

Lone Oak Independent School District
Lone Oak Middle School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



Board Approval Date: October 16, 2017
Public Presentation Date: October 16, 2017

Mission Statement

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

Vision

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

Core Beliefs

Enhance intellectual abilities in all academic areas.

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

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

Embrace respect for all and celebrate individual and group successes.

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

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a high population of Special Education Students and they struggle to meet progress on STAAR. **Root Cause:** They were previously successful on STAAR modified, but that version is no longer offered.

Student Academic Achievement

Student Academic Achievement Summary

- For 2016-17, we implemented Istation Reading and Math Monthly progress checks to monitor student growth and are continuing that this year.
- We added an honors math class for 7th grade to prep for Algebra 1 in 8th grade.
- Last year, students took 6 weeks tests for benchmarks and also took a full STAAR benchmark in February.

Student Academic Achievement Strengths

- Lone Oak Middle School met all 4 indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.
- LOMS earned the Distinction Designation for Postsecondary Readiness.
- For ELAR, LOMS moved up from 1 out of 6 Quartile 1 ratings 2015-16, to 2 out of 6 Q1 ratings 2016-17. We had to Q2 ratings and 1 must move to Q1 to receive the ELAR distinction designation.
- For Math, LOMS had 0 out of 6 Q1 ratings in 2015-16, to 2 out of 6 Q1 ratings in 2016-17. If TEA counted our Algebra 1 Masters grade level scores, we would have earned the Math distinction designation. We only needed 76% and we got 92%. We are #1 out of 40 in our comparison group but because only 18 schools in our comparison group had data for Algebra 1, no one received recognition for this. There must be at least 20/40 in the comparison group per the TEA accountability manual. We will write a letter to TEA requesting to be included a comparison group with at least 20 for 2017-18.
- 100% of Algebra 1 students passed the STAAR EOC, and 92% met the Level 3 Master's grade level.
- For Science, LOMS had 0 of 2 Q1 ratings in 2015-16, to 1 out of 2 Q1 ratings in 2016-17. We need 1 more to earn the Science Distinction Designation.
- For Social Studies, LOMS had 0 of 2 Q1 ratings in 2015-16 to 1 of 2 Q1 ratings in 2016-17. We need 1 more to earn the Social Studies Designation.
- For the category "Top 25% Student Progress", LOMS moved up from #38/40 to #23/40 in our comparison group. We were only 4 points away from earning that Distinction Designation for 2016-17.
- About 98% of students met promotion requirements. Only 1 student retained (parent requested due to severe special needs).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special Education students continue to struggle to meet the approaches grade level standard on STAAR Reading & Math. **Root Cause:** These students are functioning below grade level and even if they make a full year's progress, it may not be enough to get them up to grade level.

Problem Statement 2: 8th grade social studies scores dropped from 61% in 2015-16 to 49% in 2016-17 **Root Cause:** The 8th grade social studies teacher was new to our campus in 2016-17 and was coaching MS/HS causing him to be gone frequently.

Problem Statement 3: 8th grade science scores dropped from 75% in 2015-16 to 66% in 2016-17. **Root Cause:** The 8th grade science teacher had to resign midyear to care for her elderly father.

Problem Statement 4: LOMS only received 1 out of 5 distinction designations (although we should have received 2 out of 5). **Root Cause:** We are the only campus that all students are tested and we have more tests than any campus (10 different tests). We did not have an interventionist to help target areas.

School Processes & Programs

School Processes & Programs Summary

- Teachers follow the TRS Year at a glance and assess students each 6 weeks with the TEKS Resource System Unit Assessments.
- The data from the assessments is uploaded into Eduphoria to analyze progress.
- Teachers also use the IStation Math & Reading Assessments monthly to check for student progress.
- Content Teams hold PLC meetings once a week & Grade Level Teams hold Meetings once a week.
- All math classes have a classroom set of Chrome-books for various online programs and curriculum.
- We have a company that does random drug testing for all UIL participants, as well as drug dog searches. These work well as a deterrent.

School Processes & Programs Strengths

- We have a new Reading Pull-out interventionist on campus twice a week to work with students that are below grade level.
- Students that did not meet the Approaches grade level standard on STAAR Reading or Math attend a daily intervention class.
- Several set of Chrome-books, iPads, and Kindles are utilized in different classrooms for a variety of instructional activities (math, science, reading, etc.)
- We have a daily intervention period for students to get tutoring, study, correct work, or work on bringing up their grade.
- We added Power Hour this year for students that do not need to attend our homeroom intervention period. They get to go outside for a 25 minute break.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Retaining teachers has been difficult over the last several years. **Root Cause:** Nearby districts have a higher pay scale and old school faculty did not want to adapt to the positive change in philosophy of the campus and district.

