

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Judy Steadham

Official School Name: Lone Oak Elementary

School Mailing Address:
8080 HWY 69 South
Lone Oak, TX 75453-5330

County: Hunt State School Code Number*: 116906101

Telephone: (903) 662-5151 Fax: (903) 662-0973

Web site/URL: http://loes.echalk.com E-mail: jsteadham@loisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Eddie White

District Name: Lone Oak ISD Tel: (903) 662-5151

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Thomas Patterson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 1 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 5070

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 15 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	20	37	6	0	0	0
K	36	29	65	7	0	0	0
1	25	37	62	8	0	0	0
2	38	36	74	9	0	0	0
3	35	31	66	10	0	0	0
4	42	32	74	11	0	0	0
5	28	22	50	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							428

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
2 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1.	428
(5)	Total transferred students in row (3) divided by total students in row (4).	0.091
(6)	Amount in row (5) multiplied by 100.	9.112

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 8

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 207

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 30

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>16</u>	<u>0</u>
Total number	<u>59</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	97%	96%
Daily teacher attendance	97%	95%	96%	97%	97%
Teacher turnover rate	14%	10%	6%	11%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Stability of staff is an important component in achieving and sustaining student success. Our staff turnover rates were stable until spring 2009. At that time, we lost two teachers when their families relocated out of town, one teacher transferred to another campus in the district, another received a promotion, and one left the teaching field altogether.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Lone Oak Elementary sits proudly on the prairie in the rural northeast Texas community of Lone Oak, located in Hunt County. The 1850's brought the first pioneers to this location which was named for an impressive oak tree that stood alone on the grass-covered plains. For years the town was a prosperous, cotton-producing rail hub and shipping center for the region. Though the winds dried up the fields and the wages of war swept away many a productive farmer, a small town of 550 continues to thrive. A crop of 428 eager, young minds can be found on the fertile educational fields of our elementary. Although the majestic oak no longer stands in the town square, the community and school still strive to grow and flourish.

Lone Oak Elementary, "Where Lil' Buffaloes Roam," is a full-day Pre-Kindergarten through 5th grade school-wide Title I campus. When the new campus was built in 2008, the decision was made to realign to include 5th Grade and to expand the existing Primary Program for Children with Disabilities (PPCD).

Demographically, we are 91% White, 6% Hispanic, 2% Black, with 1% American Indian. Of our 428 students, 48% are economically disadvantaged. Our story, however, does not lie in "numbers" alone. Our story is about a pioneering journey that our campus began close to a decade ago.

Several years ago, the campus began collaboration with parents and community to evaluate our goals and create a focus for the future. The seeds of change were cultivated into a vision and mission mighty as the old oak tree that once stood regally in the town square. Although we knew we were much smaller in size, number, and dollars compared to surrounding schools, we realized our strength would lie in our commitment to improve. Our objectives were to develop a focused mission to improve student achievement and to develop a vision which would emphasize curriculum and instructional best practices. We knew these changes would ensure higher achievement for every child. We continue to be committed to meeting the needs of "every child, every day, in every way..." These words are easily said, but take great strength, direction, and dedication to accomplish and sustain. Our continued goals are to provide a rich learning ground which supports a rigorous curriculum coupled with a strong instructional focus. Stability in leadership, reliability of student data, and accountability to students, parents, and community are the components that help us maintain a successful and productive campus.

We are proud to say our campus has reaped many awards and recognition such as the following:

- 1985-2009: Texas Education Agencies' Campus Rating of Exemplary (14 years)
- 2006-2008: Texas Business and Educational Coalition Honor Roll School (3 years)
- 1999-2010: Title I Distinguished School (11 years)
- 2006: National Title I School Finalist (for sustained high performance)
- 2006-2007: Named to the "Best Public Schools in Texas" by Texas Monthly Magazine (2 years)
- 2009: National Blue Ribbon Nominee

In addition to the Texas Education Agency accountability campus rating system, TEA also awards schools for performance on additional categories not included in accountability system. These Gold Performance Awards signify the highest of achievement. Our students earned the following:

- 2004-2005: 2 Gold Stars in Math and Writing
- 2005-2006: 2 Gold Stars in Math and Writing
- 2006-2007: 4 Gold Stars in Math, Writing, Reading, and Comparable Improvement in Math
- 2007-2008: 4 Gold Stars in Math, Writing, Reading, and Comparable Improvement in Math
- 2008-2009: 6 Gold Stars in Math, Writing, Reading, Science and Comparable Improvement in both Reading and Math

Our campus was notified by the National Center for Educational Achievement that we had earned recognition based on growth and College & Career Readiness guidelines. Schools who are recognized for growth achieved better improvement than other schools with comparable demographics. Schools receiving CCR recognition are in the top 5% of the state. Lone Oak students earned the following recognition in 2009:

