

# Agenda of Regular Meeting

## The Board of Trustees Lone Oak Independent School District

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A Regular Meeting of the Board of Trustees of Lone Oak Independent School District will be held October 18, 2021, beginning at 7:00 PM in the Lone Oak ISD Administration Building 8162 Highway 69 South Lone Oak, TX 75453.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Establish a quorum and call meeting to order
2. Opening Prayer & Pledges
3. Forum for community input
4. Consent Agenda
  1. Financial Report 3
  2. Monthly Investment Report 17
  3. Budget Amendments/Reallocation 18
  4. Minutes from previous meeting 20
5. Administrative Team Reports
  1. Discuss Economically Disadvantages Stats
  2. Discuss Bus Driver Initiative 28
6. Discuss and possibly approve gas line boundaries for land undercontract to sell on Church Street 29
7. Discuss and possibly approve the District and Campus Improvement Plans 31
8. Discuss District Climate & Culture Survey
9. Discuss and possibly approve innovative classes to maximize CTE opportunities and program of studies. 147
  1. Discuss and possibly approve middle school students earning their high school required physical education credit in 7th or 8th grade
10. Discuss and possibly approve an additional maintenance position
11. Discuss and possibly approve update to board policy 117 177  
CH(LOCAL): PURCHASING AND ACQUISITION  
CV(LOCAL): FACILITIES CONSTRUCTION  
DEC(LOCAL): COMPENSATION AND BENEFITS - LEAVES AND ABSENCES
12. Discuss and possibly approve retention stipend

13. Executive Session

1. 551.074 Discuss personnel or to hear complaints against personnel
2. 551.072 Discuss purchase, exchange, lease, or value of real property

14. Discuss and possibly update lease renewal term agreements for Church Street property

15. Adjournment

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If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on:

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For the Board of Trustees

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
055435	09-30-2021	00005	ATMOS ENERGY	UNDIST. ORGAN.UN	189490		C	GAS SERVICES	584.21	N
					199-51-6259.74-999-299000					
055332	09-10-2021	00011	INTOUCH BY CUMBYT	UNDIST. ORGAN.UN	189318		C	PHONE SERVICES	2,950.90	N
					199-51-6259.72-999-299000					
055301	09-10-2021	00012	CITY OF LONE OAK	UNDIST. ORGAN.UN	189303	AUG	C	AUG/SRO OFFICER INVOI	4,173.11	N
					199-52-6219.00-999-291000					
055302	09-10-2021	00012	CITY OF LONE OAK	UNDIST. ORGAN.UN	189231		C	WATER SERVICES	1,682.08	N
					199-51-6259.71-999-299000					
								<b>Vendor 00012 Total:</b>	<b>5,855.19</b>	
055305	09-10-2021	00020	DEALERS ELECTRICAL	UNDIST. ORGAN.UN	189058	1557894-01	C	MV CONTROLLER	284.28	N
					199-51-6319.00-999-299000					
055313	09-10-2021	00021	DUKO OIL COMPANY	UNDIST. ORGAN.UN	189339	D44556	C	DEF FUEL	215.00	N
					199-34-6311.00-999-299000					
				UNDIST. ORGAN.UN	189237	200282	C	FUEL/DIESEL INVOICE	2,816.62	N
					199-34-6311.00-999-299000					
								<b>Check 055313 Total:</b>	<b>3,031.62</b>	
055394	09-23-2021	00021	DUKO OIL COMPANY	UNDIST. ORGAN.UN	189412	200756	C	FUEL/DIESEL	2,950.40	N
					199-34-6311.00-999-299000					
								<b>Vendor 00021 Total:</b>	<b>5,982.02</b>	
055315	09-10-2021	00025	EDUCATION SERVICE	UNDIST. ORGAN.UN	189239	000645	C	FIBER NETWORK SERVIC	10,000.00	N
					199-11-6299.20-999-299000					
055398	09-23-2021	00025	EDUCATION SERVICE	HIGH SCHOOL	189382	001289	C	TEKSBANK 21-22 MEMBER	500.00	N
					199-11-6239.00-001-211000					
				HIGH SCHOOL	189427	001178	C	21-22 DISCOVERY STREA	1,250.00	N
					199-11-6239.00-001-211000					
				HIGH SCHOOL	189417	001440	C	21-22 EDUPHORIA MEMEB	2,365.00	N
					199-11-6239.00-001-211000					
				MIDDLE SCHOOL	189427	001178	C	21-22 DISCOVERY STREA	1,250.00	N
					199-11-6239.00-041-211000					
				MIDDLE SCHOOL	189417	001440	C	21-22 EDUPHORIA MEMEB	2,365.00	N
					199-11-6239.00-041-211000					
				ELEMENTARY SCH	189427	001178	C	21-22 DISCOVERY STREA	1,250.00	N
					199-11-6239.00-101-211000					
				ELEMENTARY SCH	189417	001440	C	21-22 EDUPHORIA MEMEB	2,365.00	N
					199-11-6239.00-101-211000					
								<b>Check 055398 Total:</b>	<b>11,345.00</b>	
								<b>Vendor 00025 Total:</b>	<b>21,345.00</b>	
055322	09-10-2021	00038	GREENVILLE HERALD	SUPERINTENDENT	189300		C	AD NOTICES INVOICE	1,216.00	N
					199-41-6499.00-701-299000					
055324	09-10-2021	00040	GREENVILLE SUPPLY	UNDIST. ORGAN.UN	189194	530318	C	BULBS/REBUILD KIT/BIT	235.30	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189164	530290	C	AC RECOVERY TANK/ELE	1,072.80	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189244	530029	C	FAUCET/COVER/CAPACIT	312.96	N
					199-51-6319.00-999-299000					
								<b>Check 055324 Total:</b>	<b>1,621.06</b>	
								<b>Vendor 00040 Total:</b>	<b>1,621.06</b>	
055337	09-10-2021	00069	KIRBY RESTAURANT S	UNDIST. ORGAN.UN	210361	627614	C	DISHMACHINE CHEMICAL	240.95	N
					240-35-6342.00-999-299000					
				UNDIST. ORGAN.UN	210361	627613	C	DISHMACHINE CHEMICAL	166.95	N
					240-35-6342.00-999-299000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
								<b>Check 055337 Total:</b>	<b>407.90</b>	
								<b>Vendor 00069 Total:</b>	<b>407.90</b>	
055297	09-10-2021	00084	CANTON ISD	HIGH SCHOOL	189176	CROSS COUNTRY 199-36-6499.02-001-291000	C	CROSS COUNTRY ENTRY	200.00	N
055416	09-23-2021	00094	PITNEY BOWES	BUSINESS OFFICE	189369	1018965780 199-41-6399.PS-750-299000	C	POSTAGE MACHINE RENT	105.00	N
055430	09-23-2021	00112	TEXAS ASSOC OF SCHUN	UNDIST. ORGAN.UN	189393	140363 199-13-6499.00-999-299000	C	CONF REG & LUNCHEON	215.00	N
055370	09-10-2021	00123	TRI-COUNTRY PLUMBI	UNDIST. ORGAN.UN	189242	44694 199-51-6249.00-999-299000	C	REPAIR/TUB/VALVE LEAK	175.00	N
				UNDIST. ORGAN.UN	189324	44698 199-51-6249.00-999-299000	C	CLEAN OUT SEWER/FOOT	880.00	N
								<b>Check 055370 Total:</b>	<b>1,055.00</b>	
								<b>Vendor 00123 Total:</b>	<b>1,055.00</b>	
055372	09-10-2021	00125	UNIVERSITY INTERSC	HIGH SCHOOL	189270	50985 199-36-6399.00-001-299000	C	UIL RESOURCES	59.00	N
055438	09-30-2021	00125	UNIVERSITY INTERSC	HIGH SCHOOL	189521	21-22 199-36-6499.40-001-299000	C	21-22 UIL MEMBERSHIP	2,800.00	N
								<b>Vendor 00125 Total:</b>	<b>2,859.00</b>	
091421	09-14-2021	00141	CLAIMS ADMINISTRATI	UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	1.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	1.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	2.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	3.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	4.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	4.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	8.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	14.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	33.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	44.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	95.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	95.00	N
				UNDIST. ORGAN.UN	210365	753-41-6499.00-999-299000	D	WORKER COMP	97.00	N
								<b>Check 091421 Total:</b>	<b>401.00</b>	
								<b>Vendor 00141 Total:</b>	<b>401.00</b>	
055386	09-23-2021	00149	CHANEY PAPER	UNDIST. ORGAN.UN	189047	190183 199-34-6319.00-999-299000	C	CUSTODIAL SUPPLIES	1,467.80	N
				UNDIST. ORGAN.UN	189052	190139 199-51-6319.00-999-299000	C	CUSTODIAL SUPPLIES	8,277.14	N
				UNDIST. ORGAN.UN	189048	190171 199-51-6319.00-999-299000	C	CUSTODIAL SUPPLIES	1,351.30	N

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				UNDIST. ORGAN.UN	189053	190148	C	PO Created by Req: 808798	2,889.43	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189049	190180	C	CUSTODIAL SUPPLIES	3,358.50	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189046	190141	C	CUSTODIAL SUPPLIES	1,713.70	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189051	190170	C	CUSTODIAL SUPPLIS	6,239.75	N
					199-51-6319.00-999-299000					
								<b>Check 055386 Total:</b>	<b>25,297.62</b>	
								<b>Vendor 00149 Total:</b>	<b>25,297.62</b>	
055352	09-10-2021	00160	QUILL CORPORATION	HIGH SCHOOL	189152	19075834	C	INK FOR LIBRARY	433.17	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	189152		C	INK FOR LIBRARY	433.18	N
					199-11-6399.00-001-222000					
				HIGH SCHOOL	189152		C	INK FOR LIBRARY	433.17	N
					199-12-6399.00-001-299000					
								<b>Check 055352 Total:</b>	<b>1,299.52</b>	
055418	09-23-2021	00160	QUILL CORPORATION	HIGH SCHOOL	189150	18860905/192668	C	GENERAL MISC SUPPLIES	451.86	N
					199-23-6399.00-001-299000					
								<b>Vendor 00160 Total:</b>	<b>1,751.38</b>	
055339	09-10-2021	00165	LAKE PRINTING COMP	UNDIST. ORGAN.UN	189073	47270	C	HEALTH RECORDS	643.05	N
					199-33-6399.00-999-299000					
055374	09-10-2021	00178	WAYNE'S LAWNMOWE	UNDIST. ORGAN.UN	189308		C	CHAINSAW REPAIRS	54.95	N
					199-51-6249.00-999-299000					
				UNDIST. ORGAN.UN	189312		C	WEEDEATER/BLOWER RE	186.83	N
					199-51-6249.00-999-299000					
								<b>Check 055374 Total:</b>	<b>241.78</b>	
								<b>Vendor 00178 Total:</b>	<b>241.78</b>	
055331	09-10-2021	00206	HUNT COUNTY APPRA TAX OFFICE		189316		C	4TH QTR PYMT	18,011.05	N
					199-99-6213.00-703-299000					
055291	09-10-2021	00219	ALBA-GOLDEN I.S.D.	HIGH SCHOOL	189174	cross country	C	CROSS COUNTRY ENTRY	300.00	N
					199-36-6499.02-001-291000					
055373	09-10-2021	00262	WAL-MART INC.	HIGH SCHOOL	188918		C	SUPPLIES/CAMP	68.22	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	188858		C	START UP SUPPLIES	69.89	N
					199-11-6399.00-001-211000					
				ELEMENTARY SCH	188955		C	STUDENT SUPPLIES	1,048.56	N
					199-11-6399.00-101-211000					
				SUPERINTENDENT	189035		C	NEW TEACHER/BOARD	104.47	N
					199-41-6499.00-701-299000					
				MIDDLE SCHOOL	188902		C	Teacher inservice	110.94	N
					865-00-2190.59-041-200000					
								<b>Check 055373 Total:</b>	<b>1,402.08</b>	
055439	09-30-2021	00262	WAL-MART INC.	HIGH SCHOOL	189154		C	STUDENT PROJECT SUPP	68.65	N
					199-11-6399.00-001-223000					
				ELEMENTARY SCH	189280		C	SCIENCE LESSONS	27.48	N
					199-11-6399.00-101-211000					
				ELEMENTARY SCH	189279		C	SUPPLIES	187.38	N
					199-11-6399.00-101-211000					
				HIGH SCHOOL	189218		C	ITEMS FOR CLASS ACTIVI	119.01	N
					199-11-6399.39-001-222000					
				HIGH SCHOOL	189319		C	STUDENT INCENTIVES	188.01	N
					199-11-6499.88-001-223000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				SUPERINTENDENT	189335		C	BOND SUPPLIES/STAFF S	94.36	N
					199-41-6499.00-701-299000					
				SUPERINTENDENT	189250		C	VISIT CAMPUS/SUPPLIES	199.06	N
					199-41-6499.00-701-299000					
				UNDIST. ORGAN.UN	189335		C	BOND SUPPLIES/STAFF S	47.46	N
					199-41-6499.99-999-299000					
								<b>Check 055439 Total:</b>	<b>931.41</b>	
								<b>Vendor 00262 Total:</b>	<b>2,333.49</b>	
055341	09-10-2021	00301	LOWE'S	HIGH SCHOOL	188942		C	MARCHING BAND PROPS	628.56	N
					199-11-6399.75-001-211000					
				UNDIST. ORGAN.UN	189192		C	CARRIAGE BOLT	30.42	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189124		C	BLADES/BOLT/FILTER/VA	444.23	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189191		C	CHAINLINK FENCE SUPPLI	996.67	N
					199-51-6319.00-999-299000					
								<b>Check 055341 Total:</b>	<b>2,099.88</b>	
								<b>Vendor 00301 Total:</b>	<b>2,099.88</b>	
055423	09-23-2021	00325	RIDDELL	HIGH SCHOOL	189322	951476414	C	FACEMASK REPLACEMEN	279.71	N
					199-36-6399.01-001-291000					
055363	09-10-2021	00330	TASB	SUPERINTENDENT	189136	615639	C	TASA/TASB TRAINING	425.00	N
					199-41-6411.00-701-299000					
				SCHOOL BOARD	189136	615639	C	TASA/TASB TRAINING	2,550.00	N
					199-41-6411.00-702-299000					
				SUPERINTENDENT	189345	617774	C	21-22 HR SERVICES RENE	1,150.00	N
					199-41-6499.00-701-299000					
				UNDIST. ORGAN.UN	189309	616908	C	INSPECTION RENEWAL 21	1,300.00	N
					199-51-6299.00-999-299000					
				UNDIST. ORGAN.UN	189299	614870	C	21-22 ENVIROMENTAL DU	1,950.00	N
					199-51-6299.00-999-299000					
								<b>Check 055363 Total:</b>	<b>7,375.00</b>	
								<b>Vendor 00330 Total:</b>	<b>7,375.00</b>	
055371	09-10-2021	00331	UNIVERSAL TIME EQUI	UNDIST. ORGAN.UN	189248	56895	C	PROGRAM NEW BELL	480.00	N
					199-51-6249.00-999-299000					
055296	09-10-2021	00467	CADDO MILLS ISD	HIGH SCHOOL	189287	VOLLEYBALL FEE	C	MS VOLLEYBALL ENTRY F	375.00	N
					199-36-6499.12-001-291000					
055377	09-23-2021	00469	AIRGAS USA	HIGH SCHOOL	189391	9982430258	C	OXYGEN BOTTLE RENTAL	180.93	N
					199-11-6399.39-001-222000					
				HIGH SCHOOL	189460	9117516245	C	OXYGEN/WIRE MIG ROD	267.96	N
					199-11-6399.39-001-222000					
								<b>Check 055377 Total:</b>	<b>448.89</b>	
								<b>Vendor 00469 Total:</b>	<b>448.89</b>	
055364	09-10-2021	00472	TASBO	SUPERINTENDENT	189342	14938-2021	C	21-22 TASBO MEMBERSHI	185.00	N
					199-41-6495.00-701-299000					
				BUSINESS OFFICE	189342	18226/20925-202	C	21-22 TASBO MEMBERSHI	365.00	N
					199-41-6495.00-750-299000					
								<b>Check 055364 Total:</b>	<b>550.00</b>	
								<b>Vendor 00472 Total:</b>	<b>550.00</b>	
055304	09-10-2021	00478	COLEMAN DIESEL SER	UNDIST. ORGAN.UN	189328		C	BUS REPAIRS/MAINTENA	12,062.03	N
					199-34-6249.00-999-299000					

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
055379	09-23-2021	00511	AMERICAN SCHOOL C	MIDDLE SCHOOL	189423	109683	C	MS	129.00	N
					199-31-6411.00-041-299000					
055350	09-10-2021	00515	PEDDLER'S PIZZA	SUPERINTENDENT	189254	1005	C	PIZZA/VISIT CAMPUS	539.50	N
					199-41-6499.00-701-299000					
055415	09-23-2021	00515	PEDDLER'S PIZZA	SUPERINTENDENT	189372		C	PIZZA/COLLEGE/STAFF VI	39.00	N
					199-41-6499.00-701-299000					
								<b>Vendor 00515 Total:</b>	<b>578.50</b>	
055328	09-10-2021	00542	HOOTEN'S	UNDIST. ORGAN.UN	189057		C	GRASS/HOSE/NOZZLE/BR	.30	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189129		C	KEY/GRIND SHEILD	61.43	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	188979		C	PEG SHELF/WALL PLATES	62.59	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189026		C	TUBING/BOLTS/HINGES	455.09	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189195		C	PAINT SUPPLIES	199.14	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189068		C	WRENCH/BOLT/SFLUSH L	204.29	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189168		C	WRENCH RATCHT/TESTE	187.41	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189096		C	OIL FILTER/PLUG/OIL	108.55	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189057		C	GRASS/HOSE/NOZZLE/BR	326.55	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189338		C	SUPPLIES	370.78	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	189067		C	SKAG MOWER	5,000.00	N
					199-51-6397.00-999-299000					
								<b>Check 055328 Total:</b>	<b>6,976.13</b>	
055329	09-10-2021	00542	HOOTEN'S	HIGH SCHOOL	189292		C	SHOP SUPPLIES	1,031.24	N
					199-11-6399.39-001-222000					
								<b>Vendor 00542 Total:</b>	<b>8,007.37</b>	
055307	09-10-2021	00558	DEPARTMENT OF PUB	SUPERINTENDENT	189326		C	HISTORY INQUIRES	30.00	N
					199-41-6499.00-701-299000					
055400	09-23-2021	00575	ESGI, LLC	ELEMENTARY SCH	189403	37261	C	ASSESSMENT DATA TRAC	639.00	N
					199-31-6339.00-101-299000					
055412	09-23-2021	00582	NASCO	HIGH SCHOOL	189289	151573	C	SCIENCE ITEMS	26.20	N
					199-11-6399.00-001-222000					
055323	09-10-2021	00589	GREENVILLE ISD	ELEMENTARY SCH	189228		C	REGIONAL DAY SCHOOL	75.00	N
					199-93-6492.00-101-223000					
055359	09-10-2021	00664	SMARTOX	HIGH SCHOOL	189305	20632/20633	C	RANDOM STUDENT TESTI	4,902.00	N
					199-36-6299.00-001-291000					
055316	09-10-2021	00672	FEC ELECTRIC	UNDIST. ORGAN.UN	189325		C	ELECTRIC SERVICES	25,224.78	N
					199-51-6259.73-999-299000					
055299	09-10-2021	00676	CASH SPECIAL UTILIT	UNDIST. ORGAN.UN	189323		C	WATER SERVICES	714.47	N
					199-51-6259.71-999-299000					

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055414	09-23-2021	00686	ORIENTAL TRADING C	SUPERINTENDENT	189282 199-41-6499.00-701-299000	711499255.01	C	16-HOLE PUNCH GAME	23.72	N
055401	09-23-2021	00690	FLINN SCIENTIFIC	HIGH SCHOOL	189290 199-11-6399.00-001-222000	2616383	C	SCIENCE ITEMS	288.99	N
055318	09-10-2021	00704	GRAND SALINE HIGH	HIGH SCHOOL	189343 199-36-6499.12-001-291000	VOLLEYBALL FEE	C	MS/VOLLYEBALL ENTRY F	400.00	N
055310	09-10-2021	00746	DISCOUNT WHEEL AN	UNDIST. ORGAN.UN	189241 199-34-6249.00-999-299000	1-151547	C	MINI VAN TIRES	369.94	N
055311	09-10-2021	00832	DONALD CONNELLY	HIGH SCHOOL	210356 199-36-6219.00-001-291000	MILLER GROVE	C	VB OFFICIAL/MILLER GRO	140.00	N
055314	09-10-2021	00862	EDGEWOOD ISD	HIGH SCHOOL	189286 199-36-6499.12-001-291000	VOLLEYBLL FEE	C	MS VOLLEYBALL ENTRY	300.00	N
055396	09-23-2021	00862	EDGEWOOD ISD	UNDIST. ORGAN.UN	189438 199-36-6499.40-999-299000	100	C	21-22 DISTRICT ATHLETIC	4,000.00	N
<b>Vendor 00862 Total:</b>									<b>4,300.00</b>	
055388	09-23-2021	00886	D & G QUALITY ROOFI	UNDIST. ORGAN.UN	189374 199-51-6249.00-999-299000	7285	C	ROOF REPAIR/ATHLET/GY	1,135.00	N
055326	09-10-2021	01082	GRIFFIN COMMUNICA	UNDIST. ORGAN.UN	189317 199-51-6249.00-999-299000	203417	C	HS/ ADD BELL SCHEDULE	85.00	N
				UNDIST. ORGAN.UN	189236 199-51-6249.00-999-299000	202898	C	ALARM SERVICES 9-1/11-3	1,454.85	N
<b>Check 055326 Total:</b>									<b>1,539.85</b>	
<b>Vendor 01082 Total:</b>									<b>1,539.85</b>	
055427	09-23-2021	01138	SPECTRUM CORPORA	UNDIST. ORGAN.UN	189426 199-51-6249.00-999-299000	0190916	C	REPAIR SCOREBOARD CL	384.00	N
055362	09-10-2021	01149	SOUTHWEST INTERNA	UNDIST. ORGAN.UN	189333 199-34-6249.00-999-299000	042011586	C	BUS 18-2 REPAIRS	983.05	N
055360	09-10-2021	01202	SOUTHERN TIRE MAR	UNDIST. ORGAN.UN	189314 199-34-6249.00-999-299000	4170039297/305	C	BUS TIRES	4,585.32	N
				UNDIST. ORGAN.UN	189032 199-34-6319.00-999-299000	4170038483	C	TIRES	1,407.79	N
<b>Check 055360 Total:</b>									<b>5,993.11</b>	
<b>Vendor 01202 Total:</b>									<b>5,993.11</b>	
055354	09-10-2021	01211	SCHOOL NURSE SUPP	UNDIST. ORGAN.UN	189151 199-33-6399.00-999-299000	0851216	C	SCALES FOR MS & HS CLI	163.00	N
055426	09-23-2021	01211	SCHOOL NURSE SUPP	UNDIST. ORGAN.UN	189082 199-33-6399.00-999-299000	0849510	C	CLINIC SUPPLIES	1,586.67	N
<b>Vendor 01211 Total:</b>									<b>1,749.67</b>	
055433	09-23-2021	01251	CARD SERVICE CENT	HIGH SCHOOL	189080 199-11-6399.00-001-211000		C	TEACHING MATERIALS	150.00	N
				HIGH SCHOOL	189071 199-11-6399.00-001-221000		C	REPLACEMENT KEY FOR	35.00	N
				HIGH SCHOOL	189222 199-11-6399.00-001-223000		C	MISC CRAFT SUPPLIES	96.85	N
				ELEMENTARY SCH	189005 199-11-6399.00-101-211000		C	Supplies	67.77	N
				UNDIST. ORGAN.UN	189031 199-34-6249.00-999-299000		C	VAN REGISTRATION	9.50	N
				UNDIST. ORGAN.UN	189161 199-34-6249.00-999-299000		C	REGISTER/WHITE/RED TR	43.50	N

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				UNDIST. ORGAN.UN	189034		C	BUS REGISTRATIONS	192.00	N
					199-34-6299.00-999-223000					
				HIGH SCHOOL	189249		C	VOLLEYBALL MEALS	159.97	N
					199-36-6412.00-001-291000					
				SUPERINTENDENT	189399		C	S VALADEZ FINGERPRINT	49.25	N
					199-41-6499.00-701-299000					
				SUPERINTENDENT	189183		C	CARTER/SUPPLIES/VISITS	31.60	N
					199-41-6499.00-701-299000					
				ELEMENTARY SCH	189377		C	CONTAINER RENTAL	318.00	N
					199-51-6499.99-101-299000					
				UNDIST. ORGAN.UN	189378		C	SRO OFFICER CELL	33.08	N
					199-52-6219.00-999-299000					
				UNDIST. ORGAN.UN	189383		C	SRO OFFICER CELL PHON	33.08	N
					199-52-6219.00-999-299000					
				HIGH SCHOOL	189246		C	STOCK SHOW ENTRY FEE	300.00	N
					865-00-2190.42-001-200000					
				SUPERINTENDENT	189379		C	FLOWERS/SICKNESS	67.07	N
					865-00-2190.59-701-200000					
								<b>Check 055433 Total:</b>	<b>1,586.67</b>	
								<b>Vendor 01251 Total:</b>	<b>1,586.67</b>	
055420	09-23-2021	01350	RAINS ISD	HIGH SCHOOL	189461	MS VOLLEYBALL	C	MS VOLLEYBALL ENTRY	500.00	N
					199-36-6499.12-001-291000					
055338	09-10-2021	01368	LABATT FOOD SERVIC	UNDIST. ORGAN.UN	210362		C	FOOD INVOICE/ELEM	17,148.03	N
					240-35-6341.00-999-299000					
				UNDIST. ORGAN.UN	210362		C	FOOD INVOICE/MS	17,750.39	N
					240-35-6341.00-999-299000					
				UNDIST. ORGAN.UN	210362		C	FOOD INVOICE/HS	17,847.45	N
					240-35-6341.00-999-299000					
				UNDIST. ORGAN.UN	210362		C	NON FOOD INVOICE/MS	1,266.20	N
					240-35-6342.00-999-299000					
				UNDIST. ORGAN.UN	210362		C	NON FOOD INVOICE/HS	1,298.39	N
					240-35-6342.00-999-299000					
				UNDIST. ORGAN.UN	210362		C	NON FOOD INVOICE/ELEM	1,382.51	N
					240-35-6342.00-999-299000					
								<b>Check 055338 Total:</b>	<b>56,692.97</b>	
								<b>Vendor 01368 Total:</b>	<b>56,692.97</b>	
055253	09-02-2021	01384	NORTH HOPKINS ISD	HIGH SCHOOL	189198	ENTRY FEE	D	CANCELED	-250.00	N
					199-36-6499.02-001-291000					
055357	09-10-2021	01428	SIGN GYPSIES	MIDDLE SCHOOL	189230	MS/THANK YOU	C	Welcome Sign	50.00	N
					199-23-6499.00-041-299000					
055383	09-23-2021	01706	CDW-G	HIGH SCHOOL	189268	K800972	C	MAINTENANCE AGREEME	11,585.14	N
					199-11-6219.00-001-211000					
055351	09-10-2021	01734	PIONEER MANUFACTU	HIGH SCHOOL	188917	798331/803250	C	FIELD PAINT	2,229.75	N
					199-36-6399.00-001-291000					
055233	09-02-2021	01735	CUMBY ISD	HIGH SCHOOL	189110	ENTRY FEE	D	CANCELED	-300.00	N
					199-36-6499.12-001-291000					
055424	09-23-2021	01754	ROBERT LaQUEY	HIGH SCHOOL	210368	EDGEWOOD	C	VB OFFICIAL/EDGEWOOD	190.00	N
					199-36-6219.00-001-291000					

