

Lone Oak Independent School District
Lone Oak Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Science



Board Approval Date: October 15, 2015
Public Presentation Date: October 15, 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.

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Comprehensive Needs Assessment

Revised/Approved: October 15, 2018

Demographics

Demographics Summary

Lone Oak Elementary is privileged to serve 453 future leaders in grades Pre-Kindergarten through Fifth Grade. Our campus enrollment by ethnicity is: African American-.9%, Hispanic-9.7%, White-87.4%, 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 4.6% 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-74%

Problem Statement 2: Economically disadvantaged students passing Grade 3 Math STAAR at Satisfactory Level-61%

Problem Statement 3: Economically disadvantaged students at Advanced Level on Math STAAR-19%

Student Academic Achievement

Student Academic Achievement Summary

All Texas schools must meet standards set forth in three state accountability areas. For the 2017-2018 school year, Lone Oak elementary met all three targets:

- Student Achievement-LOES Score=80
- Student Progress-LOES Score=82
- Closing Performance Gaps-LOES Score=77

These scores result in Lone Oak Elementary receiving a 2018 Texas Accountability Met Standard Rating. Lone Oak Elementary also earned the following distinctions:

- Academic Achievement in ELA/Reading
- Academic Achievement in Science

Student Academic Achievement Strengths

We have implemented a strong and consistent RtI tracking system for our at-risk students. We also have a scheduled amount of time set aside each day to address the academic needs of our students through targeted intervention. Reading STAAR results in third grade saw a 30% rise, due to a concerted effort between interventionists and classroom teachers to meeting the academic needs of students. Students showed a 34% growth between 3rd grade (2017) and 4th grade (2018) on their Math STAAR results.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While our students performed well in the approaching grade level reporting category, students need to be continually challenged to perform at the mastered grade level category.

Problem Statement 2: A 23% decrease in students at Masters for 3rd grade Math has been found.

Problem Statement 3: Lone Oak Elementary received distinction designations for Academic Achievement in ELAR and Science, but not 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 opportunities to collaborate and plan with similar content areas.

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 Winter Festival, Picnic on the Playground, Reading Nights, and Pre-K Family Engagement nights, awards assemblies, and monthly grade-level showcases. 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 provide opportunities for students to develop character and problem-solving strategies, to increase success and decrease office referrals.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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 2018-2019, 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:

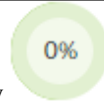
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Implement guided math to scaffold students the rigor of the STAAR assessment.	2.4, 2.6	Teachers, Administrators, Director of Special Programs	The effectiveness of the implementation of guided math will be evident by the performance of our students in mathematics at all grade levels.				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
Critical Success Factors 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.		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 - Student Academic Achievement 2 - School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 2 3) Teachers will utilize technology to grow 21st century skills and foster student success.		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:

Demographics
Problem Statement 1: Economically disadvantaged students passing Grade 3 Reading STAAR at Satisfactory Level-74%
Problem Statement 2: Economically disadvantaged students passing Grade 3 Math STAAR at Satisfactory Level-61%
Problem Statement 3: Economically disadvantaged students at Advanced Level on Math STAAR-19%
Student Academic Achievement
Problem Statement 1: While our students performed well in the approaching grade level reporting category, students need to be continually challenged to perform at the mastered grade level category.
Problem Statement 2: A 23% decrease in students at Masters for 3rd grade Math has been found.
Problem Statement 3: Lone Oak Elementary received distinction designations for Academic Achievement in ELAR and Science, but not Mathematics.
School Processes & Programs
Problem Statement 1: Staff members need opportunities to collaborate and plan with similar content areas.
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.

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

Performance Objective 1: All teachers in Kindergarten through 4th grade will implement guided math to effectively guide instruction for students with academic issues and provide vertical scaffolding. We will continue to utilize TEKS Resource System.

Evaluation Data Source(s) 1: TRS Unit Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 2 CSF 7 1) Professional development will be scheduled for training on TRS for core content area teachers.		Director of Special Programs, Administrators	The effectiveness of the training for TRS will be communicated through student performance on unit assessments.	0%			
Problem Statements: School Processes & Programs 1							

Performance Objective 1 Problem Statements:






School Processes & Programs
Problem Statement 1: Staff members need opportunities to collaborate and plan with similar content areas.

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) LOES will reimburse any teacher who completes their ESL Certification. All ELAR teachers are required to have their ESL Certification.</p>	2.4, 2.5, 2.6	Administrators	Increased number of ESL certified teachers.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement	
Problem Statement 1: While our students performed well in the approaching grade level reporting category, students need to be continually challenged to perform at the mastered grade level category.	
School Processes & Programs	
Problem Statement 1: Staff members need opportunities to collaborate and plan with similar content areas.	

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 1) Teachers will implement a campus-wide initiative of growth mindset to encourage students to grow their intelligence and persevere in the face of challenges.	2.5, 2.6	Teachers, Counselor, Administrators	Decreased number of discipline referrals.				
	Problem Statements: Perceptions 2						
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 2) LOES will implement a Character Trait program to encourage positive behavior, resulting in positive office referrals.		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
Problem Statement 2: Lone Oak Elementary needs to provide opportunities for students to develop character and problem-solving strategies, to increase success and decrease office referrals.

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

Performance Objective 1 Problem Statements:

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

2018-2019 Needs Assessment Team

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

Addendums

Sheet1

Lone Oak Elem 2018-2019	GT	Special Ed	Comp Ed	ESL	Title I	Title II
	PIC 21	PIC 23	PIC 24,28	PIC 25		
Teachers	0.28	2.20	6.15			
Teacher Aides		5.00				
Counselor			0.12			
TOTAL FTE	0.28	7.20	6.27	0.00		
6100	\$14,230.73	\$271,781.68	\$228,001.08			
6200	\$200.00	\$19,250.00			\$146,880.00	\$15,695.00
6300	\$3,500.00	\$2,200.00	\$1,200.00	\$1,500.00		
6400	\$500.00	\$1,800.00	\$500.00			
Total	\$18,430.73	\$295,031.68	\$229,701.08	\$1,500.00	\$ 146,880.00	\$15,695.00