, College and Career Visits</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Campus/Central Administration</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p>



**Goal 3:** Lone Oak ISD will increase student success by engaging students in rigorous and relevant experiences that will prepare them for College, Career or Military Service.

**Performance Objective 2:** Strengthen and Expand the Advanced Academics Programs (GT/AP/Dual Credit)

**HB3 Goal**

**Evaluation Data Sources:** GT Placement and honor program opportunities, AP Enrollment and Testing Success, Dual Credit offerings and enrollment and Completion Rates.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Continue to support and encourage teachers attaining their 30-hour GT Foundations and 6-hour update training. <b>Strategy's Expected Result/Impact:</b> Increased GT Certifications and Update hours <b>Staff Responsible for Monitoring:</b> Campus Administration
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Support academic competitions and clubs that target high ability and GT students <b>Strategy's Expected Result/Impact:</b> Increased growth for students <b>Staff Responsible for Monitoring:</b> Campus Administration, Faculty/Staff

**Goal 3:** Lone Oak ISD will increase student success by engaging students in rigorous and relevant experiences that will prepare them for College, Career or Military Service.

**Performance Objective 3:** Integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust and service.

**HB3 Goal**

**Evaluation Data Sources:** Compliance with digital policies. Reduced discipline related to inappropriate digital behaviors.

Strategy 1 Details
<p><b>Strategy 1:</b> Utilize Go-Guardian software as a digital resource, providing increased online safety, network administration and classroom management for staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety of students</p> <p><b>Staff Responsible for Monitoring:</b> Campus/Central Administration, Technology Staff</p> <p><b>Title I:</b> 2.5</p>



**Goal 4:** Lone Oak ISD will increase communication and collaboration with families and community partners.

**Performance Objective 1:** Maintain a current website for reporting district content and information to the LOISD community.

**Evaluation Data Sources:** Website visits and monitoring of comments/issues with information.

Strategy 1 Details
<p><b>Strategy 1:</b> Seek two-way communication with parents, community and students using digital media programming.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication, knowledge and participation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Technology Staff and District Communications Liason.</p>

**Goal 4:** Lone Oak ISD will increase communication and collaboration with families and community partners.

**Performance Objective 2:** Lone Oak ISD will develop communication tools and systems to provide effective, timely communication, both internally and externally to district stakeholders.

**Evaluation Data Sources:** Feedback quality from stakeholders

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Use social media, digital platforms and video to share Lone Oak ISD's story. <b>Strategy's Expected Result/Impact:</b> Increased awareness and participation <b>Staff Responsible for Monitoring:</b> Campus/Central Administration, Technology and District Communications Liason
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Utilize parent conferences to provide resources and information concerning academic achievement to parents. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement <b>Staff Responsible for Monitoring:</b> Campus/Central Administration, Counselors, Faculty/Staff

**Goal 4:** Lone Oak ISD will increase communication and collaboration with families and community partners.

**Performance Objective 3:** Cultivate a unified culture of parental and community support.

**Evaluation Data Sources:** Parental support through increased knowledge and participation

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Title 1 meetings to inform parents of services and opportunities for engagement and involvement. To develop and improve Family Engagement Policies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved parental engagement on Title 1 campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Campus/Central Administration</p> <p><b>Title I:</b> 4.1, 4.2</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Campuses will conduct outreach to parents and families to implement program activities for parental involvement such as curriculum/reading/math/game nights, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Fully engaged parents and improved community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus/Central Administration, Counselors, Faculty/Staff.</p> <p><b>Title I:</b> 4.1, 4.2</p>