

Lone Oak Independent School District



Accountability Rating: B

Distinction Designation:
Postsecondary Readiness

2025-2026 District 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 Independent School District will maximize student learning in an environment of high expectations.

Please Note: This is NOT a complete improvement plan. The pages provided are for training and demonstration purposes only. Not all requirements listed or completed. All information is completely fictitious and does not represent any real campus or LEA. Numbers, dates, and other information may not make sense as this plan is quickly edited almost daily during demonstrations and training.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	8
District Processes & Programs	10
Perceptions	12
Data Documentation for CNA	14
Improvement Planning Data	15
Accountability Data	15
Student Data: Assessments	15
Student Data: Student Groups	16
Student Data: Behavior and Other Indicators	17
Employee Data	18
Parent/Community Data	18
Support Systems and Other Data	19
Goals	20
Goal 1 : Lone Oak ISD teachers will be trained in research-based professional developm...	21
Goal 2 : Through sustained community involvement, Lone Oak ISD will foster a positive ...	30
Goal 3 : Lone Oak ISD will foster the acquisition and application of social and emotional ...	32
Goal 4 : Lone Oak ISD campuses will provide a safe, disciplined, and drug-free environ...	34
Goal 5 : Lone Oak ISD students will graduate having been well prepared for a future in c...	38
Goal Tables	43
RDA Strategies	44
Title I Summary	45
Title I	46
Descriptor 1: Student Progress Monitoring and Supports	46
1.1 Developing and implementing a well-rounded program of instruction to meet t...	46
1.2 Identifying students who may be at risk for academic failure;	46
1.3 Providing additional educational assistance to individual students the LEA or s...	46
1.4 Identifying and implementing instructional and other strategies intended to str...	47
Descriptor 2: Teacher Quality	47
Descriptor 3: School Improvement and Support Activities	47
Descriptor 4: Measure of Poverty	48
Descriptor 5: Nature of Programs	48
Descriptor 6: Services to Homeless Children and Youth	48
Descriptor 8: Early Childhood Education Programs and Transition Plans	48

Committees	50
District Improvement Committee	51
Meeting Logs	51
Members	51
Assurances	53
Policy Documents & Addendums	55



Comprehensive Needs Assessment

Demographics

Summary

Lone Oak Independent School District is a rural district in southern Hunt County. The ninety-six square mile district serves over 1,100 students. These students primarily reside in Hunt and Rains Counties.

Student Body Ethnic Distribution					
African American	Hispanic	White	American Indian	Asian	Pacific Islander
3.34%	19.53%	73.53%	2.55%	0.79%	0.27%

Demographic Breakdown			
Eco Dis	At-Risk	Emergent Bilingual	Special Education
46.79%	34.48%	6.16%	17.75%

Strengths

- Special Education has implemented a program at the elementary school focused on the instructional and behavioral needs of students with autism.
- Interventionist continue to provide Multi-Tiered System of Supports (MTSS) for students.
- Emergent Bilingual students met the required performance level overall, reflecting success in graduating EB students and achieving high passing rates on core high school End-of-Course exams.
- Elementary and secondary students with dyslexia receiving instruction are served by staff trained in programs designed by Texas Scottish Rite Hospital.

Problem Statements Identifying Demographics Needs

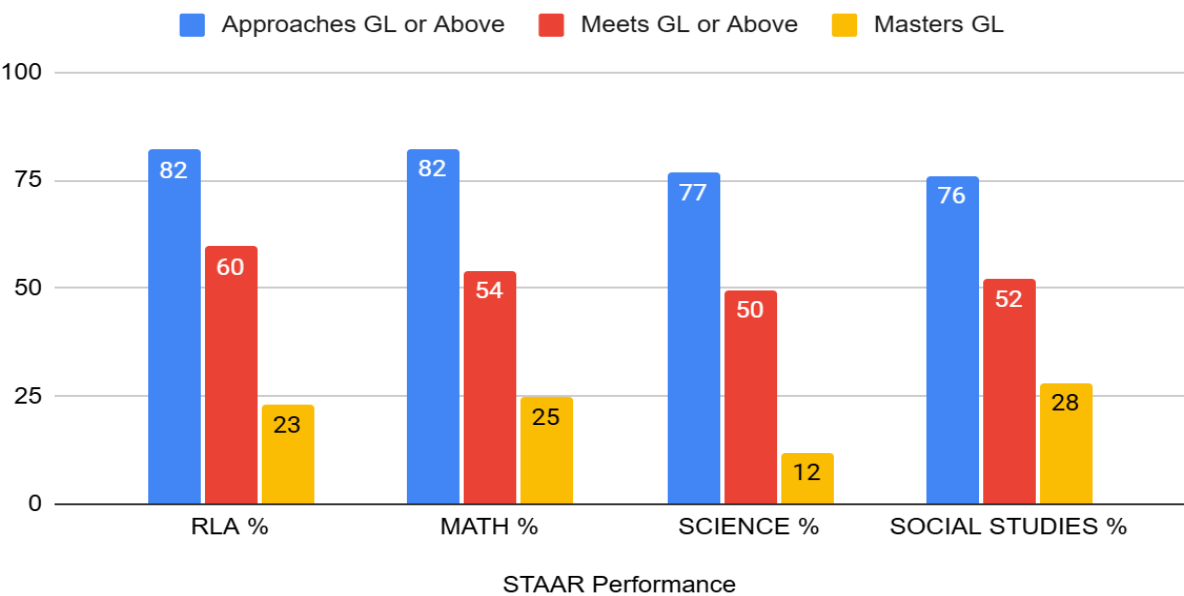
	Problem Statement	Root Cause
1	District performance on a majority of tested areas lagged behind the region and state in the "Masters" category.	Need for consistent student progress monitoring to guide/aid in data driven instructional practices.
2	Special education students' performance at the mastery level has been below the state's 10% on average for the last 5 years.	Economically disadvantaged special education students at Lone Oak ISD only reached 9% mastery level compared to the overall mastery level of special education students at 20% mastery.

 = Priority

Student Learning

Summary

LOISD 2025



- The CCMR score was 96 out of 100 possible points. District staff is focused on growing the CCMR program.
- The graduation rate is a lagging indicator. The current score is 98.7 out of 100 for the district.

Strengths

- Students overall showed a strong foundation in reading, with a total of 81% achieving the "Approaches Grade Level or Above" standard in Reading/RLA.
- Social Studies had the highest "Meets Grade Level or Above" percentage at 55%.
- Across all subjects, the district achieved a total percentage of 53% at the "Meets Grade Level or Above" standard, indicating that over half the students are performing well above the minimum required level.
- Students in grades PK - 6 are monitored closely in math and reading to determine where extra support may be needed and to ensure a strong foundation is created.
- Data analysis and data driven instruction are utilized in all core classes and are driving professional development.
- All grade levels are progress monitoring students in core content areas every nine weeks.
- PLC meetings are being utilized to disaggregate data and plan instruction. The district has created a Coordinator of Instruction and Testing position who assists administration and staff in these efforts.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 District performance on a majority of tested areas lagged behind the region and state in the "Masters" category.	Need for consistent student progress monitoring to guide/aid in data driven instructional practices.
2 There is a disproportionate number of students, specifically more than the target 15-20% of the general student population, being placed into and remaining in Tier 2 (Targeted) and Tier 3 (Intensive) interventions.	Administration and staff have emphasized implementation of student intervention taking the focus off of Tier 1 instructional practices.
3 Curriculum and instruction has not been aligned to readiness standards or vertically aligned across a year-long instructional plan.	Consistent, embedded support and coaching from an instructional specialist was not provided in a district-wide capacity.
4 Special education students' performance at the mastery level has been below the state's 10% on average for the last 5 years.	Economically disadvantaged special education students at Lone Oak ISD only reached 9% mastery level compared to the overall mastery level of special education students at 20% mastery.

