

# Lone Oak Independent School District

## Lone Oak Elementary

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25% Student Progress



**Board Approval Date:** October 13, 2015  
**Public Presentation Date:** October 13, 2015

# 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lone Oak Elementary is privileged to serve 444 future leaders in grades Pre-Kindergarten through Fifth Grade. Our campus enrollment by ethnicity is: African American-2.3%, Hispanic-8.3%, White-86.5%, Asian-<1%, and American Indian-<1%. 45.7% of students are classified as economically-disadvantaged based on free/reduced lunch status.

Lone Oak Elementary has a variety of programs to support the needs of our diverse learners. These programs support learners that require enrichment, acceleration, and additional academic assistance.

- GT-5.9% of Lone Oak Elementary students are served in the LOES GT program. This is a specialized pull-out program for identified gifted and talented students.
- Special Education-9.7% of Lone Oak Elementary students are currently served throughout the special education department. For students with identified eligibilities, we provide a full ranged of special education services including speech, resource, inclusion, and content mastery.
- Student Support-Lone Oak Elementary provides dyslexia services to 3.6% of students and English as a Second Language (ESL) services to 1.8% of students. Lastly, 23% of our students receive additional interventions and support through the Title I/Reading Acceleration Program.

### 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 intervention is most needed.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Economically disadvantaged students passing Grade 3 Reading STAAR at Satisfactory Level-44%

**Problem Statement 2:** Economically disadvantaged students passing Grade 3 Math STAAR at Satisfactory Level-44%

**Problem Statement 3:** Economically disadvantaged students at Advanced Level on Math STAAR-13%

## Student Academic Achievement

### Student Academic Achievement Summary

All Texas schools must meet standards set forth in four state accountability areas. For the 2015-2016 school year, Lone Oak elementary met all four targets:

- Index 1-Student Achievement-LOES Score=87 (State Target=60)
- Index 2-Student Progress-LOES Score=49 (State Target=32)
- Index 3-Closing Performance Gaps-LOES Score=50 (State Target 28)
- Index 4-Postsecondary Readiness-LOES Score=51 (State Target 12)

These scores result in Lone Oak Elementary receiving a 2016 Texas Accountability Met Standard Rating. Lone Oak Elementary also earned the following distinctions:

- Academic Achievement in ELA/Reading
- Academic Achievement in Science
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

### Student Academic Achievement Strengths

Lone Oak Elementary School outperformed the district and state average in all areas. The state provided a progress measure for each student passed on their performance the year prior. 70% of Lone Oak Elementary students met or exceeded their target progress measure. A notable increase was made in the advanced category for Writing. This is undoubtedly related to the extra attention teachers place on enrichment and intervention opportunities while in the lesson design and instructional process.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** A decrease in Advanced Standard was noted for Reading, Math, and Science during the 2015-2016 school year.

**Problem Statement 2:** A decrease in students at Level II Satisfactory Standard or Above for 3rd grade Reading and Math.

**Problem Statement 3:** Lone Oak Elementary received distinction designations for every possible areas, except in Academic Achievement in Mathematics.

## **School Processes & Programs**

### **School Processes & Programs Summary**

The Lone Oak Elementary staff is comprised of individuals committed to the well-being of our students. All teachers are highly qualified. The teaching staff is diverse and well-blended in terms of teaching experience. Each grade level is comprised of an ESL and GT certified representative, in order to best meet the needs of our students. Para-professional staff members provide quality support for the workings of our school and have a positive impact on student achievement.

When a teaching position becomes available, a team of professionals is used to select the most highly qualified candidates. The time and commitment to the interview process is an integral part of our success in hiring highly-qualified teachers.

### **School Processes & Programs Strengths**

All teachers at Lone Oak Elementary are highly qualified. Lone Oak Elementary has a low turnover rate. Staff members display a growth mindset and strive to be well-versed in current best teaching practices and philosophies that align with 21st Century skills thinking. All are compliant with LOISD Professional Development expectations, and many exceed the requirements.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Staff members need continued time for lesson design in order to implement TEKS Resource Program. Teachers will have extended planning time built-in throughout the school year.

