

Lone Oak Independent School District
Lone Oak High School
2018-2019 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 High School will maximize student learning and achievement in an environment of high expectations.

Core Beliefs

Enhance intellectual abilities in all academic areas.

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

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

Embrace respect for all and celebrate individual and group successes.

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Provides instruction to all students based on solid research	15
Goal 2: Ensures highly qualified teachers and principals	20
Goal 3: Lone Oak ISD will provide a learning environment that is safe and drug free.	21
Goal 4: Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.	22
Addendums	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student demographics are growing. With little growth in housing or employment opportunities, many homes are comprised of multiple families, with significant socio-economic needs. Our current enrollment is 328 students.

- Hispanic/Latino - 29 Students
- Multiracial - 6 Students
- White - 275 Students
- Black/African American - 9 Students
- Asian - 4 Students
- American Indian/Alaskan Native - 5 Students
- Native Hawaiian/Pacific Islander - 0 Students
- Dyslexic - 18 Students
- Special Ed Students - 51 Students
- 504 Students - 50 Students
- Active ESL Students - 3 Students
- Students on Free and Reduced Lunch - 138 Students
- At Risk Students - 101 Students
- Gifted and Talented - 37 Students

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

Our students perform above the state average in the areas of STAAR. We have also had two National Merit Scholars in the past four school years. Our UIL academic and speech teams continue to participate in regional and state level competitions. Our humanities program continues to grow and our teachers are being encouraged to develop their programs and recruit students to build support and future growth. The last three years, the campus has earned bronze and silver awards with U.S. News and World Report rankings for our AP performance. In addition, the campus earned 2 of 7 distinctions during the last accountability cycle.

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Many students, especially those receiving special education services, continue to struggle on the STAAR test. **Root Cause:** The district does not have a comprehensive remediation/intervention plan that works with each campus and provides a collaborative, structured action steps to reduce the gaps.

Problem Statement 2: LOHS did not receive a distinction from TEA in Science in 2018-19. **Root Cause:** Low performance on the Science EOC and opportunities to participate in Science AP/IB exams or dual-credit courses.

Problem Statement 3: Low attendance rates. **Root Cause:** High rate of poverty effects student transportation and work commitments.

Problem Statement 4: EOC English I performance was in Q2 and English II in Q3. **Root Cause:** Lack of target instruction based on students needs.

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

Lone Oak has many activities that our students can become involved in. We believe that involvement and academics go hand in hand. We have a very strong athletic and fine arts program that involves a majority of our students. We also have a goal this year to increase club membership and also community service in those clubs and organizations. Our students work very hard to serve their community and we would like to continue to increase the involvement in our community.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Underperforming students are not involved in campus programs or activities. **Root Cause:** Poverty forces many students to work, or does not allow them the means to participate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Difficulty in attracting quality staff/faculty to the district. **Root Cause:** Low pay and a lack of suitable housing/activities in the community.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

LOHS still continues to believe in building on our “Non-Negotiable Foundations.” LOHS continues to use our design team in order to support our teachers learning and designing engaging lessons. Our teachers continue to grow their own PD. We continue to challenge our teachers to become more data driven in what they are teaching from day to day. We have created several “basic-basic” classes in the STAAR tested areas in order to help those students who have failed the STAAR test one or more times. These are built in during the school day so after school tutorials and Saturday tutorials are avoided in order to help the family dynamics and job dynamics of our students.

Curriculum, Instruction, and Assessment Strengths

Quality teaching staff that focuses on the TEKS and provides foundational learning opportunities in the Readiness and Supporting Standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Low participation in implementing the TEKS Resource System. **Root Cause:** Many staff are resistant to change.

Parent and Community Engagement

Parent and Community Engagement Summary

LOHS has a very involved community and family involvement. We continue to grow our PTO membership and volunteer hours. Our parents spend many hours volunteering for all of the activities that Lone Oak has to offer. Lone Oak students continue to serve their community at a very high level. Each year, the amount of community service hours that our students earn increases. Many of our clubs and organizations include service projects throughout the year. All of our fine arts productions and athletic events are very well attended by our families and our community.