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District Processes & Programs

Summary

Lone Oak ISD is focused on:

- Successfully implementing TIA through a TEA approved modified plan
- Maximizing compensation for all staff, not only instructional staff, by cutting costs, maximizing resources, and improving FIRST rating
- Building trust among staff/community to drive out negativity through positive communication with stakeholders and frequent check-in surveys and feedback
- Creating an environment conducive to learning with the creation of the position of Coordinator of Instruction and Testing
- Prioritizing Tier 1 instruction through professional development and data driven instruction
- Growing early reading skills by implementing Bluebonnet curriculum
- Fostering positive working relationships across all entities through learning walks and communication

Strengths

- New teachers are assigned mentors and are monitored by administration
- Access to Region 10 training and consultants
- Access to CTE cohort through Region 10
- Competitive salaries and TIA initiative
- Fifth year of the TEA Reading Academies
- Data-driven instruction is utilized
- Continued monitoring of students for growth and college readiness
- Professional development and prep days are built into the calendar
- Vertical alignment meetings in core content areas
- Implementing innovative courses to provide certifications
- Strategic scheduling to provide HB 1416 minutes, dyslexia instruction, EB, and SPED instruction
- Increasing school security by adding a security position and investing in visitor check in system, cameras, fencing and door access

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 District performance on a majority of tested areas lagged behind the region and state in the "Masters" category.	Need for consistent student progress monitoring to guide/aid in data driven instructional practices.
2 There is a disproportionate number of students, specifically more than the target 15-20% of the general student population, being placed into and remaining in Tier 2 (Targeted) and Tier 3 (Intensive) interventions.	Administration and staff have emphasized implementation of student intervention taking the focus off of Tier 1 instructional practices.
3 Curriculum and instruction has not been aligned to readiness standards or vertically aligned across a year-long instructional plan.	Consistent, embedded support and coaching from an instructional specialist was not provided in a district-wide capacity.
4 Special education students' performance at the mastery level has been below the state's 10% on average for the last 5 years.	Economically disadvantaged special education students at Lone Oak ISD only reached 9% mastery level compared to the overall mastery level of special education students at 20% mastery.
5 Finding qualified teachers to fill teaching positions in a rural district has become increasingly difficult.	Texas has seen a decrease in certified teachers and an increase in the number of alternative and uncertified individuals through District of Innovation.

 = Priority

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 support of the Education Foundation, active participation of Buff Dads members, 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".

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.

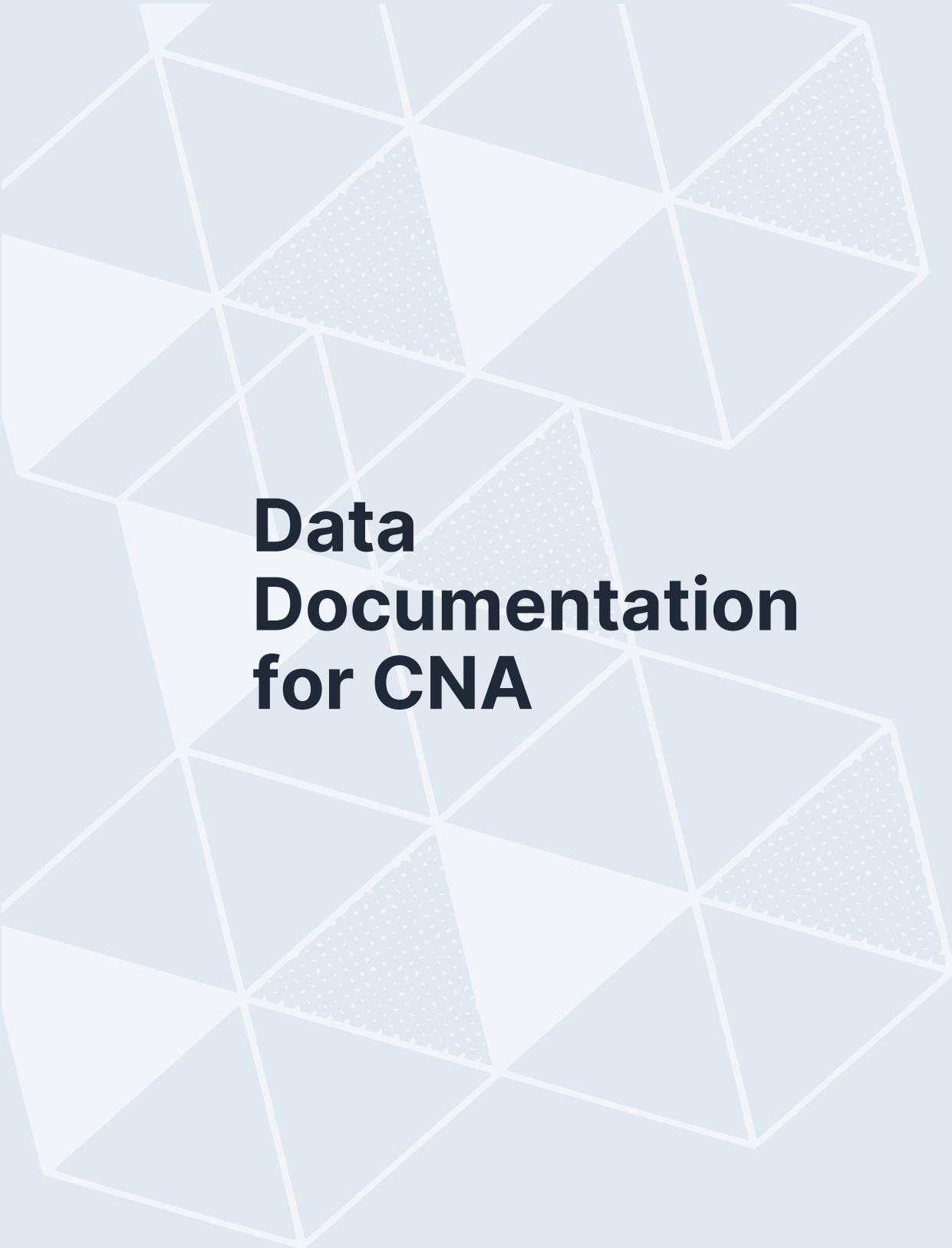
LOISD is committed to a strategic approach in soliciting parental and community feedback regarding district practices. Parents and community members receive multiple opportunities such as Ambassador Committee, PTO, Buff Dad Programs, district planning committees, and UIL Booster Clubs.

LOISD collects staff input through a bi-monthly checkpoint survey to gauge climate and culture at the campus and departmental level. 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	Root Cause
1 Finding qualified teachers to fill teaching positions in a rural district has become increasingly difficult.	Texas has seen a decrease in certified teachers and an increase in the number of alternative and uncertified individuals through District of Innovation.
2 There is a climate of growing mistrust in the public education system in general.	Mass media divides individuals on political issues. Perceptions on the effectiveness of public schools have been at the forefront of state politics recently.

