

Lone Oak Independent School District

Lone Oak Middle School

2019-2020 Campus Improvement Plan



Mission Statement

The Lone Oak Independent School District believes that all children can learn. Our mission is to create a supportive learning environment that nurtures positive self-esteem and physical well-being while enabling students to reach their fullest academic and social potential. The district accepts the responsibilities for preparing students to be productive citizens and lifelong learners in our changing world.

Vision

Lone Oak Middle School will maximize student learning in an environment of high expectations.

Core Beliefs

Enhance intellectual abilities in all academic areas.

Challenge students to be creative, curious, high-level independent thinkers who are committed to the process of learning.

Develop a student's sense of integrity, responsibility, honesty, leadership and service to community.

Embrace respect for all and celebrate individual and group successes.

Promote participation in co-curricular and extra-curricular activities and programs.

Provide a dedicated faculty and staff who will guide and prepare the students for future academic challenges in a safe, secure, clean, orderly environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Small community with similar cultures
- Minimal language barriers
- High expectations held by the community
- All teachers and paraprofessionals are highly qualified
- High percentage of teachers are special ed. certified
- Fairly small staff to student ratio
- High special education and 504 population
- Growing number of students with dyslexia
- Almost half of our students qualify for free/reduced lunch

Demographics Strengths

- Small community with similar cultures
- Minimal language barriers
- High expectations held by the community
- All teachers and paraprofessionals are highly qualified
- High percentage of teachers are special ed. certified
- Small staff to student ratio

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a high population of white, economically disadvantaged, Special Education Students and they struggle to meet the targets on STAAR. The targets are based on the state's majority of population, not based on our population which is very different than the state average. **Root Cause:** They were previously successful on STAAR modified, but that version is no longer offered. Due to their disabilities and functioning below grade level, they have a very difficult time taking regular STAAR which is on grade level.

Student Academic Achievement

Student Academic Achievement Summary

- Overall STAAR performance: LOMS is 5% above the state passing average, and almost exactly equal to the state average for Meets and Masters grade level.
- We have an honors math class for 7th grade to prep for Algebra 1 in 8th grade; and all students that have taken the Algebra EOC here at the MS have either reached the Meets or Master's Grade level.
- Students take unit tests throughout every six weeks, as well as the interim assessments in the Fall & Spring. They will also take the MAP Growth Assessment 3 times per year.

Student Academic Achievement Strengths

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

Test admin	grade	Reading approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters
Spring 2017	6	76	36	17	83	44	14
Spring 2017	7	71	46	26	73	51	24
Spring 2017	8	75	46	15	75	41	11
Spring 2018	6	68	41	26	85	51	22
Spring 2018	7	81	51	36	83	63	31
Spring 2018	8	80	54	25	71	21	4
Spring 2019	6	69	39	19	87	43	19

Test admin	grade	Reading approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters
Spring 2019	7	80	51	31	84	67	24
Spring 2019	8	84	57	26	82	42	5

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

Test Admin	grade	Science Approaches	Science Meets	Science Masters	Social Studies Approaches	Social Studies Meets	Social Studies Masters
Spring 2017	8	59	29	9	46	10	5
Spring 2018	8	75	49	25	53	20	3
Spring 2019	8	80	45	15	66	30	14

Test Admin	grade	Algebra Approaches	Algebra Meets	Algebra Masters
Spring 2017	8	100	100	92

Test Admin	grade	Algebra Approaches	Algebra Meets	Algebra Masters
Spring 2018	8	100	100	100
Spring 2019	8	100	100	81

Highlights in green indicate increases in scores from 2017 to 2018; Highlights in Yellow indicate increase from 2018 to 2019.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 51% of our white subpopulation of students reached meets grade level on STAAR Reading but the target is 60%. 61% of white students showed growth in Reading but the target is 69%; 63% of white students showed growth in math, but the target is 74%. **Root Cause:** The targets are increasing and we have a need for more interventionists at the Middle School.

Problem Statement 2: 56% of our economically disadvantaged students showed growth in Reading but the target is 64%; 66% of economically disadvantaged students made progress in math, but the target is 68%. **Root Cause:** Not enough intervention personnel.

