

Iola Independent School District

District Improvement Plan

2022-2023



Board Approval Date: February 20, 2023

Value Statement

We believe:

Every child deserves respect and a quality education.

Learning should continue for a lifetime.

Learning should be relevant and engaging.

Classrooms should be structured and consistent.

Classrooms should have high expectations for all students.

All students can be successful.

All students must be prepared to compete in a technologically advanced and diverse society.

Each student should possess strong moral integrity.

Our schools are safe learning environments.

Parents and the community are our partners.

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Comprehensive Needs Assessment

Revised/Approved: February 20, 2023

Demographics

Demographics Summary

Iola ISD is located between College Station and Huntsville. Even as a rural school community, the growth within the number of students is significant. Iola ISD ended the 2022 School Year with 545 students and 96 (+10 students & +8 employees from 2021). The ED percentage has been consistent around 35.7% from 2021-2022. The Hispanic population continues to increase, while the ELL percentage had a very low increase.

Data as of May 2022

Ethnic Distribution:

- African American: 9 (1.7%)
- Hispanic 100 (18%)
- White 417 (77%)
- Asian 2 (.3%)
- Two or More Races 17 (3.1%)

Student Groups:

- Economically Disadvantaged 195 (35.7%)
- Non-Economically Disadvantaged 350 (64.2%)
- Section 504 Students 40 (7%)
- English Learners 6 (1.1%)
- Students w/ Dyslexia 30 (5.5%) *this number has more than doubled from 2018*
- At-Risk 135 (24.7%)

Attendance Rate: 94.2% (goal is 97%)

Staff Data:

Teachers by Highest Degree Held:

- No Degree 0
- Bachelors 44
- Masters 8

Teachers by Years of Experience:

- Beginning Teachers 3

- 1-5 Yrs 13
- 6-10 Years 6
- 11-20 Years 22
- Over 20 Years 9

Demographics Strengths

The attendance rate for the district has dropped to 94.2% Goal is 97%

All elementary ELA teachers are ESL certified to help meet the needs of the growing subpop. (CIP Goal)

Class sizes are usually below the state average, but given that we do not have the current data, this information cannot be provided at this time. With multiple teachers in first, second, and now third grades and additional Special Education teachers and teachers aides at both campuses and the addition of a Special Education contact within the district, Iola ISD is able to better accommodate the growing special populations.

Staff members are able to form meaningful, appropriate relationships with students since student populations are small. Individualizing instruction is simpler to monitor and track due to numbers. Staff demographics closely reflect student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic subpop is growing, but still a small number. This could easily skew our data **Root Cause:** The district is growing, more people are moving here because of the small rural community.

Student Achievement

Student Achievement Summary

This is based on 2022 PRELIMINARY data, as the data from the state is not yet available.

Overall, STAAR scores are above state averages in all subjects, but there are areas that should still be addressed. Additionally, SAT/ACT scores need improvement.

Iola ISD continues to be above region and state averages for **most** subjects in STAAR, as well as being above averages for "At meets Grade Level or Above" and "At Masters Grade Level". Within the district, Iola ISD has shown high percentages for the top reporting category of "At Masters Grade Level" as well.

Student Achievement Strengths

Based on 2022 PRELIMINARY data, as a district, Iola ISD continues to be above the state and region averages in nearly every subject and grade level in Approaches, Meets, and Masters, with areas of improvement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Iola ISD needs additional supplies for classrooms that are required for STAAR testing, such as TI calculators, thesauruses, and online programs, stylus, etc.

Root Cause: With current online testing, much of what teachers need is unknown until practice testing begins to occur and student interaction is seen, as well as how the online testing platforms operate.

Problem Statement 2: CCMR certifications, military information, etc. should be more readily available to our students **Root Cause:** Lack of personnel in these areas.

