Iola Independent School District

Iola Elementary School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: November 14, 2022

Demographics

Demographics Summary

Data from 2021-2022 TAPR & YE 2021 Local PEIMS

Enrollment:

2016-17: 262

2017-18: 288

2018-19: 312

2020-21: 300

2021-22: 315

 Special Populations:

English Learners: 3

Economically Disadvantaged: 119

Section 504 Students: 9

Students with Dyslexia: 18

Students At-Risk:52

GT: 6

Title 1: 315

Students with Disabilities

Total: 70

Students with Disabilities that are Specific LD and Intellectual Disabilities: 28

Students with Speech Impairment: 21

Students with Autism: 7

Students with Other Health Impairments: 9

Students with Emotional Disturbance: 3

Ethnic Distribution:

African American: 4

Hispanic: 63

White: 236

Asian: 1

Two or more races: 11

Demographics Strengths

Increasing attendance rates.

Attendance:

2016-17: 96%

2017-18: 97%

2018-19: 98%

2020-21: 96.67

2021-22: *97%

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an increase in student enrollment of students with special needs (academically, physically, emotionally, economically). Training staff and hiring certified teachers will continue to be a need. **Root Cause:** More families are moving from the Bryan/College Station area or large population areas to Iola.

Student Achievement

Student Achievement Summary

Data from TAPR and local reports (all subjects)

	2017-18	2018-19	2020-21	2021-22
All Tests Approaches or above	75%	79%	79%	86%
All tests Meets or above	49%	51%	58%	64%
All tests Masters	25%	31%	34%	38%

Student Achievement Strengths

Data from TAPR and local reports

	2016-17	2017-18	2018-19	2020-21	2021-22
Approaches or above 3-6 Reading	68%	76%	79%	78%	90%
Approaches or above 3-6 Math	77%	80%	83%	83%	85%
Approaches or above grade 5 Science				74%	

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In 2021-22, students in grades 3-6 at IES show a significant gap between the percentage of students approaching grade level on all tests (86%) and the percentage of students who meet grade level on all tests (64%) on the STAAR test. **Root Cause:** The rigor of instruction is not meeting the rigor of the state assessments.

Problem Statement 2: In 2021-2022, students in grades 3-6 at IES showed a significant gap between the percentage of students who meet grade level on all tests (64%) and the percentage of students who master grade level on all tests (38%) on the STAAR test. **Root Cause:** The curriculum for students in grades 3-6 was not fully aligned to meet the level of rigor being assessed.

School Culture and Climate

School Culture and Climate Summary

A school culture and climate survey was conducted in 2021. Lack of communication and a negative working environment were a concern in the survey feedback. A Region 6 District Climate Survey was given in October of 2022. The Solutions and Goals Committee at IES met and developed three priorities for staff during the 2022-2023 school year based on the survey results. The three priorities aligned with the current goals (creating a welcoming, safe, and positive school culture; providing professional development to address changing needs of students and to learn more effective classroom management/instructional strategies for all subject areas; providing rigorous student-centered instruction that addresses the needs of all students).

School Culture and Climate Strengths

1. A campus-wide Positive Behavior Intervention and Support has been implemented through PRIDE behavior expectations. The PRIDE expectations are outlined for each common area in the school (classroom, hallways, restrooms, cafeteria, etc...). Students behaviors do not impede learning at Iola Elementary.

2. Increased safety measures have been implemented: 1) door checks (district safety committee and campus safety committee), 2) video camera updates implemented, 3) video camera with door bell being installed between Buildings B and C, 4) Raptor system continues to be utilized for all non-employees entering the building, 5) Increased training and emergency plans updated and reviewed monthly with all campus personnel, 6) system of communication improved through phones, phone apps, speaker system

3. Monthly campus staff meetings and committee meetings are established for improved communication and to build capacity among staff. Teacher and staff input is valued and will be instrumental in improving school culture and climate.

4. Parents provide much support. A strong PTO is established and provides support for students and teachers.

5. The majority of staff members enjoy teaching at Iola ISD.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Iola Elementary School does not have a vision statement. Stakeholders need a vision statement to have a common goal and focus for the school. **Root Cause:** Stakeholders were not a collaborative or cohesive unit in the past.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Iola Elementary may need to add another teacher (4th grade) to compensate for the growing student population. Currently, there are only two 4th and 5th grade teachers and 3 teachers in all grades below (Kinder - 3rd).

