Lone Oak Independent School District

Lone Oak Elementary

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 Independent School District will maximize student learning in an environment of high expectation.

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 Elementary is nestled in a small community with a predominantly similar culture. The current enrollment is 424 students in grades Pre-Kindergarten through Fifth grade versus 444 students last year.

- Minimal language barriers with only 2.8% LEP and ESL instruction is provided by ESL certified teachers in a pull-out program
- The school culture is one of high expectations
- All teachers and paraprofessionals are highly qualified
- Staff to student ratio is below the state average
- Almost 44% reported as economically disadvantaged, our largest demographic outside of 87% white
- Decrease in Special Education population from 15.3% to 11.6%
- Increased number of students served through intervention programs

Demographics Strengths

Lone Oak Elementary has made student growth a priority. Our students are continually challenged by increasing rigor and opportunities to prepare them for their future. We have built a Response to Intervention (RtI) program to assist in student growth and in early identification of students who need additional interventions and support. Data analysis of local and state assessments is done on a frequent basis in order to determine what intervention is most needed. Our parents continue to be involved in school events, both social and academic, many of which are life-long residents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our largest ethnic population (white) is not meeting the targeted Reading and Math goals on STAAR, a significant portion of which are economically disadvantaged. **Root Cause**: Other than STAAR results, identification of students who need intervention has not been based on normative data, but on teacher input and unit assessments. Intervention was implemented utilizing standards being taught within the classroom and not on skills scaffolded based on need.

Student Academic Achievement

Student Academic Achievement Summary

- For 2018-2019, students showed growth on Math STAAR, performing above the targeted percentage for academic growth. This growth is attributed to the implementation of guided math resources which lend to increased differentiation.
- LOES performed exceptionally well in academic growth, finishing in the top 25%.
- Overall accountability score improved from 2017-2018.
- Students who grew a year academically improved from 76% to 78%

Student Academic Achievement Strengths

We have implemented a strong and consistent RtI tracking system for our at-risk students. We also have a scheduled amount of time set aside each day to address the academic needs of our students through targeted intervention. Students in fifth grade showed significant growth in performance on their Reading and Math STAAR. We received a distinction in the area of Top 25% Comparative Academic Growth.

- 3rd grade Math increased their number of students who are approaching grade level by 7%, meets by 17%, and masters by 8%.
- 4th grade Writing increased their number of students who are approaching grade level by 8%, meets by 4%, and masters by 5%.
- 5th grade Math increased their number of students at mastery level by 2%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that subpopulation is 36%. **Root Cause**: 3rd grade math results have increased over the last two years from 71% to 78% passing. Students who moved from 4th grade to 5th grade, showed a tremendous amount of growth, with 94% showing growth. 4th grade scores dropped from 75% to 59%, due significantly to staffing.

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Problem Statement 3: Only 55% of white students reached the meets grade level standard on STAAR Reading. The reading target for that subpopulation is 60% **Root Cause**: 3rd grade reading results have been consistent the last two years, while 4th grade's passing rate has improved. 5th grades scores dropped from 87% to 83%. This is indicative of need for targeted instruction based on student's individual needs.

School Processes & Programs

School Processes & Programs Summary

Our campus is comprised of grades PK-5. PK follows the state adopted Prekindergarten Guidelines, implementing Frog Street as their core curriculum. Grades K-5 adhere to the TEKS through the use of adopted curriculum, such as TEKS Resource System, Wonders RLA, Pearson enVision Math, Studies Weekly, and Discovery Science. Teachers utilize additional Guided Math resources, as well as online programs for intervention and skills practice. Each grade level is administered an Aimsweb benchmark in Math and Reading at the beginning, middle, and end of the year. Student intervention is based on the results of these benchmarks and are reevaluated each six weeks. Teachers meet weekly in PLCs to discuss learning intentions and create criteria for organized, effective instruction. Intervention is administered in the general education program through dyslexia therapy and RtI by the classroom teachers, dyslexia therapist, dyslexia therapist in training, two primary interventionists, and two intermediate intervention teachers and a paraprofessional. Special Education services are implemented with the assistance of Tri-County SSA through resource, inclusion, and a developmentally self-contained classroom.