District Culture and Climate

District Culture and Climate Summary

Iola ISD has made strides to increase school safety, including forming a District Safety Committee that meets regularly, using the P3 anti-bullying app provided by Grimes County Crime Stoppers, using behavior plan expectations, construction to buildings and fences to create safer environments for students and staff, ensuring all doors that allow access to students remain locked throughout the school day. Iola ISD has also implemented the use of the RAVE Panic button for emergency situations.

Continued growth at Iola ISD has created a lack of security when it come to hall monitoring and cameras.

According to a 2022-2023 survey to parents, most parents feel their children are safe at school and feel a sense of belonging.

Communication between parents and school staff at elementary ranks highly, but could be improved greatly at the secondary level.

District Culture and Climate Strengths

Additional sanitation, cleaning, etc. has created a sense of security among teachers and community. This is done throughout the year, when times are necessary.

Iola ISD continues to take precautions to protect students and staff members, while doing as much as possible to include parents and volunteers.

Student safety is a priority, so the ability to monitor the school when no one is here or access to our first responders is important, thus arises the need for additional cameras, monitored access entry points, and security measures.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Iola ISD lacks security cameras in populated areas, such as certain hallways and outdoors. **Root Cause:** Lack of funding to purchase a full camera system to replace the old one and add new cameras.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Iola ISD has new teacher in-service and mentor teachers to provide support to new teachers. Support is offered to teachers whose students are performing below district and state standards, whether it be through workshops, internal professional development, programs such as RTI, or software programs that accurately identify the needs of individual students. Since Iola ISD is a rural school, it seems to be attractive to teachers because of the family orientated atmosphere.

Teachers and staff attend a week or more of in-service and professional development at the beginning of the school year to get updated and expand their knowledge of current situations within our district. Teachers are also evaluated throughout the school year through our Eduphoria system, allow administrators to provide valuable feedback to the teachers. T-TESS guidelines are used for evaluation purposes, goal setting, and more. All paraprofessionals are required to maintain a certification and they are included in professional development opportunities.

Iola ISD meets three times per year with its stakeholders to gather meaningful feedback during the District Advisory Meetings. These meetings take place at the beginning of the year, middle of the year, and end of the year. During these meetings the Professional Development Plan mentioned above was discussed. The costs incurred with the Professional Development Plan are supported with ESSA Title I, Title II, and Title IV funding.

Staff Quality, Recruitment, and Retention Strengths

With the implementation of new positions throughout the district, Iola ISD has created a culture of success and support that is appealing to quality staff members, reducing the task of recruitment.

Iola ISD continues to add teachers and staff members as the student population grows, thus keeping class sizes small compared to the state average.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Even though Iola ISD continues to add teachers and staff members, the growth is somewhat proportionate, thus not leaving enough time for collaboration and vertical alignment between grade levels. **Root Cause:** Due to the size of our school and the number of teachers per grade level, time is not always available in the busy schedules.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Student centered instruction and assessments drive data. This allows for teachers to meet the needs of the individual students and, in elementary, create small groups for more individualized instruction.

As the number of ESL students continues to grow, CTE course options expand, special education becomes more in-depth, GT is more prominent, Iola ISD will continue to adapt and change to the ongoing needs of students, staff, and community.

Teachers base their curriculum and instruction on TEKS standards as well as student assessment results.

Curriculum, Instruction, and Assessment Strengths

Teachers have the flexibility to create their own curriculum, assessments, and instruction from various resources, such as textbooks, Teachers Pay Teachers, instructional blogs, online softwares purchased by the district, and programs provided by the state.

Diversified instruction and authentic learning experiences give teachers the ability to constantly monitor student performance and adjust, as needed.

RTI programs for reading and math interventions allows for more small group instruction. Elementary also has a variety of benchmarks to pinpoint student progress.

Iola ISD offers college courses to junior and seniors to prepare students for college, CCMR, and to supplement their state credited CTE courses.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Professional development opportunities are limited **Root Cause:** Lack of service center resources and internal professional development opportunities.