- 3rd Grade NCEA growth in Reading and Math
- 4th & 5th Grade NCEA growth in Writing and Math
- 4th & 5th Grade NCEA College & Career Readiness in Math

Regulations, stipulations, and innovations shift and change with the sands of time. However, our campus continues the tradition of excellence and perseverance exemplified by our early farming forbearers.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Lone Oak Elementary is proud to state their students and staff have established a legacy of success. For 14 years, our campus has been awarded the highest academic recognition given by the Texas Education Agency—"exemplary status" based on the Texas Assessment of Knowledge and Skills (TAKS). Information about the state of Texas accountability system can be accessed at the following website: www.tea.state.tx.us.

Because our decision-making processes are data driven, we have included all subpopulation data available. TEA only places statistical significance and reports the data for groups of 30 or more. Please note we have included all data for every student regardless of the subpopulation total.

3rd Grade Data Trends:

Math (see page 19 of application)

- Average of 98% of students met standard at exemplary level for 5 years
- Consistently surpassed state averages and increased rates from 43% to 62% attaining commended performance
- Increased economically disadvantaged commended performance from 26% to 50%
- Increased Hispanic commended performance from 14% to 50%
- Disparity is noted between commended performance of whites as compared to Hispanic and economically disadvantaged students. Campus data indicates this gap is narrowing. Economically disadvantaged disparity closed from 22 to 14 points and Hispanic disparity narrowed from 34 to 14 points.

Reading (see page 20 of application)

- 100% of students met standard at exemplary level for 5 years
- 74% of students attained commended performance in 2009, the highest level in 5 years
- Increased economically disadvantaged commended performance from 38% to 62%
- Increased Hispanic commended performance from 43% to 50%
- Disparity is noted between commended performance of whites as compared to Hispanic and economically disadvantaged students. Campus data indicates this gap is narrowing. The gap in economically disadvantaged has narrowed from 39 to 13 points in 5 years; and the Hispanic subpopulation has narrowed from 34 to 25 in 5 years.

4th Grade Data Trends:

Math (see page 21 of application)

- Average of 99% of students met standard at exemplary level for 5 years
- Consistently high percentage of students attained highest standard of commended performance, increasing from 53% to 68% in 5 years
- Increased economically disadvantaged commended performance from 43% to 56%
- Increased Hispanic commended performance from 0% to 20%
- Disparity is noted between commended performance of whites as compared to Hispanic and economically disadvantaged students. Campus data indicates no significant closing of gap with either subpopulation.

Reading (see page 22 of application)

- An average of 99% of students met standard at exemplary level for 5 years

- 40% of students attained highest standard of commended performance averaged over a 5 year period
- Increased economically disadvantaged commended performance from 14% to 32%
- Disparity is noted between commended performance of whites as compared to Hispanic and economically disadvantaged students. Campus data indicates this gap is narrowing in the economically disadvantaged subgroup from 22 to 8 points in 5 years.

5th Grade Data Trends (first year 5th grade on this campus--prior data reported to another campus):

Math (see page 23 of application)

- 100% of students met standard at exemplary level
- 69% of students attained highest standard of commended performance as compared to the state average of 44%
- A 10 point disparity is noted between commended performance of whites as compared to economically disadvantaged students and African American (1 student).

Reading (see page 24 of application)

- 100% of students met standard at exemplary level
- 51% of students attained highest standard of commended performance as compared to the state average of 32%
- Disparity is noted between commended performance of whites as compared to economically disadvantaged students and African American (1 student).

We attribute the continued success of both our students and our programs to focused and purposeful data analysis from multiple sources. TAKS is but one source.

2. Using Assessment Results:

The primary purpose of standards-based assessment is to inform and improve both teaching and learning. We acknowledge that assessment is much more than tests, rubrics, portfolios, and giving grades. Assessment is an integral part of instruction and is relevant to immediate learning. In keeping with this premise that our assessment should benefit the child and teacher and improve learning, our pre-determined annual schedule for comprehensive assessment can be summarized as: planning for instruction, reporting progress, and continuously evaluating our instructional programs as a whole.

In using assessment to plan instruction, our teachers "front load" the curriculum with authentic performance pre-assessments which offer our teachers, as well as our students, a way of examining current skills and knowledge prior to instructional decision making, and presents a direct link to authentic instruction. Brain research and best teaching practices tell of the importance of using prior knowledge as a tool to assist our students in attending to, understanding, and storing new information in both working and long-term memory. Therefore, teachers use performance assessment to obtain and document a rich and complete picture of what students know and are able to do. With these data, teachers can enhance the quality of their lessons by creating appropriate and engaging lessons, and involve students within the entire learning assessment process.