During professional development a variety of services are offered to the teaching staff such as, whole group training, teacher led mini sessions, and outside support from areas such as Region 6. Two intervention teachers provide services for students who need to close gaps in reading and math. Teachers also serve as mentors for new teachers to the district or who have been teaching for less than 2 years. Support is provided for teachers who need additional support for student achievement or student behaviors based on walkthrough data, teacher feedback, mentor feedback, student achievement data.

IES will work with the district to develop a recruitment plan with reasons why Iola is a great district for which to work. Iola Elementary will also recruit more student teachers from neighboring universities and attend job fairs.

Staff Quality, Recruitment, and Retention Strengths

As the number of students grow, the campus is able to hire teachers as positions are created to best support the growth. Current teachers are provided professional development and training to meet the challenging needs of instruction and instructional strategies needed in classrooms including behavior strategies. Although disruptive behaviors are minimal, classroom behavior strategies are needed to maximize instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers did not attend professional development off campus. **Root Cause:** Effective and meaningful professional development was not available near the district in the past few years.

Problem Statement 2: Iola has difficulty recruiting teachers from outside of the district. **Root Cause:** A plan to recruit teachers outside of the district has not been utilized.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Multiple curriculums have been implemented in the past few years at Iola Elementary School with little alignment to grade level. Instruction is being interrupted with students being pulled from content area classes for specialized instruction and intervention. Assessment data was not focused to identify student learning gaps with instruction designed specifically to address the gaps in learning.

Curriculum, Instruction, and Assessment Strengths

Curriculum across grade levels has been aligned to meet the rigor of learning required by the TEKS and STAAR assessments. HMH Into Reading & Writing curriculum purchased by the school board (2019-20 8 year adoption) is being implemented for ELAR (grades K-5) along HMH Science Fusion (grades 2-5) and HMH Go Math (grades 2-5). Handwriting Without Tears curriculum is utilized for Pre-K to grade 5 for handwriting and additional supplemental STAAR materials (STAAR Master, Ready, Measuring Up, and Progress Learning, MClass, Amplify) are purchased and utilized as supplemental instructional materials.

A typing program has been implemented for 30 minutes each week in the classrooms to assist students in preparing for the online assessments (keyboarding skills).

Teachers use formal and informal assessments daily and weekly to make instructional decisions based on student assessment data. RtI and data meetings occur every 3 weeks with individual teachers to analyze and disaggregate student data for instructional decision making. The frequently most missed TEKS on the 2020-2021 STAAR for each tested subject were identified for teachers. The same TEKS were identified for each grade level from Kinder to grade 5 so that teachers provide more focused attention on the TEKS most frequently missed for each student. While providing the BOY screener, the RtI team identified TEKS weaknesses across grade levels and provided that information to the teachers for more targeted instruction. Teachers are tracking the TEKS data for each student and will monitor student progress. During the RtI and data meetings, the data will be analyzed and the action plan for targeting instruction for each student will be revised to ensure student achievement and success.

Two online interim assessments will be given (November and February) for all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students have gaps in learning from one grade level to the next or in multiple content areas based on student STAAR data and local assessment data. **Root Cause:** There was not a focused plan of action to target the gaps in student learning.

Problem Statement 2: Students in sub-populations do not meet Closing the Gaps Performance Targets. **Root Cause:** Due to scheduling, students are pulled from the general education classroom for interventions and special education instruction. Students are not in the content area general education classroom exposed to grade-level TEKS for the complete instructional block.

Parent and Community Engagement

Parent and Community Engagement Summary

A parent and community engagement survey has not yet been conducted for the 2022-23 school year. Although a formal survey has not been conducted, due to verbal feedback, the school website is a concern (unable to access, difficult to navigate, not updated). The IES PTO is very active in the school and provides much needed and welcomed support. IES is working to create a welcoming environment for all stakeholders. Parents and community members sponsored a career fair in the past for students and plan to do so again this school year.

Parent and Community Engagement Strengths

Parent and community engagement is important to Iola Elementary School. Parents and community members want to be active and be involved in the educational process. The PTO is involved and provide support to teachers, students, and staff by volunteering in the cafeteria for lunches, hosting the fall festival, providing teacher lunches and working for teachers when needed. The fire department has been involved by providing fire safety instruction during fire safety week and students were able to view the trucks used to fight fires. The area churches provide meals to teachers at the beginning of the school year and provide support when needed.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: To provide up to date information to the community, the community and parents rely on the school website. The website is difficult to navigate and is not updated on a consistent basis. **Root Cause:** One page website with too much information and only one person in the district updating the site.