Problem Statement 2: Iola ISD has not had interventionists on the secondary campus. **Root Cause:** Lack of funding

Problem Statement 3: Lack of substitutes for coverage for teachers to go to professional development. **Root Cause:** Lack of recruitment.

Parent and Community Engagement

Parent and Community Engagement Summary

Iola ISD has many committees that involve the community and family members. Committees such as the Campus Advisory Committees, SHAC, District Advisory Committee, and Safety Committees, just to name a few, consists of parents, teachers, staff, community members, and business leaders.

Parent surveys fro 22-23 agree that the website or the school app could be improved, especially at the secondary level. Many parents at secondary believe the communication could be improved from their child's teacher, although most said they attend conferences.

Parent and Community Engagement Strengths

Parents and community members are involved in the school through committees and volunteer opportunities.

Family events, safety at school, academic performance, and trusting relationships are strengths of Iola ISD.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents want more ways to work with their children at home, on their homework, assessments, examples of classwork, and upcoming units. **Root Cause:** The district does not engage all parents in these specific areas.

District Context and Organization

District Context and Organization Summary

The District Improvement Plans focus on student academic achievement, safety, and success for all students.

Teachers work together to try to provide transitions for students in various grades. For example, 6th grade teachers and junior high teachers try to mimic what is to be expected when moving to future grade levels.

The district has a focus of improving student academic achievement by communicating with parents and having conferences, parent surveys, professional development opportunities, walk throughs and formal/informal observations. Elementary sets aside time in October to conference with parents, create a compact with the students and teachers, and discuss Title I.

Professional development is built in throughout the school year to allow teachers time to learn specific skills, as well as collaborate with other teachers.

The district website is outdated and needs to be simplified. With growth, there is now a need to have a secondary, elementary, and a district landing page.

District Context and Organization Strengths

Iola ISD has been successful in the 2018-2019 school year in that all students and student groups will meet or exceed state and federal accountability standards. This is shown through the current accountability system in which Iola ISD received an A.

Elementary meets regularly to discuss students with the RTI Committee.

An organized schedule of assessment dates and windows is provided in elementary for planning and diagnostic purposes and in secondary for diagnostic purposes.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Students that are chronically absent are preventing the attendance rate from increasing above 97%. **Root Cause:** Students lack motivation to attend or parents struggle to get them to school and often do not have good cause to be absent.

Problem Statement 2: SpEd teachers have an increased number of students needing services. **Root Cause:** More students are identified for services, due to the corrective action plan in Texas, required by Child Find for Special Ed.

Problem Statement 3: Iola ISD has an increased number of dyslexia students, almost double what it was the previous year, thus creating a need to serve those students. **Root Cause:** Lack of training for those that serve dyslexic students.

Technology

Technology Summary

Overall, district staff feel that the amount of technology in the district has greatly improved. Iola ISD continues to add devices when necessary and evaluate the current needs of the teachers and students in regards to equipment and software.

Based on stakeholder input from District Advisory Meetings, an identified need is to add technology devices & equipment to lead professional development sessions for Iola ISD staff. The purchase of professional development technology is supported with ESSA Title II funding.

Technology Strengths

Interactive whiteboards and projectors in most classrooms

Numerous chromebooks

Reliable internet access within the buildings

Regular access to mobile carts

Excellent prep for college level and workforce experiences

All classrooms have some student devices

Problem Statements Identifying Technology Needs

Problem Statement 1: Some of the technology, such as projectors, are becoming quickly outdated. **Root Cause:** The projectors tend to last about 5-7 years, thus making them outdated and unreliable once they break. Additionally, they are very expensive to replace.

Problem Statement 2: Secondary classrooms do not have sufficient devices in the classroom. **Root Cause:** Chromebooks are checked out through the cart system and many curriculums and textbooks are primarily online now.