**Problem Statement 2:** Lone Oak Elementary needs more opportunity to grow their technology knowledge of programs already implemented on the campus and within the district.

## **Perceptions**

### **Perceptions Summary**

Lone Oak Elementary is committed to a feeling of "family" and this intangible quality is encouraged and exemplified in every grade level. The culture of Lone Oak elementary is carefully studied and monitored, and new employees are carefully vetted to make sure they have the same commitment to our family philosophy as the existing employees. Many programs and services are implemented to involve the community and make them feel a part of the school and the educational process.

### **Perceptions Strengths**

Lone Oak Elementary faculty and staff work with our families and community to remove educational barriers. All students, including Homeless and Foster Students, are carefully monitored by all, and many opportunities/services are available to assist in keeping these at-risk students in the classroom and ready to learn. Family activities are planned each six weeks, with several district-wide offerings, as well. Lone Oak Elementary schedules many events for family and community involvement - included the Fall Festival, Grandparents Breakfast, Muffins with Mom, Donuts with Dad, Reading Nights, and Pre-K Family Engagement nights, semester awards assemblies, and Fine Arts Nights (Art Night/Talent Show). Pre-K teachers make home visits, as well.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The campus needs greater parental support.

**Problem Statement 2:** Lone Oak Elementary needs to foster our current counselor character development program across the campus.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results



# Goals

**Goal 1: Each student will be provided engaging, relevant, and meaningful learning experiences which lead to student success.**

**Performance Objective 1:** All student groups taking the STAAR assessments will meet or exceed the state standard. All students will achieve academic progress.

**Evaluation Data Source(s) 1:** At the end of 2017-2018, we will examine the STAAR reports to determine if each sub population met the expectation of meeting or exceeding the state standards.

## Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Implement TEKS Resource System in order to align our lesson plans to the rigor of the STAAR assessment.	1.0, 2.0, 5.0, 8.0	Teachers, Administrators, Director of Special Programs	The effectiveness of the implementation of the TEKS Resource System will be evident by the performance of our students in all grade levels.				
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 2) Provide additional support for RtI students and special education students through the use of interventionists. Support will be offered through extended learning time in Prime Time and during instructional time through additional small group instruction.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Interventionists, Special Education teachers, paraprofessionals, and Administrators	Schedules for small group sessions will be kept with attendance to show evidence that students are attending intervention sessions. Ongoing progress monitoring will be documented and included in the students' RtI folders.				
Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 1							
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Teachers will utilize technology to grow 21st century skills and foster student success.	1.0, 2.0, 3.0, 8.0, 9.0	Teachers, paraprofessionals	Students will master skills identified as critical need on pre-assessment.				
Problem Statements: School Processes & Programs 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

## Performance Objective 1 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> Economically disadvantaged students passing Grade 3 Reading STAAR at Satisfactory Level-44%
<b>Problem Statement 2:</b> Economically disadvantaged students passing Grade 3 Math STAAR at Satisfactory Level-44%
<b>Problem Statement 3:</b> Economically disadvantaged students at Advanced Level on Math STAAR-13%
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> A decrease in Advanced Standard was noted for Reading, Math, and Science during the 2015-2016 school year.
<b>Problem Statement 2:</b> A decrease in students at Level II Satisfactory Standard or Above for 3rd grade Reading and Math.
<b>Problem Statement 3:</b> Lone Oak Elementary received distinction designations for every possible areas, except in Academic Achievement in Mathematics.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Staff members need continued time for lesson design in order to implement TEKS Resource Program. Teachers will have extended planning time built-in throughout the school year.
<b>Problem Statement 2:</b> Lone Oak Elementary needs more opportunity to grow their technology knowledge of programs already implemented on the campus and within the district.

**Goal 2: Lone Oak Elementary School will ensure all classrooms are served by highly trained and competent teachers.**

**Performance Objective 1:** 100% of teachers utilizing TEKS Resource System will be trained to use this program.

**Evaluation Data Source(s) 1:** TRS Unit Assessments

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>1) Professional development will be scheduled for training on TRS for core content area teachers.</p>	1.0, 2.0, 3.0, 4.0	Director of Special Programs, Administrators	The effectiveness of the training for TRS will be communicated through student performance on unit assessments.				
Problem Statements: School Processes & Programs 1							
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

**Performance Objective 1 Problem Statements:**









School Processes & Programs
<b>Problem Statement 1:</b> Staff members need continued time for lesson design in order to implement TEKS Resource Program. Teachers will have extended planning time built-in throughout the school year.