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Data Documentation for CNA

Data Documentation for CNA

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)
- ☒ 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
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)
- ☒ Alternative Education Accountability (AEA) data
- ☒ Local Accountability Systems (LAS) data

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
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Texas Success Initiative (TSI) data
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ 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
- ☒ Pregnancy and related services data
- ☒ Graduation plan types
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility/stability 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
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

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
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ Technology and resource allocation data
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

Lone Oak ISD teachers will be trained in research-based professional development in order to provide meaningful and varied learning opportunities to allow students to achieve academic growth in all areas and ensure post-secondary readiness.

Performance Objective 1 HB3 Goal

Continue to improve ESL student performance on STAAR Reading; currently 53% for all grade levels.

Evaluation Data Source: Eduphoria
9 Week Assessments
Benchmarks
Progress Monitoring
STAAR
TELPAS
RDA
Amplify

Strategy 1 Results Driven Accountability

ESL certified teachers and paraprofessionals will provide additional support for ESL students through strategic in-class support and MTSS.

Strategy's Expected Result/Impact: Improvement in ESL students' Reading STAAR and TELPAS scores.

Staff Responsible for Monitoring: Teachers
Paraprofessionals
Principals
Administration

Formative Reviews

November

February

April

Strategy 2 Results Driven Accountability

All Elementary and Secondary ELAR teachers will be ESL certified, or will obtain their ESL certification during the school year.

Strategy's Expected Result/Impact: Through preparatory ESL training and the certification test teachers will have additional strategies to support EB students in the classroom.

Staff Responsible for Monitoring: Teachers
Principals
Special Programs Director

Formative Reviews

November

February

April

Strategy 3 **Results Driven Accountability**

Continue to provide instructional teaching strategies (Sheltered Instruction) for grades 3 - 12 teachers to support EB (Emergent Bilingual) students. Continue throughout the school year during PLC meetings.

Strategy's Expected Result/Impact: Teachers will have additional strategies to support EB students in the classroom.

Staff Responsible for Monitoring: Teachers
Principals
Administration

Formative Reviews

November

February

April

Strategy 4 **Results Driven Accountability**

Improve communication by translating documents and resources into students' native languages.

Strategy's Expected Result/Impact: Increase family engagement for all students with the school and their child's learning progress.

Staff Responsible for Monitoring: Communication Staff
Principals
Team Leads

Formative Reviews

November

February

April

Performance Objective 2 **HB3 Goal**

Improve Special Education student performance on STAAR. Currently Reading 53%, Math 60%, Science

59%, Social Studies 47% district-wide.

Evaluation Data Source: Eduphoria
9 Week Assessments
Benchmarks
Progress Monitoring
STAAR
TELPAS
RDA
Amplify

Strategy 1 **Results Driven Accountability**

Utilize data to evaluate and implement least restrictive environment for students and appropriate staffing.

Strategy's Expected Result/Impact: Improve achievement and growth for all Special Education students.

Staff Responsible for Monitoring: Teachers
Principals
Administration
Special Programs Director

Formative Reviews

November February April

Performance Objective 3 **HB3 Goal**

Sustain rigorous and relevant curriculum using district-wide EC-12 TEKS-aligned curriculum and assessments with research-based instructional practices to meet the challenging state academic standards.

Evaluation Data Source: Lesson Plans
Professional Development Survey
PLC Meeting notes
Data Meetings
T-TESS

Strategy 1

Implement professional development in curriculum, instruction, and data to ensure curriculum alignment and documentation of required instructional content for all subjects and grade levels.

Strategy's Expected Result/Impact: Improve Tier 1 instructional practices and increase student achievement.

Staff Responsible for Monitoring: Coordinator of Instruction and Testing
Region 10
Teachers
Principals
Administration

Formative Reviews

NovemberFebruaryApril

Strategy 2

Grow early reading skills through training and utilization of the Bluebonnet curriculum.

Strategy's Expected Result/Impact: Students will show meet or exceed expected growth from BOY to EOY assessments.

Staff Responsible for Monitoring: Coordinator of Instruction and Testing
Teachers
Principals
Administration

Formative Reviews

NovemberFebruaryApril

Strategy 3

Implement vertical alignment meetings in core content areas to support readiness standards for instructional continuity from one grade level to the next.

Strategy's Expected Result/Impact: Increase mastery level percentage rate on STAAR from an overall 23% to 30%.

Staff Responsible for Monitoring: Coordinator of Instruction and Testing
Teachers
Principals

Formative Reviews

NovemberFebruaryApril

Strategy 4

District-wide, Principals will train with Region 10 to calibrate and implement a consistent T-TESS (learning walks, walk-throughs, evaluations) process.

Strategy's Expected Result/Impact: Teachers will gain feedback on instructional practices to support student achievement.

Staff Responsible for Monitoring: Teachers
Principals
Administration

Formative Reviews

November

February

April

Performance Objective 4 HB3 Goal

Monitor student progress through a variety of formative and summative assessments to ensure all student needs are being met through diverse instructional strategies and intervention programs.

Evaluation Data Source: MTSS documentation

Eduphoria
9 Week Assessments
Benchmarks
Progress Monitoring
STAAR
TELPAS
RDA
Amplify

Strategy 1 Results Driven Accountability

Leverage district and state assessment data to strategically guide instructional adjustments and maximize achievement for all students.

Strategy's Expected Result/Impact: Move special education student results from compliance to continuous improvement of student outcomes to meet and exceed the challenging state academic standards.

Staff Responsible for Monitoring: Teachers
Principals
Coordinator of Instruction and Testing
Administration

Formative Reviews

November

February

April

Strategy 2

Utilize reading and math intervention through MTSS to support K-8 students with supplemental instruction.

Strategy's Expected Result/Impact: Students will meet or exceed expected or accelerated growth standards on STAAR, show growth in the progress measure, and increase classroom performance.

Staff Responsible for Monitoring: Interventionist

Teachers

Principals

Coordinator of Instruction and Testing

Administration

Formative Reviews

November

February

April

Strategy 3 Results Driven Accountability

Disaggregate data to evaluation achievement of sub-populations (e.g. race, economically disadvantaged, special education, emergent bilingual, highly mobile, foster, homeless, migrant) to plan and implement appropriate instructional strategies to meet individual needs.

Strategy's Expected Result/Impact: Increase performance and growth of student achievement in subgroups.

Staff Responsible for Monitoring: Interventionist

Teachers

Principals

Coordinator of Instruction and Testing

Administration

Formative Reviews

November

February

April

Performance Objective 5 HB3 Goal

Provide opportunities that encourage students to participate in advanced courses, gifted and talented, dual credit, CCMR, and/or extra-curricular opportunities to challenge them to meet their full potential.

Evaluation Data Source: Programs of Study

Course Offerings

Student Participation

Surveys

Grades

STAAR

Strategy 1

Provide enrichment opportunities to increase student achievement and growth at all grade levels and in all STAAR content areas.

Strategy's Expected Result/Impact: Increase mastery level performance on STAAR/EOC and postsecondary readiness for all students.

Staff Responsible for Monitoring: Teachers
Region 10
Counselors
Principals
Coordinator of Instruction and Testing
Administration

Formative Reviews

NovemberFebruaryApril

Strategy 2

Lone Oak High School staff will work with Region 10 to evaluate and structure CCMR provision and implementation.

Strategy's Expected Result/Impact: Students graduating with certifications and marketable qualifications will continue to grow.