Problem Statement 3: The elementary campus has a need to access a classroom set of Chromebooks throughout the year, thus needing an additional cart. **Root Cause:** Online state testing, online benchmark assessments, whole group instruction when appropriate.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals








Revised/Approved: February 20, 2023

Goal 1: Due to the amount of Economically Disadvantaged students and Title I participants within the district, Iola ISD will maintain a contract with ESC 6 for Title I support to ensure the highest quality of education for all students.

Performance Objective 1: Through the use of budgeting for Title I funds, Iola ISD will increase the effectiveness of the Title I program by allowing teachers and students access to a greater amount of resources.

Evaluation Data Sources: Purchase Order system
Grant funding documentation
Yearly local budget

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use TI funds to ensure quality education for all Strategy's Expected Result/Impact: Increase the effectiveness of instruction and availability of resources to teachers and students Staff Responsible for Monitoring: Title I coordinator Business manager Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Apr	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 1: Due to the amount of Economically Disadvantaged students and Title I participants within the district, Iola ISD will maintain a contract with ESC 6 for Title I support to ensure the highest quality of education for all students.

Performance Objective 2: Iola ISD will improve safety and security of the school, partly through the use of Title I funds, by adding cameras, locks, security systems, and the formation of the District Safety Committee

High Priority

Evaluation Data Sources: DSC meeting minutes
Purchase order system

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Buzzers at the tunnel doors and at the front doors near the offices of both campuses, as well as other security features throughout the school. Strategy's Expected Result/Impact: Increase security and safety of students and staff Staff Responsible for Monitoring: District administrators Superintendent Title I: 4.1 Funding Sources: Funding for security - 199-General fund, Funding for security - 211-Title II (REAP)	Formative		
	Dec	Apr	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: Continuously improve technology by increasing the number of devices, replacing old technology/devices/chromebooks, and keeping the current technology, such as smartboards and projectors, updated, and purchasing new teacher laptops by the end of 2023.

Performance Objective 1: Keep technology updated to ensure students are able to access and view appropriate content within the classroom and increase the efficiency and effectiveness of the teacher using the curriculum.

High Priority

Evaluation Data Sources: Eduphoria tech requests, POs for repairs/maintenance

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the most up to date equipment to instruct students within the classroom. Strategy's Expected Result/Impact: Increase learning time. Decrease the amount of time used to search and boot. Staff Responsible for Monitoring: Technology Director Campus administrator Title I: 2.4, 2.5, 2.6 Funding Sources: 255-Technology - 211-Title II (REAP)	Formative		
	Dec	Apr	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 2: Continuously improve technology by increasing the number of devices, replacing old technology/devices/chromebooks, and keeping the current technology, such as smartboards and projectors, updated, and purchasing new teacher laptops by the end of 2023.

Performance Objective 2: Increase the number of Chromebooks per student to move toward 1:1 in 2nd through 12th grades and 1:3 in K-1, while adding a Chromecart for each K & 1.

High Priority

Evaluation Data Sources: Computer Inventory, teacher reviews

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Survey teachers Strategy's Expected Result/Impact: Allow more students the ability to access online content and learning materials. Staff Responsible for Monitoring: Technology director Title I: 2.4, 2.5 Funding Sources: Technology - 211-Title 1, Part A, Technology - 211-Title II (REAP)	Formative		
	Dec	Apr	July
	 25%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


Goal 3: Teachers will be provided appropriate professional development opportunities to address certain campus and district needs.

Performance Objective 1: Student groups that are not achieving their full potential will be identified and teachers will receive training and professional development, such as additional information on small group instruction, to ensure they are reaching these students.