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055380	09-23-2021	01815	BEST OF TEXAS ROBO	HIGH SCHOOL	189347	1011	C	UIL FEE	600.00	N
					199-11-6399.00-001-221000					
055353	09-10-2021	01816	RAINS COUNTY APPR	TAX OFFICE	189227	4-2021	C	4Q21 APPRAISAL FEE	591.57	N
					199-99-6213.00-703-299000					
055294	09-10-2021	01968	ATWOODS	HIGH SCHOOL	189293		C	SHOP SUPPLIES	92.81	N
					199-11-6399.39-001-222000					
055405	09-23-2021	02080	GROUP DYNAMIX	MIDDLE SCHOOL	189420	ADMISSION	C	MS CAMPUS HOUSES	6,975.00	N
					483-36-6399.00-041-299000					
055387	09-23-2021	02196	COMPLETE SUPPLY IN	UNDIST. ORGAN.UN	188970	264097-1-2-3-4	C	CUSTODIAL CLEAING SUP	11,289.59	N
					199-51-6319.00-999-299000					
055384	09-23-2021	02224	CENGAGE LEARNING	HIGH SCHOOL	189153	75641998	C	BIM CURRICULUM	176.00	N
					199-11-6399.00-001-222000					
055312	09-10-2021	02260	DOOR CONTROL SER	UNDIST. ORGAN.UN	189306	289119	C	INSTALL HINGES/MS DOO	1,200.50	N
					199-51-6249.00-999-299000					
055393	09-23-2021	02260	DOOR CONTROL SER	UNDIST. ORGAN.UN	189415	289996	C	REPAIR DOORS/HS/CAFE	309.50	N
					199-51-6249.00-999-299000					
								<b>Vendor 02260 Total:</b>	<b>1,510.00</b>	
055309	09-10-2021	02325	DICK BLICK ART MATE	ELEMENTARY SCH	189144	6986866	C	ART CLASSROOM MATERI	507.94	N
					199-11-6399.28-101-211000					
055334	09-10-2021	02378	IXL LEARNING	MIDDLE SCHOOL	189062	S412771	C	IXL SITE LICENSE/MATH	2,138.00	N
					410-11-6321.00-041-200000					
055346	09-10-2021	02394	NORTH TEXAS TOLLW	SUPERINTENDENT	189243		C	STAFF/TRIP TOP GOLF TO	9.52	N
					199-41-6499.00-701-299000					
055327	09-10-2021	02530	HEALTH SPECIAL RISK	HIGH SCHOOL	189315	363308/363309	C	STUDENT INSURANCE PR	15,466.92	N
					199-36-6429.00-001-291000					
055321	09-10-2021	02589	GREENVILLE FLORAL	MIDDLE SCHOOL	189039		C	Students	110.00	N
					865-00-2190.59-041-200000					
055347	09-10-2021	02604	O'REILLY AUTO PARTS	UNDIST. ORGAN.UN	189313	0364-241364	C	BUS BATTERIES	373.42	N
					199-34-6319.00-999-299000					
055411	09-23-2021	02661	N2Y	MIDDLE SCHOOL	188862	1041574	C	Educational	582.24	N
					199-11-6399.00-041-223000					
055422	09-23-2021	02668	WELLS FARGO VENDO	HIGH SCHOOL	189424	105395377	C	SEPT. COPIER MAINTEN	2,750.29	N
					199-23-6249.00-001-299090					
				HIGH SCHOOL	189424	105395377	C	SEPT. COPIER MAINTEN	239.71	N
					199-23-6249.88-001-299090					
								<b>Check 055422 Total:</b>	<b>2,990.00</b>	
								<b>Vendor 02668 Total:</b>	<b>2,990.00</b>	
055292	09-10-2021	02679	AMAZON	MIDDLE SCHOOL	188906		C	Teachers	173.88	N
					199-11-6397.00-041-211000					
				ELEMENTARY SCH	188811		C	REPLACEMENT FURNITU	227.69	N
					199-11-6397.00-101-211000					
				UNDIST. ORGAN.UN	188850		C	HS CAFETERIA COMPUTE	1,634.00	N
					199-11-6397.20-999-211000					
				UNDIST. ORGAN.UN	188848		C	ELEM CAFETERIA COMPU	1,731.04	N
					199-11-6397.20-999-211000					
				UNDIST. ORGAN.UN	188901		C	SUPPLIES	5,069.44	N
					199-11-6397.20-999-211000					

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				UNDIST. ORGAN.UN	188972		C	MINDY HOGUE LAPTOP	786.50	N
					199-11-6397.20-999-211000					
				UNDIST. ORGAN.UN	188849		C	MS CAFETERIA COMPUTE	1,682.52	N
					199-11-6397.20-999-211000					
				UNDIST. ORGAN.UN	188860		C	SUPPLIES	1,723.77	N
					199-11-6397.20-999-211000					
				UNDIST. ORGAN.UN	188853		C	SUPPLIES	5,127.93	N
					199-11-6397.20-999-211000					
				HIGH SCHOOL	188945		C	MISC SUPPLIES	680.93	N
					199-11-6397.75-001-299000					
				HIGH SCHOOL	188867		C	TEACHING EQUIPMENT	98.39	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	189146		C	STORAGE BASKETS	82.56	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	188855		C	ROLLING CARTS	80.67	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	188946		C	CLASSROOM SUPPLIES	76.86	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	188871		C	CLASSROOM SUPPLIES	153.45	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	188868		C	TEACHING MATERIALS	123.50	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	188864		C	CLASSROOM WINDOW BLI	177.94	N
					199-11-6399.00-001-211000					
				HIGH SCHOOL	188873		C	STEP LADDER	99.90	N
					199-11-6399.00-001-222000					
				HIGH SCHOOL	188859		C	SPED YEARLY SUPPLIES	1,259.55	N
					199-11-6399.00-001-223000					
				HIGH SCHOOL	188939		C	DESK CHAIR	208.89	N
					199-11-6399.00-001-223000					
				MIDDLE SCHOOL	188828		C	MS SUPPLIES	323.04	N
					199-11-6399.00-041-211000					
				MIDDLE SCHOOL	188829		C	MS Supplies	490.77	N
					199-11-6399.00-041-211000					
				ELEMENTARY SCH	188811		C	REPLACEMENT FURNITU	42.96	N
					199-11-6399.00-101-211000					
				ELEMENTARY SCH	188900		C	AWARDS	172.41	N
					199-11-6399.00-101-211000					
				HIGH SCHOOL	188814		C	FRESHMAN READING	719.10	N
					199-12-6329.00-001-299000					
				HIGH SCHOOL	188940		C	OFFICE SUPPLIES	83.05	N
					199-23-6399.00-001-299000					
				HIGH SCHOOL	188865		C	OFFICE ITEMS	20.80	N
					199-23-6399.00-001-299000					
				MIDDLE SCHOOL	188829		C	MS Supplies	31.98	N
					199-23-6399.00-041-299000					
				ELEMENTARY SCH	188852		C	Office Supplies	204.11	N
					199-23-6399.00-101-299000					
				HIGH SCHOOL	188963		C	SUPPLIES	548.09	N
					199-23-6399.88-001-299000					
				HIGH SCHOOL	188856		C	COUNSELOR SUPPLIES	22.53	N
					199-31-6399.00-001-299000					
				HIGH SCHOOL	188941		C	INK CARTRIDGE	126.50	N
					199-36-6399.00-001-291000					

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				HIGH SCHOOL			M	DIRT TESTER/CREDIT DID	-8.99	N
					199-36-6399.00-001-291000					
				SUPERINTENDENT	188903		C	DISTRICT PD	80.96	N
					199-41-6399.00-701-299000					
				SUPERINTENDENT	188832		C	SUPT	1,970.00	N
					199-41-6399.00-701-299000					
				SUPERINTENDENT	189147		C	OFFICE SUPPLIES	783.87	N
					199-41-6399.00-701-299000					
				UNDIST. ORGAN.UN	188976		C	DOUBLE TIER LOCKERS	1,619.70	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	188994		C	ADA SWING/ELEM PLAYG	554.97	N
					199-51-6319.00-999-299000					
				UNDIST. ORGAN.UN	188969		C	CAFE' SUPPLIES	31.91	N
					240-35-6399.00-999-299000					
				MIDDLE SCHOOL	188901		C	LOMS HOUSES	37.60	N
					483-36-6399.00-041-299000					
				MIDDLE SCHOOL	188828		C	MS SUPPLIES	39.99	N
					483-36-6399.00-041-299000					
				MIDDLE SCHOOL	188895		C	STAFF WORKING LUNCH	79.76	N
					865-00-2190.59-041-200000					
								<b>Check 055292 Total:</b>	<b>29,174.52</b>	
								<b>Vendor 02679 Total:</b>	<b>29,174.52</b>	
055392	09-23-2021	02700	DIRECT ENERGY BUSI	UNDIST. ORGAN.UN	189425		C	ELECTRIC SERVICE/COLL	657.29	N
					199-51-6259.73-999-299000					
055308	09-10-2021	02735	DEVELL REED	MIDDLE SCHOOL	189320		C	Red and White Dance	250.00	N
					865-00-2190.50-041-200000					
055340	09-10-2021	02763	LATSON'S OFFICE SOL	MIDDLE SCHOOL	188830	33839	C	MS Supplies	356.60	N
					199-11-6399.00-041-211000					
055336	09-10-2021	02823	JIM WESTBROOK	HIGH SCHOOL	210355	MILLER GROVE	C	VB OFFICIAL/MILLER GRO	140.00	N
					199-36-6219.00-001-291000					
055397	09-23-2021	02883	EDMENTUM	ELEMENTARY SCH	189275	166145	C	STUDY ISLAND SCIENCE L	351.00	N
					199-11-6399.00-101-211000					
055303	09-10-2021	02888	CM EQUIPMENT	UNDIST. ORGAN.UN	189251	431	C	TRACTOR SERVICE	462.19	N
					199-51-6249.00-999-299000					
055389	09-23-2021	02890	DENISE RILEY	HIGH SCHOOL	210366	COMMERCE	C	VB OFFICIAL/COMMERCE	190.00	N
					199-36-6219.00-001-291000					
055409	09-23-2021	02896	MOBYMAX	ELEMENTARY SCH	189276	264294	C	SPED INTERVENTION SUP	399.00	N
					199-11-6399.00-101-223000					
055432	09-23-2021	03006	THE WORKS SERVICE	UNDIST. ORGAN.UN	189189	103115	C	ICE MACHINE INSTALL	4,472.00	N
					240-35-6397.00-999-299000					
055425	09-23-2021	03042	SANITATION SOLUTIO	UNDIST. ORGAN.UN	189368	3848926	C	TRASH REMOVAL SERVIC	940.84	N
					199-51-6249.00-999-299000					
055366	09-10-2021	03095	TEXAS A&M UNIVERSI	HIGH SCHOOL	189301	M FANNIN	C	FANNIN/SCHOLAR/M FAN	500.00	N
					865-00-2190.57-001-200000					
	09-16-2021			HIGH SCHOOL	189301	M FANNIN	D	WRONG VENDOR	-500.00	N
					865-00-2190.57-001-200000					
								<b>Check 055366 Total:</b>	<b>.00</b>	

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055429	09-23-2021	03095	TEXAS A&M UNIVERSI	HIGH SCHOOL	189418	M FANNIN 865-00-2190.57-001-200000	C	M FANNIN/SCHOLAR/B FA	500.00	N
<b>Vendor 03095 Total:</b>									<b>500.00</b>	
055367	09-10-2021	03155	TEXAS YARD PRO INC	UNDIST. ORGAN.UN	189240	7654 199-51-6249.00-999-299000	C	LAWN MAINTENANCE	2,520.00	N
055395	09-23-2021	03187	EDGENUITY	UNDIST. ORGAN.UN	189155	838115 199-11-6219.20-999-211000	C	MIDDLE SCHOOL ONLINE	7,625.00	N
				UNDIST. ORGAN.UN	189376	565026 199-11-6219.20-999-211000	C	SITE LICENSE/MS/HS DIGI	31,650.00	N
<b>Check 055395 Total:</b>									<b>39,275.00</b>	
<b>Vendor 03187 Total:</b>									<b>39,275.00</b>	
055355	09-10-2021	04040	SHADOWEN ROCK AN	UNDIST. ORGAN.UN	189332	21 199-51-6249.00-999-299000	C	ROCK/DAYCARE DRIVE	390.00	N
055333	09-10-2021	04099	ISTATION	MIDDLE SCHOOL	189061	020432 410-11-6321.00-041-200000	C	IR STUDENT READING/IST	2,900.00	N
055385	09-23-2021	05023	NCS PEARSON, INC	HIGH SCHOOL	189304	15852972 199-11-6399.00-001-222000	C	INDUSTRY CERTIFICATIO	5,299.00	N
055317	09-10-2021	05228	FROG STREET PRESS	ELEMENTARY SCH	189327	0224626 410-11-6321.00-101-211000	C	FROG STREET PRE-K	12,683.98	N
055287	09-09-2021	05318	LORENA QUINTANILLA	GENERIC	189265	 199-51-6129.00-041-299000	Y	WEEKEND WORK	286.02	N
055342	09-10-2021	13620	LUKE MCMILLAN MUSI	HIGH SCHOOL	188943	2745 199-11-6397.75-001-299000	C	MARCHING SHOW MUSIC	750.00	N
055368	09-10-2021	13623	THE PHONICS DANCE	ELEMENTARY SCH	189141	4613 199-11-6399.00-101-211000	C	PHONICS 2ND GRADE	456.50	N
055406	09-23-2021	13628	JERALD HICKS	HIGH SCHOOL	210367	EDGEWOOD 199-36-6219.00-001-291000	C	VB OFFICIAL/EDGEWOOD	190.00	N
055348	09-10-2021	13630	OAK FARMS DAIRY DA	UNDIST. ORGAN.UN	210363	 240-35-6341.00-999-299000	C	FOOD INVOICE	5,166.90	N
055289	09-09-2021	13659	RUBEN OLVERA	UNDIST. ORGAN.UN	189266	 199-51-6129.00-999-299000	C	WEEKEND WORK	789.28	N
055290	09-10-2021	13660	2ND GEAR	UNDIST. ORGAN.UN	189302	262040/261763 199-11-6219.20-999-211000	C	CHROMEBOOK/LICENSE	47,315.23	N
055376	09-23-2021	13660	2ND GEAR	HIGH SCHOOL	188840	258231/258144 266-11-6399.00-001-211000	C	CHROMEBOOKS	6,396.99	N
<b>Vendor 13660 Total:</b>									<b>53,712.22</b>	
055285	09-09-2021	13664	GARY SORRELLS	HIGH SCHOOL	189271	 199-11-6399.00-001-223000	C	GROCERIES	491.89	N
055349	09-10-2021	13689	OFFICE BARN	HIGH SCHOOL	188866	2124 199-23-6399.00-001-299000	C	PRINCIPAL DESK	1,372.06	N
055330	09-10-2021	13695	HUDL	HIGH SCHOOL	189211	1204498 199-36-6219.00-001-291000	C	HUDL SUBSCRIPTION	13,400.00	N
055306	09-10-2021	13716	DEBRA MATTHEWS	HIGH SCHOOL	210357	COMMUNITY 199-36-6219.00-001-291000	C	VB OFFICIAL/COMMUNITY	140.00	N

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
055428	09-23-2021	13734	STOPIT SOLUTIONS	SUPERINTENDENT	189413	28137 199-41-6499.00-701-299000	C	21-22 BULLING PROGRAM	1,350.00	N
055369	09-10-2021	13791	TREERING CORPORAT	HIGH SCHOOL	189297	220913-2021-1 865-00-2190.44-001-200000	C	20-21 YEARBOOK	184.51	N
055319	09-10-2021	13812	GREEN LIGHT GROUP	UNDIST. ORGAN.UN	189234	69588/69589 199-51-6249.00-999-299000	C	FLOOR MACHINE REPAIR	836.45	N
055404	09-23-2021	13812	GREEN LIGHT GROUP	UNDIST. ORGAN.UN	189371	69809/69810 199-51-6249.00-999-299000	C	REPAIRS FLOOR MACHIN	196.25	N
<b>Vendor 13812 Total:</b>									<b>1,032.70</b>	
055403	09-23-2021	13849	GENERATION GENIUS	ELEMENTARY SCH	189277	GG85094-R2 199-11-6399.00-101-211000	C	LICENSE	795.00	N
055320	09-10-2021	13852	GREENVILLE CHAMBE	SUPERINTENDENT	189340	MEMBERSHIP 199-41-6499.00-701-299000	C	CHAMBER RENEWAL	150.00	N
055358	09-10-2021	13860	SIMPLIFIED SCHOOL S	HUNT COUNTY COO	189238	1047 459-41-6219.00-751-299000	C	HUNT COOP SERVICES	10,657.12	N
055375	09-10-2021	13865	YUMI ICE CREAM CO.	UNDIST. ORGAN.UN	210364	240-35-6341.00-999-299000	C	FOOD INVOICE	570.00	N
055365	09-10-2021	13867	TEACHERS PAY TEAC	HIGH SCHOOL	188948	159717818 199-11-6399.00-001-211000	C	ENG 3/AP CURRICULUM	142.99	N
				HIGH SCHOOL	189074	161839300 199-11-6399.00-001-222000	C	CLASS SUPPLIES	172.99	N
<b>Check 055365 Total:</b>									<b>315.98</b>	
<b>Vendor 13867 Total:</b>									<b>315.98</b>	
055437	09-30-2021	13893	MT. PLEASANT ISD	HIGH SCHOOL	189173	CROSS COUNTRY 199-36-6499.02-001-291000	C	CROSS COUNTRY ENTRY	250.00	N
055343	09-10-2021	13917	M-PRESSED DESIGNS	HIGH SCHOOL	189285	1328 199-36-6399.00-001-291000	C	MS/VOLLEYBALL UNIFOR	600.00	N
				MIDDLE SCHOOL	189285	1328 199-36-6399.12-041-291000	C	MS/VOLLEYBALL UNIFOR	600.00	N
				HIGH SCHOOL	189257	1339 482-36-6399.00-001-291000	C	MS VOLLEYBALL TEAM SH	1,439.25	N
<b>Check 055343 Total:</b>									<b>2,639.25</b>	
055408	09-23-2021	13917	M-PRESSED DESIGNS	HIGH SCHOOL	189428	1363 865-00-2190.50-001-200000	C	MINI CHEER CAMP SHIRT	638.25	N
<b>Vendor 13917 Total:</b>									<b>3,277.50</b>	
055434	09-23-2021	13937	WENDALL RAY SCHON	UNDIST. ORGAN.UN	189462	0004/0005 199-51-6249.00-999-299000	C	ADD TO BB FENCE/DAYCA	923.00	N
055378	09-23-2021	13953	ALYSSA BLANTON	UNDIST. ORGAN.UN	189454	AUG/SEPT 199-51-6129.00-999-299000	C	AUG 2021 PAY	1,369.50	N
055381	09-23-2021	13959	BOYS & GIRLS CLUB N	SUPERINTENDENT	189400	FALL PYMT 199-41-6299.00-701-299000	C	FALL PYMT	17,500.00	N
055345	09-10-2021	13965	NEARPOD INC.	MIDDLE SCHOOL	189235	45026 199-11-6399.00-041-211000	C	MS Teachers	2,000.00	N
055300	09-10-2021	13967	CENTURY COMPUTER,	MIDDLE SCHOOL	189258	38423 199-11-6399.00-041-211000	C	REPAIRS/CHROMEBOOKS	889.00	N
				MIDDLE SCHOOL	189259	38424 199-11-6399.00-041-211000	C	REPAIRS/CHROMEBOOK	690.00	N
				MIDDLE SCHOOL	189260	38425 199-11-6399.00-041-211000	C	REPAIRS/CHROMEBOOK	654.50	N

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
				MIDDLE SCHOOL	189262	38429	C	REPAIRS/CHROMEBOOK	668.50	N
					199-11-6399.00-041-211000					
				MIDDLE SCHOOL	189261	38428	C	REPAIRS/CHROMEBOOK	697.50	N
					199-11-6399.00-041-211000					
					<b>Check 055300 Total:</b>				<b>3,599.50</b>	
					<b>Vendor 13967 Total:</b>				<b>3,599.50</b>	
055431	09-23-2021	13975	THE SALE PLACE	HIGH SCHOOL	189219		C	FLORAL SUPPLIES	811.55	N
					199-11-6399.39-001-222000					
055407	09-23-2021	13978	JIMMY SONGER	UNDIST. ORGAN.UN	189455	AUG/SEPT	C	AUG/SEPT PAY	53.63	N
					199-51-6129.00-999-299000					
055419	09-23-2021	14005	RAINBOLT HEATING &	UNDIST. ORGAN.UN	189439		C	AC UNIT REPAIRS	3,985.00	N
					199-51-6249.00-999-299000					
055417	09-23-2021	14055	POWELL LAW GROUP, SUPERINTENDENT		189373	4933	C	GENERAL MATTER	3,363.00	N
					199-41-6211.00-701-299000					
055382	09-23-2021	14088	CARDINAL'S SPORTS	HIGH SCHOOL	189283	0785026	C	FIELD PAINT	320.00	N
					199-36-6399.00-001-291000					
				HIGH SCHOOL	189177	0783451	C	PRACTICE PANTS	1,445.00	N
					199-36-6399.00-001-291000					
				HIGH SCHOOL	189156	0784658	C	VOLLEYBALL KNEE PADS	201.00	N
					199-36-6399.12-001-291000					
				HIGH SCHOOL	189157	0784656	C	US HUSTLE BACKPACKS	1,135.00	N
					199-36-6399.12-001-291000					
					<b>Check 055382 Total:</b>				<b>3,101.00</b>	
					<b>Vendor 14088 Total:</b>				<b>3,101.00</b>	
055413	09-23-2021	14095	NATHAN WHITEHEAD	UNDIST. ORGAN.UN	189457	SEPT	C	SEPT PAY	107.25	N
					199-51-6129.00-999-299000					
055399	09-23-2021	14102	EMMY'S DESIGN CO.	HIGH SCHOOL	189291	000076	C	BAND POLOS	1,050.00	N
					865-00-2190.61-001-200000					
055344	09-10-2021	14108	MOAK, CASEY & ASSO	UNDIST. ORGAN.UN	189247	08-8223	C	TX SCHOOL NETWORK	1,250.00	N
					459-41-6219.00-999-299000					
055286	09-09-2021	14132	JAIRUS AGUILAR	UNDIST. ORGAN.UN	189334		C	MAINT/GROUND WORK	122.50	N
					199-51-6129.00-999-299000					
055402	09-23-2021	14155	GAGE MAUCH	UNDIST. ORGAN.UN	189458	SEPT	C	SEPT PAY	66.00	N
					199-51-6129.00-999-299000					
055390	09-23-2021	14156	DEREK PATTERSON	UNDIST. ORGAN.UN	189456	SEPT	C	SEPT PAY	78.38	N
					199-51-6129.00-999-299000					
055391	09-23-2021	14165	DICKENS POWER WAS	UNDIST. ORGAN.UN	189441	215	C	POWERWASH/SIDEWALK	2,518.60	N
					199-51-6249.00-999-299000					
055361	09-10-2021	14173	SOUTHWEST EDUCATI	MIDDLE SCHOOL	189063	1204	C	READING PLUS	7,300.00	N
					410-11-6321.00-041-200000					
055293	09-10-2021	14176	ANTHONY RYAN	SUPERINTENDENT	189253	FINGERPRINTS	C	REIMBURSE/FINGERPRIN	48.25	N
					199-41-6499.00-701-299000					
055356	09-10-2021	14177	SHAYE VALADEZ	SUPERINTENDENT	189252	FINGERPRINTS	C	REIMBURSE/FINGERPRIN	48.25	N
					199-41-6499.00-701-299000					
	09-14-2021			SUPERINTENDENT	189252	FINGERPRINTS	D	NOT PAYABLE	-48.25	N
					199-41-6499.00-701-299000					
					<b>Check 055356 Total:</b>				<b>.00</b>	
					<b>Vendor 14177 Total:</b>				<b>.00</b>	

Check Nbr	Check Date	Vend Nbr	Payee	Organization	PO Nbr Fnd-Fnc-Obj.	Invoice Nbr So-Org-Prog	Typ Cd	Reason	Amount	EFT
055288	09-09-2021	14178	MARIA HERNANDEZ	GENERIC	189267		Y	WEEKEND WORK	352.89	N
					199-51-6129.00-999-299000					
055284	09-09-2021	14179	CLAUDIA SAN MIGUEL	GENERIC	189264		Y	WEEKEND WORK	359.49	N
					199-51-6129.00-041-299000					
055295	09-10-2021	14182	BOYD SEPTIC CLEANI	UNDIST. ORGAN.UN	189307	278	C	CLEAN OUT LIFT STATION	395.00	N
					199-51-6249.00-999-299000					
055325	09-10-2021	14183	GREGG RISNER	HIGH SCHOOL	210358	MINEOLA	C	VB OFFICIAL/MINEOLA	140.00	N
					199-36-6219.00-001-291000					
055298	09-10-2021	14184	CASEY BUSBY	HIGH SCHOOL	210359	MINEOLA	C	VB OFFICIAL/MINEOLA	140.00	N
					199-36-6219.00-001-291000					
055335	09-10-2021	14185	JAMES FENDLEY	HIGH SCHOOL	210360	COMMUNITY	C	VB OFFICIAL/COMMUNITY	140.00	N
					199-36-6219.00-001-291000					
055410	09-23-2021	14189	MSB CONSULTING GR	UNDIST. ORGAN.UN	189392	TX161187	C	2019-2020 COST REPORT	16,000.00	N
					199-93-6492.00-999-223000					
055421	09-23-2021	14191	RANK ONE	HIGH SCHOOL	189442	SOFTWARE SUB	C	21-22 LOGISTICS MANAGE	1,000.00	N
					199-36-6399.00-001-291000					
055436	09-30-2021	14193	CRITICAL DEFENSE G	SUPERINTENDENT	189475	5072	C	ACTIVE SHOOTER COURS	1,500.00	N
					199-41-6249.00-701-299000					

**Grand Total: 556,235.27**

End of Report

**LONE OAK INDEPENDENT SCHOOL DISTRICT  
SUMMARY OF BANK ACCOUNT BALANCES  
FOR THE MONTH END SEPTEMBER 2021**

	<b>OPENING BALANCES</b>	<b>RECEIPTS</b>	<b>DISBURSEMENTS</b>	<b>ENDING BALANCES</b>
<b><u>CHECKING ACCOUNTS</u></b>				
<b>General Operating</b>	\$ 1,709,973	1,575,648	1,751,934	1,533,687
<b>Debt Service</b>	523,564	7,080		530,644
<b>TOTAL CHECKING ACCOUNTS</b>	\$ 2,233,537	1,582,728	1,751,934	2,064,331
<b><u>TIME DEPOSITS</u></b>				
<b>Texpool (General Operating)</b>	\$ 75,969	2		75,971
<b>Texpool (I &amp; S)</b>	4,722	0		4,722
<b>American Nat'l Bank CD'S</b>	2,827,845	602		2,828,447
<b>Inwood Nat'l Bank CD</b>	212,511	91		212,602
<b>Inwood Nat'l Bank CD (I&amp;S)</b>	42,508	18		42,526
<b>TOTAL TIME DEPOSITS</b>	\$ 3,163,555	713	0	3,164,268
<b>TOTAL ALL FUNDS</b>	\$ 5,397,092	1,583,441	1,751,934	5,228,599
<b>(Deduct) Interaccount Transfers</b>	0	0	0	0
<b>TOTAL FOR PERIOD</b>	\$ 5,397,092	1,583,441	1,751,934	5,228,599

**Fund Balance as of June 30, 2020: \$4,455,783**

**ATTN: ALL CD INTEREST ABOVE IS ACCRUED INTEREST  
RECEIVABLE, AND WILL BE ACCURATELY RECONCILED  
TO THE DISTRICT'S GENERAL LEDGER AT YEAR END.**