**Goal 2:** Lone Oak Elementary School will ensure all classrooms are served by highly trained and competent teachers.

**Performance Objective 2:** LOES will encourage all classroom teachers to pursue their ESL certification.

**Evaluation Data Source(s) 2:** ESL Certification

**Summative Evaluation 2:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 7  1) LOES will reimburse any teacher who completes their ESL Certification.	1.0, 3.0, 4.0	Administrators	Increased number of ESL certified teachers.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Goal 3: Provides a learning environment that is safe and drug free

**Performance Objective 1:** Lone Oak Elementary School will expand and build on modeling positive character traits to reduce discipline referrals by 5%.

**Evaluation Data Source(s) 1:** TxEIS Discipline Reports

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Students will participate in the curriculum for The Energy Bus, which shows children how to overcome negativity, bullies and everyday challenges to be their best and share their positive energy with others.</p>	1.0, 2.0	Teachers, Counselor, Administrators	Decreased number of discipline referrals.				
Problem Statements: Perceptions 2							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) LOES will implement a Weekly Character Trait program to encourage positive behavior, resulting in positive office referrals.</p>	1.0, 2.0	Teachers, Paraprofessionals, Counselor, Administrators	Increased number of positive behavior referrals, which will result in positive phone calls to parents.				
Problem Statements: Perceptions 2							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Lone Oak Elementary needs to foster our current counselor character development program across the campus.

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

**Performance Objective 1:** Increase partnerships with campus and local community organizations.

**Evaluation Data Source(s) 1:** Campus Data

**Summative Evaluation 1:**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Staff will communicate with parents and community members through social media, Class Dojo, and Remind.	6.0	Teachers, Counselor, Administrators	Parents and community members will be kept current on upcoming events and campus/classroom activities.				
Problem Statements: Perceptions 1							
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Staff will participate in and promote organizations, such as LOISD Education Foundation and PTO.	6.0	Teachers, Paraprofessionals, Counselor, Administrators	Increased number of participants				
Problem Statements: Perceptions 1							
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> The campus needs greater parental support.

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Beth Luhn	Principal
Classroom Teacher	Megan Oakes	1st Grade
Classroom Teacher	Cindy Calk	5th Grade Science
Classroom Teacher	Vicki Prim	2nd Grade
Classroom Teacher	Mindy Hogue	3rd-5th Intervention
Paraprofessional	Lisa Hutchison	Librarian
Classroom Teacher	Lisa Goode	K-2nd Reading Intervention
Health & Nutrition	Kerrie Cummings	Physical Education
Parent	Stacy Diamond	Parent
Business Representative	Christy Kilgore	Business Representative
Community Representative	Ann Dooley	Community Representative

# Campus Funding Summary

State SPED 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
State CTE 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
State GT 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
State COMP 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					<b>\$10.00</b>
State ESL 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount



					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$10.00
<b>State HS 31</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$10.00
<b>Federal TITLE 1 6100</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$10.00
<b>Federal TITLE 2 6100</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$10.00
<b>Federal TITLE 2 6200</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$10.00

<b>Federal REAP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$10.00
<b>Federal TITLE 3</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$10.00
<b>Grand Total</b>					\$0.00

# Addendums

Sheet1

Lone Oak Elem 2017-2018	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
	Teachers	0.33	3.11	6.06
Teacher Aides		8.00	0.00	
Counselor		0.13	0.38	
TOTAL FTE	0.33	11.24	6.44	0.00
6100	\$9,965.00	\$276,394.00	\$256,405.00	
6200	\$200.00	\$19,250.00		
6300	\$3,500.00	\$2,500.00	\$1,200.00	\$1,500.00
6400	\$500.00	\$2,800.00	\$500.00	
Total	\$14,165.00	\$300,944.00	\$258,105.00	\$1,500.00