HB3 Goal


Evaluation Data Sources: Benchmark testing, Progress Learning, PO system, training certificates


Summative Evaluation: Significant progress made toward meeting Objective


Strategy 1 Details	Formative Reviews		
Strategy 1: Have teachers attend professional development regarding small group instruction, identifying issue within student groups, etc. Strategy's Expected Result/Impact: Increase scores and reduce gaps in specific student groups. Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.6 Funding Sources: Professional development - 211-Title 1, Part A, Professional Development 255 - 211-Title II (REAP)	Formative		
	Dec	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and other staff members will receive professional development regarding suicide prevention, conflict resolution, bullying, violence prevention, dropout reduction, sex trafficking, signs of drug use/vaping, alcohol & tobacco use, and discipline management. Strategy's Expected Result/Impact: Reduce the number of conflicts and create awareness on these important topics. Increase awareness of mental health concerns, appropriate responses, reporting, and follow-through. Staff Responsible for Monitoring: Campus admin District admin Title I: 2.5, 2.6, 4.1	Formative		
	Dec	Apr	July
	 15%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Deliver an enrichment guidance curriculum for all students which addresses the following: 5 Character Education Learning Core Competency Areas, recognizing signs and prevention of sex trafficking; recognizing signs and prevention of suicide; responsible cyber use, including sexting and the law; prevention of use of drugs, alcohol and tobacco; and bullying and conflict resolution. Strategy's Expected Result/Impact: Implementation of the character program. Increased awareness of sex trafficking and signs of mental health concerns. Safe use of the internet. Prevention of harmful behaviors. Staff Responsible for Monitoring: Counselors Teachers Administration	Formative		
	Dec	Apr	July
	N/A		

 No Progress

 Accomplished

 Continue/Modify






 Discontinue

Goal 4: Iola ISD will improve academic achievement and digital literacy skills for gifted and talented students, while meeting the needs of those students that are almost to "At Master Level."

Performance Objective 1: Iola ISD will implement and analyze Progress Learning, or appropriate program data with 3 benchmarks throughout the year in elementary and junior high to challenge all students, fill in gaps, and provide data to improve reading and math skills.

Evaluation Data Sources: Reading/math data sources, pre- & post-tests, benchmarks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement adaptive online program for 45 minutes a week, possibly in rotations. Strategy's Expected Result/Impact: Increase performance for all student groups. Staff Responsible for Monitoring: Campus administrators Teachers Technology Director Title I: 2.4, 2.5, 2.6 Funding Sources: Software - 211-Title 1, Part A, 255 Professional Development - 211-Title II (REAP)	Formative		
	Dec	Apr	July
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 5: Iola ISD will work to increase the percentage of students who "MEETS" grade level or above from 62 to 64%.

Performance Objective 1: The district will increase students who "MEETS" grade level or above in ELA from 72 to 74%.

High Priority

Evaluation Data Sources: STAAR Test Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Progress Learning in grades 3-8 and vertical alignment conversations. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Campus Administrators Superintendent Technology Director Title I: 2.4, 2.6	Formative		
	Dec	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 5: Iola ISD will work to increase the percentage of students who "MEETS" grade level or above from 62 to 64%.

Performance Objective 2: The district will increase students who "MEETS" grade level or above in Math from 58 to 60%

High Priority
Evaluation Data Sources: STAAR test results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Progress Learning and vertical alignment conversations. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Campus Administrators Superintendent Technology Director Title I: 2.4, 2.6	Formative		
	Dec	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 5: Iola ISD will work to increase the percentage of students who "MEETS" grade level or above from 62 to 64%.

Performance Objective 3: The district will increase students who "MEETS" grade level or above in Science from 56 to 58%.

High Priority

Evaluation Data Sources: Benchmark testing
STAAR results

Strategy 1 Details		Formative Reviews		
Strategy 1: Kinder and up, teachers will provide at least one hands-on science lesson per week. Strategy's Expected Result/Impact: Improve academic achievement Staff Responsible for Monitoring: Campus Administrator Title I: 2.4, 2.6		Formative		
		Dec	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 5: Iola ISD will work to increase the percentage of students who "MEETS" grade level or above from 62 to 64%.

Performance Objective 4: The district will increase students who "MEETS" grade level or above in Social Studies from 49 to 51%.

High Priority
Evaluation Data Sources: Benchmark Testing
STAAR results

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will implement the use of technology to make lessons more engaging in the classroom. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Technology Director Campus Administrators Title I: 2.4, 2.6		Formative		
		Dec	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 6: Iola ISD will work to integrate professional development opportunities in areas for special programs.