In using assessment to report progress, our campus is "cautious" of the limitations of the single report card. Just as we need multiple assessment strategies to assess young, elementary-age children, assessment strategies should be used to report how the child has developed and what has been learned. Rather than a snapshot of progress, we provide a comprehensive picture of each of our students. Our progress reports include fluency rate and comprehension probe progress, vocabulary progress, literacy scales, and more depending on the age of the child. Each report is customized to the individual grade level and child. Monitoring Meetings (M & M time) are scheduled per six weeks with each parent and student, regardless of their age. We have traditional face-to-face meetings; however, we frequently hold phone conferences to accommodate busy parents.

In using assessment results to evaluate our instructional programs, our assessment process includes evaluation of the effectiveness of our curriculum maps. We review and look for gaps in the instruction as well as gaps in our planning tools and resources.

We have been working diligently to develop and refine our assessment processes, so that as administrators and teachers we can learn to assess wisely and embrace the distinction of assessment "of" learning, and assessment "for" learning.

3. Communicating Assessment Results:

Our administration and teachers are routinely required to report classroom, campus, state, and national assessment results to students, parents, and the community. Accurate reporting is a powerful tool that enables all stakeholders to understand why various assessment instruments are being administered and how the results will be used to improve the achievement of individual students as well as the overall school improvement process. We are keenly aware that if the results are not communicated effectively, they may be misused or not used at all.

We are fortunate that our lead principal is a licensed, professional educational diagnostician. She has secured for teachers the training and skills necessary to communicate effectively on student assessment. Teachers are able to use assessment terminology appropriately and are able to articulate the meaning, limitations, and implications of our assessment results. In order to ensure that students, parents, and the community are actively and systematically informed about assessment results, we have developed a specific reporting calendar. First, (1) we determine our specific reporting activities appropriate to specific assessments; (2) we select reporting strategies that effectively relay our desired information; and (3) again, we ensure that all staff can communicate in a professional, clear, and accurate manner.

Our campus uses various reporting venues. PowerSchool is a parent portal which allows both students and parents real-time access to current grades. A recent survey revealed that 77% of our parents and students are using this school access point weekly. The district/campus website affords parents and community access to group or grade-level data relative to assessment and progress. Daily folders and planners are used in a variety of ways as communication. The campus allocates resources for parents and students to have access to Accelerated Reader from home to both test and track progress. Plus, students are provided home access to Study Island, which also tracks student assessments, data, and reports progress to parents. Again, reports indicate we have over 80% participation. In order to build an active partnership with our parents, our campus also provides for individual parent/teacher conferences per six weeks; and parent group meetings are a part of the regular campus calendar of events. For parents unable to come to school, conferences can be addressed through a phone conversation. Of course, high stakes testing is communicated through individual or summary reports such as our Texas Assessment of Academics Skills (TAKS). Group and individual meetings are held with our students to discuss results and implications of each individual TAKS summary. Reports from our Texas Primary Reading Inventory (TPRI), which is given 3 times per year in grades K, 1, 2, and 3 are sent home and discussed in regular six weeks parent meetings. Pre-Kindergarten administers the mClass Circle Phonological Awareness Test three times per year, and following each administration, the teachers meet individually with parents to discuss the results. In addition, the Texas Education Agency disseminates information by issuing an annual "School Report Card" and the "Academic Excellence Indicator System" report, which is then published in the media and is communicated or distributed to parents and the community in either hard or electronic copy.

The ultimate success of any school improvement process is measured by advances in student knowledge, skills, behaviors, and attitudes. We believe when assessment reports are presented and communicated properly to our parents, community and our students, we build support for our campus, for our district, and for the important initiatives we determine to improve teaching and student learning.

4. **Sharing Success:**

Seeing the coveted Blue Ribbon flag waving majestically over Lone Oak Elementary would be this district's and this community's proudest moment; and sharing "our road to success story" would be both a personal and professional honor and privilege for our staff and administration.

Over the past years, we have been blessed to learn from and share with other professional learning communities throughout our region and state. As an example, our campus has entered into a multi-year partnership with the University of Texas Health Science Center, the Texas State Center for Early Childhood Development, and Region 10 Educational Service Center to host and mentor schools seeking Texas School Readiness Certification. This collaboration is an on-going initiative to close the achievement gap and to prepare young children for learning in Kindergarten. We are one of only 50 schools in Texas who has earned the Texas Readiness Certification. Therefore, we are considered a model Pre-Kindergarten program; and many teachers and administrators regularly visit our campus and classrooms, where we share what we have learned and are continuing to learn.