Parent and Community Engagement Strengths

The creation of the Education Foundation has helped incorporate district and campus activities into the overall community program.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: At the high school level, few parents are actively engaged in their students education. **Root Cause:** Few parents understand the instructional material, STAAR tests or HB5.

School Context and Organization

School Context and Organization Summary

Campus action is driven by the notion that Quality Instruction is the number one priority and that ADULT ACTION precedes STUDENT SUCCESS. Protecting and insuring that quality learning opportunities for our students is the foundation for all of our actions and decisions.

School Context and Organization Strengths

The campus staff is dedicated to providing quality instruction as its primary purpose. The TEKS act as our guide and drive the lessons that we prepare and enact with the student population.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Staff turnover produces an environment that removes focus from instruction as a priority.

Technology

Technology Summary

Teachers at Lone Oak High School use technology to help provide quality instruction. They understand that it is a tool, not the end all to instruction. Our staff take great pride in their ability as educators to USE technology to achieve their class room goals.

Technology Strengths

We have an amazing technology team that work to provide us with forward thinking ideas that are both effective and efficient. They are very supportive and work hard to help teachers integrate technology into their lessons.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students skill set to use technology outpaces the staff. **Root Cause:** Many staff members are not interested in improving skill set.

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
- 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 End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback



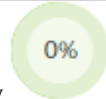

Goals

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

Performance Objective 1: Increase the percent masters grade level for the English I, II EOC from 5% to 10% and Algebra I EOC from 14% to 28%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide a written, taught and assessed curriculum that is aligned to state standards.	Teachers, principals, counselors, curriculum director	Increase in EOC scores				
Problem Statements: Student Achievement 2, 4						
2) Provide teachers with professional development for TRS, Lead4Ward and other research based resources	Teachers, principals, counselors, curriculum director.	Students meet or exceed passing expectations for report cards, local and state assessments.				
Problem Statements: Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 1						
3) Provide accelerated instruction during tutorials before, during and after school. Students that did not pass Algebra I ECO and/or English I, II EOC last year are assigned a daily lab 45 minute tutorial time during the day with the Algebra or English teacher.	Teachers, principals, counselor, curriculum director.	Increase in EOC scores and decrease in report card failures for the year				
Problem Statements: Demographics 1 - Student Achievement 1, 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

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

Student Achievement

Problem Statement 1: Many students, especially those receiving special education services, continue to struggle on the STAAR test. **Root Cause 1:** The district does not have a comprehensive remediation/intervention plan that works with each campus and provides a collaborative, structured action steps to reduce the gaps.

Problem Statement 2: LOHS did not receive a distinction from TEA in Science in 2018-19. **Root Cause 2:** Low performance on the Science EOC and opportunities to participate in Science AP/IB exams or dual-credit courses.

Problem Statement 4: EOC English I performance was in Q2 and English II in Q3. **Root Cause 4:** Lack of target instruction based on students needs.

Curriculum, Instruction, and Assessment


Problem Statement 1: Low participation in implementing the TEKS Resource System. **Root Cause 1:** Many staff are resistant to change.

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

Performance Objective 2: Increase attendance rate from 94.8% to 96.5% for the 2018-19 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize school resource officer to make home visits to our students that have a high number of absences.	SRO, Teachers, principals, counselor.	Increase in attendance rate.				
Problem Statements: Student Achievement 3						
2) 2) Develop an attendance committee to create a plan for educating staff, students, and parents and monitoring the attendance rate.	Administration, Teachers	Increase in attendance rate				
						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: Low attendance rates. Root Cause 3: High rate of poverty effects student transportation and work commitments.