Performance Objective 1: The district will provide professional development in the following areas, according to the needs and schedule established by TEA, TASB, or other official agencies, either online or in-person, provided by external or internal professionals, in the areas of: suicide prevention, conflict resolution, violence prevention, dyslexia treatment, dropout reduction, positive behavior support, sexual abuse and trafficking awareness, dating violence, discipline management, and more.

HB3 Goal
Evaluation Data Sources: PD certification tracking, Eduhero





Strategy 1 Details	Formative Reviews		
Strategy 1: Iola ISD will increase the amount of character program professional development to teachers, annually and as needed. Strategy's Expected Result/Impact: Increase staff awareness and benefit students Staff Responsible for Monitoring: Campus administrators, professional development providers Funding Sources: 255 Professional Development - 211-Title II (REAP)	Formative		
	Dec	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 7: Iola ISD will recruit teachers who are considered "highly effective."

Performance Objective 1: Teacher evaluations through Eduphoria/Strive should be used to ensure teachers and other educational aides are highly effective, based on observations of student discipline, planning/organization, quality of instruction, and content.

HB3 Goal

Evaluation Data Sources: Strive

Strategy 1 Details	Formative Reviews		
Strategy 1: Current teachers will be informed of opportunities for higher education admissions and financial aid opportunities (such as the TEACH grant). Strategy's Expected Result/Impact: Increase the effectiveness of teachers Staff Responsible for Monitoring: Campus administrators	Formative		
	Dec	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be provided opportunities to make informed decisions for choosing curriculum by allowing teachers to attend professional development and scouting events when adoptions are available. Strategy's Expected Result/Impact: Increase the quality of curriculum in the classroom Staff Responsible for Monitoring: Campus administrators Funding Sources: 255 Professional Development - 211-Title II (REAP)	Formative		
	Dec	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Iola ISD will recruit teachers who are considered "highly effective."

Performance Objective 2: Teachers new to the district will be evaluated prior to hiring.

HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Iola ISD will perform reference checks with prior employers, request recent evaluations.	Formative		
	Dec	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 8: Iola ISD will implement typing in the classrooms through embedding in the lessons and online software programs to create effective and efficient typers.

Performance Objective 1: Implement typing in secondary/junior high, as well as applying Technology application TEKS as early as kindergarten in elementary.

Evaluation Data Sources: Typing program, course catalog

Goal 9: Iola ISD will increase the number of Career & Technical Education (CTE) courses available to students.

Performance Objective 1: Increase CTE courses to allow for additional certifications to students.

Evaluation Data Sources: Course Catalog, PEIMS

Plan Notes

2022 Prelim data from PEIMS reports were used for demographics. District generated STAAR results were used, as well. 2 goals were added, regarding typing lessons and CTE courses. Needs to be revised once surveys are sent and results are received. All percentages for STAAR were updated. Writing was removed. No data available for STAAR results yet for writing. All percentage goals were met for results except for Science (updated current percentage) and Social studies (dropped current percentage by 1%).

Plan updated on 2/14/2023:

Changes made: changed Goal #5 to read "MEETS" rather than approaches and changed the % to match those district averages on all performance objectives.

Goal 3-Performance Objective 1-Strategies 2&3 have been updated to better describe our bullying procedures and trainings for teachers and students.

Goal 2-PO 3- has been changed as well to show 2nd -12th grade going 1:1 with Chromebooks rather than k-5 1:3 and secondary 1:2.

On the needs assessment, take note of the updated results from the 22-23 parent survey and staff climate survey. Specifically, the District and Culture Climate area, Parent & Community Engagement, and I added a problem statement on Curriculum domain, as teachers said it was an issue to get subs to cover for when they are out for Professional Development.