**LONE OAK ISD  
2021 - 2022 BUDGET**

**GENERAL OPERATING FUND**  
**FUND 199 - General Operating**

REVENUES:		(BEFORE)	(AFTER)				
OBJECT	DESCRIPTION	ESTIMATED REVENUES	ESTIMATED REVENUES				
5700	Local / Intermediate Revenue	\$ 3,218,903	\$ 3,218,903	\$ -	\$ -	\$ -	\$ -
5800	State Program Revenue	7,236,612	7,236,612				
5900	Federal Program Revenue	135,100	135,100				
<b>TOTAL</b>		<b>\$ 10,590,615</b>	<b>\$ 10,590,615</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

APPROPRIATIONS:		(BEFORE)	(AFTER)	DIFFERENCE			
FUNCTION	DESCRIPTION	AMEND / REALLO	AMEND / REALLO				
11	Instruction	\$ 6,303,847	\$ 6,303,847				
12	Instructional Resources & Media	144,947	144,947				
13	Instructional Staff Development	8,750	8,750				
21	Instructional Administration	38,000	38,000				
23	School Leadership	720,834	720,834				
31	Guidance and Counseling	307,365	307,365				
33	Health Services	106,605	106,605				
34	Student Transportation	343,583	343,583				
35	Food Service	165,000	165,000				
36	Cocurricular / Extracurricular	487,369	487,369				
41	General Admistration	655,497	655,497				
51	Facilities Maintenance & Operations	1,000,000	1,000,000				
52	Security & Monitoring Services	57,000	57,000				
53	Data Processing	115,211	115,211				
71	Debt Services	146,607	146,607				
93	Shared Service Arrangement	150,000	150,000				
99	Other Intergovernmental Charges	70,000	70,000				
		<b>\$ 10,820,615</b>	<b>\$ 10,820,615</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**FOOD SERVICE FUND**

**FUND 240 - Food Service Fund**

REVENUES:		(BEFORE)	(AFTER)	AMEND #001	RE-ALLO # 001	DIFFERENCE			
OBJECT	DESCRIPTION	ESTIMATED REVENUES	ESTIMATED REVENUES						
5700	Local / Intermediate Revenue	\$ 210,000	\$ 210,000						
5800	State Program Revenue	3,000	\$ 3,000						
5900	Federal Program Revenue	367,000	\$ 367,000						
<b>TOTAL</b>		<b>\$ 580,000</b>	<b>\$ 580,000</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

APPROPRIATIONS:		(BEFORE)	(AFTER)	AMEND #001	RE-ALLO # 001	DIFFERENCE			
FUNCTION	DESCRIPTION	AMEND / REALLO	AMEND / REALLO						
35	Food Service	\$ 580,000	\$ 580,000						
<b>TOTAL</b>		<b>\$ 580,000</b>	<b>\$ 580,000</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**DEBT SERVICE FUND**

**FUND 599 - Debt Service Fund**

REVENUES:		(BEFORE)	(AFTER)	AMEND #001	RE-ALLO # 001	DIFFERENCE			
OBJECT	DESCRIPTION	ESTIMATED REVENUES	ESTIMATED REVENUES						
5700	Local / Intermediate Revenue	\$ 1,050,000	\$ 1,050,000						
5800	State Program Revenue	50,000	50,000						
5900	Federal Program Revenue	-	-						
<b>TOTAL</b>		<b>\$ 1,100,000</b>	<b>\$ 1,100,000</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

APPROPRIATIONS:		(BEFORE)	(AFTER)	AMEND #001	RE-ALLO # 001	DIFFERENCE			
FUNCTION	DESCRIPTION	AMEND / REALLO	AMEND / REALLO						
71	Debt Service	\$ 1,100,000	\$ 1,100,000						
<b>TOTAL</b>		<b>\$ 1,100,000</b>	<b>\$ 1,100,000</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

## Regular Meeting

Monday, September 13, 2021 7:00 PM

Lone Oak ISD Administration Building, 8162 Highway 69 South, Lone Oak, TX  
75453

Orville Gentry: Present  
Nikki Haynes: Present  
Donald Isenberg: Present  
Jeremy McClanahan: Present  
Chris Moore: Present  
Clint Patterson: Present  
Justin Ramm: Present

### 1. Establish a quorum and call meeting to order

**Discussion:** Meeting was called to order at 7:01 PM

### 2. Opening Prayer & Pledges

**Discussion:** Opening prayer led by Orville Gentry.

### 3. Forum for community input

**Discussion:** No input offered.

### 4. Consent Agenda

#### **Action(s):**

Motion to approve the consent agenda as presented. This motion, made by Jeremy McClanahan and seconded by Donald Isenberg, Passed.

#### **Voting Detail:**

Orville Gentry: Yea  
Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea  
Chris Moore: Yea  
Clint Patterson: Yea

Justin Ramm: Yea

**Voting Summary:** Yea: 7, Nay: 0

### 1. Financial Report

### 2. Monthly Investment Report

### 3. Budget Amendments/Reallocation

### 4. Minutes from previous meeting

### 5. Administrative Team Reports

#### 1. Superintendent

**Discussion:** Mrs. Carter highlighted additions to the new bond website including proposed projects, conceptual drawings, a questions box and more. She completed a staff presentation and has made herself available to the public at booths

throughout the weeks.

## 2. Principals

**Discussion:** Mr. Smith provided an update for College Street Academy saying that they have recently had some students complete their classes. They also have testing going on this week.

Mr. Compton provided an update for the High School saying that they recently did a pilot unit 6 weeks assessment and will decide how to navigate their instruction based on this data. They are looking to introduce more industry certifications. Assessments to prep for SAT and ACT are coming up. On Tuesday, September 21st seniors will take a trip to Commerce to visit the campus and get a feel for college. Thursday, September 30th juniors will head to a college and career fair in Rains.

Dr. Wilhite provided an update for the Middle School stating that the staff has really stepped up to fill in any gaps recently. They are enjoying the new awnings. Cross Country took first place at the Kaufman meet, and 7th and 8th grade volleyball teams won 1st place at an Edgewood tournament. Next week they will have their first dance.

Mrs. Luhn provided an update for the Elementary School stating that they are wrapping up the beginning of year assessments. They will be having intervention meetings next week. They have increased their enrollment by 52 so far. Staff and students have all been dealing with tragedies and everyone has been stepping up to help out where needed.

## 3. Athletic Director

**Discussion:** Athletic Director - Absent

## 4. Operations

**Discussion:** Operations - Mr. Shepherd provided an operations update stating that 1 pole of the new LED lights is already up and running - they are estimating finishing 1 pole per day this week and having them completed by Friday night's game. They have also recently filled in holes at the daycare.

## 6. ***Consider a resolution expressing official intent to reimburse costs of projects with bond proceeds***

### **Action(s):**

Motion to approve the resolution expressing official intent to reimburse the cost of projects with bond proceeds, if passed, up to \$1 million. This motion, made by Donald Isenberg and seconded by Orville Gentry, Passed.

### **Voting Detail:**

Orville Gentry: Yea

Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea  
Chris Moore: Yea  
Clint Patterson: Yea

Justin Ramm: Yea

**Voting Summary:** Yea: 7, Nay: 0

**7. Consider a wavier for remote instruction for a special education homebound student**

**Action(s):**

Motion to approve a waiver for remote instruction for special education homebound students as presented. This motion, made by Clint Patterson and seconded by Chris Moore, Passed.

**Voting Detail:**

Orville Gentry: Yea  
Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea  
Chris Moore: Yea  
Clint Patterson: Yea

Justin Ramm: Yea

**Voting Summary:** Yea: 7, Nay: 0

**8. Discuss the use of the IEP progress reports as the only required monitoring measure for our special education IEP continuers that have met the graduation requirements**

**Discussion:** Currently, we have students who continue to work through their vocational plan. We have the ability to take away progress reports and report cards and just do the IEP process through a pass/fail type of system. No approval needed.

**9. Discuss and possibly approve policy changes to the LOISD Defender program**

**Action(s):**

Motion to approve the policy changes to the LOISD defender program as presented. This motion, made by Donald Isenberg and seconded by Chris Moore, Passed.

**Voting Detail:**

Orville Gentry: Yea  
Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea  
Chris Moore: Yea

Clint Patterson: Yea

Justin Ramm: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Discussion:** - Level 3 Holster requirement removed and (changed to a district approved holster). We will also require recommendation/approval from our training company that they feel the holster meets adequate safety standards.

- Defenders will be able to utilize a district approved safe to hold their handgun or conceal it with the district approved holster. (Please know that the ideal situation is to try and always have the handgun on you for the fastest response time.

- We will have a safe at the board meeting that would be issued to each Defender that requests one. Every safe has a key entry, and a 4 digit code entry.

It also has a fingerprint option that will allow up to 20 fingerprints to be programmed to open it. It will also be in my office if you would like to look at it and give me any feedback. Option to discuss in detail...If All defenders on a campus or district trained administrators will be programmed by fingerprint into the safe to allow it to be accessed in an emergency. Some do not feel comfortable with this option. Long term plan could be to approve this once district provides same guns.

-We are also looking for a new training company and will get our annual training scheduled soon.

-In addition, a local training site with a school account for practicing will be considered. This would allow individual practice and a 3rd party distributor for practice ammo and tracking compliance.

**10. Discuss driveway and awning additions to the elementary**

**Discussion:** Mrs. Carter is not ready to move forward with a decision yet and would like to come up with a plan first. No action taken.

**11. Discuss and possibly approve additional staff positions**

**Discussion:**

1. Consider creating an aide position for intervention for grades third through fifth

**Action(s):**

Motion to approve the addition of an RTI aide

position at the elementary. This motion, made by Donald Isenberg and seconded by Orville Gentry, Passed.

**Voting Detail:**

Orville Gentry: Yea  
Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea  
Chris Moore: Yea  
Clint Patterson: Yea

Justin Ramm: Yea

**Voting Summary:** Yea: 7, Nay: 0

2. Consider creating an addition technology support position for the district to assist with increase needs and remote conference due to COVID

**Action(s) :**

Motion to create an additional technology support position for the district to assist with increased needs. This motion, made by Jeremy McClanahan and seconded by Donald Isenberg, Passed.

**Voting Detail:**

Orville Gentry: Yea  
Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea  
Chris Moore: Yea  
Clint Patterson: Yea

Justin Ramm: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Discussion:** A technology aide is needed since our technology across the district has tripled recently. Mrs. Carter would like this aide housed specifically at the elementary school initially to assist with students, parents, and teacher's technology needs.

3. Consider a new kindergarten teacher position to meet the needs of increased enrollment

**Action(s) :**

Motion to approve a new kindergarten teacher or aide for the district to assist with the increase in needs. This motion, made by Nikki Haynes and seconded by Orville Gentry, Passed.

**Voting Detail:**

Orville Gentry: Yea  
Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea  
Chris Moore: Yea  
Clint Patterson: Yea

Justin Ramm: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Discussion:** Mrs. Carter feels that adding either a teacher or an aide in a kindergarten position can make the biggest impact in teaching those children self-care and the foundations that set them up for successful future years of education. However, the idea is to have the ability to utilize this hire in a 3rd-5th grade position in the future if needed.

**12. Consider a stipend for a district ESL coordinator**

**Action(s):**

Motion to approve a stipend for a district ESL coordinator at \$500 a semester. This motion, made by Donald Isenberg and seconded by Nikki Haynes, Passed.

**Voting Detail:**

Orville Gentry: Yea  
Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea  
Chris Moore: Yea  
Clint Patterson: Yea

Justin Ramm: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Discussion:** Would like to give a stipend to our Spanish teacher to take on the ESL coordinator for the district. When Gena Stevens left this position was vacated.

We need a knowledgeable person to address compliance and monitor the increase number of ESL student the district has acquired. Lone Oak currently has about 40-50 ESL students that have to be tested and monitored and three meetings a year to discuss their progress. Consider \$500 a semester.

**13. Executive Session**

**Discussion:** Adjourned regular session and entered into executive session at 8:11 PM

Adjourned Executive session at 9:02 PM

1. 551.071 Private consultation with the board's attorney for election related legal advice
- 551.072 Discuss purchase, exchange, lease, or value of real property
- 551.074 Discuss personnel or to hear complaints against personnel

551.075 Conference with employees of the  
district to receive information or ask questions

14. **Adjournment**

**Discussion:** Reentered regular session at 9:03 PM  
Adjourned regular meeting at 9:04 PM

---

Board Secretary

## Special Meeting

Monday, October 11, 2021 7:00 PM

Lone Oak ISD Administration Building, 8162 Highway 69 South, Lone Oak, TX  
75453

Orville Gentry: Present  
Nikki Haynes: Present  
Donald Isenberg: Present  
Jeremy McClanahan: Present  
Chris Moore: Present  
Clint Patterson: Absent  
Justin Ramm: Present  
Clint Patterson: Present

1. **Establish a quorum and call meeting to order**

**Discussion:** Meeting was called to order at 7:10 PM.

2. **Forum for community input**

**Discussion:** No input was submitted.

3. **Deliberation and possible action to adopt the use of new voting equipment "Verity Voting System Version 2.5" for elections**

**Action(s):**

Motion to adopt and use the Verify Voting System Version 2.5 for the elections as presented. This motion, made by Donald Isenberg and seconded by Jeremy McClanahan, Passed.

**Voting Detail:**

Orville Gentry: Yea  
Nikki Haynes: Yea  
Donald Isenberg: Yea

Jeremy  
McClanahan: Yea

Chris Moore: Yea

Clint Patterson: Absent

Justin Ramm: Yea

**Voting Summary:** Yea: 6, Nay: 0, Absent: 1

4. **Conduct Team of 8 Training**

**Presenter:** John Spies

5. **Adjournment**

**Discussion:** Meeting adjourned at 8:59 PM

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Board Secretary



LOISD WILL  
PAY FOR YOUR  
CDL

**BUS DRIVERS  
NEEDED**

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MORE  
INFORMATION 28

\*Mandatory for coaches



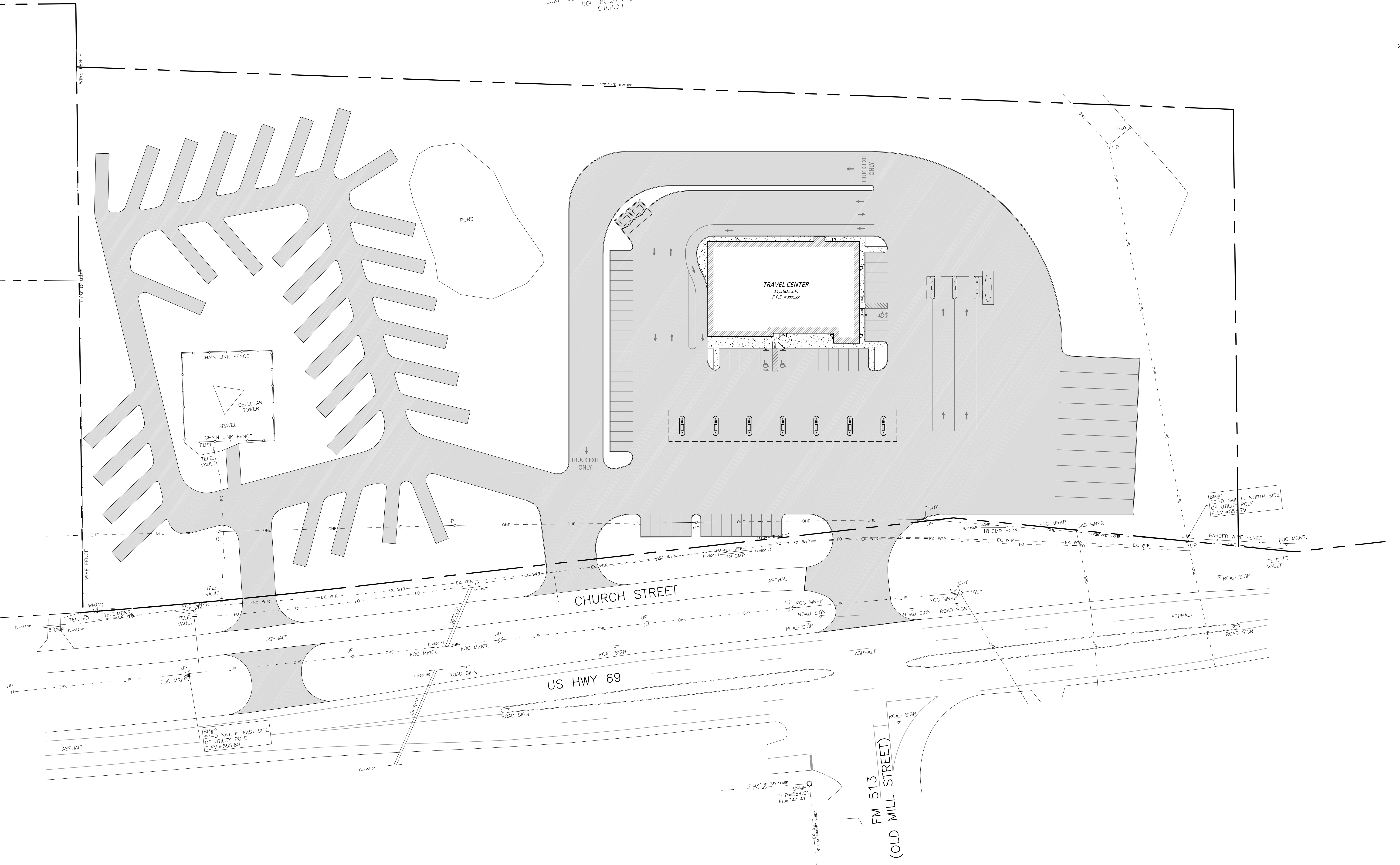
- **ROUTE PAY  
\$9,000 YR**
- **SUB \$25 A  
SHIFT**
- **EVENTS \$15  
HOUR**
- **MONITORS \$10  
PER SHIFT**

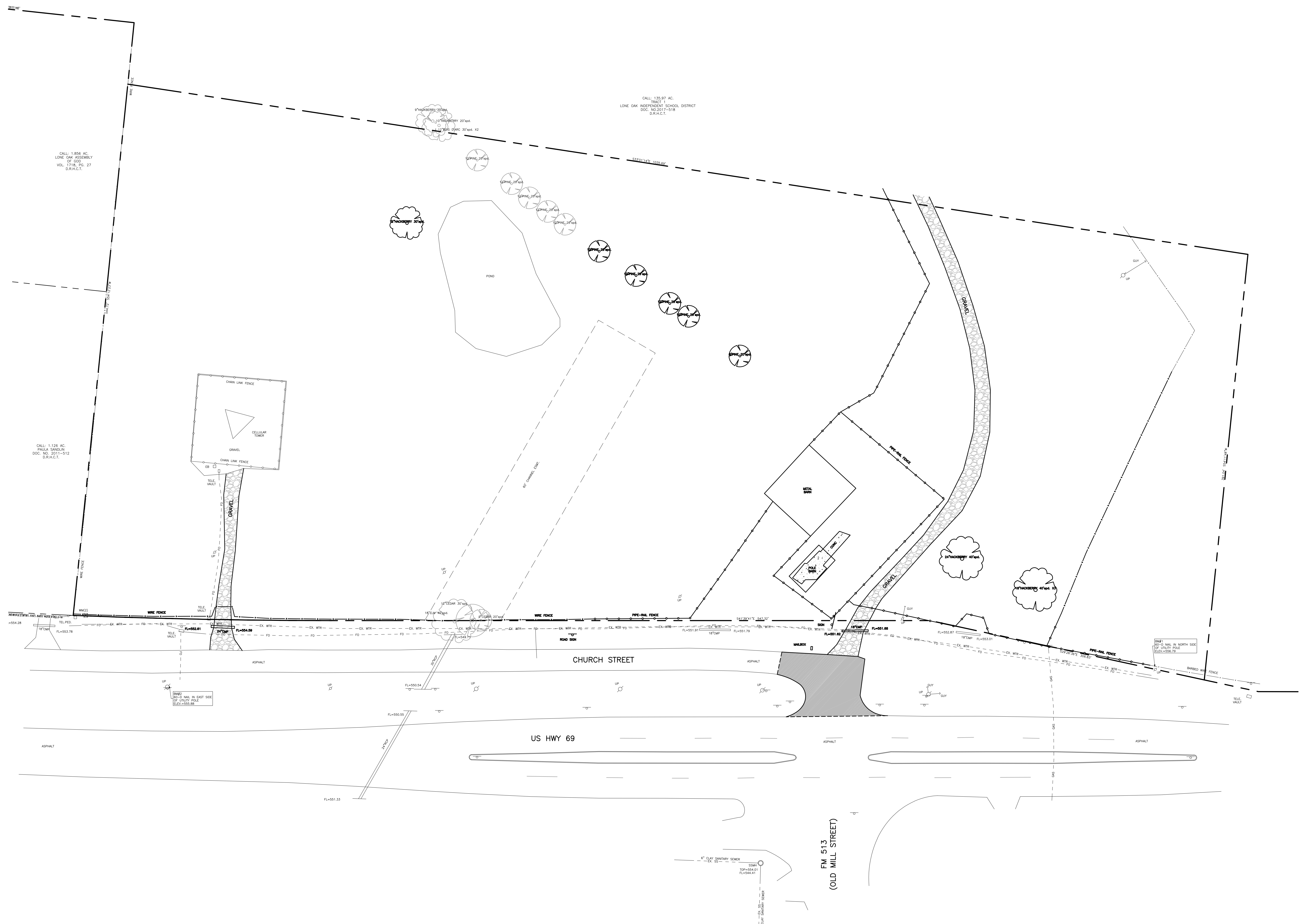


CALL: 135.97 AC.  
TRACT 1  
LONE OAK INDEPENDENT SCHOOL DISTRICT  
DOC. NO. 2017-518  
D.R.H.C.T.

CALL: 1.856 AC.  
LONE OAK ASSEMBLY  
OF GOD  
VOL. 171B, PG. 27  
D.R.H.C.T.

CALL: 1.126 AC.  
PAULA SANDLIN  
DOC. NO. 2011-512  
D.R.H.C.T.





# Lone Oak Independent School District

## Lone Oak Elementary

### 2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



# 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.

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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

## Demographics

### Demographics Summary

Lone Oak Independent School District is a rural district in southern Hunt County. The ninety-six square mile district serves over 1,000 students (including transfers and two Residential Treatment Houses). The current enrollment of Lone Oak Elementary is 438, compared to 389 this time last year. These students primarily reside in Hunt and Rains Counties.

#### The ethnic distribution (from txschools.gov) of the student body is:

- 1.2% African American,
- 12.6% Hispanic,
- 82% White,
- 0.9% American Indian,
- 0.5% Asian,
- 0.7% Pacific Islander and
- 2.1% two or more races.

#### Of the students:

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- 49.2% are male,
- 50.8% are female,
- 40% of the students are economically disadvantaged,
- 9.4% are English Language Learners and
- 11.2% Special Education.

### Demographics Strengths

The community of Lone Oak ISD has clearly indicated that education is a priority. Lone Oak Elementary, a campus comprised of Pre-Kindergarten through Fifth grade, has seen growth slow over the last few years, but has increased by 12.6% in enrollment this year.

Our students are continually challenged by increasing rigor and opportunities in the classroom to prepare them for their future, including UIL and enrichment clubs. Lone Oak Elementary focuses on continually increasing opportunities while keeping the family atmosphere intact.

School numbers continue to show a primarily white, but with an increasing Hispanic and ELL population. As compared to the state, Lone Oak has lower numbers in the areas of Economic Disadvantaged Students and At-Risk (although this reflects our low-level of ELL and will change as the ELL population grows). Lone Oak Elementary outpaces the state in the areas of 504, Dyslexia, Foster Care and Special Education (Intellectual Disabilities and Behavioral Disabilities). Mobility mirrors the state, but we do have higher rates

of mobility for Special Education, ELL and Economic Disadvantaged students.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our largest ethnic population (white) is not meeting the targeted Reading and Math goals on STAAR, a significant portion of which are economically disadvantaged. This in turn has triggered Targeted Support requirements under State and Federal Programs. **Root Cause:** LOES needs a more focused, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence based practices and systems.

# Student Learning

## Student Learning Summary

\*All Districts and Schools Were Not Rated in 2020 and 2021 Due to COVID-19\*

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings.

- LOES took 469 STAAR tests in Spring 2021.
- Students take the following progress monitoring measures:
  - AIMSweb Math for 1-5, 3 times a year
  - AIMSweb Reading for 3-5, 3 times a year
  - CIRCLE Assessment for Pre-K, 2 times a year
  - TxKEA for Kindergarten, 3 times a year
  - TPRI for 1-2, 3 times a year
  - STAAR interim assessments in the Fall & Spring.
- Our campus moved one staff member to a Special Programs Coordinator position to work towards a more focused support program across the board (Special Education, Section 504, ESL, Dyslexia, MTSS/RtI, etc.). With ESSR funds, we created an additional intervention aide position to meet the requirements of HB 4545 accelerated learning.

## Student Learning Strengths

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- Third graders exceeded the region and state performance in all performance rating categories in Reading.
- Third graders exceeded the region and state performance in the approaches and meets rating categories in Math.
- Third graders showed an increase in performance trends the last 3 years in Reading.
- Fourth graders exceeded the region and state performance levels in the approaches category in Reading.
- Lone Oak Elementary School was rated a B (Recognized performance) overall in 2019-20 (no ratings for 2020-21 due to COVID).

Year	Subjects	Grade(s)	% Did Not Meet	% Approaches or Above	% Meets or Above	% Masters
16-17	ELA / Reading	3rd	26%	74%	44%	23%
17-18	ELA / Reading	3rd	17%	83%	58%	30%
18-19	ELA / Reading	3rd	19%	81%	44%	31%
20-21	ELA / Reading	3rd	14%	86%	57%	36%
16-17	Mathematics	3rd	30%	70%	35%	13%
17-18	Mathematics	3rd	28%	72%	28%	9%
18-19	Mathematics	3rd	21%	79%	46%	19%
20-21	Mathematics	3rd	26%	74%	40%	10%
16-17	ELA / Reading	4th	11%	89%	63%	39%
17-18	ELA / Reading	4th	19%	81%	55%	30%
18-19	ELA / Reading	4th	16%	84%	48%	30%

Year	Subjects	Grade(s)	% Did Not Meet	% Approaches or Above	% Meets or Above	% Masters
20-21	ELA / Reading	4th	30%	70%	30%	11%
16-17	Mathematics	4th	18%	82%	49%	30%
17-18	Mathematics	4th	24%	76%	31%	15%
18-19	Mathematics	4th	39%	61%	30%	9%
20-21	Mathematics	4th	49%	51%	25%	9%
16-17	Writing	4th	14%	86%	42%	21%
17-18	Writing	4th	31%	69%	44%	16%
18-19	Writing	4th	25%	75%	45%	16%
20-21	Writing	4th	50%	50%	18%	9%
16-17	ELA / Reading	5th	4%	96%	69%	43%
17-18	ELA / Reading	5th	11%	89%	66%	46%
18-19	ELA / Reading	5th	10%	90%	67%	30%
20-21	ELA / Reading	5th	35%	65%	42%	29%
16-17	Mathematics	5th	6%	94%	66%	34%
17-18	Mathematics	5th	8%	92%	82%	37%
18-19	Mathematics	5th	6%	94%	62%	39%
20-21	Mathematics	5th	37%	63%	40%	11%
16-17	Science	5th	4%	96%	62%	38%
17-18	Science	5th	13%	87%	60%	35%
18-19	Science	5th	20%	80%	60%	33%
20-21	Science	5th	40%	60%	31%	10%

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### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 36%. **Root Cause:** Most of these students have large gaps due to the disruption of the educational process as a result of COVID. They perform better when attending on-campus classes, which was impeded by the implementation of remote instruction for a culmination of 5 months over the last 2 years.