In addition, the National Center for Educational Achievement (NCEA) "Just for the Kids" campaign, has invited us to share our best practices on their website so they can be shared with other states. The campus has also been asked to participate in the NCEA symposium aimed at helping more Texas students achieve college and career readiness, an achievement recently realized by Lone Oak in math in 4th and 5th grade.

Our staff frequently hosts continuing education programs for schools in the Region 10 Educational Service Center area. Topics of writing, science, and math are a few of the areas on which the staff has presented. Furthermore, the campus administrators actively participate in the Region 10 Principal's Roundtable network that meets three times a year. This venue is designed to provide networking and sharing opportunities for principals. The goal is to enhance communication between principals and the Educational Service Center (ESC) and to promote improvement of schools and ESC services. The campus principals also participate in the ESC Region 10 Principal Leadership Academies. These cohort groups focus on sharing ideas and successes in the areas of curriculum and instruction, research-based educational and leadership practices, leadership for effective change, inclusion and diversity, and collaboration with parents and community. The lead principal has been invited to speak at these academies about topics such as the successful inclusion program created on our campus.

Lone Oak Elementary will continue to publish programs and accomplishments through our website, through the media, parent programs and academies, awards assemblies, and through informal, collegial focus-group networking opportunities.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Texas public schools are provided a grade-level, content-specific framework of learning standards called the Texas Essential Knowledge and Skills (TEKS). We have balanced our curriculum both externally and internally based on the TEKS. Our locally-developed curriculum maps (scope and sequence) are written, taught, and tested based on state and district standards. This mapping of the curriculum guarantees that our staff is teaching the content that is expected. In addition, our internal alignment ensures that classroom instruction and assessment reflect the language and complexity of the standards. Both a district-wide and campus-wide emphasis on alignment and coherence to our curriculum, is necessary for success and in improvement in student achievement at Lone Oak ISD.

In all content areas, instruction is guided by a vertically and horizontally-designed scope and sequence, pacing guides, and model curriculum units. These pacing guides allow teachers to introduce, develop, and reinforce key concepts, skills, and vocabulary for each six weeks throughout the school year. Pacing guides help concentrate time, effort, and resources to maximize student learning and are coordinated with campus benchmarking calendars. Model units allow for integration of concepts and skills from unit clusters outlined in the TEKS and from cross-curricular connections with other academic disciplines and the arts.

Our balanced curriculum includes visual and performing arts, health and physical education, guidance, technology, and the core content areas of mathematics, science, reading/English language arts, and social studies. In addition, it supports the Texas College Readiness Standards Initiative in order to prepare our students for the challenges of a college curriculum and the demands of an increasingly knowledge-based workforce.

MATH AND SCIENCE: In math and science, we utilize AIMS, Activities Integrating Math and Science. This K-9 program is "aimed" at improving students' understanding of math and science concepts and how they are interrelated. It guides our teachers in using a hands-on, student-centered approach that promotes thinking and understanding. In addition, we embrace AIMS because it soundly integrates our math and science curriculum with NCTM (National Council of Teachers of Math) Standards and Project 2061. The math curriculum is enriched through our annual Art Night. Students are encouraged to create original art work using mathematical concepts such as symmetry and congruence, as well as spatial reasoning. We embrace community involvement. Partnering with L-3, a major provider for homeland defense products, we offer a 15-day enrichment opportunity called Little Professors Math and Science Summer Camp.

READING/LANGUAGE ARTS: Phonemic awareness, phonics, vocabulary, fluency, and comprehension are the stepping stones that lead to literacy. Our teachers believe that reading, writing, listening, and speaking are so interrelated, that students must be provided opportunities to practice these strands of the TEKS in connected and purposeful ways. Teachers plan activities that expand students' use of the oral and printed language. Explicit instruction in pre-literacy skills and instruction in learning the relationship between sounds and spoken/written language is emphasized. To develop decoding skills, teachers incorporate predictable and patterned books which provide our students with engaging language and print experiences. Through coordinated instructional sequences, students develop vocabulary and fluent reading skills, which lead to comprehension. Our students anticipate the Fairy Tale Ball, which entails researching a fairy tale or tall tale character, presenting oral and multimedia presentations, and learning ballroom dancing. Students are further engaged in the development of literacy through interactive technology. They are allowed the opportunity to access living books, create graphic organizers, and express individuality through PowerPoint presentations.

