

**Lohn ISD**  
**District/Campus Improvement Plan**  
**2022-2023**

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**Date of School Board Approval**

*Este plan de mejoramiento del campus está disponible en español a pedido. Por favor, póngase en contacto con la oficina de la escuela.*

# Planning and Distribution Procedures

## CNA and D/CIP Process:

LOHN ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- Data Gathering: State assessment data is utilized. School has conducted an Effective School Framework survey with the Education Service Center Region XV to determine and prioritize areas of need for the district.
- Meetings: District meetings are scheduled at various times throughout the year. Since Lohn ISD is in an extremely rural area, meetings are scheduled to coincide with other activities that would support attendance.
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the District/Campus plan. After state assessment scores are made available, the needs assessment is further refined to include this data.
- District/Campus Plan: The D/CIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft D/CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the D/CIP is refined accordingly.

## Distribution:

- District/Campus Improvement Plan: The DIP is posted on the website in both English and Spanish at the following URL [lohnisd.net](http://lohnisd.net). Hard copies are also available by request at the school office.
- District/Campus Parent and Family Engagement Policy: The PFE policy is posted in both English and Spanish on the website at the following URL [lohnisd.net](http://lohnisd.net). Hard copies are also available by request in the school office.
- School-Parent Compact: The campus School-Parent compact is posted at the following URL [lohnisd.net](http://lohnisd.net). Hard copies are available by request at the school office. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- Translations: These documents are provided in English and Spanish. Should another language be needed, please contact Leon Freeman, Superintendent, for assistance.

# Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

# Mission Statement

**The mission of Lohn Independent School District is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Lohn School staff joins the parents and community to assist the student in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in the global community.**

# District/Campus Improvement Planning and Decision Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Tonya Rabenaldt	Principal	
Kay Shackelford	Director of Curriculum	
Linda Fore	Classroom Teacher (Elementary)	
Shanna Marburger	Classroom Teacher (Secondary)	
Melissa Eudy	CTE/Technology	
Michael Hennington	Classroom Teacher (Special Education)	
Cristina Felipe	Paraprofessional Educator	
Ann Walker	Community Representative	
Tammy Hemphill	Business & Industry	
Melissa Nuncio	Parent	
Elizabeth Villa	Parent	
Camille Sparks	Parent	

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low- performing schools

## DISTRICT ESSA REQUIREMENTS

### **Poverty Criteria** [Sec. 1112(b)(4)]:

LOHN ISD determines Title I eligibility and rank/serve order through the following:

- *Most recent census data*
- *Number of children eligible for free and reduced-price lunches*
- *Number of children in families receiving assistance (i.e. SNAP, TANF)*
- *Number of children eligible to receive Medicaid*
- *Direct Certification for the Community Eligibility Provision (CEP) under the National School Lunch Program - note that a Seamless Summer Option was utilized for this year (one year only) due to COVID.*
- *Composite of the above measures.*

### **Schoolwide Programs** [Sec. 1112(b)(5)]:

*Title I - All Title programs are reaped into the Title I program.*

**Targeted Participants** [Sec. 1112(b)(6)]: *Math is the subject focus area in the Targeted Improvement Plan. This area has been identified due to low performance scores based on STAAR and EOC results for the year 2022 in the area of mathematics.*

*The economically disadvantaged student group has been identified as a target area for growth due to poor overall student performance. In lowering the number of students that do not meet mastery, there is an overall expectation that percentages in all areas (approaches, meets, and masters) will increase. For Lohn School, the economically disadvantaged student group is representative of a high number of the overall student enrollment, which will impact the overall Accountability Rating and domain scores for the district.*

## SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
  - Annual Title I meeting
  - Flexible number of meetings
  - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - Provide Parents:
    - Timely notification about Title I programs
    - Description and explanation of curriculum and assessments used
    - Upon request, opportunities for regular meetings to participate in decisions related to child
    - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
  - Describe school's responsibilities to provide effective learning environment
  - Describe ways in which parents will be responsible for supporting student learning
  - Address importance of communication
    - Parent-teacher conferences in elementary (annually, at a minimum)
    - Frequent reports to parents regarding student's progress
    - Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - Provide materials and training to help parents work with children to improve achievement
  - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - Coordinate/integrate parent involvement programs, as feasible
  - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood

- Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
  - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand



# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.