PK and Kindergarten share an iPad cart, First has a Chromebook cart, and grades 2-5 have two Chromebook carts per grade level. Students have a scheduled computer lab time for technology skills and online intervention. Programs such as Aimsweb Plus, Education Galaxy, Brain Pop, Generation Genius, iXL, Raz Kids, Read Naturally, and other LOISD supported programs are used for instructional purposes with students. Technology is used for communication with parents and colleagues, as well as giving access to teachers for lesson planning and access to district resources. Additionally, the staff has quick access to data to evaluate the students' performance.

LOES has implemented a campus-wide set of 15 expectations for students. Social-emotional health is fostered through bi-weekly whole group Character Academy sessions with the counselor. Positive behavior reports are written for students who exhibit an exceptional characteristic outside the expected norms. Additionally, we implemented a house system to grow relationships between students and staff and encourage charity and acts of kindness.

School Processes & Programs Strengths

- Implementation of new RLA curriculum and TEKS
- Integration of scheduled computer lab
- Weekly PLCs led by staff cadre leaders
- RtI process is better defined through efforts/training of interventionists
- Addition of a nationally normed assessment and progress monitoring program (Aimsweb Plus)
- 100% Highly Qualified Staff
- GT and ESL certified teachers on each grade level
- Teachers receive additional planning time through library, Character Academy, and computer lab

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The percentage of Tier 3 students is high. **Root Cause**: In fifth grade, the higher percentage of students in RtI is based on the number of students who did not meet expectations on their Math STAAR in fourth grade. In other grades, the number of Tier 3 students is due to not having previously had a program that helped to define tiers. This has resulted in students being place on a tier and never being moved.

Problem Statement 2: Data is gathered, but is not consistently used to guide instruction. **Root Cause**: Staff has been given tools, but needs the training to learn to pull the data and apply it to their planning and practice.

Perceptions

Perceptions Summary

Data is gathered from areas of parent and staff climate, from discipline records, volunteer logs, Title 1 parent surveys, and small group counseling to determine strengths and needs in the overall climate and family community involvement at Lone Oak Elementary. Our events are well-attended and we receive much praise from our community over the amount and fun they have on our campus. We continue to struggle with our community involvement in our academic pursuits. Our academic events have historically been sparsely attended.

Perceptions Strengths

- Co-curricular events (grade level showcases, book fairs, Fall Carnival, Open House, etc.)
- Community involvement (Veterans Day Assembly, Fall Carnival, and Pink Parade)
- Community partnerships (Kona Ice, Aldridge Foundation, Chili's, Sweet Frog, Whataburger, Buffalo Grill)
- School environment (Feedback shows that upgrades to cameras, entrance system, and visitor management system make parents feel the school is safe.)
- PTO involvement and events
- Implementation of student programs (UIL, Robotics, BETA Jr)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent-to-teacher communication is significantly reduced each year, regardless of implementation of technological programs allowing easier/timelier means of contact. **Root Cause**: Social media is superseding parent-to-teacher communication. Questions are being addressed to the general public, instead of directly to teachers.

Priority Problem Statements

Problem Statement 1: Our largest ethnic population (white) is not meeting the targeted Reading and Math goals on STAAR, a significant portion of which are economically disadvantaged.

Root Cause 1: Other than STAAR results, identification of students who need intervention has not been based on normative data, but on teacher input and unit assessments. Intervention was implemented utilizing standards being taught within the classroom and not on skills scaffolded based on need.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that subpopulation is 36%.

Root Cause 2: 3rd grade math results have increased over the last two years from 71% to 78% passing. Students who moved from 4th grade to 5th grade, showed a tremendous amount of growth, with 94% showing growth. 4th grade scores dropped from 75% to 59%, due significantly to staffing.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Only 50% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that subpopulation is 59%.

Root Cause 3: 3rd grade math results have increased over the last two years from 71% to 78% passing. Students who moved from 4th grade to 5th grade, showed a tremendous amount of growth, with 94% showing growth. 4th grade scores dropped from 75% to 59%, due significantly to staffing.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Only 55% of white students reached the meets grade level standard on STAAR Reading. The reading target for that subpopulation is 60%

Root Cause 4: 3rd grade reading results have been consistent the last two years, while 4th grade's passing rate has improved. 5th grades scores dropped from 87% to 83%. This is indicative of need for targeted instruction based on student's individual needs.