**Problem Statement 2 (Prioritized):** Only 37% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 59%. **Root Cause:** We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

**Problem Statement 3 (Prioritized):** Only 43% of white students reached the meets grade level standard on STAAR Reading. The reading target for that sub population is 60%. **Root Cause:** We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

# School Processes & Programs

## School Processes & Programs Summary

Our campus is comprised of grades PK-5. PK follows the state adopted Prekindergarten Guidelines, implementing Frog Street as their core curriculum. Grades K-5 adhere to the TEKS through the use of adopted curriculum, such as TEKS Resource System, Wonders ELAR, Pearson enVision Math, Studies Weekly, and Discovery Science. Teachers utilize additional Guided Math resources, as well as online programs for intervention and skills practice. Each grade level is administered an Aimsweb benchmark in Math and Reading at the beginning, middle, and end of the year. Student intervention is based on the results of these benchmarks and are reevaluated each six weeks. Teachers meet weekly in within their grade level and monthly within the content cadres to discuss learning intentions and create criteria for organized, effective instruction. Intervention is administered in the general education program through dyslexia therapy and RtI by the classroom teachers, dyslexia therapists, two primary interventionists, and one intermediate intervention teacher with two paraprofessionals. Special Education services are implemented with the assistance of Tri-County SSA through resource, inclusion, and a developmentally self-contained classroom.

LOES is a one-to-one campus, with Chromebooks for every student. Students have a scheduled computer lab time for technology skills and online intervention. Programs such as Aimsweb Plus, Brain Pop, Generation Genius, iXL, Raz Kids, Read Naturally, and other LOISD supported programs are used for instructional purposes with students. Technology is used for communication with parents and colleagues, as well as giving access to teachers for lesson planning and access to district resources. Additionally, the staff has quick access to data to evaluate the students' performance.

LOES has implemented a campus-wide enrichment program for students to foster the building of relationships across grade levels. The program has one club dedicated solely to random acts of kindness. Social-emotional health is fostered through bi-weekly whole group Character Academy sessions with the counselor. Positive behavior reports are written for students who exhibit an exceptional characteristic outside the expected norms.

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## School Processes & Programs Strengths

- Integration of scheduled computer lab
- Monthly PLCs led by staff cadre leaders
- RtI process is better defined through efforts/training of interventionists
- Implementation of a nationally normed assessment and progress monitoring program (Aimsweb Plus)
- 100% Highly Qualified Staff GT and ESL certified teachers on each grade level
- Teachers receive additional planning time through library, computers, and Character Academy
- Addition of Half Time, a campus-wide enrichment program
- Family atmosphere with an inclusive culture
- 4 Day week as an incentive for teacher retention

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students have missed instructional opportunities that provide scaffolding for the following year. **Root Cause:** COVID and mold remediation resulted in students not only receiving alternative methods of instruction, but in upheaval of moving campuses partway through the year.

# Perceptions

## Perceptions Summary

Data is gathered from areas of parent and staff climate, from discipline records, volunteer logs, Title 1 parent surveys, and small group counseling to determine strengths and needs in the overall climate and family community involvement at Lone Oak Elementary. Our events are well-attended and we receive much praise from our community over the amount and fun they have on our campus. We continue to struggle with our community involvement in our academic pursuits. Our academic events have historically been sparsely attended.

## Perceptions Strengths

- Co-curricular events (grade level showcases, book fairs, Fall Carnival, Open House, etc.)
- Community involvement (Veterans Day Assembly, Fall Carnival, and Pink Parade)
- Community partnerships (Kona Ice, Aldridge Foundation, Chili's, Sweet Frog, Whataburger, Buffalo Grill)
- School environment (Feedback shows that upgrades to cameras, entrance system, and visitor management system make parents feel the school is safe.)
- PTO involvement and events
- Implementation of student programs (UIL and Half Time enrichment groups)

## Problem Statements Identifying Perceptions Needs

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**Problem Statement 1:** Parent-to-teacher communication has undergone a change since the necessary implementation of technological programs allowing easier/timelier means of contact. The inability to meet with parents in person has decreased the rapport previously formed between the staff and guardians. **Root Cause:** Although participation has increased with the use of online communication, personalization is lacking and causes a disconnect needed for building relationships.

# Priority Problem Statements

**Problem Statement 1:** Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 36%.

**Root Cause 1:** Most of these students have large gaps due to the disruption of the educational process as a result of COVID. They perform better when attending on-campus classes, which was impeded by the implementation of remote instruction for a culmination of 5 months over the last 2 years.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Only 37% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 59%.

**Root Cause 2:** We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Only 43% of white students reached the meets grade level standard on STAAR Reading. The reading target for that sub population is 60%.

**Root Cause 3:** We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

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## 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-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
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices





# Goals

## Goal 1: Increase Academic Achievement

**Performance Objective 1:** All students will achieve at least 1 year's academic growth.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reading and STAAR Math scores, STAAR benchmarks, CIRCLE assessment, TPRI, TxKEA, Aimsweb benchmarks, and unit assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will take the TPRI, TxKEA, and AIMSweb tests 3 times this school year to check for progress/growth.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, RtI team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue <span style="float: right;">44</span>				

### Performance Objective 1 Problem Statements:





Student Learning
<p><b>Problem Statement 1:</b> Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 36%. <b>Root Cause:</b> Most of these students have large gaps due to the disruption of the educational process as a result of COVID. They perform better when attending on-campus classes, which was impeded by the implementation of remote instruction for a culmination of 5 months over the last 2 years.</p>
<p><b>Problem Statement 2:</b> Only 37% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 59%. <b>Root Cause:</b> We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.</p>
<p><b>Problem Statement 3:</b> Only 43% of white students reached the meets grade level standard on STAAR Reading. The reading target for that sub population is 60%. <b>Root Cause:</b> We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.</p>

**Goal 1: Increase Academic Achievement**

**Performance Objective 2:** LOES students taking the STAAR assessments will meet or exceed the state targets for growth.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reading and STAAR Math scores, STAAR benchmarks, Aimsweb benchmarks, and unit assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize evaluation data sources and ALPs to determine intervention needs. Provide intervention during WIN time and on Finish Line Fridays.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores in every subject to reflect a year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, RtI team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>	45
<p><b>Problem Statement 1:</b> Only 33% of Economically Disadvantaged students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 36%. <b>Root Cause:</b> Most of these students have large gaps due to the disruption of the educational process as a result of COVID. They perform better when attending on-campus classes, which was impeded by the implementation of remote instruction for a culmination of 5 months over the last 2 years.</p> <p><b>Problem Statement 2:</b> Only 37% of white students reached the meets grade level standard on STAAR Math. The mathematics target for that sub population is 59%. <b>Root Cause:</b> We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.</p> <p><b>Problem Statement 3:</b> Only 43% of white students reached the meets grade level standard on STAAR Reading. The reading target for that sub population is 60%. <b>Root Cause:</b> We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.</p>	

**Goal 2: Employ Highly Trained Staff**

**Performance Objective 1:** Maintain 100% of highly qualified teachers and instructional paraprofessionals or meet District of Innovation standards for teachers.





**Evaluation Data Sources:** TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development opportunities for staff in data-driven instruction and research-based practices to adhere to campus/district goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the necessary skills to evaluate student data and plan/teach research-based lessons to increase student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Maintain a positive, orderly, and safe learning climate

**Performance Objective 1:** We will create a safe and inclusive environment.





**Evaluation Data Sources:** District and campus data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Practice safety protocol and perform required drills. <b>Strategy's Expected Result/Impact:</b> Improve awareness of campus safety for staff and students, by explicitly planning and executing emergency protocol. <b>Staff Responsible for Monitoring:</b> Administration, staff <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Increase parental involvement and build partnerships with parents and stakeholders to improve student academic achievement.

**Performance Objective 1:** We will increase parental awareness of student expectations and strive to improve school-home connections for the academic benefit of students campus-wide.

**Evaluation Data Sources:** Events, parent feedback, teacher feedback, observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule two distinct Title 1 parent meetings for primary and intermediate grades to keep parents informed.</p> <p><b>Strategy's Expected Result/Impact:</b> Stakeholders will understand the expectations and rigor necessary for students to perform successfully at each grade level and improve parental support.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All students will take the TPRI, TxKEA, and AIMSweb tests 3 times this school year to check for progress/growth.
1	2	1	Utilize evaluation data sources and ALPs to determine intervention needs. Provide intervention during WIN time and on Finish Line Fridays.

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Beth Luhn	Principal
Administrator	Lisa Brannon	Assistant Principal
Classroom Teacher	Stacy Diamond	First Grade
Classroom Teacher	Haley Holder	Kindergarten
Classroom Teacher	Jaelyn Click	Second Grade
Classroom Teacher	Tina Barrett	Second Grade
Classroom Teacher	Shannon Hinson	Fifth Grade
Classroom Teacher	Kaci Elmore	Fifth Grade
Paraprofessional	Becca Jones	Pre-Kindergarten
Community Representative	Jerry Click	
Community Representative	Thomas Patterson	
Parent	Shaely Gibson	
Parent	Shawna Livengood	50
Business Representative	Erik Ketchum	
Business Representative	Steve Barrett	

# Addendums

# **Lone Oak Independent School District**

## **Lone Oak Middle School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# 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.

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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

## Demographics

### Demographics Summary

- Small rural community
- Minimal language barriers (2% EL)
- High expectations held by the community
- All teachers and paraprofessionals are highly qualified
- High special education (18%) and 504 (17%) population
- Growing number of students with dyslexia (11%)
- Almost half of our students qualify for free/reduced lunch (44% Economically disadvantaged)
- White population accounts for 83% of students

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### Demographics Strengths

- Small community with similar values
- Minimal language barriers
- High expectations held by the community & school
- 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 white, economically disadvantaged, Special Ed & 504 students, and they struggle to meet the targets on STAAR. The targets are based on the state's majority of population, not based on our population which is very different from the state average. Most of the largely populated areas have smaller

white populations that are NOT economically disadvantaged or disabled. **Root Cause:** Although, students with disabilities grow academically each year, they are typically functioning below grade level, and have a very difficult time passing the STAAR test. This causes the campus to miss the state targets.

# Student Learning

## Student Learning Summary

- LOMS students took 683 STAAR tests in SPRING 2021. LOISD administered 1,506 total STAAR tests (LOMS has 26% of the student population at LOISD, but administers 45% of the STAAR tests).
- Students take MAP Reading & Math benchmarks 2 times a year, as well as the STAAR interim assessments in the Fall & Spring.
- Our campus changed the Tech Apps Teaching position to a math intervention teaching position in 2020 so that we could provide more daily math intervention to students. We also have a full-time Reading Intervention teacher to pull students that exhibit reading difficulties or that require dyslexia services. The 6th & 7th grade Writing teachers were changed to Reading Intervention teachers in 2020 since there will not be any more stand alone writing STAAR tests. We were able to add one additional Math intervention teacher with the ESSR funds in 2021.
- LOMS attendance rate for the 2019-20 school year was 97% and 2020-21 school year was 97.41%

## Student Learning Strengths

- All students that have taken the Algebra EOC here at the MS have either reached Meets or Master's Grade level.
- Overall STAAR performance: LOMS scored higher than the state passing average in all grade levels for Reading, Math, Science, & Social Studies in Spring 2021.
- Lone Oak Middle School was rated a B (Recognized performance) overall in 2019-20 (no ratings for 2020-21 due to COVID).
- Even with the COVID slide, LOMS improved scores in 6 areas, and Algebra maintained 100% of students at Meets Grade Level.

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\* NO STAAR TESTS SPRING 2020 DUE TO COVID SHUT DOWN BY THE STATE; 2021 only 1 round of Reading/Math STAAR

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

Test admin	Grade	Reading approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters
Spring 2018	8	80	54	25	71	21	4
Spring 2019	6	69	39	19	87	43	19
Spring 2019	7	80	51	31	84	67	24
Spring 2019	8	84	57	26	82	42	5
Spring 2021	6	65	31	5	74	42	13
Spring 2021	7	70	46	27	77	48	27
Spring 2021	8	76	53	28	61	27	2

Test Admin	grade	Science Approaches	Science Meets	Science Masters	Social Studies Approaches	Social Studies Meets	Social Studies Masters	58
Spring 2017	8	59	29	9	46	10	5	
Spring 2018	8	75	49	25	53	20	3	
Spring 2019	8	80	45	15	66	30	14	
Spring 2021	8	70	35	19	68	35	21	

Test Admin	grade	Algebra Approaches	Algebra Meets	Algebra Masters
Spring 2017	8	100	100	92
Spring 2018	8	100	100	100
Spring 2019	8	100	100	81
Spring 2021	8	100	100	69

There was no STAAR data for 2019-2020 due to the cancellation of testing during COVID-19 Quarantine.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 23% of our economically disadvantaged students scored at Meets Grade Level in Reading but the target is 33%; 35% of economically disadvantaged students scored at Meets Grade Level in math, but the target is 36%. **Root Cause:** Most of these students have large gaps due to the COVID slide. They perform better when attending on-campus classes. They had to do remote instruction for about 5 months over the last 2 years.

**Problem Statement 2 (Prioritized):** 43% of our white subpopulation of students reached meets grade level on STAAR Reading but the target is 60%; 46% of white students reached meets grade level in math, but the target is 59%. **Root Cause:** We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

**Problem Statement 3 (Prioritized):** Only 21% of Special Education students reached the meets grade level standard on STAAR Math, and the target is 23%. **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.

# School Processes & Programs

## School Processes & Programs Summary

- Teachers use the TRS Year at a glance scope & sequence and assess students with the TEKS Resource System Unit Assessments.
- The data from the assessments is uploaded into Eduphoria to analyze progress.
- PD will focus on Eduphoria, TRS, & the Reading Plus program (purchased Fall 2021)
- 7th grade uses the IStation Reading Assessments to fulfill the Texas Middle School Reading Inventory requirement.
- Vertical Content Teams hold PLC meetings once a week during Jumpstart and once a month on our Friday PD days. Grade Level Teams hold Meetings once a week during Powerhour and also once a month on PD days.
- All students have a Chrome-book to work on various online programs and curriculum.
- Teachers have a Go-guardian account to monitor chromebook activities.
- We send out a quarterly SMORE for our staff where they can earn different rewards, do professional development, and build campus culture.
- We hold friendly competitions amongst team members to keep the atmosphere fun for adults too.
- All 8th graders receive instruction in Career choices, high school graduation plan, and postsecondary plans. 60
- All 5th graders have a LOMS campus tour at the end of the school year, and 8th graders tour the high school campus. 6th & 7th graders tour their next year grade level teachers' classes.
- 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.
- All middle schoolers receive 2 years of PE or Athletics, and they have the opportunity to go outside during PowerHour for 30 minutes a day
- All students enrolled in a PE or athletics course will participate in the FitnessGram yearly.

## School Processes & Programs Strengths

- We have a Reading Pull-out interventionist to work with students that need tier 3 intervention or dyslexia services.
- Students that did not reach the Meets grade level standard on STAAR, have Reading Plus or Math Squared as a daily intervention class.
- We also utilize RTI to identify students that need extra intervention based on their MAP growth assessments. These students attend tutoring with the assigned teacher.
- Every student has a chromebook assigned to them. Chrome-books are utilized for a variety of instructional activities (math, science, reading, etc.)
- We have a daily intervention period for students to study, get tutoring, correct work, or bring up their grade.

- We have Power Hour for students that do not need to attend the intervention period. They get to go outside for a 30 minute break.
- We have 4 different houses with mixed grade levels to build community within our campus. Each student belongs to a house, and we have fun games and friendly competitions between houses as well as service projects.
- We have a QUEST class for students that do not need any academic intervention. This is a project-based learning enrichment class, where students are engaged in creative, higher level thinking to push their limits of learning.
- Our district & campus have a family atmosphere with an inclusive culture. The four-day school week is an incentive for teacher retention since our salaries cannot compete with larger nearby districts. This also allows our staff to meet once a month for team building, PLC's, professional development, and RTI meetings. Our district has also provided free lunches to all staff as an incentive for retention.

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

**Problem Statement 1:** Hiring highly qualified teachers is challenging. **Root Cause:** Nearby districts have a higher pay scale and there is a teacher shortage across the state.

# 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- We hold all of our students to high standards, but meet them where they are at.
- Socially- We encourage service learning, kindness, & problem solving.
- Emotionally- We help our students to grow emotionally while supporting them when needed most.
- Behaviorally- We hold our students accountable for their actions, while teaching them about appropriate choices.

## Perceptions Strengths

- LOMS has been re-designated as a Texas Middle School to Watch twice, with the most recent in the Spring of 2020. We will have to re-designate again in 2022-23.
- 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. Eleven students competed in the National competition at Disney World in the Summer of 2021. Our trading pin placed 3rd in the nation, and our “Recreate, Reimagine, Recycle Project” placed in the top 10 in the nation.
- Our Robotics team won 6th place at the World Competition in 2018, and 3rd place at Worlds in 2019. Our team won the State Championship in the Spring of 2020<sup>62</sup>, but the World competition was canceled due to the COVID-19 Pandemic. We were unable to compete in 2020-21, but will rejoin competitions this school year.
- Many parents seek to transfer their students to Lone Oak or try to move here because of our reputation of high expectations and performance.
- The LOMS Archery team advanced to the State level Tournament in 2019 and 2020. They competed in the Virtual National Competition in 2021.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Social media in the community can create negative perceptions about the school. **Root Cause:** It is more common for people to post about things they dislike to get a reaction than for them to post about positive things that they see.

# Priority Problem Statements

**Problem Statement 1:** 23% of our economically disadvantaged students scored at Meets Grade Level in Reading but the target is 33%; 35% of economically disadvantaged students scored at Meets Grade Level in math, but the target is 36%.

**Root Cause 1:** Most of these students have large gaps due to the COVID slide. They perform better when attending on-campus classes. They had to do remote instruction for about 5 months over the last 2 years.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 43% of our white subpopulation of students reached meets grade level on STAAR Reading but the target is 60%; 46% of white students reached meets grade level in math, but the target is 59%.

**Root Cause 2:** We have a high special ed/504/economically disadvantaged population that almost all fall into the white category.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Only 21% of Special Education students reached the meets grade level standard on STAAR Math, and the target is 23%.

**Root Cause 3:** 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 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

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## 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) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments





# Goals

**Goal 1:** Lone Oak ISD will provide innovative instruction to all students based on solid research and best practices.

**Performance Objective 1:** All students will achieve at least 1 year's academic growth.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR test data; MAP Growth data; Interim test data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will take the MAP Growth test and STAAR Online Interim assessment 2 times each this school year to check for progress/growth.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make at least one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, RTI team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attendance will be monitored closely, and students that have missing work will be pulled in for PowerHour to complete the work.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Attendance rate, reduced academic gaps</p> <p><b>Staff Responsible for Monitoring:</b> administration, office staff, school resource officer, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b></p> <p><b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Lone Oak ISD will provide innovative instruction to all students based on solid research and best practices.

**Performance Objective 2:** LOMS students taking the STAAR assessments will meet or exceed the state targets for achievement and growth.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** Texas Academic Performance Reporting (TAPR) document, STAAR Performance Data Tables, Reading Plus data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the MAP growth data, interim assessments, and Reading Plus data to target instruction for every student.</p> <p>Adjust the Pull-out Math/Reading schedule as needed based on students' results.</p> <p>Provide tutoring during PowerHour, before school, &amp; after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase STAAR scores in every subject to 60% at Meets grade level on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, Interventionist teachers, RTI team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students that did not pass a STAAR test in the Spring of 2021 will receive at least 30 hours of intervention for the subject(s) failed per House Bill 4545. Students will be placed in a Math Squared and/or Reading Plus class based on their need.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will fill in gaps and make a full year's growth or more in those areas.</p> <p><b>Staff Responsible for Monitoring:</b> Math Squared &amp; Reading Plus teachers, Special Programs Coordinator, Counselor, Administrators, RTI team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Lone Oak ISD will ensure all campuses are served by highly trained and competent principals and teachers.

**Performance Objective 1:** Maintain 100% of highly qualified teachers and instructional paraprofessionals or meet District of Innovation standards for teachers.

**Evaluation Data Sources:** TAPR





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development for ESL and special education for teachers that need to gain that certification.</p> <p><b>Strategy's Expected Result/Impact:</b> All Reading/Language Arts teachers will have ESL and Sped certification.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Special Programs Coordinator/ESL Director</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide incentives for staff, such as the 4 day work week and free staff lunches, and create a fun work atmosphere with staff competitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain highly qualified teachers, attract new teachers</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				67
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Lone Oak ISD will ensure all campuses are served by highly trained and competent principals and teachers.

**Performance Objective 2:** Professional development will target the specific campus needs including: Eduphoria/TRS unit tests, tracking growth, implementing Reading Plus program, etc.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** PD Agenda, sign-in sheets, results from unit tests/growth and reading plus programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training in Eduphoria, TRS (TEKS Resource System), and Reading Plus</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum, Instruction, &amp; Assessment alignment, 1 year's growth or more for students</p> <p><b>Staff Responsible for Monitoring:</b> LOISD and campus administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Lone Oak ISD will work with community stakeholders and be accountable to the public for its results.

**Performance Objective 1:** Staff will provide ongoing relevant and current information on the district web site and campus web sites to increase communication with the district and local community.





**Evaluation Data Sources:** Hit Count Data for websites  
 Communications from district stakeholders  
 Feedback from constituents at periodic open forums

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Share campus information on Facebook, Remind 101, blackboard, or the campus website.  <b>Strategy's Expected Result/Impact:</b> Parents will be informed and involved with campus activities.  <b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Teachers  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Invite all parents to pep rallies, Beta club Induction ceremony, Beta Bake Sale, our campus showcase in December and our end of year Awards Assembly.  <b>Strategy's Expected Result/Impact:</b> Positive community relations  <b>Staff Responsible for Monitoring:</b> Administration, sponsors  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				69
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Lone Oak ISD will provide a learning environment that is safe and drug free.

**Performance Objective 1:** LOMS will utilize counseling resources and partner with outside agencies for suicide prevention.





**Evaluation Data Sources:** Counseling time, permission slips for programs, programs scheduled on calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coordinate with Youth 180 and Women in Need agencies to provide programs to students related to mental health, positive peer interactions, awareness, and self-advocacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive School Culture and better peer relationships; suicide prevention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Counselor</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Lone Oak ISD will provide a learning environment that is safe and drug free.

**Performance Objective 2:** LOMS will practice the required emergency drills.

**Evaluation Data Sources:** Emergency drill log book, calendar entries

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the Standard Response Protocol: Hold, Secure, Lockdown, Evacuate, Shelter</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety of our students and staff, and the ability to respond to emergency situations appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, office staff, teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teach students safety protocol for required drills during jumpstart and in classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know what to do in case of an emergency, and will know protocol for visitors coming into the building.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Counselor, teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	All students will take the MAP Growth test and STAAR Online Interim assessment 2 times each this school year to check for progress/growth.
1	2	1	Utilize the MAP growth data, interim assessments, and Reading Plus data to target instruction for every student. Adjust the Pull-out Math/Reading schedule as needed based on students' results. Provide tutoring during PowerHour, before school, & after school.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All students will take the MAP Growth test and STAAR Online Interim assessment 2 times each this school year to check for progress/growth.
1	1	2	Attendance will be monitored closely, and students that have missing work will be pulled in for PowerHour to complete the work.
1	2	1	Utilize the MAP growth data, interim assessments, and Reading Plus data to target instruction for every student. Adjust the Pull-out Math/Reading schedule as needed based on students' results. Provide tutoring during PowerHour, before school, & after school.
1	2	2	All students that did not pass a STAAR test in the Spring of 2021 will receive at least 30 hours of intervention for the subject(s) failed per House Bill 4545. Students will be placed in a Math Squared and/or Reading Plus class based on their need.
2	2	1	Provide training in Eduphoria, TRS (TEKS Resource System), and Reading Plus

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shannon Wilhite	Principal
Non-classroom Professional	Tammy Ragsdale	Dean of Students
Counselor	Martha Woodall	Counselor
Paraprofessional	Cynthia Ornelas	Paraprofessional
Parent	Shawna Livengood	Parent
Business Representative	Haley Smisek	Business Representative
Community Representative	Patrice Salazar	Community Representative
District-level Professional	Lindsey Buhler	District-level Professional
Classroom Teacher	Kristi Hopkins	Math Teacher
Classroom Teacher	Heather Hughes	ELAR Teacher
Classroom Teacher	Teresa Price	ELAR Teacher
Classroom Teacher	Sherla Ashby	Math Teacher
Classroom Teacher	Matt Brennan	Social Studies Teacher
Classroom Teacher	Jonathan Collier	Social Studies Teacher
Classroom Teacher	Jill Brooks	Science Teacher
Classroom Teacher	Kaylin Rainbolt	Science Teacher
Classroom Teacher	Kathy Smith	Art/PE OE Teacher
Classroom Teacher	Marissa Hrisco	LPAC Representative
Non-classroom Professional	Joe Riddle	Special Programs Coordinator

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# Addendums

Group Summary: Performance Levels: STAAR 3-8, Spring 2021											
Group	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	% Difference Between Grade Level and State/Region	STAAR - Reading - Meets - %	% Difference Between Grade Level and State/Region	STAAR - Reading - Masters - %	% Difference Between Grade Level and State/Region
State	Spring 2021	6	349453	1558	39	61	4	31	0	14	-9
Region -10	Spring 2021	6	59962	1566	37	63	2	34	-3	16	-11
LONE OAK M.S.	Spring 2021	6	77	1550	35	65		31		5	
State	Spring 2021	7	345936	1631	32	68	3	44	-3	25	-1
Region -10	Spring 2021	7	60468	1638	30	70	1	46	-5	27	-3
LONE OAK M.S.	Spring 2021	7	86	1639	29	71		41		24	
State	Spring 2021	8	338180	1665	28	72	4	45	8	21	7
Region -10	Spring 2021	8	59360	1673	26	74	2	47	6	23	5
LONE OAK M.S.	Spring 2021	8	80	1689	24	76		53		28	
			STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	% Difference Between Grade Level and State/Region	STAAR - Mathematics - Meets - %	% Difference Between Grade Level and State/Region	STAAR - Mathematics - Masters - %	% Difference Between Grade Level and State/Region
State	Spring 2021	6	344115	1606	34	66	8	34	8	14	-1
Region -10	Spring 2021	6	58402	1619	31	69	5	38	4	17	-4
LONE OAK M.S.	Spring 2021	6	77	1618	26	74		42		13	
State	Spring 2021	7	295490	1614	46	54	23	25	23	11	16
Region -10	Spring 2021	7	47558	1633	43	57	20	31	17	16	11
LONE OAK M.S.	Spring 2021	7	86	1700	23	77		48		27	
State	Spring 2021	8	293487	1647	40	60	1	35	-8	10	-8
Region -10	Spring 2021	8	52085	1648	39	61	0	35	-8	10	-8
LONE OAK M.S.	Spring 2021	8	64	1625	39	61		27		2	
			STAAR - Writing - Number Tested	STAAR - Writing - Average Scale Score	STAAR - Writing - Did Not Meet - %	STAAR - Writing - Approaches - %	% Difference Between Grade Level and State/Region	STAAR - Writing - Meets - %	% Difference Between Grade Level and State/Region	STAAR - Writing - Masters - %	% Difference Between Grade Level and State/Region
State	Spring 2021	7	347648	3706	39	61	-5	31	-2	9	2
Region -10	Spring 2021	7	60477	3759	37	63	-7	35	-6	12	-1

LONE OAK M.S.	Spring 2021	7	85	3673	44	56		29		11	
			STAAR - Science - Number Tested	STAAR - Science - Average Scale Score	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	% Difference Between Grade Level and State/Region	STAAR - Science - Meets - %	% Difference Between Grade Level and State/Region	STAAR - Science - Masters - %	% Difference Between Grade Level and State/Region
State	Spring 2021	8	338224	3870	33	67	3	42	-7	23	-4
Region -10	Spring 2021	8	60393	3913	31	69	1	44	-9	25	-6
LONE OAK M.S.	Spring 2021	8	79	3851	30	70		35		19	
			STAAR - Social Studies - Number Tested	STAAR - Social Studies - Average Scale Score	STAAR - Social Studies - Did Not Meet - %	STAAR - Social Studies - Approaches - %	% Difference Between Grade Level and State/Region	STAAR - Social Studies - Meets - %	% Difference Between Grade Level and State/Region	STAAR - Social Studies - Masters - %	% Difference Between Grade Level and State/Region
State	Spring 2021	8	338473	3656	44	56	12	27	8	13	8
Region -10	Spring 2021	8	59712	3691	41	59	9	30	5	15	6
LONE OAK M.S.	Spring 2021	8	80	3770	33	68		35		21	

# **Lone Oak Independent School District**

## **Lone Oak High School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 18, 2021  
**Public Presentation Date:** October 18, 2021

# 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. 80

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

## Demographics

### Demographics Summary

Student demographics are growing. With little growth in housing or employment opportunities, many homes are compromised of multiple families, with significant socio-economic needs. Our current enrollment is 323 students.

