

Lone Oak Independent School District
Lone Oak Middle 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 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.

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Comprehensive Needs Assessment

Revised/Approved: May 29, 2018

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 and 504 population
- growing number of students with dyslexia
- About half of our 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. Due to their disabilities and functioning below grade level, they have a very difficult time taking regular STAAR which is on grade level.

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 have an honors math class for 7th grade to prep for Algebra 1 in 8th grade.
- Students take unit tests for benchmarks and also take a full STAAR benchmark early Spring.

Student Academic Achievement Strengths

- Lone Oak Middle School met standard with accountability in all 3 areas.
- LOMS earned the Distinction Designations for English/Language Arts and for Postsecondary Readiness.
- In 2016-17, LOMS only received three Q1 ratings towards distinction designations; in 2017-18, LOMS received six Q1 ratings towards distinction designations.
- For Math, in 2015-16 LOMS had 0 out of 6 Q1 ratings, to 2 out of 6 Q1 ratings in 2016-17; In 2017-18, LOMS received 3 out of 7 Q1 ratings and needed 4 out of 7 to receive the math distinction.
- 100% of Algebra 1 students passed the STAAR EOC, and 100% met the Level 3 Master's grade level.
- For Science, LOMS Master's grade level percentage increased from 10% in 2016-17 to 27% in 2017-18.

Test admin	grade	Reading approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters
Spring 2017	6	76	36	17	83	44	14
Spring 2017	7	71	46	26	73	51	24
Spring 2017	8	75	46	15	75	41	11
Spring 2018	6	68	41	26	85	51	22
Spring 2018	7	81	51	36	83	63	31
Spring 2018	8	80	54	25	71	21	4

Test Admin	grade	Writing Approaches	Writing Meets	Writing Masters
Spring 2017	7	66	39	10
Spring 2018	7	73	48	8

Test Admin	grade	Science Approaches	Science Meets	Science Masters	Social Studies Approaches	Social Studies Meets	Social Studies Masters
Spring 2017	8	59	29	9	46	10	5
Spring 2018	8	75	49	25	53	20	3

Test Admin	grade	Algebra Approaches	Algebra Meets	Algebra Masters
Spring 2017	8	100	100	92
Spring 2018	8	100	100	100

Highlights in green indicate increases in scores from 2017 to 2018

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 14% of Special Education students reached the meets grade level standard on STAAR 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 increased from 49% in 2016-17 to 55% in 2017-18, but are still below the target of 60%. **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. We have a new teacher this year and she is only coaching volleyball and tennis.

Problem Statement 3: LOMS only received 2 distinction designations. **Root Cause:** We are the only campus that all students are tested and we have more

tests than any campus (10 different tests). We only have an interventionist half time to help in target areas.

Problem Statement 4: For closing the gaps, our subpopulation of white students did not meet the targets for growth and meets grade level in ELAR &math; our Hispanic students did not meet the growth target in Math; our Economically disadvantaged students did not meet the target for growth in ELAR &Math; our Special Education students did not meet the for growth in ELAR or meets grade level in Math. **Root Cause:** The targets are increasing and we have a need for more interventionists at the Middle School.

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 to monitor 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 part time Reading & math Pull-out interventionist 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.
- We also utilize RTI to identify students that need extra intervention.
- 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 have Power Hour for students that do not need to attend our homeroom intervention period. They get to go outside for a 25 minute break.
- We added Tribes this year to build community within our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Hiring qualified teachers is challenging. **Root Cause:** Nearby districts have a higher pay scale.

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. We will apply to re-designate again in 2020.
- LOMS Jr. Beta Club is highly valued because we compete in the National Conference every year and have won 1st place several times at both the state and national levels.
- Our Robotics team won 6th place at the World Competition in 2018.
- 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:** It is easy for them to make a Facebook post, and people are much more bold online than in person.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- 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 benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- 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
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- Study of best practices

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 above the state target of 60%.

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

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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.		Teachers and Principal	Teachers' ability to monitor TEKS mastery will increase so that they can target their instruction.				
Problem Statements: Student Academic Achievement 2							
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide teachers with specific training to succeed on the Social Studies STAAR test.		Teachers and Principal	Teacher will utilize the strategies, vocabulary, and STAAR review to ensure that students are prepared for the STAAR test.				
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 increased from 49% in 2016-17 to 55% in 2017-18, but are still below the target of 60%. 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. We have a new teacher this year and she is only coaching volleyball and tennis.