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
- 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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 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
- 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
- Mobility rate, including longitudinal data
- Discipline records
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase Academic Achievement

Performance Objective 1: By June 2020, the percent of white students at Meets Grade Level or Above in Reading and Math will meet or exceed 60% as measured by the 2020 STAAR assessment.

Evaluation Data Source(s) 1: STAAR Reading and STAAR Math scores, STAAR benchmarks, Aimsweb benchmarks, and unit assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Each teacher will develop an instructional overview for the year for reading and math and present it to the campus administrator within the first two weeks of school.	2.4, 2.6	Administration, teachers	Teachers will begin the year with a clear vision of their desired direction and destination, and then continue by flexing their proactive muscles to make things happen.	100%	100%	100%	100%
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							
TEA Priorities Build a foundation of reading and math 2) Each six weeks a review of student growth and progress will be conducted for each grade level and teachers during RtI meetings.	2.4, 2.5	Administration, teachers, interventionists	All stakeholders will have a clear understanding of the areas of growth needed for students.	40%	75%	75%	→
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 3) Implement nationally normed standards-aligned measures to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. Students will be provided additional small group instruction at an intervention level based on these measures.	2.4, 2.5, 2.6	Administration, teachers, interventionists	The students who are placed in intervention will be monitored for growth and their level of support through their identified tier will result in less intense support or initiation of a referral to Section 504 or Special Education.	40%	75%	75%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our largest ethnic population (white) is not meeting the targeted Reading and Math goals on STAAR, a significant portion of which are economically disadvantaged. **Root Cause 1**: Other than STAAR results, identification of students who need intervention has not been based on normative data, but on teacher input and unit assessments. Intervention was implemented utilizing standards being taught within the classroom and not on skills scaffolded based on need.

Student Academic Achievement
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Problem Statement 2: Only 50% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that subpopulation is 59%. **Root Cause 2**: 3rd grade math results have increased over the last two years from 71% to 78% passing. Students who moved from 4th grade to 5th grade, showed a tremendous amount of growth, with 94% showing growth. 4th grade scores dropped from 75% to 59%, due significantly to staffing.
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Goal 1: Increase Academic Achievement

Performance Objective 2: By June 2020, the percent of economically disadvantaged students at Meets Grade Level or Above in Math will meet or exceed 36% as measured by the 2020 STAAR assessment.

    Evaluation Data Source(s) 2: STAAR Reading and STAAR Math scores, STAAR benchmarks, Aimsweb benchmarks, and unit assessments

    Summative Evaluation 2: Significant progress made toward meeting Performance Objective

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) By June 2020, the percent of white students at Meets Grade Level or Above in Reading and Math will meet or exceed 60% as measured by the 2020 STAAR assessment.	2.4, 2.5	Administration, teachers	Teachers will begin the year with a clear vision of their desired direction and destination, and then continue by flexing their proactive muscles to make things happen.	50%	75%	75%	→
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							
2) Each six weeks a review of student growth and progress will be conducted for each grade level and teachers during RtI meetings.	2.4, 2.5, 2.6	Administration, teachers, interventionists	All stakeholders will have a clear understanding of the areas of growth needed for students.	45%	75%	75%	→
TEA Priorities Build a foundation of reading and math 3) Implement nationally normed standards-aligned measures to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. Students will be provided additional small group instruction at an intervention level based on these measures.	2.4, 2.5, 2.6	Administration, teachers, interventionists	The students who are placed in intervention will be monitored for growth and their level of support through their identified tier will result in less intense support or initiation of a referral to Section 504 or Special Education.	50%	100%		→
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our largest ethnic population (white) is not meeting the targeted Reading and Math goals on STAAR, a significant portion of which are economically disadvantaged. **Root Cause 1**: Other than STAAR results, identification of students who need intervention has not been based on normative data, but on teacher input and unit assessments. Intervention was implemented utilizing standards being taught within the classroom and not on skills scaffolded based on need.