Problem Statement 2: Students joke about using drugs and violence. **Root Cause:** Student desensitization of the seriousness of drugs and violence due to their unmonitored/unrestricted access to the internet on their cell phones/tv/computers outside of school.

Perceptions

Perceptions Summary

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

- Academically
- Socially
- Emotionally
- Behaviorally

Perceptions Strengths

- LOMS has been re-designated as a Texas Middle School to Watch twice, with the most recent in the Summer of 2017.
- LOMS Jr. Beta Club is highly valued because we compete in the National Conference every year and have won 1st place several times.
- Many parents seek out transferring their students to Lone Oak or try to move here because of our reputation of high expectations and performance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The community focuses on negative publicity. **Root Cause:** There is limited use of social media to promote the positive things happening at school.

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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Provides instruction to all students based on solid research

Performance Objective 1: Increase the number of students passing the Social Studies STAAR tests to the state target of 60%.

Evaluation Data Source(s) 1: STAAR Scores, Benchmarks, TRS Unit Tests

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: More training with TRS & Eduphoria; visit other campuses

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide teachers with professional development in the TEKS resource system and Eduphoria.	4.0, 8.0, 9.0	Teachers and Principal	Teachers' ability to monitor TEKS mastery will increase so that they can target their instruction.				
Problem Statements: Student Academic Achievement 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: 8th grade social studies scores dropped from 61% in 2015-16 to 49% in 2016-17 Root Cause 2: The 8th grade social studies teacher was new to our campus in 2016-17 and was coaching MS/HS causing him to be gone frequently.

Goal 1: Provides instruction to all students based on solid research

Performance Objective 2: Increase the percentage of special education students passing STAAR tests to 60% for each test.

Evaluation Data Source(s) 2: STAAR Scores, Benchmarks, TRS Unit Tests, Istation Reading & Math monthly progress checks

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: 8th grade Social Studies teacher visit other campuses with excellent STAAR scores early in the school year.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Pull-out Reading & Math Intervention	1.0, 3.0, 9.0	Intervention Teachers	Student Growth with CBM or Istation				
Problem Statements: Demographics 1 Funding Sources: State COMP 24/30 - 0.00							
System Safeguard Strategy PBMAS Critical Success Factors CSF 2 CSF 4 CSF 7 2) Professional development and regular PLC meetings once a week.	1.0, 4.0	Teachers and Principal	Collaboration will increase research based strategies used.				
Problem Statements: Student Academic Achievement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have a high population of Special Education Students and they struggle to meet progress on STAAR. Root Cause 1: They were previously successful on STAAR modified, but that version is no longer offered.
Student Academic Achievement
Problem Statement 1: Special Education students continue to struggle to meet the approaches grade level standard on STAAR Reading & Math. Root Cause 1: These students are functioning below grade level and even if they make a full year's progress, it may not be enough to get them up to grade level.

Goal 1: Provides instruction to all students based on solid research

Performance Objective 3: Increase all areas in our accountability ratings to Quartile 1 so that we are eligible for more distinction designations.

Evaluation Data Source(s) 3: Attendance, STAAR Scores, Benchmarks, TRS Unit Tests, number of schools in our comparison group that have data for Algebra 1.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Focus on special populations.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Use TRS unit tests to target instruction.	1.0, 2.0, 8.0, 9.0	Teachers, Principal, Counselor	TEKS mastery for students which will prepare them for STAAR.				
				Problem Statements: Student Academic Achievement 4			
Critical Success Factors CSF 4 CSF 5 CSF 6 2) Reward students for attendance and good behavior.		Teachers, Principal, Counselor, Dean of Students	Maximize instructional time				
				Problem Statements: Student Academic Achievement 4			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 4: LOMS only received 1 out of 5 distinction designations (although we should have received 2 out of 5). Root Cause 4: We are the only campus that all students are tested and we have more tests than any campus (10 different tests). We did not have an interventionist to help target areas.

Goal 1: Provides instruction to all students based on solid research

Performance Objective 4: Increase our science STAAR passing rate from 66% to 76% for all students.