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 25% for each test to meet the Closing the Gaps Domain.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Pull-out Reading & Math Intervention		Intervention Teachers	Student Growth with CBM or Istation				
Problem Statements: Demographics 1 Funding Sources: State COMP 24/30 - 0.00							
Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 4 CSF 7 2) Professional development and regular PLC meetings once a week.		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. Due to their disabilities and functioning below grade level, they have a very difficult time taking regular STAAR which is on grade level.
Student Academic Achievement
Problem Statement 1: Only 14% of Special Education students reached the meets grade level standard on STAAR 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

Summative Evaluation 3:

Strategy Description	ELEMENTS	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.		Teachers, Principal, Counselor	TEKS mastery for students which will prepare them for STAAR.				
	Problem Statements: Student Academic Achievement 3						
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 3						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 3) Train staff and implement new RTI strategies to identify more students that need intervention. Interventionists will pull students to target the specific instruction that they need.	2.4, 2.5, 2.6	Teachers, Principal, Interventionist	More students will be targeted to show growth and meet academic achievement standards in the Closing the Gaps domain.				
	Problem Statements: Student Academic Achievement 4						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 3: LOMS only received 2 distinction designations. Root Cause 3: We are the only campus that all students are tested and we have more tests than any campus (10 different tests). We only have an interventionist half time to help in target areas.
Problem Statement 4: For closing the gaps, our subpopulation of white students did not meet the targets for growth and meets grade level in ELAR & math; our Hispanic students did not meet the growth target in Math; our Economically disadvantaged students did not meet the target for growth in ELAR & Math; our Special Education students did not meet the for growth in ELAR or meets grade level in Math. Root Cause 4: The targets are increasing and we have a need for more interventionists at the Middle School.

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

Performance Objective 4: Increase the percentage of each subpopulation to reach the targets for growth and academic achievement in ELAR and math for Closing the Gaps.

Evaluation Data Source(s) 4: RTI, benchmarks, unit tests, STAAR scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implement new RTI strategies to identify more students that need intervention and monitor them closely to determine if they need to move up or down in the tiers.</p>		Teachers, Principal, and Interventionist will meet once per 6 weeks to monitor progress and make adjustments.	Increase in students' academic achievement and growth.				
Problem Statements: Student Academic Achievement 4							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 4: For closing the gaps, our subpopulation of white students did not meet the targets for growth and meets grade level in ELAR &math; our Hispanic students did not meet the growth target in Math; our Economically disadvantaged students did not meet the target for growth in ELAR &Math; our Special Education students did not meet the for growth in ELAR or meets grade level in Math. Root Cause 4: The targets are increasing and we have a need for more interventionists at the Middle School.</p>

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, brag board, staff member of the week

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 CSF 7 1) Recognize faculty and staff for accomplishments and initiative- jeans passes, prize drawings, teacher box, t-shirts, Top 2 Runners will attend Ron Clark Academy.		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: Hiring qualified teachers is challenging. Root Cause 1: Nearby districts have a higher pay scale.

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, counseling programs, red ribbon week

Summative Evaluation 1:

Strategy Description	ELEMENTS	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		Nurse, Principal	Prevention of drugs brought to campus or used by students.				
Problem Statements: School Processes & Programs 2							
Critical Success Factors CSF 6		Counselor, Principal, Teachers	Reduction in Student comments/behavior regarding drug use.				
2) Red Ribbon Week Activities & Guest Speakers	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, participation in volunteer opportunities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase parent and community perceptions and involvement with the Middle School and promote the positive things happening at school through social media. Post student activities and awards on the LOISD FaceBook page frequently.</p>		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: It is easy for them to make a Facebook post, and people are much more bold online than in person.

Comprehensive Support 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
District-level Professional	Gina Stevens	District ESL Coordinator
Non-classroom Professional	Tammy Ragsdale	Dean of Students
Counselor	Martha Woodall	Counselor
Paraprofessional	Chrystal Carson	Secretary
Classroom Teacher	Celia Reid	Teacher
Classroom Teacher	Kaylin Rainbolt	Teacher
Classroom Teacher	Marie Corley	Teacher
Classroom Teacher	Sherla Ashby	Teacher
Classroom Teacher	Heather Hughes	Teacher
Classroom Teacher	Kathy Smith	Teacher
Classroom Teacher	Jill Brooks	Teacher
Classroom Teacher	Lisa Martin	Teacher
Classroom Teacher	Amanda Reimold	Teacher
Classroom Teacher	Sandy Killian	Special Ed. Teacher
Parent	Laura Velasquez	Parent
Parent	Deana Gore	Parent
Business Representative	Wendy Moore	Business Representative
Student	Anthony Perez	student
Student	Brooklyn Shackelford	student
Student	Seth Lynch	student
Business Representative	Bryan Ragsdale	Business Representative
Community Representative	Keri Goodwin	Community Member
Community Representative	Haley Smisek	Community Member

Addendums

Lone Oak Middle School 2018-2019	GT PIC 21	Special Ed PIC 23	Comp Ed PIC 24,28	ESL PIC 25
Teachers		1.50	0.78	
Teacher Aides		4.00		
Counselor			0.13	
TOTAL FTE	0.00	5.50	0.91	0.00
6100		\$164,626.61	\$53,506.58	
6200	\$200.00	\$250.00		
6300		\$3,000.00	\$1,000.00	\$2,000.00
6400	\$500.00	\$2,675.00		
Total	\$700.00	\$170,551.61	\$54,506.58	\$2,000.00