# State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: ***The list of at-risk criteria is reviewed for each individual student by a team consisting of principal, and/or the director of curriculum, and a classroom teacher.***

The process we use to exit students from the SCE program who no longer qualify is: ***The criteria for at-risk is reviewed periodically for each individual student by a team consisting of the principal, and/or director of curriculum, and a classroom teacher. As students are eligible for exit, information is documented in the permanent folder and a change request is submitted to the PEIMS coordinator.***

## State Compensatory Education

	School Year	District	Hispanic	White	Non-continuously enrolled	Econ. Dis.
<b>All Grades/All Subjects</b>						
Approaches Grade Level or Above	2022	47%	42%	50%	43%	50%
	2021	28%	29%	25%	23%	31%
	2019	56%	47%	63%	47%	52%
Meets Grade Level or Above	2022	18%	11%	21%	22%	19%
	2021	9%	10%	8%	9%	10%
	2019	26%	14%	35%	24%	24%
Masters Grade Level or Above	2022	7%	8%	7%	13%	9%
	2021	2%	2%	3%	1%	3%
	2019	10%	6%	13%	9%	8%
<b>All Grades - ELA-R</b>						
Approaches Grade Level or Above	2022	49%	38%	54%	48%	49%
	2021	33%	33%	29%	31%	35%
	2019	55%	45%	63%	45%	50%
Meets Grade Level or Above	2022	28%	14%	36%	29%	26%
	2021	14%	13%	13%	14%	15%
	2019	25%	10%	38%	23%	18%
Masters Grade Level or Above	2022	12%	10%	14%	9%	13%
	2021	4%	4%	3%	3%	3%
	2019	7%	0%	13%	9%	3%
<b>All Grades - Math</b>						
Approaches Grade Level or Above	2022	49%	42%	53%	42%	49%
	2021	19%	25%	16%	13%	26%
	2019	53%	47%	59%	40%	50%
Meets Grade Level or Above	2022	10%	4%	13%	8%	11%
	2021	6%	10%	4%	3%	7%

	2019	19%	13%	24%	13%	21%
Masters Grade Level or Above	2022	4%	4%	4%	2%	6%
	2021	2%	0%	4%	0%	4%
	2019	6%	7%	6%	0%	4%

**The comprehensive, intensive, accelerated instruction program at this district/campus...** *consists of designated time during the school day for additional support in the areas of reading and math for students in grades 01 through 12. An additional reading class and an additional math class has been added for students in grades 06 through 08. The additional classes are taught by experienced teachers.*

**Upon evaluation of the effectiveness of this program the committee finds that...** *The accountability goal set for the 2022-2023 school year is an overall level of student achievement of 69% at the approaches level, 38% at the meets level, and 20% at the masters level for the area of ELA-R. The goal set for the area of math is 70% at the approaches level, 12% at the meets level, and 6% at the masters level. It is anticipated that if the goals are met, the impact of the positive student growth will positively impact school performance in all areas and will support an improved Accountability Rating for Lohn School.*

## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A - All Title funds are reaped into Title I** [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
Title I, Part A	\$35,338.00
Title II, Part A	\$6,201.00
Title IV, Part A	\$10,000
TTL I 1003 School Improvement Grant	\$43,000
ESSER II	\$97,181.34
ESSER III	\$100,191.08
State	
Program/Funding Source	Amount of Funding
State Comp Ed	
Local	
Program/Funding Source	Amount of Funding
Local Funds	

**Goal 1:** All students will improve academic performance in core academic areas.

**Objective 1:** By May 2023, the following levels of overall achievement for each student group will be attained in the area of English-Language Arts/ Reading: 69% at the approaches level, 38% at the meets level, and 20% at the masters level.

**Objective 2:** By May 2023, the following levels of overall achievement for each student group will be attained in the area of math: 70% at the approaches level, 12% at the meets level, and 6% at the masters level.

