Iola Independent School District

Iola High School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Iola Secondary School is a small rural school located between College Station and Huntsville. Based on the 20-21 TAPR Report information, the student population is approximately 234 students with an ethnic distribution that follows: African American 2.6%, Hispanic 17.5%, White 76.5%, 33.3% percent of our students are economically disadvantaged and 39.3% are considered at-risk. 1.3% of the student body is Limited English Proficient or LEP. 8.1% of our students are identified as gifted and talented (GT) while 12.4% of the students receive special education services. 78 % of our students are enrolled in CTE or Career and Technology Education classes. Enrollment overall and enrollment in special programs has remained steady over the last three to five years. The student mobility rate is very low at 6.3%. Currently, there are no migrant students and there is 1 homeless student. Drop out statistics reveal 0% of our students dropped out grades in 7-12. Attendance rates are at 99.4%. Class size averages are below state averages. The campus has an average of 10.2 students in the core content areas classes.

Faculty and staff demographics reveal that females comprise 64.6% of the work force. The average years of experience is 13.2; 59.7% of our teachers have over 11 years of experience and 36% have between 1-10 years of experience.

Data from the Texas Higher Education Coordinating Board reveals 59.5% of the graduates in the class of 2019 enrolled in an institution of higher learning. This was a .5% decrease from the class of 2018 and a 9.5% increase from 2017.

College Career and Military Ready Graduates based on student achievement data is 81.8% for the class of 2020.

Demographics Strengths

Since our numbers are so small we, the staff, are able to form meaningful, appropriate relationships with our students.

This is a a plus for our district in that its easier to monitor and keep track of what is happening with each individual student.

Staff demographics is pretty close to the student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2020-2021 the Hispanic sub group was 17.5% of our total population, so data on from this sub group could easily skew our data. **Root Cause:** Small rural community

Problem Statement 2: From the 2018-2019 school year to the 2019-2020 school year, our College, Career, and Military Ready Graduates dropped by 8%. **Root Cause:** Decrease in the number of certified students due to the loss of our Ag Teacher who taught those classes. It took us time to hire someone to replace that position.

Student Achievement

Student Achievement Summary

STAAR scores are above the 67% state averages of students approaching with Iola getting 76% of students approaching for the secondary campus. However, we need improvement in TSI Math scores.

Student Achievement Strengths

STAAR scores are above State averages in Approaches, Meets, and Masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In the 2020-2021 school year, there was a 14% decrease in Approaches from 2018-2019. (We did not take the STAAR & EOC during the 2019-2020 school year, we are still working on this problem.) **Root Cause:** There was a significant COVID slide due to the impact COVID 19 had on all districts across the State.

Problem Statement 2: In the 2020-2021 school year, there was a 16% decrease in Meets from 2018-2019. (We did not take the STAAR & EOC during the 2019-2020 school year, we are still working on this problem.) **Root Cause:** There was a significant COVID slide due to the impact COVID 19 had on all districts across the State.

School Culture and Climate

School Culture and Climate Summary

Students feel safe, respected by teachers, and that teachers are knowledgeable about content and recognize their efforts. Students feel that teachers have high expectations in the classroom and utilize class time wisely. Parents report that students are treated with respect and that the school stresses academic achievement. While survey numbers show positive marks in many areas, the areas for improvement include working toward a more fair representation of parents who are able to be involved in school committees and who are able to contribute to the school climate and culture.

School Culture and Climate Strengths

Students report strengths in teacher respect, that teachers recognize effort and have high expectations for academic achievement. They also report not being the root cause of bullying and that teachers are knowledgeable on the subject in which they teach. Parents beleive that our district stresses academic achievement and that students are treated with respect. Parents are also pleased with transportation services.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In the 2022-2023 school year, 7% of teachers and staff members do not feel safe at work. **Root Cause:** The concern over safety and security from our open campus and the many different buildings.

Problem Statement 2: In the 2022-2023 school year, 15.6% of teachers and staff members do not feel supported by parents/guardians of their students academic success. **Root Cause:** More grades transitioning to the secondary campus. Grade level deficiencies are causing a higher number of students who are failing to meet the minimum grade level expectations for classes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Iola ISD is a small school district with 2 teachers per grade level in the elementary school and fewer than 35 secondary instructional employees. There is not a high rate of teacher turnover each year due to committed employees who are family members and live in Iola. Their children attend Iola and the students in Iola are responsible and caring students which see Iola as a family environment. Based on recent school survey data, 78% of people work here because they enjoy and choose to be here while 50% say that it has a community feel. New teachers to the district are provided orientation during staff development week. The new employees have a school tour, meet the administrators, go to lunch as a group and are assigned a mentor teacher who has been with Iola ISD for more than 3 years.

Iola ISD strengths:

Based on current data, it is noted that 100% of staff members in Iola ISD feel either always or often empowered to make instructional decisions.

Iola ISD school schedule allows teachers the opportunities to collaborate and plan for student success. Based on the current data, it is noted that 56% of teachers reported that almost always or often the schedule allows for frequent communication among staff members between grade levels and across curriculum/subject areas.