School Context and Organization

School Context and Organization Summary

Student progress monitoring occurs through RtI and data meetings, benchmark analysis (used in grades 3-5 and reported at the beginning of each 6 weeks), reading levels reported three times per year in grades K-2 (or as needed). Formal Interim benchmarks are scheduled twice per year (November and February). Reading and math screeners are conducted three times per year.

Student academic achievement is monitored in the classroom daily, by communicating and having parent/teacher conferences, parent surveys, professional development opportunities, and walk-throughs/formal observations.

School Context and Organization Strengths

All instructional staff is focused on increased student achievement. Through formal and informal with both formative and summative student assessments, student data is analyzed formally every 3 weeks in RtI and data meetings with the RtI teachers, administrators, and teachers. Most frequently missed and most frequently tested TEKS have been identified and will be analyzed each 3 weeks to improve student achievement. The curriculum has been aligned from K through grade 5 to ensure the rigor of classroom instruction is elevated to meet the standards of state expectations. Student progress monitoring charts have been provided to teachers.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Progress monitoring tools were not aligned in the previous year. **Root Cause:** Too many tools have been used over the years by varying teachers and grade levels.

Problem Statement 2: Gaps in student learning and achievement. **Root Cause:** Gaps were not identified and targeted for instruction on a daily basis.

Technology

Technology Summary

Teachers and students have 6 chromebooks/computers in the classroom and have access to a computer lab. Teachers have updated interactive smart screens in the classroom for instructional use. All students will be expected to take the STAAR assessments online in the spring of 2023. Students will have two "at bats" or practices online using the Cambium testing platform and will have opportunities to practice using the online platform and tools before the formal assessments. A typing/keyboarding program is being utilized in grades 3-5 to assist students in improving their typing skills for the writing portions of the online assessment.

Technology Strengths

*All classrooms have a smartboard or smartscreen TV

*All classrooms have at least 6 chromebooks

A computer lab is available for use of a full classroom of students.

2 computer carts with 24 computers is available to teachers for use.

Problem Statements Identifying Technology Needs

Problem Statement 1: The internet and WiFi are not 100% reliable when using technology. **Root Cause:** Increased use of technology and overloads the system or system needs to be upgraded for the increased capacity.

Problem Statement 2: Teacher devices (such as teacher laptops and some smartboards) are out of date and struggling to work efficiently. **Root Cause:** Older devices are being replaced as funding permits.

Problem Statement 3: There are not enough devices in the classroom for student use. **Root Cause:** A computer lab is available, but the computers are not the same as chrome books and too much instruction time is wasted with transitions and logging on to the computers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Running Records results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: In grades 3-5, IES will show an increase in the percentage of students who MEET grade level or above on all STAAR assessments.

Performance Objective 1: By May 2024, students in ALL categories will meet Academic Growth Targets for ELA/Reading AND Math.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data
Interim and Benchmark Assessments
Student Data Analysis

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement instructional strategies learned through professional development, receive feedback from walkthrough reports, and dialogue with administrator and teams about student learning and achievement.	Formative		
	Dec	Apr	July
Strategy's Expected Result/Impact: Teachers will meet regularly with instructional teams in order to meet instructional needs of students. **Staff Responsible for Monitoring:** Teams Campus Administrator Interventionists **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers K - 5th grades will analyze targeted TEKS for individual students and monitor the data to ensure student growth and adjust instruction based on student achievement.	**Formative**		
	Dec	**Apr**	**July**
Strategy's Expected Result/Impact: Increased student achievement on targeted TEKS (frequently tested/frequently missed) for students whose performance on those TEKS is below growth targets. **Staff Responsible for Monitoring:** Admin, interventionists **Title I:** 2.4, 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 2: All IES instructional staff will provide rigorous data-driven instruction for student sub-populations.

Performance Objective 1: By May 2024, 100% of instructional staff will be trained in how to best serve the needs of sub-populations due to lower performance on state assessments (Economically Disadvantaged, African American, Special Education, Emergent Bilingual).

High Priority

HB3 Goal

Evaluation Data Sources: Professional development records
assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in professional development focused on meeting the needs of student subpopulations.	**Formative**		
Strategy's Expected Result/Impact: The connection and understanding between staff and students in poverty will be a more positive correlation	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Campus administrator			
Title I: 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 2: All IES instructional staff will provide rigorous data-driven instruction for student sub-populations.

