

Lone Oak Independent School District

Lone Oak High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 18, 2021
Public Presentation Date: October 18, 2021

Mission Statement

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

Vision

Lone Oak High School will maximize student learning and achievement 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

Student demographics are growing. With little growth in housing or employment opportunities, many homes are compromised of multiple families, with significant socio-economic needs. Our current enrollment is 323 students.

- Hispanic/ Latino-44
- Multiracial-9
- White-259
- Black/ African American-10
- Asian-0
- American Indian / Alaskan Native-1
- Native Hawaiian / Pacific Islander-0
- Dylsexic-19
- Special Ed Students-69
- 504 Students-45
- Active ESL Students-5
- Students on Free and Reduced Lunch-122
- At Risk Students-80
- Gifted and Talented-101

Demographics Strengths

LOHS considers our traditions and high standards a strength. As our student and community population grows and becomes more diverse, we want to continue trying to increase school pride and school spirit among all of our student groups. Our students come from a variety of backgrounds which adds to the diverse activities and events that are hosted at our school. Our teachers also pride themselves in differentiating their instruction and activities to meet the needs of our diverse learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Remediation and Intervention needs continue to drain resources and drive our campus plan. **Root Cause:** Increasing socio-economic factors create many deficiencies in student capacity, due to poverty, homelessness, transiency, lack of parental support, etc.

Student Learning

Student Learning Summary

Our students perform above the state average in many areas of STAAR. Our humanities program continues to grow and our teachers are being encouraged to develop their programs and recruit students to build support and future growth in CTE Programs. In addition, the campus earned 2 of 7 distinctions during the last eligible accountability cycle.

Student Learning Strengths

Our dual credit program continues to provide our students with both high school and college credit. Many students, regardless of socio-economic status, are able to participate. In addition, our faculty provides many opportunities for students to experience many college and career readiness areas that provide them with avenues for future success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students, especially those receiving special education services, continue to struggle on the STAAR test. **Root Cause:** The district had not previously had a comprehensive remediation/intervention plan that works with each campus to provide a collaborative, structured action steps to reduce the gaps. Accelerated instruction (HB 4545) will alleviate, but progress could still be hindered by the pandemic.

Problem Statement 2 (Prioritized): Low attendance rates. **Root Cause:** High rate of poverty effects student transportation and work commitments. This is also coupled with a lack of variety in our vocational and trade course options, although the programs we currently have are successful.

Problem Statement 3 (Prioritized): Our US. History EOC scores have not been as favorable as other EOC scores on campus. **Root Cause:** Gap in students attending college US History and this course on campus. Lack of alignment.

School Processes & Programs

School Processes & Programs Summary

Finding quality, long-term staff members has been difficult. In a low-income community with a tax rate that is not maximized, it is difficult to provide competitive salaries and facilities to lure new staff/faculty to the school.

School Processes & Programs Strengths

Many of the faculty at LOHS have been with the district for many years. They are the foundation for our success. Teachers that come to the campus are able to focus on providing quality instruction, with few interruptions to their teaching day. We pride ourselves on making sure that teaching time is protected and that our students' focus is on the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Difficulty in attracting quality staff/faculty to the district. **Root Cause:** Competitive pay and facilities in surrounding districts, and a lack of suitable housing/activities in the community.

Perceptions

Perceptions Summary

Lone Oak continues to take pride in athletic, agricultural, and fine arts events, helping keep school culture and climate at a very high level. We continue to believe in the philosophy of inspiring excellence and building those positive relationships with our students. We will continue to review the Buffalo Way for our teachers and our students and help students feel that connection to our school.

Perceptions Strengths

Lone Oak has many activities that our students can become involved in. We believe that involvement and academics go hand in hand. We have a very strong athletic, agricultural, and band program that involves a majority of our students. Our students and staff work very hard to serve their community and we would like to continue to increase the involvement in our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Underperforming students are not involved in campus programs or activities. **Root Cause:** While there are several activities to be a part of, not all of those activities appeal to all student groups. To build off of the success we have; more options in vocational / trades would possibly alleviate this.

Priority Problem Statements

Problem Statement 1: Remediation and Intervention needs continue to drain resources and drive our campus plan.

Root Cause 1: Increasing socio-economic factors create many deficiencies in student capacity, due to poverty, homelessness, transiency, lack of parental support, etc.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students, especially those receiving special education services, continue to struggle on the STAAR test.

Root Cause 2: The district had not previously had a comprehensive remediation/intervention plan that works with each campus to provide a collaborative, structured action steps to reduce the gaps. Accelerated instruction (HB 4545) will alleviate, but progress could still be hindered by the pandemic.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Low attendance rates.

Root Cause 3: High rate of poverty effects student transportation and work commitments. This is also coupled with a lack of variety in our vocational and trade course options, although the programs we currently have are successful.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Difficulty in attracting quality staff/faculty to the district.

Root Cause 4: Competitive pay and facilities in surrounding districts, and a lack of suitable housing/activities in the community.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our US. History EOC scores have not been as favorable as other EOC scores on campus.