SOCIAL STUDIES: Through our social studies curriculum, our students build a foundation in history, geography, economics, government, and an appreciation for cultural heritage. Students perform annually in our Texas history cantata, where they sing, dance, and act their way through a living timeline of the

establishment and growth of the great lone star state of Texas. Our students also participate in many field experience opportunities. We visit historical villages, take trips to community centers, banks, and museums; however, what our students look forward to the most in their elementary career, is the trip to the state capital in Austin. After surveying our parents, we found that only 5% of our students had ever visited the capital of Texas. Therefore, through great community support, we ensure that every student visits Austin before they leave our campus.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The TEKS (Texas Essential Knowledge and Skills), the state-mandated set of grade and content learning objectives for all Texas public schools, is the foundation for curriculum/instructional design and delivery of our reading program. Our curriculum is aligned between these TEKS, teaching objectives, textbooks, technology, materials, and assessment. In the curriculum design for our reading program, we have a locally-developed scope and sequence based on the TEKS; and we approach curriculum delivery in terms of "content" (what is taught) and "instruction" (how it is taught). We have chosen the research-based Texas Reading Initiative guidelines for curriculum and instruction to direct, challenge, and improve the overall quality of the reading program.

Our campus has been in a three-year partnership with the Texas State Center for Early Childhood Development, the University of Texas Health Science Center, and Region 10 Educational Service Center to build our Pre-K pre-reading program, based on the Texas School Readiness Certification System. As part of this early literacy initiative, we selected TEA's state-adopted curriculum, Letter People, and we continue to implement scientific, research-based instruction in pre-reading for our four-year old children.

In Kindergarten, our teachers believe that phonemic awareness and systematic phonics help our students acquire strong decoding skills and is the key to becoming an accurate and independent reader by the end of first grade. Vocabulary expansion and high frequency sight words help our learners to read at a single glance. In first grade, it is time for our students to expand and deepen both their accuracy and fluency. First grade teachers explicitly teach more complex phonics. Teachers move from decodable texts to a much wider range of regular and irregular words. In order to continue to expand vocabulary acquisition in first grade, our teachers provide "read to" time. This is where the teachers read texts to students that are beyond their current independent reading ability, in order to expose them to more challenging vocabulary. Also key in first grade, we begin to teach specific comprehension strategies, such as the use of story structure, to help students increase comprehension. Writing in response to reading and sharing and discussing student writing, is also an important instructional technique for teaching reading comprehension. As teachers continue their phonics emphasis in second grade, our students are taught more complex letter patterns and work extensively on decoding strategies for multi-syllable words. At this grade level, fluency is encouraged through extensive reading, such as timed readings, partner reading, and reader's theater to stimulate growth in fluency. For reading comprehension, our second grade teachers plan and create many opportunities for our students to engage in high-level discussions on the meanings of both narrative and expository text. Writing continues to be an important part in building reading comprehension, and also provides our second grade teachers an avenue of monitoring the growth of students' spelling knowledge. In our upper grades of third, fourth and fifth, fluency and vocabulary continue to be supported by explicit instruction. Students continue to be taught specific comprehension strategies before, during, and after reading. Our teachers integrate reading and writing activities across all content areas, both to stimulate reading comprehension and to monitor growth in our students' ability to understand increasingly complex text. Intermediate level teachers encourage discussion through high-level questioning; and all teachers diligently work to create engaging situations in which our students are motivated to learn.

3. Additional Curriculum Area:

We believe exposing students to a quality science education early in life increases a students' curiosity, provides a secure knowledge base for further instruction, and enhances their vocabulary. Our teachers support

the mission that inquiry science must be a basic in the daily curriculum of all our students at every grade level. Our science curriculum provides opportunities for students to develop the understanding and skills necessary to function productively as problem-solvers in a scientific and technological world.

Guided by the Texas Essential Knowledge and Skills (TEKS), our teachers have adopted AIMS, Activities Integrating Math and Science, as a model for instructional planning. AIMS reaches all learners by diversifying the activities for individual learning styles. In addition, it allows for the vertical and horizontal spiraling and alignment of ideas from year to year. For each grade and discipline (Earth, Life, and Physical Science), AIMS provides multiple hands-on, inquiry-based activities, which are correlated to the TEKS and our scope and sequence. Furthermore, AIMS supports our teachers by providing the background information needed for them to feel competent in the concept being taught.

In addition to AIMS, teachers make use of current and varied resources, including books, periodicals, telecommunication, and multimedia in order to provide a variety of up-to-date information on science concepts. Teachers also provide learning experiences through real-world, authentic investigations that are easy to understand and connect to other concepts being taught. Field experiences are numerous. One of our favorite learning adventures is our "Water Rocks" field experience in central Texas. Students go spelunking into caverns, followed by panning for rocks and minerals. Our instruction is presented in unified scientific concepts rather than having students memorize isolated facts. Other subject areas are also routinely integrated as they naturally relate, such as statistical analysis of data (math), writing reports (language arts), and examining other societal implications (social studies). Furthermore, our teachers engage students in lab activities which involve collecting, displaying, analyzing and drawing conclusions from their data.