- Hispanic/ Latino-44
- Multiracial-9
- White-259
- Black/ African American-10
- Asian-0
- American Indian / Alaskan Native-1
- Native Hawaiian / Pacific Islander-0
- Dylsexic-19
- Special Ed Students-69
- 504 Students-45
- Active ESL Students-5
- Students on Free and Reduced Lunch-122
- At Risk Students-80
- Gifted and Talented-101

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### 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 (Prioritized):** 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 Learning

## Student Learning Summary

Our students perform above the state average in many areas of STAAR. 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 in CTE Programs. In addition, the campus earned 2 of 7 distinctions during the last eligible accountability cycle.

## Student Learning Strengths

Our 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 Learning Needs

**Problem Statement 1 (Prioritized):** Many students, especially those receiving special education services, continue to struggle on the STAAR test. **Root Cause:** The district had not previously had a comprehensive remediation/intervention plan that works with each campus to provide a collaborative, structured action steps to reduce the gaps. Accelerated instruction (HB 4545) will alleviate, but progress could still be hindered by the pandemic. 84

**Problem Statement 2 (Prioritized):** Low attendance rates. **Root Cause:** High rate of poverty effects student transportation and work commitments. This is also coupled with a lack of variety in our vocational and trade course options, although the programs we currently have are successful.

**Problem Statement 3 (Prioritized):** Our US. History EOC scores have not been as favorable as other EOC scores on campus. **Root Cause:** Gap in students attending college US History and this course on campus. Lack of alignment.

## School Processes & Programs

### School Processes & Programs 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 facilities to lure new staff/faculty to the school.

### School Processes & Programs 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 School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Difficulty in attracting quality staff/faculty to the district. **Root Cause:** Competitive pay and facilities in surrounding districts, and a lack of suitable housing/activities in the community.

# Perceptions

## Perceptions Summary

Lone Oak continues to take pride in athletic, agricultural, 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.

## Perceptions 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, agricultural, and band program that involves a majority of our students. Our students and staff work very hard to serve their community and we would like to continue to increase the involvement in our community.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Underperforming students are not involved in campus programs or activities. **Root Cause:** While there are several activities to be a part of, not all of those activities appeal to all student groups. To build off of the success we have; more options in vocational / trades would possibly alleviate this.

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# Priority Problem Statements

**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.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Many students, especially those receiving special education services, continue to struggle on the STAAR test.

**Root Cause 2:** The district had not previously had a comprehensive remediation/intervention plan that works with each campus to provide a collaborative, structured action steps to reduce the gaps. Accelerated instruction (HB 4545) will alleviate, but progress could still be hindered by the pandemic.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Low attendance rates.

**Root Cause 3:** High rate of poverty effects student transportation and work commitments. This is also coupled with a lack of variety in our vocational and trade course options, although the programs we currently have are successful.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Difficulty in attracting quality staff/faculty to the district.

**Root Cause 4:** Competitive pay and facilities in surrounding districts, and a lack of suitable housing/activities in the community.

**Problem Statement 4 Areas:** School Processes & Programs

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**Problem Statement 5:** Our US. History EOC scores have not been as favorable as other EOC scores on campus.

**Root Cause 5:** Gap in students attending college US History and this course on campus. Lack of alignment.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Underperforming students are not involved in campus programs or activities.

**Root Cause 6:** While there are several activities to be a part of, not all of those activities appeal to all student groups. To build off of the success we have; more options in vocational / trades would possibly alleviate this.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- PSAT

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## Student Data: Student Groups

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM 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

Revised/Approved: October 24, 2022

**Goal 1:** Provides aligned instruction to all students based on grade-level and individual program(s).

**Performance Objective 1:** Increase SPED EOC scores by 5% in all 3 categories (Approaches, Meets, Masters)-All Grades All Subjects





**Evaluation Data Sources:** STAAR EOC 2020-2021 (TAPR)  
STAAR EOC 2021-2022 (TAPR)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide a written, taught and assessed curriculum that is aligned to state standards. <b>Strategy's Expected Result/Impact:</b> Increase in EOC scores <b>Staff Responsible for Monitoring:</b> Teachers, principles, counselors, curriculum director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers with professional development for TRS, Eduphoria, Google Classroom, and other educational resources. <b>Strategy's Expected Result/Impact:</b> Students meet or exceed passing expectations for report cards, local and state assessments. <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselors, curriculum director.	Formative			Summative
	Nov	Jan	Mar	June
				89
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide accelerated instruction imbedded in the master schedule for students who did not meet "Approaches" the previous year to fill gaps from the pandemic. Increase advisory period to 30 minutes to allow tutoring during the school day. Provide tutoring before, during and after school. Friday school will also be an option this year for struggling students. <b>Strategy's Expected Result/Impact:</b> Increase in EOC scores and decrease in report card failures for the year <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselor, curriculum director.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide an online tutorial lesson each Friday in the second semester the with students from PJC that have not had the test prep for the EOC Social Studies. <b>Strategy's Expected Result/Impact:</b> Increase the mastery level of EOC scores for the US History exam. <b>Staff Responsible for Monitoring:</b> U.S History Teacher, Principals, Counselors <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 1:** Provides aligned instruction to all students based on grade-level and individual program(s).

**Performance Objective 2:** Establish an attendance rate of 95% after a 2 years of a pandemic.





**Evaluation Data Sources:** Attendance Report Jan 4-May 25 (2022)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize school resource officer to make home visits to our students that have a high number of absences. <b>Strategy's Expected Result/Impact:</b> Increase in attendance rate. <b>Staff Responsible for Monitoring:</b> SRO, Teachers, principals, counselor.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2) Provide positive incentives for good attendance on campus with the use of "Incentive Days" to reward students. <b>Strategy's Expected Result/Impact:</b> Increase in attendance rate <b>Staff Responsible for Monitoring:</b> Administration, Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop a system of routine, daily communications from campus to homes of students absent for in person or remote learning. <b>Strategy's Expected Result/Impact:</b> Increase attendance rate. <b>Staff Responsible for Monitoring:</b> Administrators, teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				90
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Provides aligned instruction to all students based on grade-level and individual program(s).

**Performance Objective 3:** Increase participation in advanced courses and industry-based certifications.





**Evaluation Data Sources:** ACT, SAT, AP Testing Date 2021-2022, and TAPR (Approved Industry-Based Certifications)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide new opportunities for students to participate in advanced courses through additional sections and offerings of AP courses. <b>Strategy's Expected Result/Impact:</b> Increase enrollment in advanced courses. <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselor, curriculum director.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Require Participation and Offer opportunities for students to take AP tests in English, Calculus , and Biology if enrolled in the AP course. <b>Strategy's Expected Result/Impact:</b> Increase in participation in AP testing. <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselor.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Offer opportunities and funds for students to take ACT and SAT tests on campus. <b>Strategy's Expected Result/Impact:</b> Increase participation in ACT and SAT testing. <b>Staff Responsible for Monitoring:</b> Teachers, principals, counselor.	Formative			Summative
	Nov	Jan	Mar	June
				91
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase enrollment in the College Transition course to educate on the importance of preparation for the ACT and SAT. <b>Strategy's Expected Result/Impact:</b> Increase participation and scores for the ACT and SAT. <b>Staff Responsible for Monitoring:</b> College Transition teacher, counselors, administrators, students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increase Approved Industry-Based Certifications by 5%. <b>Strategy's Expected Result/Impact:</b> Increased attendance and Career / Military Graduates, apprenticeships, etc. <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administrators, Students	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Provides aligned instruction to all students based on grade-level and individual program(s).

**Performance Objective 4:** To perform at or better than the state average in each EOC exam (Approaches, Meets, Masters)





**Evaluation Data Sources:** STAAR EOC 2020-2021 (TAPR)  
STAAR EOC 2021-2022 (TAPR)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide needed interventions/tutorials before, during, after school, and on Fridays to homeless, economically disadvantaged, SPED, at-risk, RTI, pregnant, migrant, and ESL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in our special populations' meeting expectations on report cards, local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, principals, counselors.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> One period of the school day is utilized for remediation to aid students that were not successful on the EOC / STAAR in English, math, and / or science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the success of students on the EOC English, math, and / or science tests.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, principals, counselors.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Having a "boot-camp" in the weeks leading toward the U.S History test in order to familiarize students in Dual Credit History with the content of the U.S History STAAR Exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the Meets and Masters results of the U.S History exam.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Offering a Learning Lab online and in person during the school day for all students to request additional support in any subject at any time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in our special populations' meeting expectations on report cards, local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Learning Lab teacher, administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Recruit and retain staff that is in the best interest of the students.

**Performance Objective 1:** Increase the retention rate of classroom teachers on the master schedule from 65.52% the previous year to 82.76%.

**Evaluation Data Sources:** Professional Staff List





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide high quality professional development to all teachers. <b>Strategy's Expected Result/Impact:</b> Higher rating on TTESS. <b>Staff Responsible for Monitoring:</b> Principals, curriculum director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide team building opportunities to all teachers and staff. <b>Strategy's Expected Result/Impact:</b> Increased interdisciplinary cooperation and teamwork. <b>Staff Responsible for Monitoring:</b> Principals, curriculum director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize a 4-Day Instructional week for a more appealing environment for teachers and staff. <b>Strategy's Expected Result/Impact:</b> Increase highly qualified applicants and retention.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				93
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Have less than 10 office referrals related to drugs, tobacco, or safety related incidents this year.

**Evaluation Data Sources:** Discipline Report





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Offer a ZAP/lunch detention option as a consequence for minor offenses instead of ISS/OSS. <b>Strategy's Expected Result/Impact:</b> Less office referrals. <b>Staff Responsible for Monitoring:</b> Teachers, principals.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct routine drug tests and searches and offer drug education classes through out the year. <b>Strategy's Expected Result/Impact:</b> Decrease in drug use and AEP placements. <b>Staff Responsible for Monitoring:</b> Principals	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop a system of reporting and rewards for reported instances of use of illegal substances, including vapes, on campus. <b>Strategy's Expected Result/Impact:</b> Decreased usage of illegal substances on campus. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Students	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				94
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Principal will have face-to-face meetings with each grade level and set clear expectations and educate students on decision making and leadership within the building. <b>Strategy's Expected Result/Impact:</b> Creating relationship and campus culture where students respect staff and facilities. <b>Staff Responsible for Monitoring:</b> Administration, teachers.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize a 4 Day school week Monday - Thursday to eliminate Fridays which held the highest number of referrals due to the decrease in structure based on extra-curricular activities that often occurred on Fridays. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of office referrals and instances of infractions that occur on campus. <b>Staff Responsible for Monitoring:</b> Administration, teachers.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 1:** Improve communication to all stakeholders.





**Evaluation Data Sources:** Blackboard Statistics, social media interactions (Facebook, Twitter, etc)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Verify and Update all communication information in TxEIS system to ensure it transfers to Blackboard. <b>Strategy's Expected Result/Impact:</b> All students and parents receive notifications in a timely manner. <b>Staff Responsible for Monitoring:</b> Teachers, principal, counselors.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Update district Communication Liaison of any pertinent information occurring on our campus in order for website updates. <b>Strategy's Expected Result/Impact:</b> Give parents, students and stakeholders a constant location for timely information.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Maintain at the number of grants awarded to the campus by community (5).

**Evaluation Data Sources:** Education Foundation Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Encourage and assist all teachers in applying for an Education foundation grant and Donors Choose grant. <b>Strategy's Expected Result/Impact:</b> More grants awarded and increase in community involvement. <b>Staff Responsible for Monitoring:</b> Teachers, principal, counselor.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Addendums

Lone Oak ISD

Lone Oak HS	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II	Title IV
2019-2020	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	PIC 36	PIC 37	PIC 38			
Teachers	0.00	6.25	2.97	1.90	0.00		0.00	0.00	0.00	0.00	0.00
Teacher Aides	0.00	0.00	13.80	1.89	0.00		0.00	0.00			0.00
Counselor	0.00	0.39	0.30	0.00	0.00				0.00	0.00	
<b>TOTAL FTE</b>	<b>0.00</b>	<b>6.64</b>	<b>17.07</b>	<b>3.79</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
6100	\$0.00	\$342,818.00	\$375,203.00	\$229,424.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6200	500	\$0.00	\$0.00	\$0.00	\$0.00				\$0.00	\$0.00	\$1,393.00
6300	\$6,000.00	\$63,500.00	\$11,000.00	\$500.00	\$500.00		\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
6400	\$1,250.00	\$14,704.00	\$5,300.00	\$15,000.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$7,750.00</b>	<b>\$421,022.00</b>	<b>\$391,503.00</b>	<b>\$244,924.00</b>	<b>\$500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$11,393.00</b>

# **Lone Oak Independent School District District Improvement Plan**

## **2021-2022**

**Accountability Rating: Not Rated: Declared State of Disaster**





# 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 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. 101

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

## Demographics

### Demographics Summary

Lone Oak Independent School District is a rural district in southern Hunt County. The ninety-six square mile district serves over 1,000 students (including transfers and two Residential Treatment Houses). These students primarily reside in Hunt and Rains Counties.

### The ethnic distribution (from txschools.gov) of the student body is:

2.1% African American,

13.9% Hispanic,

80.3% White,

0.8% American Indian,

0.2% Asian,

0.3% Pacific Islander and

2.4% two or more races.

### Of the students:

51.8% are male

48.2% are female

38.2% of the students are economically disadvantaged,

2.6% are English Language Learners and

16.0% Special Education.

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**Staff data is taken from the 2020-2021 Fall PEIMS submission report: PDM-1-110-006**

	<b>Total</b>	<b>Percent</b>
<b>Total Staff FTE</b>	155.6	100%
Teacher	77.5	49.5%
Professional Support	9.1	5.8%
Campus Admin	6.9	4.4%
Central Admin	3.0	1.9%
Education Aided	13.2	8.5%
Auxiliary Staff	46.0	29.6%

**Staff data is taken from the 2020-2021 Fall PEIMS submission report: PDM-1-110-004**

	<b>Total</b>	<b>Percent</b>
<b>Total Staff by Ethnicity</b>	155.6	100%
White	142.7	91.7%
Hispanic	8.6	5.5%
Black	4.4	2.8%

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	<b>Total</b>	<b>Percent</b>
<b>Total Staff by Ethnicity/Gender</b>	155.6	100%
White Male	33.5	21.6%
White Female	109.1	70.1%
Hispanic Male	2.0	1.3%
Hispanic Female	6.6	4.2%
Black Male	1.8	1.1%
Black Female	2.6	1.7%
	<b>Total</b>	<b>Present</b>
<b>Teacher by Highest Degree</b>	77.5	100%
Bachelor	59.7	77.1%
Masters	17.8	22.9%

	<b>Total</b>	<b>Percent</b>
<b>Teacher Experience</b>	77.5	100%
Beginning	1.8	2.3%
1-5 years	17.6	22.8%
6-10 years	19.3	24.9%
11-20 years	24.0	31.0%
20+ years	14.8	19.1%

	<b>Total</b>	<b>Percent</b>
<b>Teacher by Population Served</b>	77.5	100%
Regular Education	58.1	75.0%
Career and Tech Education	5.9	7.7%
Compensatory Education	4.3	5.6%
Special Education	9.1	11.8%

**Average Experience of Teachers: 12.8 years**

**Average Experience with Lone Oak: 6.3 years**

**Student/Teacher Ratio: 12.5**

## Demographics Strengths

The community of Lone Oak ISD has clearly indicated that education is a priority. The district has seen growth slow over the last few years, but is working to expand/improve its facilities and course offerings in order to compete with schools in the growth corridor.

Our students are continually challenged by increasing rigor and opportunities in the classroom to prepare them for their future, whether their future includes advanced academics, technical/skill training, or immediate work force entry. The goal of Lone Oak ISD is for students to graduate and be prepared for their next stage in life. Lone Oak ISD focuses on continually increasing opportunities while keeping the family atmosphere intact.

School numbers continue to show a primarily white district, but with an increasing Hispanic and ELL population. As compared to the state, Lone Oak has lower numbers in the areas of Economic Disadvantaged Students and At-Risk (although this reflects our low-level of ELL and will change as the ELL population grows). Lone Oak outpaces the state in the areas of 504, Dyslexia, Foster Care and Special Education (Intellectual Disabilities and Behavioral Disabilities). Mobility mirrors the state, but we do have higher rates of mobility for Special Education, ELL and Economic Disadvantaged students.

## Problem Statements Identifying Demographics Needs

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**Problem Statement 1:** High levels of Special Populations keep overall performance levels that trigger Targeted Support requirements under State and Federal Programs. **Root Cause:** Lack of a collaborative framework of action steps to reduce the gaps in achievement.

**Problem Statement 2:** District growth rates are not keeping pace with neighboring districts. **Root Cause:** Increased mobility and lack of housing/opportunities in the community.

# Student Learning

## Student Learning Summary

\*All Districts and Schools Were Not Rated in 2020 and 2021 Due to COVID-19\*

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings.

The community of Lone Oak ISD has clearly indicated that education is a priority. Our students are continually challenged by increasing rigor and opportunities in the classroom to prepare them for their future, whether their future includes advanced academics, technical/skill training, or immediate work force entry. The goal of Lone Oak ISD is for students to graduate and be prepared for their next stage in life. Lone Oak ISD focuses on continually increasing opportunities while keeping the family atmosphere intact.

In the student achievement domain, LOISD achieved scores of:

STAAR Performance: 45

CCMR: 81

Graduation Rate: 100%

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In the school progress domain, LOISD achieved scores of:

Academic Growth: N/A (due to covid)

Relative Performance (38.2% ecodis): 63

In the closing the gaps domain, LOISD achieved scores of:

Academic Achievement Status: 29%

Growth Status: N/A (covid)

Graduation Status: 67%

Student Success Status: 11%

School Quality Status: 100%

73% of LOISD students reached the Approaches performance level on STAAR as compared to 67% for the state.

45% of LOISD students reached the Meets performance level on STAAR as compared to 41% for the state.

Both LOISD and the state reached 18% on the Masters performance level for STAAR during the 2020-21 school year.

### Data Comparison of District/Region/State Performance Levels

Group	Admin	Grade	Subject	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Approaches - %	Difference between LO/Region/State	STAAR - Meets - %	Difference between LO/Region/State	STAAR - Masters - %	Difference between LO/Region/State
LONE OAK ELEM.	Spring 2021	3	Reading/ELA	65	1476	85		54		32	
Region -10	Spring 2021	3	Reading/ELA	49632	1423	69	16	41	13	21	11
State	Spring 2021	3	Reading/ELA	310193	1417	68	17	38	16	19	13
LONE OAK ELEM.	Spring 2021	4	Reading/ELA	58	1479	69		29		10	
Region -10	Spring 2021	4	Reading/ELA	50565	1491	64	5	39	-10	20	-10
State	Spring 2021	4	Reading/ELA	318025	1483	63	6	36	-7	18	-8
LONE OAK ELEM.	Spring 2021	5	Reading/ELA	68	1556	65		41		28	
Region -10	Spring 2021	5	Reading/ELA	53085	1567	73	-8	48	-7	33	-5
State	Spring 2021	5	Reading/ELA	332458	1558	72	-7	45	-4	30	-2
LONE OAK M.S.	Spring 2021	6	Reading/ELA	77	1550	65		31		5	
Region -10	Spring 2021	6	Reading/ELA	59962	1566	63	2	34	-3	16	-11
State	Spring 2021	6	Reading/ELA	349453	1558	61	4	31	0	14	-9
LONE OAK M.S.	Spring 2021	7	Reading/ELA	86	1639	71		41		24	
Region -10	Spring 2021	7	Reading/ELA	60468	1638	70	1	46	-5	27	-3
State	Spring 2021	7	Reading/ELA	345936	1631	68	3	44	-3	25	-1
LONE OAK M.S.	Spring 2021	8	Reading/ELA	80	1689	76		53		28	
Region -10	Spring 2021	8	Reading/ELA	59360	1673	74	2	47	6	23	5
State	Spring 2021	8	Reading/ELA	338180	1665	72	4	45	8	21	7
LONE OAK H.S.	Spring 2021	EOC	ELA 1	90	3940	68		48		4	
Region -10	Spring 2021	EOC	ELA 1	69180	4023	66	2	51	-3	14	-10
State	Spring 2021	EOC	ELA 1	415929	4003	66	2	50	-2	12	-8
LONE OAK H.S.	Spring 2021	EOC	ELA 2	75	4073	73		59		9	
Region -10	Spring 2021	EOC	ELA 2	65995	4106	71	2	58	1	13	-4
State	Spring 2021	EOC	ELA 2	393559	4080	70	3	57	2	11	-2

Group	Admin	Grade	Subject	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Approaches - %	Difference between LO/Region/State	STAAR - Meets - %	Difference between LO/Region/State	STAAR - Masters - %	Difference between LO/Region/State
LONE OAK ELEM.	Spring 2021	3	Math	65	1438	74		38		9	
Region -10	Spring 2021	3	Math	55713	1420	63	11	32	6	16	-7
State	Spring 2021	3	Math	325064	1409	61	13	30	8	14	-5
LONE OAK ELEM.	Spring 2021	4	Math	57	1489	49		25		9	
Region -10	Spring 2021	4	Math	56182	1535	61	-12	38	-13	24	-15
State	Spring 2021	4	Math	330460	1522	58	-9	35	-10	21	-12
LONE OAK ELEM.	Spring 2021	5	Math	68	1561	63		38		10	
Region -10	Spring 2021	5	Math	57437	1613	72	-9	46	-8	28	-18
State	Spring 2021	5	Math	339642	1598	69	-6	43	-5	24	-14
LONE OAK M.S.	Spring 2021	6	Math	77	1618	74		42		13	
Region -10	Spring 2021	6	Math	58402	1619	69	5	38	4	17	-4
State	Spring 2021	6	Math	344115	1606	66	8	34	8	14	-1
LONE OAK M.S.	Spring 2021	7	Math	86	1700	77		48		27	
Region -10	Spring 2021	7	Math	47558	1633	57	20	31	17	16	11
State	Spring 2021	7	Math	295490	1614	54	23	25	23	11	16
LONE OAK M.S.	Spring 2021	8	Math	64	1625	61		27		2	109
Region -10	Spring 2021	8	Math	52085	1648	61	0	35	-8	10	-8
State	Spring 2021	8	Math	293487	1647	60	1	35	-8	10	-8
LONE OAK H.S.	Spring 2021	EOC	Alg 1	68	3878	78		47		13	
Region -10	Spring 2021	EOC	Alg 1	67735	3987	73	5	44	3	26	-13
State	Spring 2021	EOC	Alg 1	396272	3933	72	6	41	6	23	-10
LONE OAK ELEM.	Spring 2021	4	Writing	58	3567	50		16		9	
Region -10	Spring 2021	4	Writing	50446	3632	56	-6	30	-14	10	-1
State	Spring 2021	4	Writing	316801	3581	53	-3	26	-10	8	1
LONE OAK M.S.	Spring 2019	7	Writing	84	3820	73		37		17	
Region -10	Spring 2019	7	Writing	64811	3926	71	2	43	-6	20	-3
State	Spring 2019	7	Writing	399570	3866	69	4	40	-3	17	0
LONE OAK ELEM.	Spring 2021	5	Science	68	3704	57		29		9	
Region -10	Spring 2021	5	Science	55640	3746	63	-6	32	-3	14	-5
State	Spring 2021	5	Science	337581	3715	61	-4	30	-1	12	-3
LONE OAK M.S.	Spring 2021	8	Science	79	3851	70		35		19	
Region -10	Spring 2021	8	Science	60393	3913	69	1	44	-9	25	-6

Group	Admin	Grade	Subject	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Approaches - %	Difference between LO/Region/State	STAAR - Meets - %	Difference between LO/Region/State	STAAR - Masters - %	Difference between LO/Region/State
State	Spring 2021	8	Science	338224	3870	67	3	42	-7	23	-4
LONE OAK H.S.	Spring 2021	EOC	BIO	87	4112	85		56		15	
Region -10	Spring 2021	EOC	BIO	65263	4153	81	4	56	0	24	-9
State	Spring 2021	EOC	BIO	392222	4116	81	4	54	2	22	-7
LONE OAK M.S.	Spring 2021	8	Social Studies	80	3770	68		35		21	
Region -10	Spring 2021	8	Social Studies	59712	3691	59	9	30	5	15	6
State	Spring 2021	8	Social Studies	338473	3656	56	12	27	8	13	8
LONE OAK H.S.	Spring 2021	EOC	USH	73	4116	84		62		36	
Region -10	Spring 2021	EOC	USH	57665	4311	87	-3	69	-7	45	-9
State	Spring 2021	EOC	USH	347885	4301	88	-4	69	-7	43	-7

### Student Learning Strengths

Lone Oak ISD has a staff of hard-working professionals who work to meet the needs of each student in all phases of academic achievement. Our students are constantly being challenged with rigor in their curriculum, whether they take the STAAR, STAAR with Accommodations/online or paper, or STAAR ALT2. Every child is important, and their future is a gift that Lone Oak ISD helps to wrap. Our teachers and staff realize the importance of meeting each child where they are and teaching with rigor and personalization.

### District-Wide highlights

- **3rd and 8th grade Reading topped both Region and State averages in Approaches, Meets and Masters performance categories.**
- **3rd and 6th grade Math topped Region and State averages in Approaches and Meets performance categories.**
- **7th grade Math topped both Region and State averages in Approaches, Meets and Masters performance categories.**
- **8th Grade Social Studies topped both Region and State averages in Approaches, Meets and Masters performance categories.**
- **Algebra 1 topped Region and State averages in Approaches and Meets performance categories.**
- **Biology topped the Regional and State averages in Approaches and maintained the same level of performance in the meets category.**

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** District performance on a majority of tested areas lagged behind the region and state, especially in the meets and masters areas. **Root Cause:** Lack of a consistent, quality curriculum that addresses the tested TEKS.

**Problem Statement 2:** Special population groups need strategies and curricular materials that address their specific needs. **Root Cause:** Lack of specialized materials and training for staff.

**Problem Statement 3:** There is a need to develop stronger intervention and progress monitoring tools for at-risk populations. **Root Cause:** District-wide intervention system and training is needed to address this issue.

# District Processes & Programs

## District Processes & Programs Summary

Lone Oak ISD is served by an administrative team of Superintendent and seven cabinet members representing Food Services, Academics and Accountability, Campus Principals, Technology, Athletics, Finance and Operations. Coordinators and specialists in each department are responsible for a multitude of programs and staff throughout the district. The district also employs a school resource officer to provide extra safety and security services to the district.

The district is currently undertaking a bond election for November of 2021. This bond will address facility upgrades throughout the district. In addition, the district has increased staffing and salaries to compete with neighboring districts.