Root Cause 5: Gap in students attending college US History and this course on campus. Lack of alignment.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Underperforming students are not involved in campus programs or activities.

Root Cause 6: While there are several activities to be a part of, not all of those activities appeal to all student groups. To build off of the success we have; more options in vocational / trades would possibly alleviate this.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia Data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback





Goals

Revised/Approved: October 24, 2022

Goal 1: Provides aligned instruction to all students based on grade-level and individual program(s).

Performance Objective 1: Increase SPED EOC scores by 5% in all 3 categories (Approaches, Meets, Masters)-All Grades All Subjects





Evaluation Data Sources: STAAR EOC 2020-2021 (TAPR)
STAAR EOC 2021-2022 (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Provide a written, taught and assessed curriculum that is aligned to state standards. Strategy's Expected Result/Impact: Increase in EOC scores Staff Responsible for Monitoring: Teachers, principles, counselors, curriculum director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with professional development for TRS, Eduphoria, Google Classroom, and other educational resources. Strategy's Expected Result/Impact: Students meet or exceed passing expectations for report cards, local and state assessments. Staff Responsible for Monitoring: Teachers, principals, counselors, curriculum director.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide accelerated instruction imbedded in the master schedule for students who did not meet "Approaches" the previous year to fill gaps from the pandemic. Increase advisory period to 30 minutes to allow tutoring during the school day. Provide tutoring before, during and after school. Friday school will also be an option this year for struggling students. Strategy's Expected Result/Impact: Increase in EOC scores and decrease in report card failures for the year Staff Responsible for Monitoring: Teachers, principals, counselor, curriculum director.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide an online tutorial lesson each Friday in the second semester the with students from PJC that have not had the test prep for the EOC Social Studies. Strategy's Expected Result/Impact: Increase the mastery level of EOC scores for the US History exam. Staff Responsible for Monitoring: U.S History Teacher, Principals, Counselors ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provides aligned instruction to all students based on grade-level and individual program(s).

Performance Objective 2: Establish an attendance rate of 95% after a 2 years of a pandemic.





Evaluation Data Sources: Attendance Report Jan 4-May 25 (2022)

Strategy 1 Details	Reviews			
Strategy 1: Utilize school resource officer to make home visits to our students that have a high number of absences. Strategy's Expected Result/Impact: Increase in attendance rate. Staff Responsible for Monitoring: SRO, Teachers, principals, counselor.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2) Provide positive incentives for good attendance on campus with the use of "Incentive Days" to reward students. Strategy's Expected Result/Impact: Increase in attendance rate Staff Responsible for Monitoring: Administration, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop a system of routine, daily communications from campus to homes of students absent for in person or remote learning. Strategy's Expected Result/Impact: Increase attendance rate. Staff Responsible for Monitoring: Administrators, teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Provides aligned instruction to all students based on grade-level and individual program(s).

Performance Objective 3: Increase participation in advanced courses and industry-based certifications.





Evaluation Data Sources: ACT, SAT, AP Testing Date 2021-2022, and TAPR (Approved Industry-Based Certifications)

Strategy 1 Details	Reviews			
Strategy 1: Provide new opportunities for students to participate in advanced courses through additional sections and offerings of AP courses. Strategy's Expected Result/Impact: Increase enrollment in advanced courses. Staff Responsible for Monitoring: Teachers, principals, counselor, curriculum director.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Require Participation and Offer opportunities for students to take AP tests in English, Calculus , and Biology if enrolled in the AP course. Strategy's Expected Result/Impact: Increase in participation in AP testing. Staff Responsible for Monitoring: Teachers, principals, counselor.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer opportunities and funds for students to take ACT and SAT tests on campus. Strategy's Expected Result/Impact: Increase participation in ACT and SAT testing. Staff Responsible for Monitoring: Teachers, principals, counselor.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increase enrollment in the College Transition course to educate on the importance of preparation for the ACT and SAT. Strategy's Expected Result/Impact: Increase participation and scores for the ACT and SAT. Staff Responsible for Monitoring: College Transition teacher, counselors, administrators, students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Increase Approved Industry-Based Certifications by 5%. Strategy's Expected Result/Impact: Increased attendance and Career / Military Graduates, apprenticeships, etc. Staff Responsible for Monitoring: Teachers, Counselors, Administrators, Students	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provides aligned instruction to all students based on grade-level and individual program(s).