District Funding Summary

211-Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Technology		\$0.00
3	1	1	Professional development		\$0.00
4	1	1	Software		\$0.00
Sub-Total					\$0.00
199-General fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Funding for security		\$0.00
Sub-Total					\$0.00
211-Title II (REAP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Funding for security		\$0.00
2	1	1	255-Technology		\$0.00
2	2	1	Technology		\$0.00
3	1	1	Professional Development 255		\$0.00
4	1	1	255 Professional Development		\$0.00
6	1	1	255 Professional Development		\$0.00
7	1	2	255 Professional Development		\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Administrators	2/14/2023	Monica Hurst	2/10/2023
Child Abuse and Neglect			Monica Hurst	2/10/2023
Coordinated Health Program	District Nurse	2/14/2023	Monica Hurst	2/10/2023
Decision-Making and Planning Policy Evaluation			Monica Hurst	2/10/2023
Disciplinary Alternative Education Program (DAEP)	Campus Administrators		Monica Hurst	2/10/2023
Dropout Prevention	PEIMS Coordinator		Monica Hurst	2/10/2023
Dyslexia Treatment Program			Monica Hurst	2/10/2023
Title I, Part C Migrant			Monica Hurst	2/10/2023
Pregnancy Related Services			Monica Hurst	2/10/2023
Post-Secondary Preparedness	Secondary Counselor		Monica Hurst	2/10/2023
Recruiting Teachers and Paraprofessionals			Monica Hurst	2/10/2023
Student Welfare: Crisis Intervention Programs and Training			Monica Hurst	2/10/2023
Student Welfare: Discipline/Conflict/Violence Management			Monica Hurst	2/10/2023
Texas Behavior Support Initiative (TBSI)			Monica Hurst	2/10/2023
Technology Integration	Technology Director		Monica Hurst	2/10/2023

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	DISTRICT/CAMPUS/DEPT PERSONS RESPONSIBLE	FUND SOURCE (IF APPLICABLE)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	<ul style="list-style-type: none"> Campus Administrators SRO Counselors 		The district will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	<ul style="list-style-type: none"> School Nurse Campus Administrators PEIMS Coordinator PE Teachers 		The district will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	<ul style="list-style-type: none"> Campus Administrators Counselors PEIMS Coordinator 		The district will follow Board Policies: FOCA, FO, FOD, FOE

<ul style="list-style-type: none"> Recidivism rates 				
4. District/Campus/Dept. Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	<ul style="list-style-type: none"> District & Campus Administrators Advisory Committees 		The district will follow Board Policies: BQ, BQA, BQB
5. Dropout Prevention	TEC 11.252	<ul style="list-style-type: none"> Campus Administrators Counselors 		
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	<ul style="list-style-type: none"> Dyslexia Coordinators Reading Interventionists Special Programs Coordinator 		The district will follow Board Policy EHB, F, EHBC, and EKB.
7. Pregnancy Related Services <ul style="list-style-type: none"> campus-wide procedures for campuses, as applicable 		<ul style="list-style-type: none"> Secondary Counselor Special Programs Coordinator 		The district will follow Board Policies: FNE
8. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	<ul style="list-style-type: none"> Special Programs Coordinator Secondary Counselor Campus Administrator Technology Director CTE teachers 		The district will follow Board Policies: EHBF, EEL

<p>9. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	ESSA	<ul style="list-style-type: none"> Campus Administrators Human Resources Admin 		The district will follow Board Policies: DC
<p>10. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	<ul style="list-style-type: none"> Campus Administrators Counselors 		The district will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>11. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	<ul style="list-style-type: none"> Campus Administrators Counselors Curriculum Coordinator 		The district will follow Board Policy FFB and FNF.

<p>12. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<ul style="list-style-type: none"> ● Counselors ● Campus Administrators 		<p>The district will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>13. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<ul style="list-style-type: none"> ● Special Programs Coordinator 		<p>The district will follow Board Policy DMA(Legal)</p>
<p>14. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<ul style="list-style-type: none"> ● Technology Director ● Campus Administrators 		