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

Performance Objective 3: Increase participation in AP examinations for Math, Social Studies and Science to more than 9%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide new opportunities for students to participate in advanced courses through Dual Credit.	Teachers, principals, counselor, curriculum director.	Increase enrollment in advanced courses.				
Problem Statements: Student Achievement 2						
2) Offer opportunities for students to take AP tests in Social Studies and Science on campus.	Teachers, principals, counselor.	Increase in participation.				
Problem Statements: Student Achievement 2						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: LOHS did not receive a distinction from TEA in Science in 2018-19. Root Cause 2: Low performance on the Science EOC and opportunities to participate in Science AP/IB exams or dual-credit courses.

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

Performance Objective 4: Increase the Index 3 (Closing Performance Gap) from 75 to 83.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide needed interventions/tutorials before, during and after school to homeless, economically disadvantaged, SPED, at-risk, RTI, pregnant, migrant, and ESL students.	Teachers, principals, counselors.	Increase in our special populations' meeting expectations on report cards, local and state assessments.				
Problem Statements: Demographics 1						

Performance Objective 4 Problem Statements:

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

Goal 2: Ensures highly qualified teachers and principals

Performance Objective 1: Increase the retention rate of our highly qualified teachers from 73% to 83%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide high quality professional development to all teachers.	Principals, curriculum director	Higher rating on TTESS.				
Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 - Technology 1						

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Low participation in implementing the TEKS Resource System. Root Cause 1: Many staff are resistant to change.
School Context and Organization
Problem Statement 1: Staff turnover produces an environment that removes focus from instruction as a priority.
Technology
Problem Statement 1: Students skill set to use technology outpaces the staff. Root Cause 1: Many staff members are not interested in improving skill set.


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

Performance Objective 1: Decrease the number of office referrals resulting in ISS/OSS/AEP by 10% from last year to this year.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer a ZAP/lunch detention option as a consequence for minor offenses instead of ISS/OSS.	Teachers, principals.	Less office referrals.				
2) Conduct routine drug tests and searches and offer drug education classes through out the year.	Principals	Decrease in drug use and AEP placements.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 1: Increase participation rate for Meet the Teacher night and Open House type events by 15%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize social media and Remind 101 apps to increase communication.	Teachers, principal, counselors.	Higher attendance rate to events.				
Problem Statements: Parent and Community Engagement 1						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: At the high school level, few parents are actively engaged in their students education. Root Cause 1: Few parents understand the instructional material, STAAR tests or HB5.

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

Performance Objective 2: Increase the number of community grants awarded to our campus from 5 to atleast 8 for the 2017-18 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage and assist all teachers in applying for an Education foundation grant and Donors Choose grant.	Teachers, principal, counselor.	More grants awarded and increase in community involvement.				
Problem Statements: Parent and Community Engagement 1						

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: At the high school level, few parents are actively engaged in their students education. Root Cause 1: Few parents understand the instructional material, STAAR tests or HB5.

Addendums

Sheet1

Lone Oak High School 2018-2019	GT PIC 21	CTE PIC 22	Special Ed PIC 23	Comp Ed PIC 24,28	ESL PIC 25	HS Allot PIC 31	Title I
Teachers		3.55	3.10	3.33		1.31	
Teacher Aides			8.05	1.75			
Counselor		0.38	0.29				
TOTAL FTE	0.00	3.93	11.44	5.08	0.00	1.31	
6100		\$263,764.68	\$385,584.09	\$274,515.08		\$91,954.00	\$4,800.00
6200	\$500.00					\$2,500.00	
6300	\$6,000.00	\$63,500.00	\$11,000.00	\$500.00	\$500.00		
6400	\$1,250.00	\$9,525.00	\$4,300.00	\$15,000.00			
Total	\$7,750.00	\$336,789.68	\$400,884.09	\$290,015.08	\$500.00	\$94,454.00	\$4,800.00

Title IV
\$10,000.00
\$ 10,000.00