Evaluation Data Source(s) 4: STAAR, Benchmarks, TRS Unit Tests

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: We haven't received STAAR scores yet, but we will continue to have students track their TEKS mastery with Unit tests.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide teachers with professional development in the TEKS resource system and Eduphoria.	1.0, 4.0, 8.0, 9.0	Teachers, Principal	Improved TEKS mastery preparing students for success on the 8th grade STAAR science test.				
Problem Statements: Student Academic Achievement 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 3: 8th grade science scores dropped from 75% in 2015-16 to 66% in 2016-17. Root Cause 3: The 8th grade science teacher had to resign midyear to care for her elderly father.

Goal 2: Ensures highly qualified teachers and principals

Performance Objective 1: Increase positive school culture in order to retain highly qualified teachers.

Evaluation Data Source(s) 1: Surveys, feedback, retention rate

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Increase birthday recognition; shout outs

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Recognize faculty and staff for accomplishments and initiative- jeans passes, prize drawings, teacher box, t-shirts, etc.	1.0, 5.0	Principal	Higher Teacher Retention rate				
Problem Statements: School Processes & Programs 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Retaining teachers has been difficult over the last several years. Root Cause 1: Nearby districts have a higher pay scale and old school faculty did not want to adapt to the positive change in philosophy of the campus and district.

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

Performance Objective 1: Utilize drug free and safety prevention programs.

Evaluation Data Source(s) 1: Drug tests, safety drills

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: SWAT team speaker or other drug task force

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Random drug testing for all UIL participants and drug dog searches	1.0	Nurse, Principal	Prevention of drugs brought to campus or used by students.				
Problem Statements: School Processes & Programs 2							
Critical Success Factors CSF 6 2) Red Ribbon Week Activities & Guest Speakers	1.0	Counselor, Principal, Teachers	Reduction in Student comments/behavior regarding drug use.				
Problem Statements: School Processes & Programs 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Students joke about using drugs and violence. Root Cause 2: Student desensitization of the seriousness of drugs and violence due to their unmonitored/unrestricted access to the internet on their cell phones/tv/computers outside of school.

Goal 4: Is accountable to the public for its results

Performance Objective 1: Increase parent and volunteer participation at the Middle School Level.

Evaluation Data Source(s) 1: Sign in sheets from Meet the teacher and Open House, number of volunteers on the district list

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Hold Bi-Monthly evening meetings for volunteers to discuss opportunities.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Increase parent and community perceptions and involvement with the Middle School and promote the positive things happening at school through social media.	1.0, 6.0	Principal, Counselor, Dean of Students, Administrative Assistant	Positive promotions on social media, increased mentor availability.				
Problem Statements: Perceptions 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The community focuses on negative publicity. Root Cause 1: There is limited use of social media to promote the positive things happening at school.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide teachers with professional development in the TEKS resource system and Eduphoria.
1	2	1	Pull-out Reading & Math Intervention
1	2	2	Professional development and regular PLC meetings once a week.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Shannon Wilhite	Principal
Non-classroom Professional	Tammy Ragsdale	Dean of Students
District-level Professional	Gina Stevens	ESL District Coordinator
Classroom Teacher	Marie Corley	Teacher
Paraprofessional	Chrystal Carson	Secretary
Student	Nathan Rial	student
Classroom Teacher	Sandy Killian	Special Ed teacher
Classroom Teacher	Sherla Ashby	Teacher
Classroom Teacher	Jill Brooks	Teacher
Classroom Teacher	Celia Reid	Teacher
Classroom Teacher	Lisa Martin	Teacher
Classroom Teacher	Kaylin Rainbolt	teacher
Classroom Teacher	KaTina Johnson	Teacher
Parent	Melissa Lynch	Parent
Business Representative	Bryan Ragsdale	Business Representative
Counselor	Martha Woodall	Counselor

Campus Funding Summary

State SPED 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State CTE 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State GT 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State COMP 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Math & Reading Intervention Materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State ESL 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

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

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

Addendums

Sheet1

Lone Oak Middle School 2017-2018	GT	Special Ed	Comp Ed	ESL
	PIC 21	PIC 23	PIC 24,28	PIC 25
	Teachers	0.57	2.15	1.90
Teacher Aides		5.00	0.00	
Counselor		0.14	0.14	
TOTAL FTE	0.57	7.29	2.04	0.00
6100		\$203,577.00	\$174,666.00	
6200	\$200.00	\$250.00		
6300	\$800.00	\$3,000.00	\$1,000.00	\$2,000.00
6400	\$500.00	\$2,300.00		
Total	\$1,500.00	\$209,127.00	\$175,666.00	\$2,000.00