Administrators at all campuses are being trained in the Effective Schools Framework model of school improvement. In combination with the Teks Resource System and Eduphoria, the district is working to improve data-driven policies and instructional practices.

Lone Oak ISD has placed increased importance on College, Career, and Military Readiness support for our students. The district has hired a half-time retired counselor to work with this program to improve the CCMR culture and school performance in this domain. The high school has served as a TSI testing center and provides SAT/ACT/PSAT testing opportunities at school and on scheduled Saturdays. In addition, the high school junior and seniors are able to take Dual Credit courses from PJC in Greenville. For students who did not perform well enough on the TSI to access dual credit courses, the district provided College Preparatory English and Math classes at the high school.

Tutoring and intervention programs offer both traditional tutoring and specific opportunities during the school day for students to receive intervention by designated intervention specialists. All campuses offer these opportunities for students and have included Accelerated Learning Services to comply with HB 4545.

Elementary staff and faculty are working with the TEA Reading Academy to gain additional knowledge and training on research-proven strategies to improve reading in the lower grades. The district is provided a stipend to staff members who successfully navigate the training.

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### **District Processes & Programs Strengths**

The district has continually makes the effort to become more competitive in regards to teacher salaries. In an effort to retain teachers, the district offers returning teachers a retention stipend. The district increased teaching stipends for Math, Science and Foreign Language to attract talent in these areas. The district created core subject lead teacher positions at the elementary level with associated stipends.

The district is increasing school security by investing in visitor check in system, cameras, fencing and door access.

The district is improving climate of the buildings through its work with "Ideal Impact".

The district is improving facilities with installation of new LED lighting throughout the district classrooms.

The district is working with the Region 10 ESC to provide training and support for Curriculum, Instruction and Assessment.

Through the implementation of the four-day week, the district provides extra opportunities for learning and professional development. In addition, the four-day week has proven to be an opportunity for improved self-care and mental health during the Covid pandemic.

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

**Problem Statement 1:** Curriculum and Instruction not aligned to High Priority TEKS in a viable and assessed year-long instructional plan. **Root Cause:** Consistent, job embedded support and coaching not provided in a district-wide capacity.

# Perceptions

## Perceptions Summary

The foundation of the Lone Oak ISD culture and climate is through trust, respect and building strong and lasting relationships. Creating a real connection to each other, especially between teacher and student, is the cornerstone of community. When a strong, trusting relationship exists, behavior, motivation and performance improves through the established support and through a sense of belonging to something greater than self.

Lone Oak ISD realizes that our teachers and staff need support and recognition for a job well done. The district is committed to providing our staff and faculty the tools and training necessary to be a successful, long-term member of the Buffalo family.

Through community events, the education foundation support and school-home communications, the district measures and assesses the community relationship and works to adjust plans, policies and methods to more successfully support our community connection.

LOISD believes that is important for parents to be involved in the education of their children. Many organizations for interaction are available at each campus. In addition, the counseling team provides community and parent information programs to strengthen the parent-child relationship.

Lone Oak ISD is committed to a feeling of "family" and this intangible quality is encouraged and exemplified on every campus. We actively work toward that goal in three areas: Student/Teacher; Families/School; Staff/Staff. The culture of Lone Oak ISD 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, services, and common courtesies are extended to make sure that walking into a campus feels as if one is "home".

## Perceptions Strengths

The Lone Oak ISD administrators, counselors, faculty and staff work with our families and community to remove educational barriers. All students including homeless students and foster students are carefully monitored by all, and many opportunities are available for additional tutoring and services to assist in keeping these at-risk students in the classroom, ready to learn!

Family activities are planned on each campus, with several district-wide offerings as well. Lone Oak ISD schedules many events for family and community involvement - including the Fall Festival, Student Showcase, Senior Citizen Lunches and breakfast, Muffins with Mom, and Donuts with Dad and similar events.

The district has formed a facilities steering committee to help the district plan for current facilities needs and future growth and is working toward passing a bond to bring much needed improvements to the district. LOISD is committed to a strategic approach in soliciting parental and community feedback regarding district practices. Parents and community members receive multiple opportunities such as facility and bond committees, PTO, and UIL Booster Clubs.

LOISD collects staff input through a staff/faculty survey to gauge climate and culture at the campus and departmental level. During December of 2020, the district conducted several district and community surveys in their search for a new superintendent. By being transparent and providing opportunities for discussion and quality feedback, the district is working to build the quality relationships necessary to grow an successful district.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Attracting parent, community and business members to the District and Campus Improvement teams is difficult. **Root Cause:** Lack of local businesses and ability of parents to leave work to attend meeting at varied times.

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# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Community Based Accountability System (CBAS)

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## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

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### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

#### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals





Revised/Approved: October 1, 2021

**Goal 1:** Lone Oak ISD will provide a learning environment that is healthy and safe.

**Performance Objective 1:** LOISD will increase campus security throughout the District.

**HB3 Goal**





**Evaluation Data Sources:** District expense report and individual campus and district data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to monitor and upgrade security and surveillance. <b>Strategy's Expected Result/Impact:</b> Increased security and surveillance <b>Staff Responsible for Monitoring:</b> Tech Director, Principal, SRO and Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop and implement an armed school guardian plan. <b>Strategy's Expected Result/Impact:</b> Greater sense of security for both students and employees. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Lone Oak ISD will provide a learning environment that is healthy and safe.

**Performance Objective 2:** 100% of campuses and departments will meet the required components of the district safety plan.





**Evaluation Data Sources:** Safety Plans, EOP, Safety/Security Audit, Fire Inspection, Drill Records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will purchase, train and provide continuing education in the "Stop the Bleed" program. <b>Strategy's Expected Result/Impact:</b> Better prepared for a campus crisis event. <b>Staff Responsible for Monitoring:</b> District Nurse, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Lone Oak ISD will provide a learning environment that is healthy and safe.

**Performance Objective 3:** Ensure staff and students are educated on ways to eliminate bullying and provide support that increases student feelings of belonging and acceptance that will help lead to improved academic performance.





**Evaluation Data Sources:** PD logs, student schedules

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize "Houses" within the campus settings to create a positive character culture. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals. <b>Staff Responsible for Monitoring:</b> PEIMS, Principals	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement and support Lone Oak ISD anti-bullying policies, guidelines and procedures designed to reduce bullying as outlined in board policy. <b>Strategy's Expected Result/Impact:</b> Reduced bullying <b>Staff Responsible for Monitoring:</b> Faculty/Staff, Campus/Central Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Empower students to develop and promote anti-bullying strategies. <b>Strategy's Expected Result/Impact:</b> Reduced bullying and improved school culture/climate. <b>Staff Responsible for Monitoring:</b> Counselors	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Lone Oak ISD will provide a learning environment that is healthy and safe.

**Performance Objective 4:** Increase teacher, student, and parent awareness of issues regarding child abuse and sexual abuse of children.





**Evaluation Data Sources:** State/Local agency reporting

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All district staff members will be trained in recognizing and reporting child abuse and sexual abuse at the beginning of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge on recognizing and reporting child abuse and sexual abuse.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, District Nurse, Campus/Central Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All LOISD staff members will follow the LOISD Abuse Reporting Protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve reporting</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Lone Oak ISD will provide a learning environment that is healthy and safe.





**Performance Objective 5:** LOISD will provide training and support in recognizing, reducing and preventing the incidence of dating violence.

**Evaluation Data Sources:** Incident reporting

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Secondary campuses will provide ongoing staff training on relationship abuse awareness, detection and prevention. <b>Strategy's Expected Result/Impact:</b> Increased knowledge and fewer incidents. <b>Staff Responsible for Monitoring:</b> Campus Administration and Counselors	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Elementary counselors will conduct guidance lessons on conflict resolution to promote healthy relationships. <b>Strategy's Expected Result/Impact:</b> Improved relationships <b>Staff Responsible for Monitoring:</b> Campus administration and Counselors	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lone Oak ISD will provide a learning environment that is healthy and safe.





**Performance Objective 6:** The district SHAC (School Health Advisory Council) will work to ensure the district meets local community values in the district's health education instruction.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district SHAC committee will meet and perform its duties according to board policy. <b>Strategy's Expected Result/Impact:</b> Improved health and safety communication with the local community. <b>Staff Responsible for Monitoring:</b> District Nurse <b>Title I Schoolwide Elements:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** Lone Oak ISD will ensure academic achievement and growth for all students.

**Performance Objective 1:** LOISD will meet the state targets for all subgroups in Reading and Math at the "Meets Grade Level Standard".





**Evaluation Data Sources:** STAAR, EOC, TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support the use of District Curriculum Program (TEKS Resource System) to plan TEKS-aligned, student focused instruction in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Local and state assessment scores that meet the district goals.</p> <p><b>Staff Responsible for Monitoring:</b> Central and Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> LOISD will continue to strengthen our use of Professional Learning Communities and Data-Driven Instruction that supports the use of best practices in instruction and assessment and allow for collaborative planning, reflective learning, mentoring and coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement and more consistent instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Faculty/Staff, Campus/Central Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				126

**Goal 2:** Lone Oak ISD will ensure academic achievement and growth for all students.

**Performance Objective 2:** Lone Oak ISD will increase the number of subgroups that meet the state targets for growth in Reading and Math to 70%





**Evaluation Data Sources:** STAAR, EOC, TELPAS, MAP data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use information from local unit and formative assessments to respond with appropriate interventions (eduphoria) <b>Strategy's Expected Result/Impact:</b> Improved student performance <b>Staff Responsible for Monitoring:</b> Faculty/Staff, Campus/Central Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Lone Oak ISD will ensure academic achievement and growth for all students.

**Performance Objective 3:** Lone Oak ISD students in Special Education will increase the number of students scoring Approaches Grade Level by 5% per subject annually.

**Evaluation Data Sources:** STAAR, EOC, PBMAS





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training to general and resource teachers to support co-teach/inclusive learning environments</p> <p><b>Strategy's Expected Result/Impact:</b> Student Schedules reflect more general education courses. Professional development agendas reflect training.</p> <p><b>Staff Responsible for Monitoring:</b> Camps/Central Administration. Campus Special Programs.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Resource teachers will be included in general education professional development and subject specific professional learning communities. They will be provided with instructional materials, equipment, resources utilized in the general education classroom, plus specialized materials for their specific needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas, Sign-in sheets, available materials, equipment, resources</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs, Campus/Central Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				128

**Goal 3:** Lone Oak ISD will increase student success by engaging students in rigorous and relevant experiences that will prepare them for College, Career or Military Service.

**Performance Objective 1:** 100% of students will participate in activities the expose them to College, Career, Military options and opportunities.

**HB3 Goal**

**Evaluation Data Sources:** Endorsements, Certifications, Portfolios





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand district partnerships throughout greater Hunt/Rains county in ways to allow expanded participation, job shadowing, partnerships and internships.  <b>Strategy's Expected Result/Impact:</b> Increased community experiences  <b>Staff Responsible for Monitoring:</b> Counselors and Campus/Central Administration  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students with an avenue to research college, career, certification and technical interests.  <b>Strategy's Expected Result/Impact:</b> Successful use of career resources, including the Go Center and other available digital programs.  <b>Staff Responsible for Monitoring:</b> Counselors and Campus/Central Administration  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				129
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide students/parents with college admission and financial aid opportunities.  <b>Strategy's Expected Result/Impact:</b> Websites updated, FAFSA Nights, College and Career Visits  <b>Staff Responsible for Monitoring:</b> Counselors and Campus/Central Administration  <b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Lone Oak ISD will increase student success by engaging students in rigorous and relevant experiences that will prepare them for College, Career or Military Service.

**Performance Objective 2:** Strengthen and Expand the Advanced Academics Programs (GT/AP/Dual Credit)

**HB3 Goal**

**Evaluation Data Sources:** GT Placement and program opportunities, AP Enrollment and Testing Success, Dual Credit offerings and enrollment and Completion Rates.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to support and encourage teachers attaining their 30-hour GT Foundations and 6-hour update training. <b>Strategy's Expected Result/Impact:</b> Increased GT Certifications and Update hours <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Support academic competitions and clubs that target high ability and GT students <b>Strategy's Expected Result/Impact:</b> Increased growth for students <b>Staff Responsible for Monitoring:</b> Campus Administration, Faculty/Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 3:** Lone Oak ISD will increase student success by engaging students in rigorous and relevant experiences that will prepare them for College, Career or Military Service.

**Performance Objective 3:** Integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust and service.

**HB3 Goal**





**Evaluation Data Sources:** Compliance with digital policies. Reduced discipline related to inappropriate digital behaviors.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Go-Guardian software as a digital resource, providing increased online safety, network administration and classroom management for staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety of students</p> <p><b>Staff Responsible for Monitoring:</b> Campus/Central Administration, Technology Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Lone Oak ISD will increase communication and collaboration with families and community partners.

**Performance Objective 1:** Lone Oak ISD will maintain a current and updated website for reporting district content and information to the LOISD community.





**Evaluation Data Sources:** Website visits and monitoring of comments/issues with information.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Seek two-way communication with parents, community and students using digital media programming. <b>Strategy's Expected Result/Impact:</b> Improved communication, knowledge and participation. <b>Staff Responsible for Monitoring:</b> Campus Administration, Technology Staff and District Communications Liason.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Lone Oak ISD will increase communication and collaboration with families and community partners.

**Performance Objective 2:** Lone Oak ISD will develop communication tools and systems to provide effective, timely communication, both internally and externally to district stakeholders.





**Evaluation Data Sources:** Feedback quality from stakeholders

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use social media, digital platforms and video to share Lone Oak ISD's story. <b>Strategy's Expected Result/Impact:</b> Increased awareness and participation <b>Staff Responsible for Monitoring:</b> Campus/Central Administration, Technology and District Communications Liason	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize parent conferences to provide resources and information concerning academic achievement to parents. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement <b>Staff Responsible for Monitoring:</b> Campus/Central Administration, Counselors, Faculty/Staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

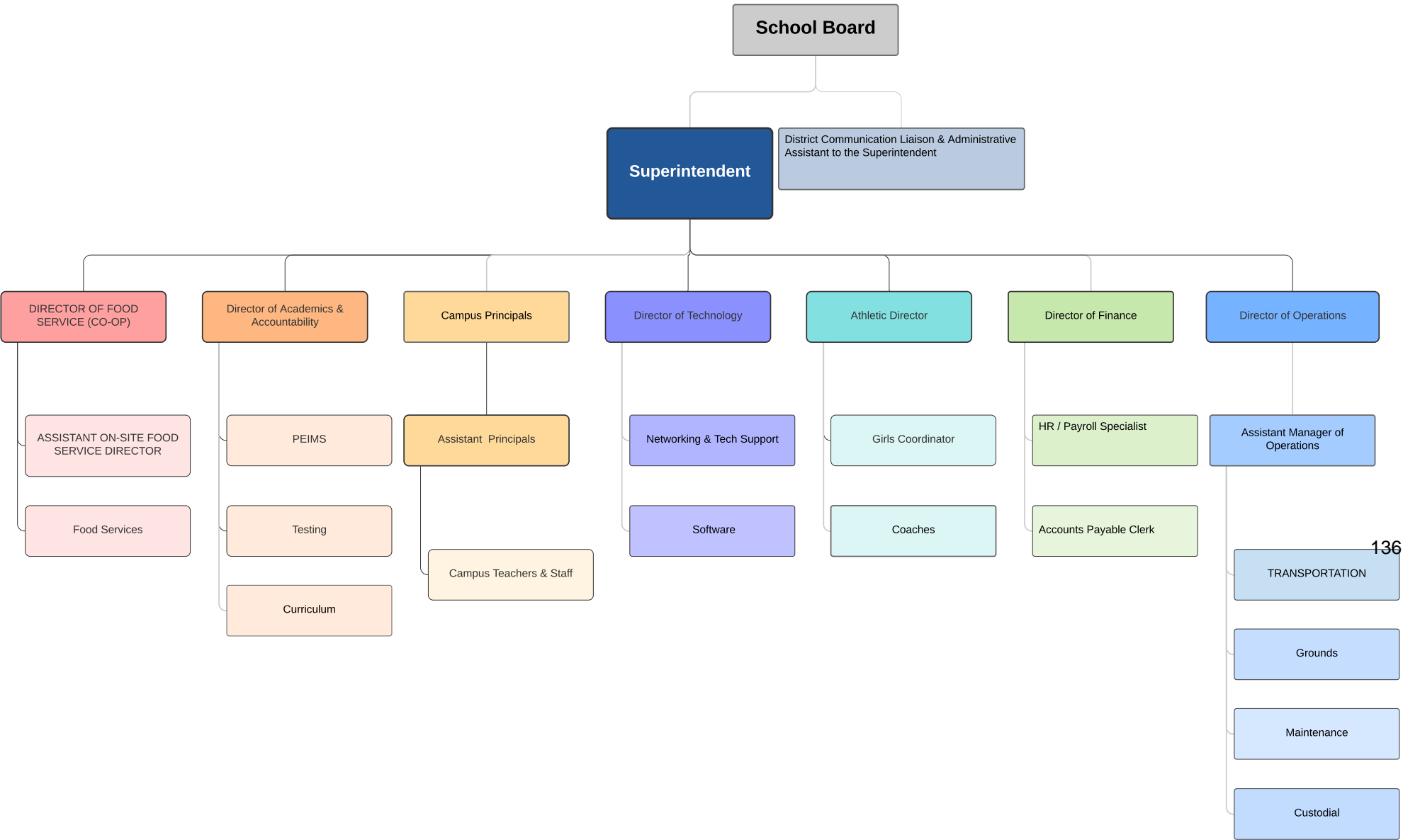
**Goal 4:** Lone Oak ISD will increase communication and collaboration with families and community partners.

**Performance Objective 3:** Cultivate a unified culture of parental and community support.

**Evaluation Data Sources:** Parental support through increased knowledge and participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Title 1 meetings to inform parents of services and opportunities for engagement and involvement. To develop and improve Family Engagement Policies.  <b>Strategy's Expected Result/Impact:</b> Improved parental engagement on Title 1 campuses.  <b>Staff Responsible for Monitoring:</b> Campus/Central Administration  <b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campuses will conduct outreach to parents and families to implement program activities for parental involvement such as reading/math/game nights, etc.  <b>Strategy's Expected Result/Impact:</b> Fully engaged parents and improved community involvement.  <b>Staff Responsible for Monitoring:</b> Campus/Central Administration, Counselors, Faculty/Staff.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Addendums



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**Texas Education Agency  
2021 Accountability Ratings Overall Summary  
LONE OAK ISD (116906)**

**Not Rated: Declared State of Disaster**

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	45
College, Career and Military Readiness	81
Graduation Rate	100
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 38.2%)	63
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	29%
Growth Status	N/A
Graduation Status	67%
English Language Proficiency Status	N/A
Student Success Status	11%
School Quality Status	100%
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	99%

**Distinction Designations**

Distinction designations were not awarded in 2021.

**Texas Education Agency  
2021 STAAR Performance  
LONE OAK ISD (116906)**

**Calculation Report**

<b>STAAR Performance</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>	<b>Social Studies</b>	<b>Totals</b>	<b>Percentages</b>
Total Tests	547	469	141	208	141	1,506	
Approaches GL or Above	405	346	76	156	115	1,098	73%
Meets GL or Above	260	210	37	92	74	673	45%
Masters GL	105	75	17	35	42	274	18%
Total Percentage Points							136%
<b>Component Score</b>							<b>45</b>

**Texas Education Agency  
2021 STAAR Performance  
LONE OAK ISD (116906)**

**Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	73%	62%	69%	74%	36%	*	*	80%	62%	36%	39%	31%	50%	75%	68%
At Meets GL Standard or Above	45%	33%	42%	45%	27%	*	*	47%	31%	26%	29%	15%	14%	47%	40%
At Masters GL Standard	18%	5%	16%	18%	0%	*	*	23%	10%	13%	12%	6%	9%	19%	16%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,098	13	117	935	4	*	*	24	330	14	16	72	11	819	279
At Meets GL Standard or Above	673	7	72	572	3	*	*	14	163	10	12	35	3	510	163
At Masters GL Standard	274	1	28	234	0	*	*	7	51	5	5	14	2	210	64
Total Tests	1,506	21	170	1,269	11	*	*	30	533	39	41	230	22	1,096	410
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	100%	99%	100%	100%	*	*	100%	99%	100%	100%	99%	100%	100%	99%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	74%	43%	68%	75%	*	*	*	80%	65%	36%	40%	30%	43%	76%	69%
At Meets GL Standard or Above	48%	29%	45%	48%	*	*	*	50%	29%	21%	27%	17%	0%	51%	39%
At Masters GL Standard	19%	0%	15%	20%	*	*	*	30%	11%	7%	7%	6%	0%	21%	15%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	405	3	41	350	*	*	*	8	126	5	6	25	3	306	99
At Meets GL Standard or Above	260	2	27	223	*	*	*	5	56	3	4	14	0	204	56
At Masters GL Standard	105	0	9	92	*	*	*	3	22	1	1	5	0	84	21
Total Tests	547	7	60	464	*	*	*	10	194	14	15	82	7	403	144
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	100%	99%	99%	100%	*	*	100%	99%	100%	100%	99%	100%	99%	99%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	74%	71%	71%	74%	*	*	*	88%	65%	45%	50%	32%	71%	75%	70%
At Meets GL Standard or Above	45%	29%	39%	46%	*	*	*	38%	34%	27%	33%	14%	29%	45%	45%
At Masters GL Standard	16%	0%	16%	16%	*	*	*	13%	8%	9%	8%	6%	29%	16%	16%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	346	5	36	293	*	*	*	7	111	5	6	23	5	257	89
At Meets GL Standard or Above	210	2	20	181	*	*	*	3	58	3	4	10	2	152	58
At Masters GL Standard	75	0	8	64	*	*	*	1	14	1	1	4	2	54	21

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**Texas Education Agency  
2021 STAAR Performance  
LONE OAK ISD (116906)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Total Tests	469	7	51	397	*	*	*	8	172	11	12	71	7	341	128	
<b>Participation</b>																
% participation 2018-19	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	98%	100%	100%	*	*	100%	99%	100%	100%	99%	100%	99%	100%	100%
<b>Writing</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	54%	*	63%	55%	*	-	*	*	42%	20%	20%	25%	*	54%	53%	
At Meets GL Standard or Above	26%	*	44%	25%	*	-	*	*	20%	20%	20%	17%	*	26%	27%	
At Masters GL Standard	12%	*	19%	11%	*	-	*	*	8%	20%	20%	13%	*	12%	12%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	76	*	10	65	*	-	*	*	25	1	1	6	*	50	26	
At Meets GL Standard or Above	37	*	7	29	*	-	*	*	12	1	1	4	*	24	13	
At Masters GL Standard	17	*	3	13	*	-	*	*	5	1	1	3	*	11	6	
Total Tests	141	*	16	118	*	-	*	*	59	5	5	24	*	92	49	
<b>Participation</b>																
% participation 2018-19	100%	*	100%	100%	-	-	-	*	100%	*	*	100%	*	100%	140	100%
% participation 2020-21	100%	*	100%	100%	*	-	*	*	100%	100%	100%	100%	*	100%	100%	100%
<b>Science</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	75%	*	64%	76%	-	-	-	80%	56%	33%	33%	30%	*	77%	70%	
At Meets GL Standard or Above	44%	*	45%	44%	-	-	-	60%	33%	33%	33%	10%	*	45%	41%	
At Masters GL Standard	17%	*	9%	18%	-	-	-	20%	6%	17%	17%	3%	*	19%	11%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	156	*	14	135	-	-	-	**	37	2	2	9	*	117	39	
At Meets GL Standard or Above	92	*	10	77	-	-	-	**	22	2	2	3	*	69	23	
At Masters GL Standard	35	*	2	31	-	-	-	**	4	1	1	1	*	29	6	
Total Tests	208	*	22	177	-	-	-	**	66	6	6	30	*	152	56	
<b>Participation</b>																
% participation 2018-19	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	99%	100%	100%	99%	*	-	-	100%	100%	100%	100%	100%	*	100%	97%	100%
<b>Social Studies</b>																
<b>Percent of Tests</b>																
At Approaches GL Standard or Above	82%	*	76%	81%	-	-	-	100%	74%	*	*	39%	*	82%	79%	
At Meets GL Standard or Above	52%	*	38%	55%	-	-	-	60%	36%	*	*	17%	*	56%	39%	
At Masters GL Standard	30%	*	29%	30%	-	-	-	40%	14%	*	*	4%	*	30%	30%	
<b>Number of Tests</b>																
At Approaches GL Standard or Above	115	*	16	92	-	-	-	**	31	*	*	9	*	89	26	

**Texas Education Agency  
2021 STAAR Performance  
LONE OAK ISD (116906)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	74	*	8	62	-	-	-	**	15	*	*	4	*	61	13
At Masters GL Standard	42	*	6	34	-	-	-	**	6	*	*	1	*	32	10
Total Tests	141	*	21	113	-	-	-	**	42	*	*	23	*	108	33
<b>Participation</b>															
% participation 2018-19	100%	*	100%	100%	-	-	*	*	100%	*	100%	100%	*	100%	100%
% participation 2020-21	100%	*	100%	100%	*	-	-	100%	100%	*	*	100%	*	100%	100%

- Indicates there are no students in the group.