In 2006, 5th grade was a part of the middle school. At that point, our middle school scored 89% student mastery of the TAKS (Texas Assessment of Knowledge and Skills) with only 24% meeting the higher standard of performance (commended performance). After realigning our campus in the fall 2009 to include 5th grade, we are proud to report that 100% of our students met mastery on science TAKS, with 77% of our students meeting the rigorous, higher standard of commended performance.

4. Instructional Methods:

Simply stated, we have students in our classrooms who struggle academically and others who learn at an advanced level and accelerated pace. Our teachers and administration steadfastly hold true to our campus mantra..."every child, every day, in every way" by creating multiple paths so that our students of different abilities, interests, or learning needs have daily access to equally robust and enriched learning experiences. Lone Oak teachers have been provided extensive learning opportunities in order to understand and apply the principles and strategies needed to create a learning environment that provides success and challenge for our academically diverse students. Three years ago, our site-based Campus Improvement Cadre (CIC) embedded in our Campus Improvement Plan a long-range goal (7 years) for all teachers to become English as a Second Language (ESL) and Special Education (Sp.Ed.) state certified. We wanted to abandon the "those aren't my kids" or "those are resource kids" antiquated mind-set. We are proud to state that to date, 89% of our teachers have redefined their teaching roles and have earned these additional certifications.

Based on our students' readiness levels, interests, and learning styles, teachers regularly and routinely modify the content, process, or the actual learning environment to ensure that instruction is truly student-centered. Compacting curriculum by assessing a student's prior content knowledge and skills, and by providing them with alternative activities, allows students to accelerate to higher levels of instruction in that content area. Flexible grouping in the primary grades has allowed us to permit movement between groups and even grade levels. We have been successful with this flexible grouping strategy because it has allowed our students to be appropriately challenged; and it has enabled us to avoid labeling a student's progress as static. Teachers often design their classroom to eliminate visual distracters, or to provide a more casual or cooperative seating arrangement for students. Our classrooms have several levels of lighting; and our students love to work with the lights down low. Teachers also use it as a motivational tool. Our students call it "mood lighting". Peer

teaching also allows for differentiation. Occasionally, a student may have needs that require one-on-one instruction. Students are encouraged to "phone a friend" in the classroom to re-teach the concept. In these circumstances both students benefit. "Reading Buddies" are also popular with our students. Both an inter- and intra- grade level buddy system is used. Children get additional reading practice and experience as they develop their fluency and comprehension. Plus, they have an opportunity to discuss what was read.

Our passion lies in celebrating that each of our students is a universally unique individual; and our teachers are committed to seeing that no child is left behind.

5. Professional Development:

Continuous, high-quality professional development is the key component of our goal of achieving high standards for teaching every child...every day...in every way. Our campus strongly supports a professional development process that is well planned, comprehensive, and directly linked to our campus goals. We whole heartedly embrace the philosophy that if we are to truly sustain improvement in teaching effectiveness and improve student learning, then our efforts must target high standards in both content and teaching skills. It is our policy to continuously "inspect what we expect;" therefore, systematic monitoring of professional development outcomes is crucial to evaluating and refining our overall school improvement process.

The process begins with our Campus Improvement Cadre (CIC), which establishes an annual campus improvement plan based on a careful analysis of current school/student data. Furthermore, one of the CIC's inclusive responsibilities is to design a detailed yearly calendar for professional development to be included in the annual campus improvement plan. One of our campuses greatest successes can be attributed to this improvement process. Several years ago, our campus needs assessment revealed that our writing program was an area on which we needed to focus. Although our Texas Assessment of Academic Skills (TAKS) state writing assessment results (given at the 4th grade level) indicated that 100% of students met accountability expectations; only 28% of our students met the higher commended-performance standard. As a result, our campus began a professional development program focused on a campus-wide writing initiative, grounded in research-based best practices. Our planned intervention started with, and continues to date with rigorous, on-going training provided by Region X Educational Service Center (ESC) on Write Traits.

The leadership team also allocated resources which allowed us to join The Writing Academy, which focused on developing writing skills beginning in Pre-Kindergarten. In addition, it focused on development of teachers' writing, motivation, and leadership skills. All teachers, regardless of grade level, require their students to "publish" a set number of writing samples per six weeks. The "published works" are sent to the publishing house (the principal's office). The young authors then anxiously wait to see whose papers are published, read aloud, and/or posted. Although this has been, and continues to be, a very labor intensive professional development practice, our entire staff has greatly enhanced their skills in teaching writing.