Problem Statement 3: Only 14% of Special Education students reached the meets grade level standard on STAAR Reading, and the target is 19%; Only 57% of our special education students showed growth in Reading and the target is 59%. **Root Cause:** These students are functioning below grade level and even if they make a full year's progress, it may not be enough to get them up to grade level.

School Processes & Programs

School Processes & Programs Summary

- Teachers use the TRS Year at a glance scope & sequence and assess students each 6 weeks with the TEKS Resource System Unit Assessments.
- The data from the assessments is uploaded into Eduphoria to analyze progress.
- Teachers also use the IStation Reading Assessments to monitor student reading progress monthly.
- Content Teams hold PLC meetings once a week & Grade Level Teams hold Meetings once a week.
- All math classes have a classroom set of Chrome-books for various online programs and curriculum.
- We send out a monthly SMORE for our staff where they can earn different rewards and teachers can earn a trip to Ron Clark Academy.
- We hold friendly competitions amongst team members to keep the atmosphere fun for adults too.
- We have a company that does random drug testing for all UIL participants, as well as drug dog searches. These work well as a deterrent.

School Processes & Programs Strengths

- We have a part time Reading & math Pull-out interventionist to work with students that need extra help.
- Students that did not meet the Approaches grade level standard on STAAR Reading or Math attend a daily intervention class.
- We also utilize RTI to identify students that need extra intervention.
- Several sets of Chrome-books, iPads, and Kindles are utilized in different classrooms for a variety of instructional activities (math, science, reading, etc.) Currently, each grade level has a mobile set of chromebooks to share amongst the other subjects, and we are adding 1 more set for each grade level this year.
- We have a daily intervention period for students to get tutoring, study, correct work, or work on bringing up their grade.
- We have Power Hour for students that do not need to attend our homeroom intervention period. They get to go outside for a 25 minute break.
- We have 4 different houses to build community within our campus. Each student belongs to a house, and we have fun games and friendly competitions between houses as well as service projects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Hiring qualified teachers is challenging. **Root Cause:** Nearby districts have a higher pay scale.

Perceptions

Perceptions Summary

Lone Oak Middle School faculty and staff share a philosophy of caring for and helping all students succeed in every aspect of their lives.

- Academically- We hold all of our students to high standards, but meet them where they are at.
- Socially- We encourage service learning and problem solving.
- Emotionally- We help our students to grow emotionally while supporting them when needed most.
- Behaviorally- We hold our students accountable for their actions, while teaching them about appropriate choices.

Perceptions Strengths

- LOMS has been re-designated as a Texas Middle School to Watch twice, with the most recent in the Summer of 2017. We applied to re-designate again this year and will find out in the Spring of 2020.
- LOMS Jr. Beta Club is highly valued because we compete in the National Conference every year and have won 1st place several times at both the state and national levels.
- Our Robotics team won 6th place at the World Competition in 2018, and 3rd place at Worlds in 2019.
- Many parents seek out transferring their students to Lone Oak or try to move here because of our reputation of high expectations and performance.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: We have a high population of white, economically disadvantaged, Special Education Students and they struggle to meet the targets on STAAR. The targets are based on the state's majority of population, not based on our population which is very different than the state average.

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

Problem Statement 1 Areas: Demographics

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

Root Cause 2: These students are functioning below grade level and even if they make a full year's progress, it may not be enough to get them up to grade level.

Problem Statement 2 Areas: Student Academic Achievement

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

Root Cause 3: The targets are increasing and we have a need for more interventionists at the Middle School.

Problem Statement 3 Areas: Student Academic Achievement

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

Root Cause 4: Not enough intervention personnel.

Problem Statement 4 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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 Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

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
- TTESS data
- T-PESS data
- Equity 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

Goals

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

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

Evaluation Data Source(s) 1: STAAR test data; MAP Growth data; Interim test data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: If we do not have to close school this year, we will take MAP 3 times.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) All students will take the MAP Growth tests 3 times this school year to check for progress/growth.	2.4	Principal, Teachers, RTI team	All students will make growth.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

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Student Academic Achievement

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Problem Statement 2: 56% of our economically disadvantaged students showed growth in Reading but the target is 64%; 66% of economically disadvantaged students made progress in math, but the target is 68%. **Root Cause 2:** Not enough intervention personnel.