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

**Texas Education Agency  
2021 College, Career, and Military Readiness  
LONE OAK ISD (116906)**

**Calculation Table**

	Annual Graduates	
	Count	Percent
<b>Total</b>		
Total graduates	72	
Total credit for CCMR criteria	58	81%

**Data Table**

	Annual Graduates	
	Count	Percent
<b>Texas Success Initiative (TSI) Criteria</b>		
Met TSI criteria in both ELA/Reading and Mathematics	52	72%
<b>TSI Criteria - ELA/Reading</b>		
Met TSI criteria for at least one indicator in ELA/Reading	61	85%
Met TSI assessment criteria	40	56%
Met ACT criteria	13	18%
Met SAT criteria	31	43%
Earned credit for a college prep course	32	44%
<b>TSI Criteria - Mathematics</b>		
Met TSI criteria for at least one indicator in Mathematics	53	74%
Met TSI assessment criteria	23	32%
Met ACT criteria	13	18%
Met SAT criteria	18	25%
Earned credit for a college prep course	29	40%
<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	4	6%
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	36	50%
<b>Industry-Based Certifications</b>		
Earned an industry-based certification from approved list	0	0%
<b>Level I or Level II Certificate</b>		
Earned a level I or level II certificate in any workforce education area	-	-
<b>Associate Degree</b>		
Earned an associate degree while in high school	0	0%
<b>OnRamps Dual Enrollment Course</b>		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
<b>Graduate with Completed IEP and Workforce Readiness</b>		
Received graduation type code of 04, 05, 54, or 55	0	0%
<b>Special Ed with Advanced Degree Plan</b>		
Identified as receiving special education services and earned an advanced degree plan	3	4%
<b>U.S. Armed Forces*</b>		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

\* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

**Texas Education Agency  
2021 Relative Performance  
LONE OAK ISD (116906)**

<b>% Economically Disadvantaged</b>	<b>STAAR and CCMR</b>
38.2	63

**Texas Education Agency  
2021 Closing the Gaps  
LONE OAK ISD (116906)**

**Status and Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
<b>Target Met</b>	Yes		Yes	No					No		No		Yes	No		
% at Meets GL Standard or Above	48%	29%	45%	48%	*	*	*	50%	29%	27%	17%	0%	51%	39%		
# at Meets GL Standard or Above	260	2	27	223	*	*	*	5	56	4	14	0	204	56		
Total Tests	547	7	60	464	*	*	*	10	194	15	82	7	403	144		
<b>Mathematics Target</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
<b>Target Met</b>	No		No	No					No		No		No	Yes		
% at Meets GL Standard or Above	45%	29%	39%	46%	*	*	*	38%	34%	33%	14%	29%	45%	45%		
# at Meets GL Standard or Above	210	2	20	181	*	*	*	3	58	4	10	2	152	58		
Total Tests	469	7	51	397	*	*	*	8	172	12	71	7	341	128		
<b>Total Indicators</b>															4	14
<b>Graduation Rate Status</b>																
<b>Target</b>	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
<b>Target Met</b>	Yes (1)			Yes (1)					No							
2019 % Graduated	98.8%	-	-	98.6%	-	-	-	-	96.8%	-	-					
2020 % Graduated	95.9%	*	87.5%	96.9%	-	-	-	*	93.1%	-	72.7%					
2020 # Graduated	71	*	7	62	-	-	-	*	27	-	8					
2020 Total in Class	74	*	8	64	-	-	-	*	29	-	11					
<b>Total Indicators</b>															2	3
<b>English Language Proficiency Status</b>																
<b>Target</b>										36%						
<b>Target Met</b>																
TELPAS Progress Rate										29%						
TELPAS Progress										5						
TELPAS Total										17						
<b>Total Indicators</b>																
<b>Student Success Status</b>																
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
<b>Target Met</b>	No		Yes	No				No	No	No	No		No	No		
STAAR Component Score	45	33	42	46	21	*	*	50	34	27	17	24	47	41		
% at Approaches GL Standard or Above	73%	62%	69%	74%	36%	*	*	80%	62%	39%	31%	50%	75%	68%		

**Texas Education Agency  
2021 Closing the Gaps  
LONE OAK ISD (116906)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	45%	33%	42%	45%	27%	*	*	47%	31%	29%	15%	14%	47%	40%		
% at Masters GL Standard	18%	5%	16%	18%	0%	*	*	23%	10%	12%	6%	9%	19%	16%		
Total Tests	1,506	21	170	1,269	11	*	*	30	533	41	230	22	1,096	410		
<b>Total Indicators</b>															<b>1</b>	<b>9</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>	<b>Yes</b>			<b>Yes</b>					<b>Yes</b>				<b>Yes</b>			
% Students Meeting CCMR	78%	*	78%	79%	-	-	-	*	76%	*	27%	-	84%	54%		
# Students Meeting CCMR	58	*	7	50	-	-	-	*	22	*	3	-	51	7		
Total Students	74	*	9	63	-	-	-	*	29	*	11	-	61	13		
<b>Total Indicators</b>															<b>4</b>	<b>4</b>
<b>Participation 2018-19</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%		
# Participants	685	17	76	571	*	-	*	17	277	15	110	17	464	221	145	
Total Tests	685	17	76	571	*	-	*	17	277	15	110	17	464	221		
<b>Mathematics</b>																
% Participation	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%		
# Participants	546	11	61	459	*	-	*	12	224	11	86	15	364	182		
Total Tests	546	11	61	459	*	-	*	12	224	11	86	15	364	182		
<b>Participation 2020-21</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	99%	100%	99%	99%	100%	*	*	100%	99%	100%	99%	100%	99%	99%		
# Participants	595	12	67	495	5	*	*	13	221	17	92	9	413	182		
Total Tests	600	12	68	499	5	*	*	13	224	17	93	9	416	184		
<b>Mathematics</b>																
% Participation	100%	100%	98%	100%	100%	*	*	100%	99%	100%	99%	100%	99%	100%		
# Participants	512	11	56	425	5	*	*	11	195	14	79	9	349	163		
Total Tests	514	11	57	426	5	*	*	11	196	14	80	9	351	163		

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.



## Kinesiology II

PEIMS Code: N1302124

Abbreviation: KINES2

Grade Level(s): 11-12

Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards.

Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in 11-12 grade. Recommended prerequisite: Kinesiology I. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
  - (3) The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic

modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

- (4) To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
  - (5) The health science industry comprises diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each research and development system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.
  - (6) Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.
  - (7) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (8) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards and employability skills as required by business and industry. The student is expected to:
    - (A) express ideas in a clear, concise, and effective manner;
    - (B) cooperate, contribute, and collaborate as a member of a team; and
    - (C) exhibit the ability to meet employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.
  - (2) The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to:
    - (A) demonstrate appropriate verbal and written strategies such as the correct pronunciation and spelling of medical terms in a variety of health science scenarios;
    - (B) employ increasingly precise language to communicate effectively in the health science workplace; and
    - (C) adapt technical material related to the health science industry for diverse clients and audiences.
  - (3) The student uses effective communication skills. The student is expected to:

## Kinesiology II

- (A) demonstrate and evaluate components of effective and non-effective communication;
  - (B) demonstrate effective communication skills for responding to the needs of individuals in a diverse society;
  - (C) evaluate the effectiveness of conflict-resolution techniques in various situations; and
  - (D) accurately interpret, transcribe, and communicate medical vocabulary using appropriate technology.
- (4) The student implements the leadership skills necessary to function in the health science industry. The student is expected to:
- (A) demonstrate leadership skills, characteristics, and responsibilities of leaders such as goal setting and team building; and
  - (B) conduct and participate in effective meetings within a simulated workplace setting.
- (5) The student implements the knowledge and skills of a health science professional in the classroom setting. The student is expected to:
- (A) demonstrate proper first aid, cardiopulmonary resuscitation, and automated external defibrillator skills in a laboratory setting; and
  - (B) demonstrate and supervise proper use of equipment while complying with specific industry standards related to safety.
- (6) The student demonstrates an understanding of body composition and the effect on health. The student is expected to:
- (A) evaluate body fat distribution and its effect on health;
  - (B) calculate waist-to-hip ratios and explain the ratios as an indicator of health; and
  - (C) assess body composition using different methods such as body mass index (BMI) and bioimpedance analysis (BIA).
- (7) The student demonstrates an understanding of aerobic training intensity and how it is assessed. The student is expected to:
- (A) describe the structures and functions of a healthy heart;
  - (B) analyze the effects of exercise on blood pressure;
  - (C) demonstrate proper usage of sphygmomanometer and stethoscope to measure blood pressure;
  - (D) perform proper carotid and radial pulse to determine resting heart rate and exercise heart rate;
  - (E) differentiate between rated perceived exertion (RPE) and heart rate (HR) response to assess aerobic training intensity;
  - (F) assess aerobic capacity utilizing various methods such as Rockport 1-mile walking test, 1.5 mile run test, and 3-minute step test; and
  - (G) calculate maximum heart rate using the Karvonen and Tanaka equations.

## Kinesiology II

- (8) The student understands the nutritional needs of physically active individuals. The student is expected to:
- (A) analyze and determine the unique nutritional needs of individuals participating in resistance training such as a high protein diet and increased carbohydrates;
  - (B) discuss possible nutritional needs for individuals participating in endurance training such as an increase in carbohydrates;
  - (C) explain the importance of hydration during exercise and provide recommendations to individuals based on their specific needs; and
  - (D) create a basic nutritional plan for an individual based on identified goals.
- (9) The student understands qualitative biomechanics and its importance in joint assessment. The student is expected to:
- (A) explain the roles that muscle groups play during simple single-joint activities and complex multi-joint motor performances;
  - (B) analyze the reasons for different joint actions and ranges of motion using knowledge of joint structure, stability, and mobility; and
  - (C) demonstrate ranges of motion assessments for the major joints of the body such as Thomas test, passive straight leg raise (SLR), and Apley's scratch test.
- (10) The student investigates various training needs to identify performance requirements. The student is expected to:
- (A) describe the methodology and intended results of training for strength, power, and endurance;
  - (B) describe how specific tissues of the body are adapted for strength, power, and endurance training;
  - (C) compare and contrast muscular strength, power, and endurance;
  - (D) analyze the effectiveness of training program elements which create specific muscular adaptations for strength, power, and endurance training such as FITT (frequency, intensity, type, and time) formula;
  - (E) explain and model the differences between aerobic and anaerobic exercise;
  - (F) perform and evaluate anaerobic capacity assessments such as the agility T-Test, pro-agility test, 50-yard dash, and the 200-yard shuttle test;
  - (G) compare and contrast static and dynamic balance;
  - (H) evaluate exercise considerations for special populations such as diabetes, hypertension, obesity, and diagnosed coronary artery disease (CAD); and
  - (I) conduct fitness and performance assessments to compare results for muscular power, endurance, and core strength such as vertical jump test (VJT), standing long jump, push up test, body weight squat test, McGill's core endurance test, stork balance stand, and Romberg test.
- (11) The student demonstrates proper use of therapeutic modalities. The student is expected to:
- (A) describe and justify the appropriate modality based on individual needs;

## Kinesiology II

- (B) identify the education and licensing requirements necessary to use therapeutic modalities;
  - (C) compare and contrast different therapeutic modalities, including cryotherapy, dry heat therapy, moist heat therapy, and cold therapy;
  - (D) demonstrate the proper use of various therapy delivery systems, including ice massage, ice bags, rice packs, gel packs, and dry heating pads; and
  - (E) compare different electrical stimulation waves used in various clinical settings.
- (12) The student demonstrates the ability to assess and develop a specific fitness program based on individual needs. The student is expected to:
- (A) compare and contrast prehabilitation and rehabilitation services;
  - (B) assess physiological and fitness parameters of individuals using appropriate standardized tests such as skinfold body composition, goniometers for joint range of motion, and manual muscle strength tests to; and
  - (C) create an individualized fitness program.
- (13) The student understands the importance of building client rapport and establishing fitness goals. The student is expected to:
- (A) demonstrate how to establish and maintain good rapport with clients;
  - (B) create individualized SMART (specific, measurable, attainable, relevant, time-based) goals; and
  - (C) create and incorporate product and process goals that align with the developed SMART goal.
- (14) The student demonstrates an understanding of behavioral change strategies implemented to reach performance goals for both the athlete and non-athlete. The student is expected to:
- (A) apply cognitive behavioral strategies such as activity pacing or time constraints to promote a positive experience; and
  - (B) assess barriers to physical activity and adapt the individual's fitness program accordingly.
- (15) The student evaluates ethical and behavioral standards and legal responsibilities of a professional in the exercise and wellness industry. The student is expected to:
- (A) roleplay and analyze behaviors using the Health Insurance Portability and Accountability Act (HIPAA) guidelines for confidentiality, privacy, and security of a participant's information;
  - (B) isolate and evaluate negligent behavior within a specific scenario; and
  - (C) compare and contrast ethical elements of different certification entities in the fitness and wellness industry.

### Recommended Resources and Materials:

Kenney, W. Larry, Jack H. Wilmore, and David L. Costill. *Physiology of Sport and Exercise*. Champaign, IL: Human Kinetics, 2015.

## Kinesiology II

Klavora, Peter. *Foundations of Kinesiology: Studying Human Movement and Health*. Toronto, ON, Canada: Kinesiology Books Publisher, 2018.

Klavora, Peter. *Introduction to Kinesiology: A Biophysical Perspective* 2nd ed. Toronto, ON, Canada: Kinesiology Books Publisher, 2019.

Murray, Tinker Dan. *Foundations of Kinesiology: A Modern Integrated Approach*. Australia: Cengage, 2019.

### Recommended Course Activities:

- **Body Composition:**
  - Proper use of cloth measuring tapes (Gulick tapes preferred) will be completed. Students will measure the anatomical sites of the waist, hip, and abdomen. Waist to hip ratios will be calculated and interpreted for increased health risk associations.
  - Students will describe the three anatomical sites used on men and women for body fat estimations then measure body composition using bioimpedance analysis.
  - Students will analyze case studies and discuss the effect of body fat in regard to health and performance.
  - The technique of skin fold caliper use will be demonstrated by faculty (this is an advanced method of measurement but understanding the concept and basic technique would be of benefit).
  
- **Aerobic Capacity:**
  - Students will work in pairs and conduct at least one aerobic capacity assessment such as the Rockport 1-mile, 1.5-mile run, or the 3-minute step test.
  - Results of the chosen assessment will be categorized, interpreted, and explained to the subject by the student tester.
  - Pairs will present results of the assessment to the class for collaborative learning and discussion focused on the physiological components of the human body that contribute to aerobic capacity (models of a heart and lungs can be incorporated in this discussion).
  
- **Flexibility/Range of Motion:**
  - Students will work in pairs and complete the following flexibility assessments: Thomas test, passive straight leg test, and Apley's scratch test.
  - Using an anatomical model, the class will identify what structures and/or muscles could be causing flexibility/range of motion limitations of the hip and shoulder joints.
  - Pairs will distinguish between active range of motion or passive range of motion exercises and determine which flexibility exercises could benefit specific joints with limited range of motion (ROM).
  
- **Balance/Core Strength:**
  - The terms “static” and “dynamic” balance will be defined by the student.
  - Static balance such as the stork balance stand and the Romberg test will be completed in groups of two.
  - Students will analyze the limitations of acceptable balance (i.e., lack of core strength and poor kinesthetic awareness).
  - Methods of improving static balance will be demonstrated.
  - Students will conduct proprioception exercises used for advanced groups.

- Muscular Power Assessments:
  - Lower body power will be assessed using the vertical jump test (VJT) or standing long jump. Results of the assessments will be categorized, interpreted, and explained to the subject by the student tester.
  - Pairs will present results to the class for collaborative learning and discussion of the results. This will allow comparison of results within the class and identification of adaptations which contribute to muscular power.
  
- Muscular Endurance Assessments:
  - Students will work in pairs to conduct upper body muscular endurance assessments such as the Push up Test.
  - Students will work in pairs to conduct lower body muscular endurance assessments such as the Body Weight Squat Test.
  - Students will use the McGill's trunk flexor/trunk extensor test and discuss the importance of muscular core endurance.
  - Results of the chosen assessments will be categorized, interpreted, and explained to the subject by the student tester.
  - Pairs will present results to the class for collaborative learning and discussion of muscular endurance compared to muscular strength and power.
  
- Agility/Speed/Anaerobic Capacity Assessments:
  - Students will work in pairs to complete the assessments specific to agility, speed, and anaerobic capacity such as the T-test, Pro-agility Test, 50-yard dash, and 200-yard shuttle. Results will be shared in a group setting allowing students to compare and contrast between performance and individual sport history of the subject.
  - Students will create a chart identifying sports and activities that require agility, speed, and anaerobic capacity.

#### Suggested methods for evaluating student outcomes:

- Exit tickets
- Projects
- Quizzes
- Tests
- Oral and virtual presentations
- Interviews with professionals in the field
- Mentor/internship evaluations

#### Teacher qualifications:

An assignment for Kinesiology II is allowed with one of the following certificates.

- Health Science: Grades 6-12.
- Health Science Technology Education Certification 8-12 with previous and/or current work experience in the field.
- Vocational Health Occupations.
- Vocational Health Science Technology.





## Practicum of Entrepreneurship

PEIMS Code: N1303425

Abbreviation: PRACENT

Grade Level(s): 11–12

Award of Credit: 2.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 11 or 12. Recommended prerequisites: Entrepreneurship and Entrepreneurship II. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
  - (1) Career and technical education instruction provide content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) This course can serve in multiple Career and Technical Education programs of study, as it focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing related to the student's industry focus.

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- (3) The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.
  - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, meetings with local chamber of commerce, and with industry specific business owners and entrepreneurs.
  - (5) Students are encouraged to transition from the idea phase to action and implementation of a business, including validation through sales in a real or simulated scenario.
  - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:
    - (A) participate in a paid or unpaid, laboratory or work-based application of previously studied knowledge and skills related to entrepreneurship;
    - (B) communicate effectively with others using oral and written skills;
    - (C) demonstrate collaboration skills through teamwork;
    - (D) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    - (E) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    - (F) comply with all applicable rules, laws, and regulations; and
    - (G) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.
  - (2) The student analyzes major problem areas and possible future problem areas for entrepreneurs while demonstrating understanding of context, leverage points, and constraints. The student is expected to:
    - (A) assess businesses that have failed, determine factors associated with business closure, and prepare and present analysis to peers;
    - (B) research and analyze risks faced by entrepreneurs;

## Practicum of Entrepreneurship

- (C) evaluate entrepreneurial risk versus opportunity for a given scenario;
  - (D) describe how entrepreneurship differs from working for an employer;
  - (E) analyze personal aptitude for entrepreneurship;
  - (F) describe how entrepreneurs must manage their finances in a different way than employees do;
  - (G) research and apply the entrepreneur’s approach to risk-taking as an “I-can-do-it” attitude;
  - (H) research and report a community study on entrepreneurship in a different geographical region;
  - (J) explain the measuring of leverage in context; and
  - (K) calculate and interpret leverage metrics including total debt-to-assets ratio, equity to assets ratio, total debt to equities ratio, times interest earned, and long-term debt to equities ratio.
- (3) The student identifies the appropriate legal structure, benefits, and drawbacks for different businesses. The student is expected to:
- (A) describe the different basic types of business formation, including sole proprietorship, partnership, corporation, and limited liability company;
  - (B) compare the benefits and drawbacks for each type of business structure;
  - (C) simulate liability issues associated with each type of business structure through role-play; and
  - (D) research and evaluate an existing business that is organized under each type of business structure.
- (4) The student determines the amount in funding, funding type, how to obtain funding, and all associated costs needed to start a particular business. The student is expected to:
- (A) describe all materials, construction, inventory, and personnel that will be needed to start the business;
  - (B) devise a timeline of tasks that must be completed, including the associated costs;
  - (C) list and describe all supplies, personnel wages and salaries, inventories, insurance, utilities, repair and maintenance, and other operating costs associated with funding the business once it is operating;
  - (D) document and analyze the costs associated with operating the business, using return on investment as a means of evaluation;
  - (E) estimate how much money will be needed on-hand to operate the business at a loss for a period (such as one year) until the business can become profitable;
  - (F) seek the advice of mentors from industry to analyze and discuss actual business situations and funding options to assist the student with a business idea; and
  - (G) create and analyze financial statements to improve business performance in a business model of choice.

## Practicum of Entrepreneurship

- (5) The student collaborates through a range of opportunities across the continuum of work-based learning in partnerships with employers, government organizations, non-profits, the community, or the school district. The student is expected to:
  - (A) in a career preparation to engage in solving a problem issued by an employer or the teacher;
  - (B) analyze a real-world work site and work in progress of the site;
  - (C) analyze the potential career and related education by interviewing an adult professional in a chosen field of interest to;
  - (D) validate the development of professional and occupational skills by working for pay or volunteering with an employer, the school district, or a community organization in which the student relationship is that of a real or simulated employee; and
  - (E) facilitate the design of a project of interest in career development to be presented by a small, collaborative group of students to elementary and/or middle grade students within the school district or elsewhere.
- (6) The student researches methods of social innovation within the own community and other regions to discover the impact and benefits and challenges of entrepreneurship on a larger audience. The student is expected to:
  - (A) research and report on a community study in a different geographical region;
  - (B) research and report the protection of internationally proclaimed human rights; and
  - (C) hypothesize how a non-profit or for-profit corporation can assist in social innovation such as promoting the well-being of all individuals at all ages, equitable access to quality education, and gender equality.
- (7) The student examines corporate for-profit and non-profit social innovation and sustainability. The student is expected to:
  - (A) explain the benefits of a business that is sustainable;
  - (B) research and describe the methods in which a non-profit or for-profit corporation can ensure that economic growth is inclusive to provide sustainable jobs and promote equality;
  - (C) research and analyze the responsibilities a business has to society and its own community;
  - (D) develop real or simulated corporate goal statements that support a need for social justice;
  - (E) integrate prior knowledge and current research to report how non-profits and for-profit corporations are making an investment in infrastructure that are critical to achieving sustainable development; and
  - (F) identify and evaluate current examples of for-profit corporate or non-profit businesses that are working to create and revitalize global partnerships for sustainable development.
- (8) The student analyzes for-profit and non-profit business growth and exit strategies. The student is expected to:

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- (A) identify and analyze growth and exit strategies;
  - (B) evaluate and analyze how to evolve from a start-up to a fully functioning business with long-term success;
  - (C) examine business growth strategies and identify the most favorable per business model;
  - (D) describe methods that a business owner can use to obtain financial support to expand a business;
  - (E) explain how an entrepreneur determines how much a business is worth;
  - (F) analyze various paths to exit a business when an owner or partner is ready to move on;
  - (G) explain the factors that an entrepreneur should consider when preparing to exit a company;
  - (H) describe and determine how an individual would know it is the right time to exit a business; and
  - (H) research and present on the history of two actual businesses that merged.
- (9) The student collaborates in small groups to complete a project-based research activity to develop critical thinking and creative problem solving. The student is expected to:
- (A) research an existing issue or problem that a prominent business is experiencing;
  - (B) research and report how to resolve the business problem;
  - (C) develop a proposal for future business opportunities;
  - (D) determine how to create business relationships or alliances that would be beneficial to the business; and
  - (E) evaluate an alternative business model that might expand reach.

### Recommended Resources and Materials:

Folan, Elizabeth, and Rosemary Hemsell. *Food Truck Entrepreneur*. Warwick, RI: B.E. Publishing, 2019.

HP Development Company, L.P.. HP Life Startup/Innovate. Accessed May 13, 2021.

<https://www.life-global.org/categorylist/2-startup---innovate>

Masala, Anthony. *The Teen Entrepreneur: An Integrated Computer Applications and Entrepreneurship Simulation*. Warwick, RI: Business Education Publishing, 2006.

Mulka, Lisa, Brittany Catalano, Stacey Dadd, Ally Jacques, and Mandy Lange. *Essentials of Entrepreneurship*. Warwick, RI: B.E. Publishing, 2018.

Toporski, Todd. "The Restaurant Entrepreneur Student Workbook." Warwick, RI: B.E. Publishing, 2019.

United Nations. "Sustainable development goals." Accessed May 13, 2021.

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/#:~:text=The%20Sustainable%20Development%20Goals%20are,environmental%20degradation%2C%20peace%20and%20justice.>

#### Recommended Course Activities:

- Students may be assigned to interview potential customers, give their pitch for the business, gather customer feedback, and consider revising business plans where appropriate.
- Students may be assigned to listen to pitch proposals and provide feedback to students in Entrepreneurship and Entrepreneurship II courses.
- Students may be assigned to assess businesses that have failed and succeeded, determine factors associated with business closure and prepare analysis to share with the class.
- Students should work with mentors from industry to analyze and discuss actual business situations from the point of view of those business leaders to assist the students with their business idea.
- Students should work with mentors on how to build and read financial statements to improve the essence of business performance in their business model of choice.
- Students will actively practice exercising the customer discovery process; become familiar with the process of starting a business; learn problem solving in a team-based environment.
- In a real or simulated scenario, students should move from the idea phase to action and implementation of a business, including validation through sales; learning the customer discovery process of gaining empathy, understanding customer needs and wants, and getting feedback from customers and prototyping solutions.
- Students may participate in Career and Technical Student Organizations competitive events related to Marketing in Business Professionals of America, Future Business Leaders of American and/or Distributive Education Club of America to enhance and practice related skills.

#### Suggested methods for evaluating student outcomes:

- Student performance may be evaluated after each update to their portfolio at the end of each unit. Student portfolio will encompass skills and competencies of a business plan (students coming from other Programs of Study (POS) will not have been exposed to the TEKS and performance outcomes covered in Entrepreneurship I and II).
- Student performance may be evaluated based on the changes made to the student portfolio as per the content mastered in each unit.
- Student performance may be evaluated on a portfolio project to be presented orally to interested stakeholders.
- Student learning outcomes may include the review and evaluation of case studies. A case study analysis is not simply descriptive but a critical exercise which involves the examination of a situation, business, or institution with a goal of making recommendations.
- Students may work in groups, with specific areas of business responsibility assigned to each group member. Students may evaluate the performance of other group members in peer review fashion throughout the year.

#### Teacher qualifications:

An assignment for Practicum in Entrepreneurship, Grades 9-12, is allowed with any current vocational or career and technical education classroom teaching certificate specified in §233.13 of this title (relating to Career and Technical Education (Certificates not requiring experience and preparation in a skill area))

## Practicum of Entrepreneurship

or §233.14 of this title (relating to Career and Technical Education (Certificates requiring experience and preparation in a skill area)).

CTE teachers who do not possess a SBEC Teacher Certification in Business, Marketing or Finance shall be required to complete six hours of a LEA approved Entrepreneurship training, six hours of a LEA approved training for teachers of Entrepreneurship, and the TEA required training for all teachers of work-based learning programs.

### Additional information:



## Principles of Exercise Science and Wellness

PEIMS Code: N1302107  
Abbreviation: EXSCIWL  
Grade Level(s): 9–10  
Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

The *Principles of Exercise Science and Wellness* course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards.

Students who take this course are ideally interested in such careers as physical therapy, athletic training, nutrition, personal training, and recreational therapy.

The central focus of this course is to provide students with a solid foundation in the topics of health and wellness and increase their interest in the various careers available in these fields.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended as an introductory course for students in Grades 9 and 10. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. The Principles of Exercise Science and Wellness course is designed to provide an overview of the occupations, the study of body movement, health behavior, systems to develop exercise and

wellness regimens, and current research and development in the Exercise Science and Wellness industry.

- (3) To pursue a career in the health science industry, students should learn to reason, think critically, work cooperatively, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
  - (4) Professional integrity in the health science industry is dependent on the acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.
  - (5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) express ideas in a clear, concise, and effective manner;
    - (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and
    - (C) identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.
  - (2) The student applies mathematics, science, English language arts, and social studies in exercise and wellness science. The student is expected to:
    - (A) calculate measurement conversions between systems including pounds to kilograms;
    - (B) apply data from tables, charts, and graphs to provide solutions to exercise or nutrition-related problems and to communicate results and progress to clients;
    - (C) describe the impact current media has on fitness and wellness such as body image, eating disorders, and exercise and fitness outcomes;
    - (D) construct reports and summaries for clients, documentation, and company records, such as SOAP (Subjective, Objective, Assessment, Plan) notes;
    - (E) develop presentations to promote health and fitness for multiple types of audiences and mediums; and
    - (F) compose responses using precise and clear language to communicate ideas based on audiences.
  - (3) The student assesses career options and the preparation necessary for employment in the exercise science industry. The student is expected to:

- (A) research qualifications for different career options and employment in the exercise industry;
  - (B) identify opportunities in high school and post-secondary to obtain a certification in the exercise industry; and
  - (C) compare exercise related careers pertaining to planning, managing, and providing stress management, exercise physiology, fitness assessment services, and training.
- (4) The student assesses career options and the preparation necessary for employment in the wellness industry. The student is expected to:
- (A) research qualifications for different career options and employment in the wellness industry;
  - (B) identify opportunities in high school and post-secondary to obtain a certification in the wellness industry; and
  - (C) compare wellness related careers pertaining to planning, managing, and providing stress management, nutrition and diet, health assessment services and training, and health promotion.
- (5) The student discusses the importance of maintaining a safe environment and eliminating hazardous situations. The student is expected to:
- (A) identify governing regulatory agencies such as the World Health Organization, the Centers for Disease Control and Prevention, Health Resources and Services Administration, Occupational Safety and Health Administration, U.S. Food and Drug Administration, Joint Commission, and National Institute of Health, American Red Cross, American Heart Association;
  - (B) identify potential malfunctions of equipment used in the exercise and wellness industry; and
  - (C) demonstrate immobilization of a limb for the purpose of first aid and injury prevention, including splints, slings, and wraps.
- (6) The student applies proper biomechanics principles to the exercise and wellness industry. The student is expected to:
- (A) identify proper body mechanics and movement during exercise and daily activity;
  - (B) explain how forces affect movement, torque, tension, and elasticity on the human body;
  - (C) describe general guidelines of protective equipment use and application in exercise and sport;
  - (D) describe risk factors caused by improper use of biomechanics and equipment during exercise;
  - (E) describe common factors of daily activity that cause biomechanical problems in the body; and
  - (F) identify the effect biomechanics has on mental health.
- (7) The student discusses the importance of proper nutrition and diet when working in the exercise and wellness industry. The student is expected to:

- (A) describe proper nutrition and diet needed for specific fitness and wellness goals;
  - (B) explain the impact media has on nutrition and diet;
  - (C) describe common dietary and nutrition-related problems such as eating disorders, type II diabetes, hypertension, heart disease, and obesity;
  - (D) describe the effects that diet and nutrition have on mental health; and
  - (E) examine risk factors that are associated with improper diet and nutrition.
- (8) The student describes the importance of exercise and wellness through different periods of life. The student is expected to:
- (A) describe specific exercise and wellness goals for the different periods of development, such as infant, adolescent, young adult, middle age, and elderly;
  - (B) explain how the developmental stages are affected by improper exercise and wellness; and
  - (C) identify the implications of improper exercise and wellness through the different developmental stages.
- (9) The student analyzes various recovery methods from traumatic events associated with exercise and wellness. The student is expected to:
- (A) identify the seven rehabilitation principles, including avoid aggravation, timing, compliance, individualization, specific sequencing, intensity, and total patient;
  - (B) evaluate a variety of traumatic events associated with exercise and wellness, including loss of a limb, break or sprain, and change in lifestyle or living situation;
  - (C) compare recovery methods of a variety of traumatic events; and
  - (D) develop a plan to promote recovery and long-term wellness.
- (10) The student evaluates different types of fitness and nutrition programs. The student is expected to:
- (A) evaluate the different types of fitness and nutrition programs and their effectiveness for the specific goals;
  - (B) compare and contrast competitive and noncompetitive fitness and nutrition programs; and
  - (C) develop a fitness and nutrition program for a specific goal.
- (11) The student interprets ethical behavior standards and legal responsibilities. The student is expected to:
- (A) discuss ethical behavior associated with confidentiality, including the consequences of a breach of confidentiality;
  - (B) compare published professional codes of ethics and scope of practice for exercise and wellness professionals;
  - (C) discuss ethical issues related to exercise and wellness, including implications of technological advances;

- (D) examine issues related to malpractice, negligence, and liability in health and wellness; and
- (E) interpret laws governing the exercise and wellness industry.