As of 2009, our students' TAKS results soared from the previous 28% to 54% in the higher-performance standard called "commended performance". According to School Digger, a national school data comparison tool for schools and parents, Lone Oak ranked number one in writing among the 4003 campuses tested. In addition, Austin-based National Center for Educational Achievement notified our campus that their council's analysis of our student data indicated that our students achieved better improvement rates in writing, when compared to other schools with similar demographics.

Our chapter is not finished nor are our goals fully accomplished. Long range, we strive to ensure that 90% of students reach the "commended performance" higher-accountability standard. To paraphrase the journalist and spokesman, the late Paul Harvey, "Stay tuned in....there's more to this story"!

6. School Leadership:

Look in the sky! It's a bird. It's a plane. No, it is the Lone Oak Elementary principal leaping from a plane 10,000 feet in the air! She's not crazy, but she made a crazy promise to the students on campus that if they

achieved 90% or better on the Texas Assessment of Academic Skills (TAKS) in Science (the content area which had historically eluded the 90% range) she would "jump for joy". When the scores were posted, 100% of the students met mastery and an unbelievable 77% of the students had earned the coveted commended performance rating.

This type of enthusiasm sets the tone of leadership on our campus. Supported by an assistant principal and with the encouragement of the board of trustees and superintendent, our leadership team is able to create a school organization where the faculty, staff, and parents understand that there are no limits to which the school will not go to ensure every student counts and has the support of a caring adult.

Our campus leadership team is founded on a fluid and collaborative decision-making process. The structure of our Site-Based Decision Making committee (SBDM) is composed of parents, staff, business professionals and paraprofessionals. This group meets a minimum of four times a year to formally establish, review, refine, and publish annual goals and specific, measurable objectives based on current student data. The campus plan is further integrated into the district plan. This organizational structure is a bottom up, rather than top down concerted effort to build a learning community that includes all stakeholders.

At the helm of the leadership team is the campus principal and assistant. Their ultimate responsibility is to articulate the campus vision and to solicit resources to support campus and district initiatives. They meet formally each week with grade level teams and interdisciplinary specialists. These Campus Improvement Cadres--CIC's prioritize and document standards to coordinate curriculum in the four content areas of math, reading, writing and language arts across all grade levels of the campus. In addition, these teams meet each six weeks to unwrap and develop units of study with corresponding assessments, aligned with their established standards. The campus leadership team has also orchestrated a campus schedule where teachers have common planning periods, which provides for planning collaboration and fosters the spirit of a learning community.

Leadership is collaborative, deliberate, and documented. It is no "leap of faith" that Lone Oak Elementary is successful.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Met Standard	98	96	100	98	98
% Commended Performance	62	46	56	44	43
Number of students tested	60	69	43	59	56
Percent of total students tested	100	97	98	100	100
Number of students alternatively assessed	3	0	1	3	8
Percent of students alternatively assessed	5	0	2	5	12
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Met Standard	96	92	100	100	95
% Commended Performance	50	38	47	33	26
Number of students tested	16	16	17	15	19
2. African American Students					
% Met Standard					
% Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
% Met Standard	100	75		67	86
% Commended Performance	50	0		0	14
Number of students tested	4	4		3	7
4. Special Education Students					
% Met Standard			100		
% Commended Performance			100		
Number of students tested			1		
5. Limited English Proficient Students					
% Met Standard	100				0
% Commended Performance	0				0
Number of students tested	2				1
6. Largest Other Subgroup					
% Met Standard	98	97	100	98	100
% Commended Performance	64	49	55	47	48
Number of students tested	55	65	42	55	48

Notes:

Largest Other Subgroup Not Listed Above is defined as White by our campus.

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
% Met Standard	100	100	100	100	100
% Commended Performance	74	55	60	65	71
Number of students tested	61	71	43	57	55
Percent of total students tested	100	100	90	99	100
Number of students alternatively assessed	3	0	4	5	8
Percent of students alternatively assessed	5	0	8	8	13
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Met Standard	100	100	100	100	100
% Commended Performance	62	52	47	70	38
Number of students tested	26	29	17	20	13
2. African American Students					
% Met Standard		100			
% Commended Performance		0			
Number of students tested		1			
3. Hispanic or Latino Students					
% Met Standard	100	100		100	100
% Commended Performance	50	0		0	43
Number of students tested	4	4		2	7
4. Special Education Students					
% Met Standard			100		
% Commended Performance			0		
Number of students tested			1		
5. Limited English Proficient Students					
% Met Standard	100		100		100
% Commended Performance	0		0		0
Number of students tested	2		1		1
6. Largest Other Subgroup					
% Met Standard	100	100	100	100	100
% Commended Performance	75	59	62	68	77
Number of students tested	56	66	42	53	47

Notes:

Largest Other Subgroup Not Listed Above is defined as White by our campus.