Performance Objective 4: To perform at or better than the state average in each EOC exam (Approaches, Meets, Masters)





Evaluation Data Sources: STAAR EOC 2020-2021 (TAPR)
STAAR EOC 2021-2022 (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide needed interventions/tutorials before, during, after school, and on Fridays to homeless, economically disadvantaged, SPED, at-risk, RTI, pregnant, migrant, and ESL students.</p> <p>Strategy's Expected Result/Impact: Increase in our special populations' meeting expectations on report cards, local and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, principals, counselors.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: One period of the school day is utilized for remediation to aid students that were not successful on the EOC / STAAR in English, math, and / or science.</p> <p>Strategy's Expected Result/Impact: Increase the success of students on the EOC English, math, and / or science tests.</p> <p>Staff Responsible for Monitoring: Teacher, principals, counselors.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Having a "boot-camp" in the weeks leading toward the U.S History test in order to familiarize students in Dual Credit History with the content of the U.S History STAAR Exam.</p> <p>Strategy's Expected Result/Impact: Increase the Meets and Masters results of the U.S History exam.</p> <p>Staff Responsible for Monitoring: Teacher, principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Offering a Learning Lab online and in person during the school day for all students to request additional support in any subject at any time.</p> <p>Strategy's Expected Result/Impact: Increase in our special populations' meeting expectations on report cards, local and state assessments.</p> <p>Staff Responsible for Monitoring: Learning Lab teacher, administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Recruit and retain staff that is in the best interest of the students.

Performance Objective 1: Increase the retention rate of classroom teachers on the master schedule from 65.52% the previous year to 82.76%.





Evaluation Data Sources: Professional Staff List

Strategy 1 Details	Reviews			
Strategy 1: Provide high quality professional development to all teachers. Strategy's Expected Result/Impact: Higher rating on TTESS. Staff Responsible for Monitoring: Principals, curriculum director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide team building opportunities to all teachers and staff. Strategy's Expected Result/Impact: Increased interdisciplinary cooperation and teamwork. Staff Responsible for Monitoring: Principals, curriculum director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize a 4-Day Instructional week for a more appealing environment for teachers and staff. Strategy's Expected Result/Impact: Increase highly qualified applicants and retention.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Lone Oak ISD will provide a learning environment that is safe and drug free.

Performance Objective 1: Have less than 10 office referrals related to drugs, tobacco, or safety related incidents this year.





Evaluation Data Sources: Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: Offer a ZAP/lunch detention option as a consequence for minor offenses instead of ISS/OSS. Strategy's Expected Result/Impact: Less office referrals. Staff Responsible for Monitoring: Teachers, principals.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct routine drug tests and searches and offer drug education classes through out the year. Strategy's Expected Result/Impact: Decrease in drug use and AEP placements. Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop a system of reporting and rewards for reported instances of use of illegal substances, including vapes, on campus. Strategy's Expected Result/Impact: Decreased usage of illegal substances on campus. Staff Responsible for Monitoring: Administration, Teachers, Students	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Principal will have face-to-face meetings with each grade level and set clear expectations and educate students on decision making and leadership within the building. Strategy's Expected Result/Impact: Creating relationship and campus culture where students respect staff and facilities. Staff Responsible for Monitoring: Administration, teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize a 4 Day school week Monday - Thursday to eliminate Fridays which held the highest number of referrals due to the decrease in structure based on extra-curricular activities that often occurred on Fridays. Strategy's Expected Result/Impact: Decrease in the number of office referrals and instances of infractions that occur on campus. Staff Responsible for Monitoring: Administration, teachers.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.

Performance Objective 1: Improve communication to all stakeholders.





Evaluation Data Sources: Blackboard Statistics, social media interactions (Facebook, Twitter, etc)

Strategy 1 Details	Reviews			
Strategy 1: Verify and Update all communication information in TxEIS system to ensure it transfers to Blackboard. Strategy's Expected Result/Impact: All students and parents receive notifications in a timely manner. Staff Responsible for Monitoring: Teachers, principal, counselors.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Update district Communication Liaison of any pertinent information occurring on our campus in order for website updates. Strategy's Expected Result/Impact: Give parents, students and stakeholders a constant location for timely information.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.

Performance Objective 2: Maintain at the number of grants awarded to the campus by community (5).

Evaluation Data Sources: Education Foundation Data

Strategy 1 Details	Reviews			
Strategy 1: Encourage and assist all teachers in applying for an Education foundation grant and Donors Choose grant. Strategy's Expected Result/Impact: More grants awarded and increase in community involvement. Staff Responsible for Monitoring: Teachers, principal, counselor.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums

Lone Oak ISD

Lone Oak HS	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II	Title IV
2019-2020	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	PIC 36	PIC 37	PIC 38			
Teachers	0.00	6.25	2.97	1.90	0.00		0.00	0.00	0.00	0.00	0.00
Teacher Aides	0.00	0.00	13.80	1.89	0.00		0.00	0.00			0.00
Counselor	0.00	0.39	0.30	0.00	0.00				0.00	0.00	
TOTAL FTE	0.00	6.64	17.07	3.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6100	\$0.00	\$342,818.00	\$375,203.00	\$229,424.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200	500	\$0.00	\$0.00	\$0.00	\$0.00				\$0.00	\$0.00	\$1,393.00
6300	\$6,000.00	\$63,500.00	\$11,000.00	\$500.00	\$500.00		\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
6400	\$1,250.00	\$14,704.00	\$5,300.00	\$15,000.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$7,750.00	\$421,022.00	\$391,503.00	\$244,924.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,393.00