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Goal 2: Increase Student Success

Performance Objective 1: By June 2020, the percent of white students at Meets Grade Level or Above in Reading, Math, Writing, and Science will collectively meet or exceed 58% as measured by the 2020 STAAR assessment.

    Evaluation Data Source(s) 1: STAAR Reading, Math, Writing, and Science scores; STAAR benchmarks; Aimsweb benchmarks; and unit assessments

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Strengthen, implement, and monitor systems to assure written, taught, and tested curriculum is well defined, well aligned, and well monitored.	2.4, 2.5, 2.6	Administration	-Increased student achievement in all content areas -Increased oral reading fluency and Lexile levels -Steady increase in formative and summative data points	45%	75%	75%	→
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Strategic training of staff on rigor in instruction including how to develop questions and activities that increase student engagement and promote critical thinking through PLCs and the implementation of The Teacher Clarity Playbook.	2.4, 2.5, 2.6	Administration and content cadre leaders	Staff training will result in a maximization of instructional time and an increase in student performance in all content areas.	50%	75%	75%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

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Goal 3: Maintain a positive, orderly, and safe learning climate

Performance Objective 1: We will create a safe and inclusive environment.

Evaluation Data Source(s) 1: Discipline records, Class Dojo, Positive Office Referrals, parent feedback, teacher feedback, T-TESS documentation

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Teachers will improve classroom management (where needed) by increasing student engagement and creating routines and procedures.	2.4, 2.5, 2.6	Administration, staff	Increase in student on-task behavior and decrease in the number of referrals submitted to the office.	60%	70%	80%	→
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Increase parental involvement and build partnerships with parents and stakeholders to improve student academic achievement.

Performance Objective 1: We will increase parental awareness of student expectations and strive to improve school-home connections for the academic benefit of students campus-wide.

Evaluation Data Source(s) 1: Events, parent feedback, teacher feedback, observations

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Schedule two distinct Title 1 parent meetings for primary and intermediate grades to keep parents informed.	2.6, 3.1, 3.2	Administration, staff	Stakeholders will understand the expectations and rigor necessary for students to perform successfully at each grade level and improve parental support.	50%			→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

2019-2020 Needs Assessment Team

Committee Role	Name	Position
Administrator	Beth Luhn	Principal
Classroom Teacher	Kerrie Cummings	Physical Education
Classroom Teacher	Jaelyn Click	2nd grade
Classroom Teacher	April Nichol	2nd grade
Classroom Teacher	Kaci Elmore	3rd grade
Classroom Teacher	Kelsi Patterson	Kindergarten
Classroom Teacher	Jason Bellows	Primary Intervention
Non-classroom Professional	Susan Gentry	Counselor
Paraprofessional	Amanda Todd	Attendance Clerk
Parent	Stacy Diamond	Parent
Parent	Toby Hooten	Parent
Business Representative	Christi Kilgore	Business Owner
Community Representative	Ann Dooley	Community Member
District-level Professional	Lisa Brannon	Assistant Principal

Addendums

Lone Oak Elem										
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	0.26	0.00	4.19	1.18	0.00	0.00	0.00	0.00	0.00	0.00
Teacher Aides	0.00	0.00	0.00	4.29	0.00			0.00		
Counselor	0.00	0.00	0.15	0.00	0.00					
TOTAL FTE	**0.26**	**0.00**	**4.34**	**5.47**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
6100	$14,045.00	$0.00	$270,389.00	$281,691.00	$0.00	$65,000.00	$0.00	$0.00	$159,330.00	$22,524.00
6200	$200.00	$0.00	$19,250.00	$0.00	$0.00	$0.00	$0.00		$0.00	$2,000.00
6300	$3,500.00	$0.00	$2,200.00	$1,200.00	$1,500.00	$0.00	$0.00	$0.00	$0.00	$0.00
6400	$118.00	$0.00	$8,800.00	$500.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total	**$17,863.00**	**$0.00**	**$300,639.00**	**$283,391.00**	**$1,500.00**	**$65,000.00**	**$0.00**	**$0.00**	**$159,330.00**	**$24,524.00**