#### Recommended Resources and Materials:

Cartwright, L., & Peer, K. S. (2019). Fundamentals of athletic training. Champaign, IL: Human Kinetics.

Starkey, C. (2013). Athletic training and sports medicine: an integrated approach. Burlington, MA: Jones & Bartlett Learning.

Corbin, C. (2014). Fitness for Life (6th ed.). Human Kinetics, Inc.

Prentice, W. E. (2017). The role of the athletic trainer in sports medicine: an introduction for the secondary school student. New York, NY: McGraw-Hill Education.

Duyff, R. L., Moorachian, M. E., & Cunningham, M. (2016). Food, nutrition and wellness. Columbus, OH: McGraw-Hill Education.

Become a Certified Strength and Conditioning Specialist® (CSCS®). (n.d.). Retrieved from <https://www.nasca.com/certification/cscs/>.

Athletic Training. (2019, July 30). Retrieved from <https://www.nata.org/about/athletic-training>.

ACSM Summit 2020: Atlanta. (n.d.). Retrieved from <https://www.acsm.org/>.

Admin, M. C. (n.d.). Home. Retrieved from <https://www.nanp.org/>.

#### Recommended Course Activities:

- Read text assignments and other related supplemental materials;
- Write answers to discussion questions related to exercise and wellness;
- Use computer technology in the research and preparation of presentation(s);
- Give an oral presentation on a current exercise and wellness topic; and
- Use critical thinking skills in the application of exercise and wellness procedures.

#### Suggested methods for evaluating student outcomes:

Student outcomes may be evaluated through a variety of methods, including classroom assignments, research, individual and group projects, practical, quizzes, tests and final exam.

#### Teacher qualifications:

An assignment for Principles of Exercise Science and Wellness is allowed with one of the following certificates.

- Health Sciences (6-12).
- Health Science Technology Education (8-12).
- Human Development and Family Studies (8-12).
- Trade and Industrial Education (6-12).

#### Additional information:



**Level 1**  
Lifetime Nutrition and Wellness  
Principles of Exercise Science and  
Wellness

Kinesiology I

**Level 2**

Anatomy and Physiology  
Kinesiology II

**Level 3**

Practicum in Entrepreneurship  
Project Based Research Career  
Preparation I

**Level 4**

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Personal Trainer	Physical Therapist Assistant	Kinesiology and Exercise Science	Kinesiology and Exercise Science	Exercise Physiology
	Physical Therapy Aides	Therapeutic Recreation/ Recreational Therapy	Therapeutic Recreation/ Recreational Therapy	Therapeutic Recreation/ Recreational Therapy
	Dietetic Technician	Athletic Training/ Trainer	Athletic Training/ Trainer	Athletic Training/ Trainer
			Dietitians and Nutritionists	Physical Therapist

Occupations	Median Wage	Annual Openings	% Growth
Athletic Trainers	\$53,450	215	22%
Exercise Physiologists	\$41,662	33	33%
Coaches and Scouts	\$40,010	2,133	23%
Dietitians and Nutritionists	\$57,762	428	24%
Recreational Therapists	\$45,906	74	24%

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Volunteer at a hospital or rehabilitation center; manage a school sports team

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit [TXCTE.org](http://TXCTE.org).

The Exercise Science and Wellness program of study introduces CTE learners to the fields that assist patients with maintaining physical, mental, and emotional health. Students will research diet and exercise needed to maintain a healthy, balanced lifestyle and learn about and practice techniques to help patients recover from injury, illness, or disease.



The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Exercise Science and Wellness program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



# COURSE INFORMATION

COURSE NAME	SERVICE ID	PREREQUISITES (PREQ) COREQUISITES (CREQ)	Grade
Lifetime Nutrition and Wellness	13024500 (.5 credit)	None	9-12
Principles of Exercise and Wellness	N1303107 (1 credit)	None	9-10
Kinesiology I	N1302104 (1 credit)	None	9-10
Anatomy and Physiology	13020600 (1 credit)	PREQ: Biology and a second science credit	10-12
Kinesiology II	N1302124 (1 credit)	None	11-12
Practicum in Entrepreneurship	N1303425 (2 credits)	None	11-12
Project-Based Research	12701500 (1 credit)	None	11-12
Career Preparation I	12701300 (2 credits) 12701305 (3 credits)	None	11-12

FOR ADDITIONAL INFORMATION ON THE HEALTH SCIENCE CAREER CLUSTER,  
PLEASE CONTACT: CTE@tea.texas.gov  
<https://tea.texas.gov/cte>



## Kinesiology I

PEIMS Code: N1302104  
Abbreviation: KINES1  
Grade Level(s): 9–10  
Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### Course Description:

This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance.

Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in *Kinesiology I* that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 9 or 10. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
  - (3) This course is designed to introduce students to the basic concepts of Kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance.
  - (4) To pursue a career in the health science industry, students should learn to reason,

think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.

- (5) The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to learn the knowledge and skills necessary to pursue a health science career through further education and employment.
  - (6) Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.
  - (7) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
  - (8) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    - (A) express ideas in a clear, concise, and effective manner;
    - (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and
    - (C) identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.
  - (2) The student demonstrates communication skills using the terminology applicable to the health science industry. The student is expected to:
    - (A) demonstrate appropriate verbal and written strategies such as correct pronunciation of medical terms and spelling in a variety of health science scenarios;
    - (B) employ increasingly precise language to communicate; and
    - (C) translate technical material related to the health science industry.
  - (3) The student uses verbal and nonverbal communication skills. The student is expected to:
    - (A) identify components of effective and non-effective communication;
    - (B) demonstrate effective communication skills for responding to the needs of individuals in a diverse society;
    - (C) evaluate the effectiveness of conflict-resolution techniques in various situations; and
    - (D) accurately interpret, transcribe, and communicate medical vocabulary

- using appropriate technology.
- (4) The student implements the leadership skills necessary to function in a democratic society. The student is expected to:
    - (A) identify traits of a leader;
    - (B) demonstrate leadership skills, characteristics, and responsibilities of leaders such as goal setting and team building; and
    - (C) demonstrate the ability to effectively conduct and participate in meetings.
  - (5) The student discusses various careers in kinesiology-related fields, the diversity of knowledge that characterizes the field of kinesiology, and how societal changes have increased the demand for kinesiology graduates. The student is expected to:
    - (A) compare the educational requirements for associate's, bachelor's, and master's degrees';
    - (B) differentiate between a certification, registration, and licensure;
    - (C) describe kinesiology-related careers by including a definition of the career, three duties, educational requirements, and employment opportunities; and
    - (D) explain what changes in society have increased Kinesiology employment.
  - (6) The student explains the importance of early exposure to physical activity for optimal growth, motor development, and physical literacy. The student is expected to:
    - (A) define kinesiology and explain its importance of human motion;
    - (B) define growth, motor development, and physical literacy and outline the various stages of development;
    - (C) describe the various factors affecting optimal growth, motor development, and physical literacy across the life cycle; and
    - (D) demonstrate an understanding of individual differences in growth and motor development and how they affect the design of movement-based activities.
  - (7) The student examines the skeletal framework and its movements as the foundation for all movement. The student is expected to:
    - (A) classify joints according to structure and explain the relationship between a joint structure and its capacity for movement;
    - (B) identify the factors, including joint structure, age and gender, and muscle size that contribute to joint range of motion (ROM) and stability;
    - (C) explain a joint's range of motion, evaluate the range, and describe desirable procedures for changing when indicated;
    - (D) define the orientation positions and planes of the body and the axes of motion, including sagittal, transverse, frontal; and
    - (E) demonstrate and name fundamental movement patterns using correct movement terminology.
  - (8) The student investigates the structure and function of the muscular system. The student is expected to:

- (A) describe the structure and properties of the whole muscle, fast and slow twitch muscle fibers, and the myofibril;
  - (B) define the roles a muscle may play such as agonist, antagonist, and synergist and explain the interdependence between them and their roles in a specified movement;
  - (C) define the types of muscular contraction, including concentric, eccentric, and static, and name and demonstrate each type of action; and
  - (D) analyze the force-velocity and length-tension relationships of muscular contraction and explain the significance of these relationships in static and dynamic movements.
- (9) The student investigates the structure and function of the muscular system and describe the neuromuscular basis of human motion. The student is expected to:
- (A) define and describe the functions of the basic structures of the nervous system;
  - (B) explain how graduations in strength of muscle contraction and precision of movement occur;
  - (C) define the receptors that are important in musculoskeletal movement;
  - (D) explain how the various receptors function and describe the effect each has on musculoskeletal movement;
  - (E) describe reflex action and enumerate and differentiate among the reflexes that affect musculoskeletal action; and
  - (F) demonstrate a basic understanding of volitional movement by describing the nature of the participation of the anatomical structures and mechanisms involved.
- (10) The student investigates the structure and function of the shoulder region. The student is expected to:
- (A) define, locate, and describe the structure and ligamentous reinforcements of the articulations of the shoulder region;
  - (B) define and demonstrate the movements possible in the joints of the shoulder region;
  - (C) define and locate the muscles and muscle groups of the shoulder region, and name their primary actions as agonists, stabilizers, neutralizers, or antagonists;
  - (D) analyze the fundamental movements of the arm and trunk with respect to joint and muscle actions; and
  - (E) describe the common injuries of the shoulder region.
- (11) The student investigates the structure and function of the elbow, forearm, wrist, and arm. The student is expected to:
- (A) define, locate, and describe the structure and ligamentous reinforcements of the articulations of the elbow, forearm, wrist, and hand;
  - (B) define and demonstrate the movements possible in the joints of the elbow, forearm, wrist, and hand regardless of starting position;
  - (C) define and locate the muscles and muscle groups of the elbow, forearm,

- wrist, and hand, and name their primary actions as agonists, stabilizers, neutralizers, or antagonists;
- (D) analyze the fundamental movements of the forearm, hand, and fingers with respect to joint and muscle actions; and
  - (E) describe the common athletic injuries of the forearm, elbow, wrist, and fingers.
- (12) The student investigates the structure and function of the hip region. The student is expected to:
- (A) define, locate, and describe the structure and ligamentous reinforcements of the articulations of the pelvic girdle and hip joint;
  - (B) define and demonstrate the movements possible in the pelvic girdle and hip joint, regardless of starting position;
  - (C) define and locate the muscles and muscle groups of the pelvis and hip, and name their primary actions as agonists, stabilizers, neutralizers, or antagonists;
  - (D) analyze the fundamental movements of the pelvis and thigh with respect to joint and muscle actions; and
  - (E) describe the common athletic injuries of the pelvis, hip, and thigh.
- (13) The student investigates the structure and function of the knee, ankle, and foot. The student is expected to:
- (A) define, locate, and describe the structure and ligamentous reinforcements of the articulations of the knee, ankle, and foot;
  - (B) define and demonstrate the movements possible in the knee, ankle, and foot, regardless of starting position;
  - (C) define and locate the muscles and muscle groups of the knee, ankle, and foot, and name their primary actions as agonists, stabilizers, neutralizers, or antagonists;
  - (D) analyze the fundamental movements of the knee, ankle, and foot with respect to joint and muscle actions; and
  - (E) describe the common athletic injuries of the knee, ankle, and foot.
- (14) The student investigates the structure and function of the spinal column and thorax. The student is expected to:
- (A) locate, and describe the structure and ligamentous reinforcements of the articulations of the spinal column and thorax;
  - (B) define and demonstrate the movements possible in the joints of the spinal column and thorax including the muscles and muscle groups regardless of starting position;
  - (C) analyze the fundamental movements of the spinal column and thorax with respect to joint and muscle actions; and
  - (D) describe the common injuries of the spinal column and thorax.
- (15) The student examines the fundamental principles of biomechanics, take measurements, and perform calculations. The student is expected to:

- (A) compare the terms mechanics and biomechanics and explain the difference;
  - (B) define the terms kinematics, kinetics, statics, and dynamics, and state how each relates to the structure of biomechanics of study; and
  - (C) solve problems that identify different units of measurement related to kinesiology.
- (16) The student demonstrates knowledge of the skeletomuscular and neuromuscular mechanisms involved in the standing position. The student is expected to:
- (A) identify the physiological functions of the skeletomuscular and neuromuscular systems in regard to standing posture;
  - (B) discuss the role of genetics and lifestyle choices on the effects of our skeletomuscular and neuromuscular systems in relation to standing posture;
  - (C) distinguish the factors that affect stability and energy cost of the erect position; and
  - (D) analyze the posture of individuals of different ages and body builds using static and dynamic movements such as overhead squat assessment.
- (17) The student describes the fundamentals of human motion. The student is expected to:
- (A) identify the kinds of motion experienced by the human body and describe the factors that cause and modify motions;
  - (B) create a scenario that uses the terms that describe linear and rotary motion: position, displacement, distance, speed, velocity, and acceleration; and
  - (C) describe the relationship between linear and rotary movement and explain the significance of this relationship to human motion.
- (18) The student demonstrates knowledge of a selected motor skill, breaking down into component phases and identifying starting and ending points. The student is expected to:
- (A) identify the muscle groups active in a variety of motor skills;
  - (B) analyze the joint actions and planes of motion for a selected motor skill by observing and recording via video dynamic movement patterns;
  - (C) explain the skill acquisition process and describe the stages of learning a skill;
  - (D) describe the types of feedback and their roles in skill learning; and
  - (E) design a learning environment using effective practice methods.

**Recommended Resources and Materials:**

Hamilton, N., Lutgens, K. (2002). *Kinesiology: Scientific Basis of Human Motion*. (Tenth Edition). New York, NY. McGraw-Hill.

Klavora, P. (2016). *Scientific Foundations of Kinesiology: Studying Human Movement and*

Klavora, P. (2019). Foundations of Kinesiology: Studying Human Movement and Health 3rd Edition. Toronto, ON: Kinesiology Books Publisher.

Klavora, P. (2019). Introduction to Kinesiology: A Biophysical Perspective 2nd Edition. Toronto, ON: Kinesiology Books Publisher

Peter Kloavora has online resources available from his three textbooks. Once the instructor or student logs in they have access to worksheets, power points, and study guides.

Hamilton, N., Lutgens, K. (2002). Kinesiology: Scientific Basis of Human Motion. (Tenth Edition). New York, NY. McGraw-Hill.

### Recommended Course Activities:

- Skeletal Muscle Model
  - Have the students create a model of the skeletal muscle and label each structure
  - Students will write a paragraph describing how a skeletal muscle works
- Muscle placement
  - Teacher will provide the students with a copy of the human skeleton and a copy of major muscles, that can be cut out.
  - The students will cut out the muscles and place them properly on the skeleton.
  - They will label the muscles and provide the origin and insertion for each muscle provided.
- Muscle movement
  - Students will create a 3D muscle model of the arm with supplies provided by the teacher.
  - Students will label the humerus, ulna, radius, biceps, and triceps. They will also label which muscle is agonist and which one is antagonist.
  - They will write a paragraph explaining how the muscles work together to move the arm.
- Muscle Fatigue
  - Students will pair up and each group will have a stopwatch.
  - One student will perform up to 3 exercises such as wall sits, calf raises, and push ups. Each exercise will be done continuously for 5 minutes. After each exercise, the student will record how their muscles felt at each minute.
  - They will also answer questions about what muscles were being used for each exercise and questions about lactic acid buildup.
- Create a Plan
  - Each student will be given some type of sports injury
  - The student will need to identify the muscle/tendons/ligaments injured. They will then create a rehabilitation exercise plan for the injury.
  - Students will need to show different exercises that need to be done as the athlete gradually gets stronger.

The activities mentioned above relate to the course because they cover the basic anatomy and

## Kinesiology I

physiology of the skeletal muscle and body mechanics. They will be able to observe the movement of muscles, fatigue muscles, and injured muscles.

### Suggested methods for evaluating student outcomes:

- Daily Assessments
- An exit question about the lesson that was taught
- Quizzes
- Weekly Assessments
- Chapter Tests
- Projects

### Teacher qualifications:

An assignment for Kinesiology I is allowed with one of the following certificates:

- Health Science: Grades 6-12.
- Health Science Technology Education Certification 8-12 with a background in kinesiology.
- Vocational Health Occupations.
- Vocational Health Science Technology.

### Additional information:



## (LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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**Note:** While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

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For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

<b>Contact:</b>	<b>School Districts and Education Service Centers</b>	<b>Community Colleges</b>
	<a href="mailto:policy.service@tasb.org">policy.service@tasb.org</a>	<a href="mailto:colleges@tasb.org">colleges@tasb.org</a>
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

PURCHASING AND ACQUISITION

CH  
(LOCAL)

**Purchasing  
Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs ~~\$10,000~~~~\$10,000~~ or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Exception for  
Emergency  
Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing  
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Competitive  
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

*Competitive  
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time

PURCHASING AND ACQUISITION

CH  
(LOCAL)

specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

**Electronic Bids or Proposals**

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

**Responsibility for Debts**

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase Commitments**

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

**Personal Purchases**

District employees shall not be permitted to make purchases for personal use through the District's business office.

FACILITIES CONSTRUCTION

CV  
(LOCAL)

**Compliance with Law**

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

**Construction Contracts**

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above ~~\$10,000~~ \$10,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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**Note:** For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

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**Change Orders**

Change orders permitted by law shall be approved prior to any changes being made in the approved plans or the actual construction of the facility.

Change orders valued at or above ~~\$10,000~~ \$10,000 shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.

**Project Administration**

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

**Final Payment**

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

**Leave  
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

**Definitions**

The term “immediate family” is defined as:

**Immediate Family**

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

**Family Emergency**

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

**Leave Day**

A “leave day” for purposes of earning, ~~using~~**use**, or recording-~~of~~ leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

**School Year**

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

**Catastrophic Illness  
or Injury**

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

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**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

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**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

**State Earning Local Leave**

~~An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.~~

**Deductions**

~~Leave Without Pay~~

~~The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.~~

~~Leave Proration~~

~~Employed for Less Than Full Year~~

If an employee separates from employment with the District before his or her last duty day of the school year, or begins employment after the first duty day of the school year, state personal leave ~~and local leave~~ shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.:

- ~~1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and~~
- ~~2. Local leave the employee used but had not earned as of the date of separation.~~

~~Employed for Full Year~~

~~If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.~~

**Recording**

~~Leave shall be recorded as follows:~~

- ~~1. Leave shall be recorded in half-day increments for all employees.~~
- ~~2. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.~~

**Order of Use**

~~Earned compensatory time shall be used before any available paid state and local leave. [See DEAB]~~

~~Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:~~

- ~~1. State personal leave.~~
- ~~2. State sick leave accumulated before the 1995-96 school year.~~
- ~~3. Local leave.~~

~~Use of sick leave pool days shall be permitted only after all available state and local leave has been exhausted.~~

### **Concurrent Use of Leave**

~~When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.~~

~~The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.~~

~~An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

### **Medical Certification**

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; **or**
- ~~3.~~ The employee requests FMLA leave for the employee's serious health condition; **a serious health condition** ~~or that of the employee's~~ a spouse, parent, or child; **or**
- ~~4.3.~~ **The employee requests FMLA leave** for military caregiver **leave purposes.**

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

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**Note:** ~~For District contribution to employee insurance during leave, see CRD(LOCAL).~~

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### **State Personal Leave**

The Board requires employees to differentiate the manner in which state personal leave is used. **;**

**Nondiscretionary**~~Non~~  
~~n-discretionary~~ Use

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	<p><del>1.4.</del> <del>Nondiscretionary</del><del>Non-discretionary</del> use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]</p> <p><del>Nondiscretionary</del><del>Non-discretionary</del> use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.</p>
Discretionary Use	<p><del>2.5.</del> Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.</p>
<i>Limitations</i>	
Request for Leave	<p>In deciding whether to approve or deny a request for discretionary use of state personal leave, to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.</p>
<i>Duration of Leave</i>	<p>Discretionary use of state personal leave shall not exceed five consecutive workdays.</p>
<b>Local Leave</b>	<p>Each employeeAll employees shall earn five paid local leave days per school year in accordance with administrative regulations.</p> <p>Local leave shall be noncumulative.</p> <p>Local leave shall be used according to the terms and conditions of state personal leave; however, the average daily rate of pay of a substitute for the employee's position shall be deducted for each day of local leave taken, whether or not a substitute is employed. [See State Personal Leave, above]</p> <p>An employee may also use local leave for absences related to the birth or placement of a child when leave is taken within the first year after the child's birth, adoption, or foster placement.</p>
<b>Bereavement (Funeral) Leave</b>	<p>AnIn addition to paid state and local leave, each employee shall be grantedpermitted up to three days per occurrenceof bereavement leave uponfor the death of a member of the employee's immediate family. SuchBereavement leave shall be used for the purposes of making funeral arrangements and attending the funeral. The District may require verification of the need for bereavement leave. Bereavement leave shall be taken with no loss of pay or other paid leave.</p>

After exhausting all bereavement leave, the employee may request from his or her supervisor up to four days of leave without pay or may use available paid leave.

### Sick Leave Pool

An employee who has exhausted all ~~paid leave as well as any applicable accrued~~ compensatory time ~~and paid leave~~ and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate ~~only~~ local leave for use by the eligible employee.

~~Sick leave pool days shall be taken with no loss of pay.~~

~~If the employee is unable to submit the request, a member of the employee's family or the employee's supervisor may submit the request to establish a sick leave pool.~~

~~An eligible employee shall receive no more than 30 leave days from sick leave pools per school year.~~

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent ~~or designee~~ shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool; ~~and~~
  1. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
3. The return of unused days to donors.

### Appeal

~~An employee may appeal a decision~~ ~~All decisions~~ regarding the establishment or implementation of the District's sick leave pool ~~may be appealed~~ in accordance with DGBA(LOCAL), beginning with the Superintendent or ~~appropriate administrator~~ ~~designee~~.

### Family and Medical Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

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**Note:** See DECA(LEGAL) for provisions addressing FMLA.

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COMPENSATION AND BENEFITS  
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Twelve-Month Period	For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.
Combined Leave for Spouses	<del>When</del> If both spouses are employed by the District, the District shall not limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks, nor shall the District limit military caregiver leave to a combined total of 26 weeks. <del>[See DECA(LEGAL)]</del>
Intermittent or Reduced Schedule Leave	The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. <del>[See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]</del>
Certification of Leave	<del>When</del> If an employee requests leave, the employee shall provide certification, <del>in accordance with</del> as required by FMLA regulations, of the need for leave. <del>[See DECA(LEGAL)]</del>
Fitness-for-Duty Certification	<del>In accordance with administrative regulations,</del> <del>when</del> If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. <del>If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.</del>
Leave at the End of Semester	<del>When</del> If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. <del>[See DECA(LEGAL), Leave at the End of a Semester]</del>
Failure to Return	<del>If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), Recovery of Benefit Cost]</del>
Temporary Disability Leave	<p>Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]</p> <p>An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent <del>or designee</del> as a request for temporary disability leave.</p>

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'  
Compensation**

**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. ~~[See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]~~

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave  
Offset

The District shall not permit the option ~~An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

~~An employee eligible~~ for paid leave offset in conjunction with workers' compensation income benefits. [See CRE], ~~and not on assault leave, may elect in writing to use paid leave.~~

**Court Appearances**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Payment for  
Accumulated Leave  
Upon Retirement**

The following leave provisions shall apply to state and local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

2. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
3. The employee provides advance written notice of intent to retire. Employees must provide written notice at least 60 days before the last day of employment.
4. The employee has at least five years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 100 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

COMPENSATION AND BENEFITS  
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The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Leave  
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

**Definitions**

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Catastrophic Illness  
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

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**Note:** For District contribution to employee insurance during leave, see CRD(LOCAL).

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**Availability**

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

**State Leave Proration**

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

**Medical Certification**

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

**State Personal Leave**

The Board requires employees to differentiate the manner in which state personal leave is used.

**Nondiscretionary Use**

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

**Discretionary Use**

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

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*Request for  
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed five consecutive workdays.

**Local Leave**

Each employee shall earn five paid local leave days per school year in accordance with administrative regulations.

Local leave shall be noncumulative.

Local leave shall be used according to the terms and conditions of state personal leave; however, the average daily rate of pay of a substitute for the employee's position shall be deducted for each day of local leave taken, whether or not a substitute is employed. [See State Personal Leave, above]

An employee may also use local leave for absences related to the birth or placement of a child when leave is taken within the first year after the child's birth, adoption, or foster placement.

**Bereavement Leave**

An employee shall be granted three days of bereavement leave upon the death of a member of the employee's immediate family. Such leave shall be taken with no loss of pay or other paid leave.

After exhausting all bereavement leave, the employee may request from his or her supervisor up to four days of leave without pay or may use available paid leave.

**Sick Leave Pool**

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;

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2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

Appeal

An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

**Family and Medical Leave**

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

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**Note:** See DECA(LEGAL) for provisions addressing FMLA.

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Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall not limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks, nor shall the District limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

**Temporary Disability Leave**

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

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DEC  
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An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'  
Compensation**

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**Note:** Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

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An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave  
Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

**Court Appearances**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Payment for  
Accumulated Leave  
Upon Retirement**

The following leave provisions shall apply to state and local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated state and local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee provides advance written notice of intent to retire. Employees must provide written notice at least 60 days before the last day of employment.
3. The employee has at least five years of service with the District.

The employee shall receive payment for each day of accumulated state and local leave, to a maximum of 100 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

**Compliance with Law**

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

**Construction Contracts**

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$10,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

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**Note:** For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

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**Change Orders**

Change orders permitted by law shall be approved prior to any changes being made in the approved plans or the actual construction of the facility.

Change orders valued at or above \$10,000 shall require Board approval. The Superintendent shall be authorized to approve change orders of a lesser amount.

**Project Administration**

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

**Final Payment**

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

**Purchasing  
Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$10,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Exception for  
Emergency  
Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing  
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Competitive  
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

*Competitive  
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time

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specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

**Electronic Bids or Proposals**

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

**Responsibility for Debts**

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase Commitments**

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

**Personal Purchases**

District employees shall not be permitted to make purchases for personal use through the District's business office.