Staff Responsible for Monitoring: Region 10
Counselors
Principals
Coordinator of Instruction and Testing
Administration

Formative Reviews

NovemberFebruaryApril

Performance Objective 6

Ensure teachers, coaches, administrators, counselors, and paraprofessionals maintain required certifications and training.

Evaluation Data Source: TASB Requirements for Professional Development
Federal Requirements
T-TESS
Professional Development Survey
Training Certificates
Region 10

Performance Objective 7

Continue the provision and improvement of student access to technological hardware and software to support state initiatives of online testing.

Evaluation Data Source: Inventory
Technology Department
Coordinator of Instruction and Testing

Performance Objective 8

Lone Oak ISD will increase attendance rates to grow students academically and as an individuals.

Evaluation Data Source: Attendance reports

Strategy 1

Campuses will plan and implement positive attendance recognition and incentive opportunities.

Strategy's Expected Result/Impact: Students benefit from teacher-led and school activities, to build each day's learning on the previous day's, and improve student achievement.

Staff Responsible for Monitoring: Principals
Administration

Formative Reviews

November

February

April

Strategy 2

Increase interaction of the Lone Oak ISD Chief of Police and Safety and Security personnel with parents and students to increase attendance.

Strategy's Expected Result/Impact: Reduction in truancy rates and students qualifying as at-risk for dropping out.

Staff Responsible for Monitoring: Principals
Chief of Police
Safety and Security Staff
Administration

Formative Reviews

November

February

April

Goal 2

Through sustained community involvement, Lone Oak ISD will foster a positive educational environment where students embrace servant leadership, build strong character, and commit to the district's tradition of excellence.

Performance Objective 1

Develop communication tools and systems to provide effective, timely communication, both internally and externally engage in meaningful consultation with stakeholders.

Evaluation Data Source: Social Media Views

Participation in school events

Parent Survey

Blackboard reports

Athletics App

Strategy 1

Use social media and other district acquired digital platforms to share Lone Oak ISD's story.

Strategy's Expected Result/Impact: The district will build a brand that fosters positive relations and trust among stakeholders.

Staff Responsible for Monitoring: Teachers

Principals

Administration

Formative Reviews

November

February

April

Strategy 2

Increase parent conferences to provide resources, support, and information concerning academic and behavioral achievement.

Strategy's Expected Result/Impact: Cultivate shared responsibility of students and positive relationships between teachers and parents.

Staff Responsible for Monitoring: Teachers

Principals

Administrators

Formative Reviews

November

February

April

Goal 3

Lone Oak ISD will foster the acquisition and application of social and emotional competencies that enable students to thrive academically, personally, and interpersonally

Performance Objective 1

Coordinate and integrate programs on violence prevention, child abuse, harassment, nutrition, and bullying.

Evaluation Data Source: Parent Feedback
Discipline Reports
MTSS documentation
Fitness Gram

Strategy 1

Provide training for staff and students concerning aggression, sexual harassment, dating violence, family violence, human trafficking, child abuse, and other forms of bullying.

Strategy's Expected Result/Impact: Reduction in bullying and harassment incidents and office referrals.

Staff Responsible for Monitoring: Teachers
Counselors
Principals
Administrators

Formative Reviews

November

February

April

Strategy 2

Counselors will continue to build and implement individual and group counseling practices to engage students and parents in Social-Emotional information.

Strategy's Expected Result/Impact: Students will be given a repertoire of coping strategies and resources to reduce the occurrence of bullying reports and discipline referrals.

Staff Responsible for Monitoring: Teachers
Counselors
Principals
Administrators

Formative Reviews

November

February

April

Strategy 3

Ensure staff members complete Trauma-Informed Training. The district's chosen platform is Mental Health First Aid.

Strategy's Expected Result/Impact: Equip staff with strategies to address their own emotional needs as well as those of their students.

Staff Responsible for Monitoring: Principals
Administrators

Formative Reviews

November

February

April

Goal 4 Lone Oak ISD campuses will provide a safe, disciplined, and drug-free environment conducive to student learning.

Performance Objective 1

Promote a safe and secure school environment for all students, parents, and staff by providing programs and resources which ensure appropriate physical, behavioral, and emotional development.

Evaluation Data Source: EOP
Drill Documentation
Parent Feedback

Strategy 1

Secondary schools will continue to implement the drug testing policy.

Strategy's Expected Result/Impact: Reduction in the number of drug related disciplinary actions.

Staff Responsible for Monitoring: UIL Staff
Chief of Police
Drug testing company
Principals
Administration

Formative Reviews

November

February

April

Strategy 2

Campuses will perform safety drills (lock down, fire, tornado, evacuation) to ensure appropriate procedures are in place as outlined in Safety Management Plan. Staff will be trained on and will use the Raptor app for communication during drills.

Strategy's Expected Result/Impact: Increase in student and employee safety and awareness.

Staff Responsible for Monitoring: Teachers
Principals
Chief of Police
Safety and Security Staff
Administration

Formative Reviews

November

February

April

Strategy 3

Lone Oak ISD Police Department ensures monitoring of campuses in conjunction with Safety and Security Staff (including Guardians).

Strategy's Expected Result/Impact: Decrease in discipline referrals. Increase in student awareness on behavior and laws. Increase awareness of safety plan.

Staff Responsible for Monitoring: Principals

Chief of Police

Safety and Security Staff

Administration

Formative Reviews

November

February

April

Strategy 4

Strive to maintain small class sizes and hire highly qualified teachers.

Strategy's Expected Result/Impact: Teachers are able to better serve students and meet the challenging state academic standards.

Staff Responsible for Monitoring: Principals

Administration

Formative Reviews

November

February

April

Performance Objective 2

Monitor the Special Education department at each campus compared to the number of students receiving services to ensure appropriate support is provided to students and families.

Strategy 1

Complete case studies to monitor ratio of students to Special Education Teachers.

Formative Reviews

November February April

Strategy 2 **Results Driven Accountability**

All staff members will participate in federal Child Find Training.

Strategy's Expected Result/Impact: Staff is aware of the process for referrals for special education FIE.

Staff Responsible for Monitoring: Principal
Administration
Tri-County SSA

Formative Reviews

November February April

Strategy 3

Continuation of strategic compensation for Self-Contained paraprofessional staff.

Strategy's Expected Result/Impact: Staff retention and morale

Staff Responsible for Monitoring: Administration

Formative Reviews

November February April

Strategy 4

Implement new TIA modification plan to provide stipends to teachers based on T-TESS, teacher attendance, and student growth.

Strategy's Expected Result/Impact: Teachers will have the opportunity to receive compensation, morale will increase, and student growth will improve.

Staff Responsible for Monitoring: Principals
Coordinator of Instruction and Testing
Human Resources
Administration

Formative Reviews

November

February

April

Goal 5

Lone Oak ISD students will graduate having been well prepared for a future in college, career, or the military through industry certifications, advanced coursework, and opportunities rich in future ready training.

Performance Objective 1 HB3 Goal

Provide enhanced dropout prevention programs, such as, credit recovery, acceleration programs, summer school, MTSS, tutorials, early graduation, CTE courses, and Individual Graduation Plans when necessary.

Evaluation Data Source: PEIMS
STAAR
Grades
MTSS

Strategy 1

Students are engaged with visitors from different careers, exposing them to different career paths or STEM.

Strategy's Expected Result/Impact: Increase student success and participation in various programs and endorsements and pathways.