Performance Objective 2: By May 2024, all students in sub-population categories will MEET grade level or above for Closing the Gaps Performance Targets for all tests.

    Evaluation Data Sources: STAAR data
    Interim and Benchmark Assessments
    Student Data Analysis

Strategy 1 Details			Formative Reviews		
Strategy 1: Teachers will track, monitor, and analyze student data focused on meeting performance targets.			**Formative**		
Strategy's Expected Result/Impact: The number of students who meet grade level or above for closing the gaps performance targets for all tests will show an increase.			**Dec**	**Apr**	**July**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 3: The school will provide a safe and secure environment for our students and staff.

Performance Objective 1: IES staff will continue to receive updates and training on campus safety procedures, continue safety drills, and the Campus Safety Committee will monitor campus safety on a weekly basis and provide input regarding safety concerns.

High Priority

HB3 Goal

Evaluation Data Sources: Professional Development/Staff Meetings
Campus Drills and Safety Procedure Documentation
Campus Safety Committee meetings
data analysis
weekly campus walkthroughs
Collaboration with District Safety Committee

Strategy 1 Details	Formative Reviews		
Strategy 1: Substitute teachers will also receive safety training during professional development or at the beginning of the school year.	**Formative**		
Strategy's Expected Result/Impact: Improved safety measures while substitutes are on campus. **Staff Responsible for Monitoring:** Campus Safety Committee Principal **ESF Levers:** Lever 3: Positive School Culture	**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.	**Formative**		
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 **ESF Levers:** Lever 3: Positive School Culture	**Dec**	**Apr**	**July**
	0%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 4: IES will provide chrome books for students on a 1:1 ratio for students in grades 2-5 and on a 1:3 ratio for grades K-1.

Performance Objective 1: Students and teachers will have access to reliable chrome books, laptops, internet, teaching tools (Interactive Screens, etc...) and WiFi for daily instruction to better prepare our students for a highly technological society.

High Priority

Evaluation Data Sources: teacher feedback
collaboration with director of technology
technology tools utilized in classrooms

Strategy 1 Details	Formative Reviews		
Strategy 1: Repurchasing programs, grant funds, and donations for technology will be evaluated.	**Formative**		
Strategy's Expected Result/Impact: Increase the number of devices for all students in the classrooms	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Technology Director Principal Grant funds coordinator Business manager **Title I:** 2.4, 2.5 - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Technology - 211-Title 1, Part A, Technology - 199-General fund, Technology - 289-Small Rural Schools Achievement Program grant			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 5: IES will create a welcoming and positive learning community for all stakeholders in order to provide the best educational environment for all students.

Performance Objective 1: All IES staff will build meaningful relationships with ALL stakeholders that encourage empowerment, involvement, and a common vision of educating life-long learners.

HB3 Goal

Evaluation Data Sources: Professional Development
Community Involvement Organizations (PTO)
Community Feedback
District Climate Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: IES will improve communication through district/campus website, newsletters, and personal contact with parents and community members.	**Formative**		
	Dec	**Apr**	**July**
Strategy's Expected Result/Impact: Increase parental communication and involvement **Staff Responsible for Monitoring:** Campus/district administrator Office personnel Teachers **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Dianne Luna	Principal
Classroom Teacher	Hillarie Gustavus	Teacher
Classroom Teacher	Brittney Wubbenhorst	Kindergarten Teacher
Classroom Teacher	Cathy Wheaton	Teacher
Classroom Teacher	Leslie Rice	Teacher
Parent	Lori Bay	Parent
Administrator	Lindi Pesl	Counselor
Classroom Teacher	Paige Finke	Teacher
Classroom Teacher	Mandy Schwanke	Teacher
Business Representative	Lindsay Willis	Business Rep
Business Representative	Kyle Bostick	Business Rep
Community Representative	Paul Reynolds	Community Member
Community Representative	Elaine Beene	Community Member
Paraprofessional	Mary Deeren	Instructional Aide/Library Aide
Paraprofessional	Emily Evans	Instructional Aide/Campus Secretary
Parent	Casey Cherry	Parent

Campus Funding Summary

			211-Title 1, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Technology		$0.00
				Sub-Total	$0.00
			289-Small Rural Schools Achievement Program grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Technology		$0.00
				Sub-Total	$0.00
			199-General fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Technology		$0.00
				Sub-Total	$0.00