**Summative Evaluation:** *Student performance on the STAAR/EOC will serve as summative data.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide tutorial/accelerated instruction times for students who are at risk of failure in core subject areas. (During school year, and outside of regular school times)	2	Core subject teachers Principal	Weekly	ESSER Title I	Tutorial attendance records	Improved six weeks grades  Reduced failure rate
Align instruction with standards and assessment using the TEKS Resource System as the primary curriculum.	2	Core subject teachers Principal	All year	ESSER Title I	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment  Student success as evidenced by walkthrough documentation

**Goal 2:** In Lohn ISD, 100% of core academic classes will be taught by appropriately certified teachers (as noted by the Texas Education Agency requirements and/or the District of Innovation Plan on file for the district) and 100% effective staff will be maintained.

**Objective 1:** 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. The LEA will recruit and retain effective teachers.

**Summative Evaluation:** 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Utilize flexibility of District of Innovation to allow teachers to teach areas of specialty to grade levels outside of certification.	1	Principal, Superintendent	June 2023	Local State	Teacher roster Master schedule	Low income (all students) are taught by certified teachers.
Ensure that all teachers fulfill local professional responsibilities regarding certification, training, meetings, lesson plans, objectives, etc.	1	Principal, Superintendent	June 2023	Local State	Walk through data Teacher evaluation data	Student performance

**Goal 3:** All students in Lohn ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** *By May, 2023 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be maintained at 0, as measured by PEIMS and number of discipline referrals.*

**Summative Evaluation:** *There is no reduction in incidents noted as necessary, due to 0 incidents reported at this time.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue to disseminate information with regard to current rules and regulations including consequences for bullying, violence including date violence, harassment, alcohol and drug use.	1, 4	Principal	First grading period Monitor: end of each grading period		Agenda Lesson Plans Campus Calendar	Maintain PEIMS and discipline referrals



**Goal 4:** All students in Lohn ISD will graduate from high school.

**Objective 1:** *By May 2023, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 90%.*

**Summative Evaluation:** *Dropout rate of less than 1% and a completion rate of 90%*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 3, 4	Principal, Designated teachers	End of each semester	Title I ESSER	Attendance records	Successful completion of coursework to recover credits

**Goal 5:** Parents and Community will be partners in the education of students in Lohn ISD.

**Objective 1:** By May 2023, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

**Summative Evaluation:** *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide periodic opportunities for parent involvement with activities during the school day. (Grandparent's Day activities, Thanksgiving lunch, Veteran's Day, class parties, book fairs, field trips, etc.)	2,4	Principal	Monitor each semester	Local Title I ESSER	Parent/Guardian attendance at events	Documentation of attendance
Provide periodic opportunities for parent involvement with activities outside of the school day. (Christmas Program, Meet the Eagles, Sports Night, Meet the Teacher, Spring Parent Meeting, etc.)	2,4	Principal	Monitor each semester	Local Title I ESSER	Parent/Guardian attendance at events	Documentation of attendance
Utilize social media (including website) to keep parents and caregivers apprised of upcoming events and opportunities within the school.	2,4	Principal Media support	Weekly		Newspaper articles and pictures, social media postings	Documentation of attendance

**Goal 6:** Lohn ISD will support students in vocational endeavors as avenues to lifetime opportunities.

**Objective 1:** By May 2023, at least 75% of all upper class high school students will be certified, receive an endorsement in, or access a designated vocational pathway in a vocational area, or will be on track to be certified in a vocational area prior to graduation.

**Summative Evaluation:** *Transcripts will reflect vocational certification, endorsement, or pathway prior to graduation.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Utilize available resources in the vocational setting to encourage and facilitate students obtaining a vocational certification and/or endorsement.	3	Principal Vocational teacher(s)	Monitor each semester	State Local *LEEF Foundation	Transcripts	Students will graduate with vocational certification and/or endorsement.

\*LEEF - Lohn Educational Enrichment Foundation is an educationally oriented foundation that supports Lohn ISD in various endeavors.