Staff Responsible for Monitoring: Teachers
Counselor
Academic Advisor
Principals
Administration

Formative Reviews

November

February

April

Strategy 2

Continue to serve and monitor students through MTSS and supplementation of accelerated instruction under House Bill 1416 to meet the individual needs of students.

Strategy's Expected Result/Impact: Increase in student academic growth and decrease in retention and dropouts.

Staff Responsible for Monitoring: Teachers
Interventionists
Counselors
Academic Advisor
Principals
Administration

Formative Reviews

NovemberFebruaryApril

Strategy 3

Continue to provide credit recovery/acceleration programs during the school year and summer for students at- risk of dropping out.

Strategy's Expected Result/Impact: Achieve a 0% dropout rate for all students and student groups and achieve a completion rate of 100%.

Staff Responsible for Monitoring: Teachers
Counselors
Academic Advisor
Principals
Administration

Formative Reviews

NovemberFebruaryApril

Strategy 4

Create goals in accordance with HB3 for College, Career, and Military Readiness and train appropriate staff in the correlation of CCMR and Accountability.

Strategy's Expected Result/Impact: Increase awareness of CCMR achievement among students and stakeholders.

Staff Responsible for Monitoring: Teachers
Counselors
Academic Advisor
Principals
Administration

Formative Reviews

NovemberFebruaryApril

Performance Objective 2

Identify and serve At-Risk students based on state guidelines and individual student needs.

Evaluation Data Source: SIS
STAAR
PEIMS

Strategy 1

Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out.

Strategy's Expected Result/Impact: Decrease number of dropouts and students on the Foundation Graduation Plan.

Staff Responsible for Monitoring: Teachers
Counselors
Academic Advisor
Principals
Administration

Formative Reviews

November

February

April

Performance Objective 3 HB3 Goal

Create opportunities for students to learn about potential career pathways.

Evaluation Data Source: Course Enrollment
PEIMS
Grades
Surveys

Strategy 1

Evaluate and increase CTE course offerings for students to obtain endorsements, programs of study, and certifications beginning in middle school.

Strategy's Expected Result/Impact: Increased enrollment in CTE courses and endorsements and certifications earned.

Staff Responsible for Monitoring: Teachers
Counselors
Academic Advisor
Principals
Administration

Formative Reviews

November

February

April

Strategy 2

Survey students at Middle School and High School to determine interest in current certification opportunities, and new program needs.

Strategy's Expected Result/Impact: Offer CTE courses and industry based certifications in programs of study of high interest to students.

Staff Responsible for Monitoring: Teachers

Counselors

Academic Advisor

Principals

Administration

Formative Reviews

November

February

April

Performance Objective 4 HB3 Goal

Maintain state and federal College Career Military Readiness standards based on STAAR, SAT, ACT, TSIA, and ASVAB results.

Evaluation Data Source: STAAR

SAT

ACT

TSIA

ASVAB

Strategy 1

The High School Academic Advisor will host information nights for parents and students, covering the steps for college entrance from freshman to senior year.

Strategy's Expected Result/Impact: Increase parent participation in student success.

Staff Responsible for Monitoring: Academic Advisor

Principals

Administration

Formative Reviews

November

February

April

Strategy 2

The High School will seek opportunities to host the SAT, PSAT, ACT, and TSIA2 tests on campus during the school day.

Strategy's Expected Result/Impact: Increase in participation and performance on college entry exams.

Staff Responsible for Monitoring: Academic Advisor
Principals
Administration

Formative Reviews

November

February

April



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	ESL certified teachers and paraprofessionals will provide additional support for ESL students through strategic in-class support and MTSS.
1	1	2	All Elementary and Secondary ELAR teachers will be ESL certified, or will obtain their ESL certification during the school year.
1	1	3	Continue to provide instructional teaching strategies (Sheltered Instruction) for grades 3 - 12 teachers to support EB (Emergent Bilingual) students. Continue throughout the school year during PLC meetings.
1	1	4	Improve communication by translating documents and resources into students' native languages.
1	2	1	Utilize data to evaluate and implement least restrictive environment for students and appropriate staffing.
1	4	1	Leverage district and state assessment data to strategically guide instructional adjustments and maximize achievement for all students.
1	4	3	Disaggregate data to evaluation achievement of sub-populations (e.g. race, economically disadvantaged, special education, emergent bilingual, highly mobile, foster, homeless, migrant) to plan and implement appropriate instructional strategies to meet individual needs.
4	2	2	All staff members will participate in federal Child Find Training.



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

The most effective way for Lone Oak Elementary School, a Title I school in Texas, to monitor students' progress in meeting the challenging State academic standards, as part of developing and implementing a well-rounded program of instruction, is through a Multi-Tiered System of Supports (MTSS) approach centered on frequent and varied progress monitoring tools.

1.2 Identifying students who may be at risk for academic failure;

Data Analysis and Instructional Decision-Making

Effective monitoring hinges on using the data to make actionable changes to the instructional program:

- **Goal-Setting:** Establish SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals for individual students based on end-of-year grade-level TEKS expectations.
- **Trend Analysis:** Teachers must examine the trend (the trajectory of improvement over time) in progress monitoring data against the student's goal line.
- **Adjusting Instruction:** Based on the trend line, teams (teachers, specialists, administrators) make data-driven decisions, which may include:
 - Adjusting the pace of instruction.
 - Reinforcing or reteaching specific skills.
 - Changing the intensity of the intervention (e.g., more time, smaller group size).
 - Regrouping students based on shared instructional needs.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Assessment and Data Collection Tools

The school should utilize a combination of assessment types to get a complete picture of student learning:

- **Universal Screeners (like MAPS Assessment):** These are brief, standardized, and reliable assessments administered to all students (typically 3 times per year—beginning, middle, and end) to identify students who are at risk of falling behind their peers in Texas Essential Knowledge and Skills (TEKS) mastery. Lone Oak ISD uses these in K-5 for reading, math, and science.
- **Formative Progress Monitoring:** Used during instruction to check for understanding and adjust lessons immediately. This includes:
 - Exit tickets and checks for understanding.
 - Teacher-created quizzes and assessments.
 - Work samples and anecdotal records.

- Progress monitoring assessments administered weekly or bi-weekly to students receiving supplemental support to measure their response to instruction.
- Interim/Benchmark Assessments: These are given periodically (e.g., twice a year using the state's Interim Assessments as done by Lone Oak ISD) to measure a student's understanding of a broader span of TEKS and to predict their performance on the state's STAAR summative assessment.
- Summative Assessments (STAAR/TELPAS): The end-of-year assessments that measure mastery of a broad range of knowledge and skills and determine overall program effectiveness.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Multi-Tiered System of Supports (MTSS)

MTSS provides a framework for using the collected data to drive instructional and intervention decisions for all students:

- Tier 1: Core Instruction: High-quality, research-based instruction provided to all students. Progress monitoring ensures this instruction is effective for the majority of students.
- Tier 2: Targeted Intervention: For students identified by the universal screeners as needing additional support, evidence-based interventions are implemented in small groups. Formal progress monitoring is used frequently (bi-weekly or weekly) to determine if the student is responding to the intervention.
- Tier 3: Intensive Intervention: For students who do not show sufficient progress in Tier 2, more intensive, individualized support is provided. Progress monitoring frequency and intensity increase to track the student's rate of improvement.