Problem Statement 3: Only 14% of Special Education students reached the meets grade level standard on STAAR Reading, and the target is 19%; Only 57% of our special education students showed growth in Reading and the target is 59%. **Root Cause 3:** These students are functioning below grade level and even if they make a full year's progress, it may not be enough to get them up to grade level.

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

Performance Objective 2: Increase achievement across all student groups in Reading/Math/Writing/Social Studies/Science STAAR scores

Evaluation Data Source(s) 2: Texas Academic Performance Reporting (TAPR) document, STAAR Performance Data Tables

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Every student that did not reach Meets/Master's on the Interim/MAP assessment in Reading/Math, will get an extra Reading/Math class.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Utilize the MAP growth data and interim assessments to target instruction for every student.</p>	2.4, 2.5, 2.6	Principal, teachers, Interventionist teachers, RTI team	Increase STAAR scores in every subject to 60% at Meets/Masters grade level on STAAR.				
<p>Adjust the Pull-out Math/Reading schedule as needed based on students' results.</p> <p>Provide tutoring during PowerHour, before school, & after school.</p>	Problem Statements: Student Academic Achievement 1, 2, 3						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: 51% of our white subpopulation of students reached meets grade level on STAAR Reading but the target is 60%. 61% of white students showed growth in Reading but the target is 69%; 63% of white students showed growth in math, but the target is 74%. **Root Cause 1:** The targets are increasing and we have a need for more interventionists at the Middle School.

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Goal 2: Lone Oak ISD will ensure all campuses are served by highly trained and competent principals and teachers.

Performance Objective 1: Maintain 100% of highly qualified teachers and instructional paraprofessionals or meet District of Innovation standards for CTE teachers.

Evaluation Data Source(s) 1: TAPR

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Reading & Math teachers will attain sped certification if not already certified.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Provide professional development for ESL and special education for teachers that need to gain that certification.	2.4, 2.5, 2.6	Principal, Special Programs Coordinator/ESL Director	All Reading/Language Arts teachers will have ESL and Sped certification.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.

Performance Objective 1: Staff will provide ongoing relevant and current information on the district web site and campus web sites to increase communication with the district and local community.

Evaluation Data Source(s) 1: Hit Count Data for websites
 Communications from district stakeholders
 Feedback from constituents at periodic open forums

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We will have a new website and will be able to post on it also. This year, we were unable to post without sending it to tech department.

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

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

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

Evaluation Data Source(s) 1: District expense report and individual campus and district data.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Do the evacuation drill at the beginning of the school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Teach students safety protocol and perform required drills.		Principal, Dean of Students, Counselor	Students will know what to do in case of an emergency, and will know protocol for visitors coming into the building.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: The District is 100% compliant with all security and safety audits.

Evaluation Data Source(s) 2: District Safety Audit Data

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to monitor effectiveness of gates and fix gate catches as they wear out.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Implement suggestions from security audit.		Principal, Maintenance Director, Superintendent	Increased security on campus.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	All students will take the MAP Growth tests 3 times this school year to check for progress/growth.
1	2	1	Utilize the MAP growth data and interim assessments to target instruction for every student. Adjust the Pull-out Math/Reading schedule as needed based on students' results. Provide tutoring during PowerHour, before school, & after school.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Shannon Wilhite	Principal
District-level Professional	Gina Stevens	District ESL Coordinator
Non-classroom Professional	Tammy Ragsdale	Dean of Students
Counselor	Martha Woodall	Counselor
Paraprofessional	Chrystal Carson	Secretary
Classroom Teacher	Celia Reid	Teacher
Classroom Teacher	Kaylin Rainbolt	Teacher
Classroom Teacher	Sherla Ashby	Teacher
Classroom Teacher	Heather Hughes	Teacher
Classroom Teacher	Kathy Smith	Teacher
Classroom Teacher	Jill Brooks	Teacher
Classroom Teacher	Lisa Martin	Teacher
Classroom Teacher	Amanda Reimold	Teacher
Classroom Teacher	Sandy Killian	Special Ed. Teacher
Parent	Deana Gore	Parent
Business Representative	Wendy Moore	Business Representative
Community Representative	Haley Smisek	Community Member

Addendums

Lone Oak ISD

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