

Lone Oak Independent School District

Lone Oak Elementary

2020-2021 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 387 students in grades Pre-Kindergarten through Fifth grade versus 424 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 (Prioritized): 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 Learning

Student Learning 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 lead 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 Learning 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 Learning Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): Only 50% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that subpopulation is 59%. **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.

Problem Statement 3 (Prioritized): 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 ELAR, 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 within their grade level and monthly within the content cadres 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.

LOES is a one-to-one campus, with Chromebooks for every student. Students have a scheduled computer lab time for technology skills and online intervention. Programs such as Aimsweb Plus, 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

- Integration of scheduled computer lab
- Monthly PLCs led by staff cadre leaders
- RtI process is better defined through efforts/training of interventionists
- Implementation 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 and Character Academy

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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.

Problem Statement 2: Students have missed instructional opportunities that provide scaffolding for the following year. **Root Cause:** COVID-19 has resulted in students receiving alternative methods of instruction for the spring semester of 2020.

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 Learning

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 Learning

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 Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

Student Data: Assessments

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- 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
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee 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
- T-PESS data

Parent/Community Data

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

Goals





Revised/Approved: October 19, 2020

Goal 1: Increase Academic Achievement

Performance Objective 1: By June 2021, the percent of white students at Meets Grade Level or Above in Reading and Math will meet or exceed 60% as measured by the 2021 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading and STAAR Math scores, STAAR benchmarks, Aimsweb benchmarks, and unit assessments





<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Each six weeks a review of student growth and progress will be conducted for each grade level and teachers during RtI meetings.</p> <p>Strategy's Expected Result/Impact: All stakeholders will have a clear understanding of the areas of growth needed for students.</p> <p>Staff Responsible for Monitoring: Administration, teachers, interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Administration, teachers, interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Increase Academic Achievement

Performance Objective 2: By June 2021, the percent of economically disadvantaged students at Meets Grade Level or Above in Math will meet or exceed 36% as measured by the 2021 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading and STAAR Math scores, STAAR benchmarks, Aimsweb benchmarks, and unit assessments





<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase Student Success

Performance Objective 1: By June 2021, 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 2021 STAAR assessment.

Targeted or ESF High Priority





Evaluation Data Sources: STAAR Reading, Math, Writing, and Science scores; STAAR benchmarks; Aimsweb benchmarks; and unit assessments

<p>Strategy 1: Strengthen, implement, and monitor systems to assure written, taught, and tested curriculum is well defined, well aligned, and well monitored.</p> <p>Strategy's Expected Result/Impact: -Increased student achievement in all content areas -Increased oral reading fluency and Lexile levels -Steady increase in formative and summative data points</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Staff training will result in a maximization of instructional time and an increase in student performance in all content areas.</p> <p>Staff Responsible for Monitoring: Administration and content cadre leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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





Evaluation Data Sources: Discipline records, Class Dojo, Positive Office Referrals, parent feedback, teacher feedback, T-TESS documentation

<p>Strategy 1: Teachers will improve classroom management (where needed) by increasing student engagement and creating routines and procedures.</p> <p>Strategy's Expected Result/Impact: Increase in student on-task behavior and decrease in the number of referrals submitted to the office.</p> <p>Staff Responsible for Monitoring: Administration, staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Events, parent feedback, teacher feedback, observations

<p>Strategy 1: Schedule two distinct Title 1 parent meetings for primary and intermediate grades to keep parents informed.</p> <p>Strategy's Expected Result/Impact: Stakeholders will understand the expectations and rigor necessary for students to perform successfully at each grade level and improve parental support.</p> <p>Staff Responsible for Monitoring: Administration, staff</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums

Lone Oak ISD

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