Descriptor 2: Teacher Quality

The core of this strategy is using data to understand if minority and low-income students are disproportionately assigned to teachers who are ineffective, inexperienced, or out-of-field, and then implementing targeted talent management strategies. The first step is a data-driven analysis to pinpoint where the disparities exist. Based on the root cause analysis, Lone Oak Elementary will implement evidence-based strategies to improve equitable access.

- Recruitment and Hiring: Aim to equalize the distribution of experienced teachers across all grade levels by actively managing teacher placement.
- Retention and Support: Lone Oak ISD will participate in TIA and use the funds to reward and retain the most effective teachers. We will provide intensive, evidence-based training and support for inexperienced and novice teachers, particularly in high-need content areas. Another effort is in pairing inexperienced teachers with highly effective, veteran teachers who receive dedicated time and compensation for their mentoring role. Finally, we have created a position of Coordinator of Instruction and Testing in an effort to provide sustained and focused instructional coaching to all teachers identified as "ineffective" to rapidly improve their practice, with a specific focus on culturally responsive teaching.

Descriptor 3: School Improvement and Support Activities

Part of the plan of Lone Oak Elementary is to continuously monitor and communicate our goals and efforts to stakeholders to maintain compliance and ensure progress. We will do this by doing the following:

- Continuously tracking the percentage of minority and low-income students taught by each teacher group to measure the closure of the initial equity gap.
- Reviewing the equity plan strategies annually in the District Improvement Plan to determine effectiveness and make

necessary adjustments.

- Making information widely available through public means, including the district website, describing its efforts to address these disparities.
- Providing Parents' Right to Know information, notifying parents if their child has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Descriptor 4: Measure of Poverty

Lone Oak Elementary School ensures consistent student attendance through a comprehensive, multi-faceted program:

- Policy and Reporting: Explicit attendance requirements and approved means for reporting student absences are clearly documented and accessible on the [Lone Oak Independent School District's website](https://www.loneoakisd.net/).
- Proactive Communication: Parents/Guardians receive daily notification regarding any student absences to ensure timely awareness and partnership in addressing attendance concerns.
- Truancy Support and Intervention: The school partners with District Police to implement established protocols and provide assistance in addressing and mitigating issues related to student truancy.
- Incentive Programs: The school implements cyclical attendance incentive programs to promote and reward consistent student presence and engagement in the instructional environment.

Descriptor 5: Nature of Programs

The district ensures that appropriate educational services are provided for neglected or delinquent children by collaborating with local facilities to provide access to high-quality education aligned with state standards.

Descriptor 6: Services to Homeless Children and Youth

The district is committed to ensuring that homeless children and youth are identified, enrolled, and provided full and equal access to a free, appropriate public education. In accordance with the McKinney-Vento Homeless Assistance Act, the Local Educational Agency (LEA) coordinates services to support the enrollment, attendance, and academic success of homeless students. The the population of these particular students along with their specific needs in our district will determine the amount of Title 1, Part A funds the district will reserve for their services.

Descriptor 8: Early Childhood Education Programs and Transition Plans

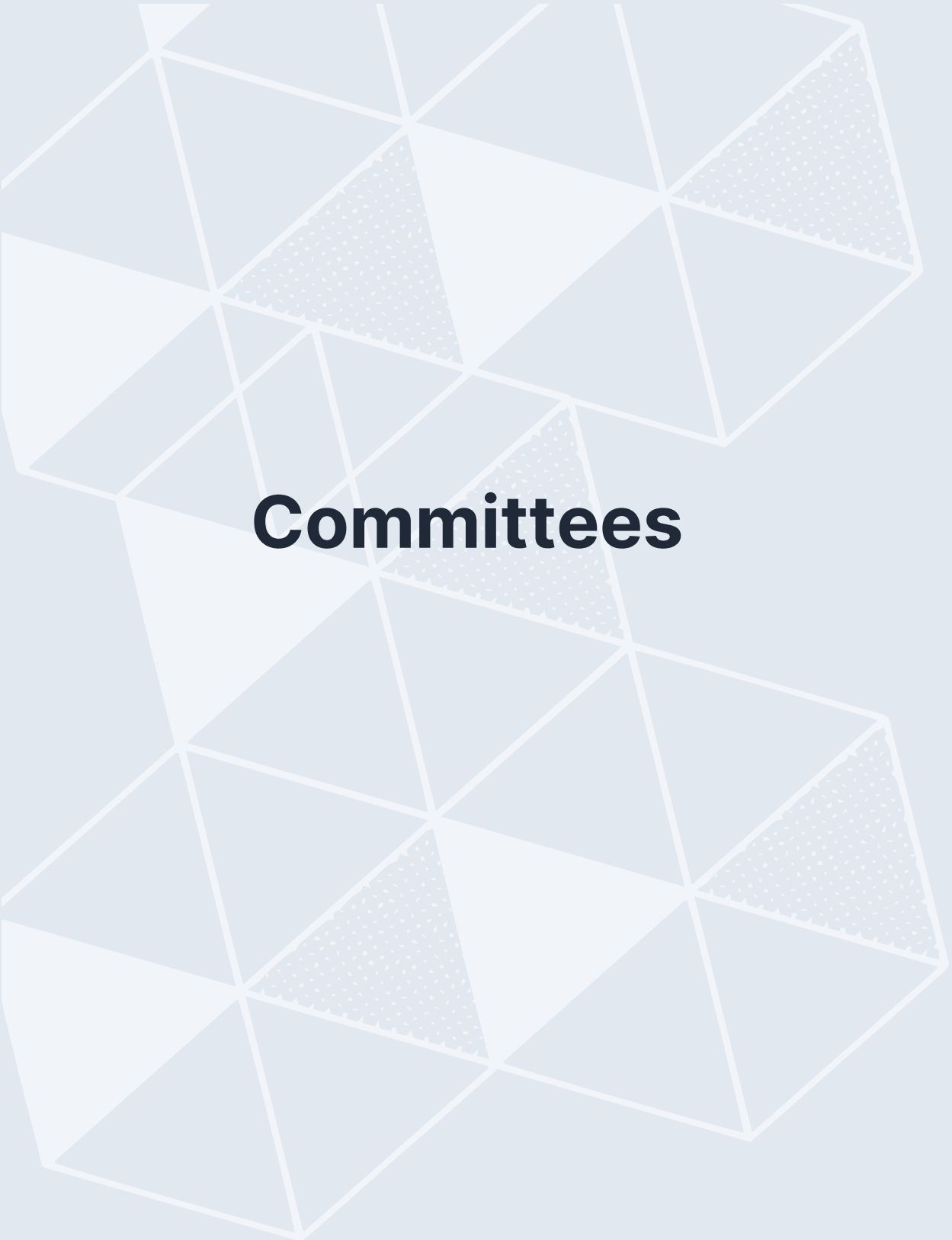
Lone Oak Elementary is committed to providing early educational access by offering a full-day Prekindergarten program for eligible students.

- The program is funded for a half-day through state and local revenues, but the school strategically utilizes additional local and Title I funds to extend instruction and support, ensuring all qualifying students have access to a tuition-free, full-day, high-quality learning environment, with a particular focus on those qualifying due to economic hardship.
- The school maintains a Shared Service Arrangement (SSA) with the Tri-County SSA in Commerce. This collaboration facilitates the Child Find process to proactively identify and provide support services for early childhood students

with special needs.

The Prekindergarten program integrates robust family engagement to ensure student success and developmental support:

- **Relationship Building:** Teachers actively build strong, trusting partnerships with families by conducting scheduled home visits and holding frequent parent-teacher meetings to discuss student progress and collaborative goals.
- **Parent Education and Participation:** Parents and guardians are integral partners and are regularly invited to participate in a variety of educational and developmental events tailored to the age and needs of their young students throughout the school year.