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Met Standard	97	100	100	98	100
% Commended Performance	68	71	62	36	53
Number of students tested	69	42	63	53	45
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	1	3	6	7	10
Percent of students alternatively assessed	1	7	9	12	16
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Met Standard	96	100	100	100	100
% Commended Performance	56	64	45	25	43
Number of students tested	25	14	22	16	21
2. African American Students					
% Met Standard					
% Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
% Met Standard	100	100	100	83	100
% Commended Performance	20	0	33	33	0
Number of students tested	5	1	3	6	2
4. Special Education Students					
% Met Standard	0	100	100		
% Commended Performance	0	100	0		
Number of students tested	1	1	1		
5. Limited English Proficient Students					
% Met Standard	100		100	100	100
% Commended Performance	0		0	0	0
Number of students tested	1		1	1	1
6. Largest Other Subgroup					
% Met Standard	97	100	100	100	100
% Commended Performance	71	74	62	37	56
Number of students tested	63	38	61	46	41

Notes:

Largest Other Subgroup Not Listed Above is defined as White by our campus.

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Met Standard	99	100	95	100	100
% Commended Performance	39	47	42	38	35
Number of students tested	69	43	64	55	46
Percent of total students tested	99	100	99	99	100
Number of students alternatively assessed	1	3	6	5	9
Percent of students alternatively assessed	1	7	8	8	16
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Met Standard	100	100	96	100	100
% Commended Performance	32	33	39	27	14
Number of students tested	25	15	23	11	21
2. African American Students					
% Met Standard					
% Commended Performance					
Number of students tested					
3. Hispanic or Latino Students					
% Met Standard	100	100	66	100	100
% Commended Performance	20	0	0	0	50
Number of students tested	5	1	3	6	2
4. Special Education Students					
% Met Standard	100	100	100		
% Commended Performance	0	0	0		
Number of students tested	2	1	1		
5. Limited English Proficient Students					
% Met Standard	100		0	100	100
% Commended Performance	0		0	0	0
Number of students tested	1		1	1	1
6. Largest Other Subgroup					
% Met Standard	98	100	97	100	100
% Commended Performance	40	51	44	45	36
Number of students tested	63	39	61	47	42

Notes:

Largest Other Subgroup Not Listed Above is defined as White by our campus.

Subject: Mathematics
Edition/Publication Year: 2004-2009

Grade: 5 Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr				
SCHOOL SCORES					
% Met Standard	100				
% Commended Performance	69				
Number of students tested	49				
Percent of total students tested	100				
Number of students alternatively assessed	4				
Percent of students alternatively assessed	8				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Met Standard	100				
% Commended Performance	61				
Number of students tested	18				
2. African American Students					
% Met Standard	100				
% Commended Performance	0				
Number of students tested	1				
3. Hispanic or Latino Students					
% Met Standard					
% Commended Performance					
Number of students tested					
4. Special Education Students					
% Met Standard	100				
% Commended Performance	50				
Number of students tested	4				
5. Limited English Proficient Students					
% Met Standard					
% Commended Performance					
Number of students tested					
6. Largest Other Subgroup					
% Met Standard	100				
% Commended Performance	71				
Number of students tested	48				

Notes:

Largest Other Subgroup Not Listed Above is defined as White by our campus.

The campus of Lone Oak Elementary was realigned in 2008-2009 to include the 5th grade, as indicated by the scores reported in this math section. All prior years data and scores were part of the middle school campus state accountability summary reports.

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2009

Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr				
SCHOOL SCORES					
% Met Standard	100				
% Commended Performance	51				
Number of students tested	49				
Percent of total students tested	100				
Number of students alternatively assessed	4				
Percent of students alternatively assessed	7				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Met Standard	100				
% Commended Performance	28				
Number of students tested	18				
2. African American Students					
% Met Standard	100				
% Commended Performance	0				
Number of students tested	1				
3. Hispanic or Latino Students					
% Met Standard					
% Commended Performance					
Number of students tested					
4. Special Education Students					
% Met Standard					
% Commended Performance					
Number of students tested					
5. Limited English Proficient Students					
% Met Standard					
% Commended Performance					
Number of students tested					
6. Largest Other Subgroup					
% Met Standard	100				
% Commended Performance	52				
Number of students tested	48				

Notes:

Largest Other Subgroup Not Listed Above is defined as White by our campus.

The campus of Lone Oak Elementary was realigned in 2008-2009 to include the 5th grade, as indicated by reading scores reported in this application. All prior years data and scores were a part of the middle school campus state accountability summary reports.