Committees

Committees

District Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 14, 2025 @ 2:30 PM	Board Room	--	--

Members

First Name	Last Name	Position	Committee Role
Bill	Thomas	Elementary Parent	Parent
Rob	Lewis	Secondary Parent	Parent
Sarah	Norris	Business Member	Business Representative
Klint	Rybicki	Business Member	Business Representative
Artie	Cook	Community Member	Community Representative
Steve	Forgy	Community Member	Community Representative
Lindsey	Buhler	LOHS Assist Principal	Non-Classroom Professional
Jena	Gann	Paraprofessional	Paraprofessional
Shannon	Ragsdale	LOHS CTE Teacher	Classroom Teacher
Kaylee	Kaufman	LOHS Teacher	Classroom Teacher
Paige	Granberry	LOHS Teacher	Classroom Teacher
Leah	Voth	LOMS Assist Principal	Non-Classroom Professional
Kaylin	Rainbolt	LOMS Teacher	Classroom Teacher
Kathy	Cowan	Coordinator of Instruction & Testing	District Level Professional
Wendy	Baker	Nurse Aide	Paraprofessional
Dr. Joe	Riddle	LOES Asst. Principal	Non-classroom Professional
Susan	Cruces	LOES SPED Teacher	Special Education
Michelle	Martinez	LOHS Special Programs Coordinator	Special Education
Roni	Boidy	LOES Teacher	Classroom Teacher

Stacy	Diamond	LOES Teacher	Classroom Teacher
Melissa	Honeycutt	LOES Teacher	Classroom Teacher
Lena	Moore	LOMS Teacher	Classroom Teacher
Brandy	Dixon	LOMS Teacher	Classroom Teacher
Jessica	Douglas	LOMS Teacher	Classroom Teacher
Laurie	Daniel	District RN	Non-classroom Professional
Joe	Sterner	Chief of Police	Chief of Police
Robert	Whitehead	Coordinator of Safety & Transportation	Non-Classroom Professional
Beth	Luhn	Director of Federal & Special Programs	District-level Professional
Nate	Compton	Superintendent	Superintendent



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Lone Oak ISD

Lone Oak ISD	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
2023-2024	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	Pic 36	PIC 37	PIC 38		
Teachers	0.26	6.25	9.90	3.34	0.00	0.00	0.00	2.80	2.80	0.96
Teacher Aides	0.00	0.00	18.31	6.18	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.39	0.45	0.13	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.26	6.64	28.66	9.65	0.00	0.00	0.00	2.80	2.80	0.96
6100 (999)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200 (999)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6300 (999)	\$0.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6400 (999)	\$0.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$80,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Campus Totals	\$64,376.00	\$563,318.00	\$1,397,812.71	\$469,164.00	\$2,500.00	\$193,846.00	\$40,000.00	\$0.00	\$184,711.00	\$31,768.00
Total	\$64,376.00	\$643,318.00	\$1,422,812.71	\$469,164.00	\$2,500.00	\$193,846.00	\$40,000.00	\$0.00	\$184,711.00	\$31,768.00
Lone Oak 23-24 STATE SPECIAL PROGRAMS MOE										
PIC	21	22	23	24/28/30	25	36	37	38		
	GT	CTE	SE	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Tilte I	Tilte II
Appropriation	\$64,376.00	\$643,318.00	\$1,422,812.71	\$469,164.00	\$2,500.00	\$193,846.00	\$40,000.00	\$0.00	\$184,711.00	\$31,768.00
Allotment	\$21,160.00	\$1,295,398.00	\$2,033,228.00	\$717,101.00	\$18,768.00	\$87,472.00	\$59,136.00	\$16,000.00	\$174,222.00	\$26,852.00
Direct Cost	\$21,160.00	\$712,468.90	\$1,118,275.40	\$394,405.55	\$10,322.40	\$87,472.00	\$59,136.00	\$8,800.00	Balanced	Balanced
Compliant/Non-Comp	Compliant	Non-Comp	Compliant	Compliant	Non-Comp	Compliant	Non-Comp	Non-Comp		
Shortage	\$0.00	\$69,150.90	\$0.00	\$0.00	\$7,822.40	\$0.00	\$19,136.00	\$8,800.00		

Title IV
0.00
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\$0.00
\$13,432.00
\$13,432.00
Title IV
\$13,432.00
\$12,014.00
Balanced

Demographic Change Over Time in Lone Oak ISD

	Total Enrolled	African American	Hispanic	White	2 or More Races	ELL/EB	Eco Dis	At-Risk	Special Education
2022-2023	1083	1.8%	15.5%	78.6%	3%	3.8%	45.2%	42.9%	16.1%
2021-2022	1027	2.2%	13.6%	79.7%	2.9%	3.4%	48.3%	34.1%	16.7%
2020-2021	967	2.1%	14%	80.1%	2.5%	2.6%	38.4%	31.5%	16.1%
2019-2020	993	2%	11.9%	83.3%	1.9%	2%	38.7%	26.4%	16.1%
2018-2019	1006	2.2%	11.2%	83.7%	1.9%	1.8%	42%	25.2%	13.8%

STAFF FTE SUMMARY

Lone Oak ISD

2022 - 2023

	FTE	LEA	PERCENT
TOTAL STAFF (FTEs)	167.6		100.0%
Teachers	78.2		46.6%
Professional Support	10.4		6.2%
Campus Administration	7.8		4.6%
Central Administration	4.8		2.9%
Educational Aides	11.1		6.6%
Auxiliary Staff	55.3		33.0%
 TOTAL PERSONNEL BY ETHNICITY AND SEX	 167.6		 100.0%
White	152.5		91.0%
Hispanic	10.7		6.4%
Black	4.4		2.6%
Other	0.0		0.0%
 White Male	 35.9		 21.4%
White Female	116.6		69.6%
Hispanic Male	2.0		1.2%
Hispanic Female	8.7		5.2%
Black Male	1.8		1.0%
Black Female	2.6		1.6%
Other Male	0.0		0.0%
Other Female	0.0		0.0%
 TEACHERS BY HIGHEST DEGREE HELD			
No Degree	2.7		3.4%
Bachelors	54.5		69.7%
Masters	21.0		26.9%
Doctorate	0.0		0.0%
 TEACHERS BY YEARS OF EXPERIENCE			
Beginning Teachers	6.9		8.9%
1-5 Years Experience	12.3		15.7%
6-10 Years Experience	19.9		25.5%
11-20 Years Experience	21.3		27.2%
Over 20 Years Experience	17.7		22.7%

STAFF FTE SUMMARY

Lone Oak ISD

2022 - 2023

	FTE	LEA	PERCENT
TEACHERS BY POPULATION SERVED			
Regular Education	63.2		80.8%
Career and Technical Education	6.5		8.3%
Bilingual/ESL Education	0.0		0.0%
Compensatory Education	2.7		3.4%
Gifted and Talented Education	0.0		0.0%
Special Education	5.8		7.5%
Other	0.0		0.0%
AVERAGE ACTUAL SALARIES			AVERAGE
Teachers			\$ 56,926
Professional Support			\$ 63,268
Campus Administration			\$ 75,894
Central Administration			\$ 112,601
Educational Aides			\$ 25,715
Auxiliary Staff			\$ 29,019
AVERAGE TEACHERS SALARIES BY YEARS OF EXPERIENCE			
Beginning Teachers			\$ 42,857
1-5 Years Experience			\$ 47,424
6-10 Years Experience			\$ 53,539
11-20 Years Experience			\$ 61,672
Over 20 Years Experience			\$ 67,282
AVERAGE EXPERIENCE OF TEACHERS			13.2
AVERAGE EXPERIENCE OF TEACHERS WITH LEA			6.3
STUDENT/TEACHER RATIO			13.9

Lone Oak ISD

Lone Oak ISD	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
2024-2025	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	Pic 36	PIC 37	PIC 38		
Teachers	0.21	5.23	9.55	0.84	0.00	0.00	0.00	3.16	3.16	0.96
Teacher Aides	0.00	0.00	13.17	1.89	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.45	0.13	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.21	5.23	23.17	2.86	0.00	0.00	0.00	3.16	3.16	0.96
6100 (999)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200 (999)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6300 (999)	\$0.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6400 (999)	\$0.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$80,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Campus Totals	\$63,931.00	\$630,983.00	\$1,496,870.00	\$392,155.00	\$1,700.00	\$1,235,312.00	\$143,601.00	\$11,890.00	\$150,000.00	\$28,618.00
Total	\$63,931.00	\$710,983.00	\$1,521,870.00	\$392,155.00	\$1,700.00	\$1,235,312.00	\$143,601.00	\$11,890.00	\$150,000.00	\$28,618.00
Lone Oak 24-25 STATE SPECIAL PROGRAMS MOE										
PIC	21	22	23	24/28/30	25	36	37	38		
	GT	CTE	SE	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
Appropriation	\$63,931.00	\$710,983.00	\$1,521,870.00	\$392,155.00	\$1,700.00	\$1,235,312.00	\$143,601.00	\$11,890.00	\$150,000.00	\$28,618.00
Allotment	\$21,100.00	\$1,291,866.00	\$2,131,030.00	\$859,243.00	\$21,560.00	\$89,320.00	\$61,600.00	\$30,000.00	\$187,132.00	\$28,618.00
Direct Cost	\$21,100.00	\$710,526.30	\$1,172,066.50	\$472,583.65	\$11,858.00	\$89,320.00	\$61,600.00	\$16,500.00	Balanced	Balanced
Compliant/Non-Comp	Compliant	Compliant	Compliant	Non-Comp	Non-Comp	Compliant	Compliant	Non-Comp		

Title IV
0.00
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\$13,802.00
\$13,802.00
Title IV
\$13,802.00
\$13,802.00
Balanced

Lone Oak ISD

Lone Oak Elem										
2025-2026	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	0.11	0.00	4.09	0.00	0.00	0.00	0.00	0.00	3.16	0.96
Teacher Aides	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.11	0.00	4.09	0.00	0.00	0.00	0.00	0.00	3.16	0.96
6100	\$9,041.00	\$0.00	\$387.97	\$486,094.00	\$422.00	\$1,234,012.00	\$137,360.00	\$0.00	\$188,767.00	\$34,025.00
6200	\$1,200.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$600.00	\$0.00	\$0.00	\$0.00	\$0.00
6300	\$0.00	\$0.00	\$2,270.00	\$0.00	\$300.00	\$0.00	\$6,200.00	\$0.00	\$0.00	\$0.00
6400	\$0.00	\$0.00	\$8,500.00	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$10,241.00	\$10,000.00	\$11,157.97	\$486,094.00	\$922.00	\$1,234,612.00	\$143,560.00	\$0.00	\$188,767.00	\$34,025.00

Title IV
\$14,188
\$13,802.00

Lone Oak ISD

Lone Oak MS										
2025-2026	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	1.09	2.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Teacher Aides	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.00	1.09	2.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6100	\$0.00	\$3,000.00	\$358,286.00	\$46,876.00	\$9,457.00	\$0.00	\$77,461.00	\$0.00	\$0.00	\$0.00
6200	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6300	\$500.00	\$0.00	\$2,000.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6400	\$0.00	\$0.00	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$500.00	\$3,000.00	\$360,686.00	\$46,876.00	\$9,957.00	\$0.00	\$77,461.00	\$0.00	\$0.00	\$0.00

Lone Oak ISD

Lone Oak HS	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
2025-2026	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	PIC 36	PIC 37	PIC 38		
Teachers	0.00	7.87	3.43	0.10	0.00	0.00	0.00	0.00	0.00	0.00
Teacher Aides	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.00	7.87	3.43	0.10	0.00	0.00	0.00	0.00	0.00	0.00
6100	\$245.00	\$613,070.00	\$335,076.00	\$74,400.00	\$0.00	\$0.00	\$0.00	\$51,577.00	\$0.00	\$0.00
6200	\$0.00	\$39,373.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,295.00	\$0.00	\$0.00
6300	\$0.00	\$27,877.00	\$3,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$6,450.00	\$0.00	\$0.00
6400	\$0.00	\$85,981.00	\$2,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$245.00	\$766,301.00	\$340,826.00	\$74,400.00	\$1,000.00	\$0.00	\$0.00	\$69,322.00	\$0.00	\$0.00

Title IV
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Lone Oak ISD

Lone Oak ISD	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
2025-2026	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	Pic 36	PIC 37	PIC 38		
Teachers	0.11	8.96	10.45	0.10	0.00	0.00	0.00	3.16	3.16	0.96
Teacher Aides	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.11	8.96	10.45	0.10	0.00	0.00	0.00	3.16	3.16	0.96
6100 (999)	\$0.00	\$0.00	\$12,043.00	\$0.00	\$1,402.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200 (999)	\$0.00	\$2,750.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6300 (999)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6400 (999)	\$0.00	\$0.00	\$318,712.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$2,750.00	\$330,755.00	\$0.00	\$3,802.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Campus Totals	\$10,986.00	\$779,301.00	\$712,669.97	\$607,370.00	\$11,879.00	\$1,234,612.00	\$221,021.00	\$69,322.00	\$188,767.00	\$34,025.00
Total	\$10,986.00	\$782,051.00	\$1,043,424.97	\$607,370.00	\$15,681.00	\$1,234,612.00	\$221,021.00	\$69,322.00	\$188,767.00	\$34,025.00
Lone Oak 25-26 STATE SPECIAL PROGRAMS MOE										
PIC	21	22	23	24/28/30	25	36	37	38		
	GT	CTE	SE	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II
Appropriation	\$10,986.00	\$782,051.00	\$1,043,424.97	\$607,370.00	\$15,681.00	\$1,234,612.00	\$221,021.00	\$69,322.00	\$188,767.00	\$34,025.00
Allotment	\$23,362.00	\$1,633,368.00	\$2,779,735.00	\$791,403.00	\$43,505.00	\$134,652.00	\$75,202.00	\$18,000.00	\$187,132.00	\$28,618.00
Direct Cost	\$23,362.00	\$898,352.40	\$1,528,854.25	\$435,271.65	\$23,927.75	\$134,652.00	\$75,202.00	\$9,900.00	Balanced	Balanced
Compliant/Non-Comp	Non-Comp	Non-Comp	Non-Comp	Compliant	Non-Comp	Compliant	Compliant	Compliant		
TEA Req.	100%	55%	55%		55%	100%	100%	55%		

Title IV	
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\$14,188.00	
\$14,188.00	
Title IV	
\$14,188.00	
\$14,188.00	
Balanced	