Our school also supports all teachers voices by allowing the sharing of new ideas and allowing teachers to help with the decision making process. On the current teacher survey, it is noted that almost always or often was documented as 81% and 78% respectively.

Iola ISD weaknesses:

Iola ISD has limited recruitment opportunities for our CTE, AP, or Honors classes due to the area and distance from larger towns with bigger school districts. This causes difficulty in offering classes in different coherent sequences.

Staff Quality, Recruitment, and Retention Strengths

Iola ISD strengths:

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of recruitment opportunities for coherent sequence teachers. **Root Cause:** Iola ISD weaknesses: Iola ISD has limited recruitment opportunities for our CTE, AP, or Honors classes due to the area and distance from larger towns with bigger school districts. This causes difficulty in offering classes in different coherent sequences.

Problem Statement 2: Recruiting teachers who match the demographic breakdown of our students and community. **Root Cause:** Iola ISD has a limited recruitment capacity due to the distance from larger towns and the lack of affordable housing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers create their own Assesments, Curriculum, and instruction using textbook resources and outside resources such as Teachers Pay Teachers and instructional blogs. Teachers base their curriculum and instruction on TEKS standards as well as student assessment results. Teachers report that there is time for planning and discussing instructional strategies with one another and assesments are created based on student performance on formative assessments, with the goal being to balance performance based assessment and state testing.

Curriculum, Instruction, and Assessment Strengths

Teacher driven, student centered instruction and assements. This allows for teachers to meet the needs of the individual students. Also allows for more diversified instruction and authentic learning experiences and gives teachers the ability to constantly monitor and adjust student performance. We've added a math and a reading interventionist to help provide accelerated instruction and to fill learning gaps.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers have limited access to pre-made curriculum. With the exception of the textbook, there are not many resources available to teachers. **Root Cause:** Lack of service center resources. Also lack of school district resources, only have a state adopted textbook that in some cases are not aligned with the newer state standards.

Problem Statement 2 (Prioritized): Professional development opportunities for teachers are limited. **Root Cause:** Lack of local service center PD offering and funding for outside conferences for teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents were concerned about timely, proactive, and transparent communication. The rumor mill is always rampant and it is crucial that information is given quickly and efficiently through multiple reliable and consistent means and/or platforms so that all parents have access to the information.

Parent and Community Engagement Strengths

Strengths include:

Academics & Expecations

Family Events

Extracirricular Activities

Good Education

Academic Performance

Safety at School

Consistancy of School Rules

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: School technologies such as the website, app, etc. are not completely user friendly or known about/advertised. **Root Cause:** Not the friendliest website layout/category labels/template, lack of awareness of access, existance, or how to use the technologies such as Parent Portal, school app, etc. The district has a lack of advertising these technologies to the community.

Problem Statement 2: In the 2020-2021 school year, parents were concerned about timely, proactive, and transparent communication. It is crucial that information is given quickly and efficiently through multiple reliable and consistent means and/or platforms so that all parents have access to the information. **Root Cause:** Not having a consistent method of communicating school information to all students, parents, and community members.

School Context and Organization

School Context and Organization Summary

Iola ISD has Campus Improvement Plan that focuses on student academic achievement, safety, and success for all students. The goals are written by a collective group of staff members who know the curricular and grade level requirements to put strategies and structures in place to meet student performance objectives and formulate expected target rate as well as identifying areas of needs and a plan to meet those needs.

School Context and Organization Strengths

One goal that Iola has been successful in meeting for the 2021-2022 school year is all students and student groups will meet or exceed state and federal accountability standards. Iola HS current accountability system in which Iola HS received an A.

A strength for teachers in Iola ISD is that teachers are given a voice in decision making for the school. On a recent staff survey, 100% of teachers reported that almost always or often teachers are allowed to have a say in the decisions for their students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Attendance rate is low. **Root Cause:** Students seem to lack motivation to attend and often do not have good cause to be absent.

Technology

Technology Summary

Survey feedback indicates that, overall students and parents are satisfiied with the access to technology for students. Teacher ancedotal feedback indicates appreciation for the internet access availability as well as the mobile computer carts. Google programs such as Google Classroom and Drive allow for communication and quick distribution of assignments and also allow students who miss school regularly for extra-curricular activities to gain access to the curriculum while they are gone.

Technology Strengths

Regular access to mobile chrome book carts is helpful to both students and teachers. Students are able to have real-world experiences through the use of technology and it is excellent preparation for college level and workforce experiences. We've included teacher interactive boards in many secondary teacher classrooms.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Students need more access to personal devices to be able to adequately prepare for the new STAAR/EOC platform which will require short answer responses in each section/subject. **Root Cause:** The number of student devices is not adequate for each subject and student to properly prepare for the STAAR/EOC.

Problem Statement 2 (Prioritized): The technology infrastructure is not yet capable of handling each student being on a device on the online network. **Root Cause:** The technological updates to the infrastructure are costly and have taken a very long time to get in stock and installed.

Priority Problem Statements

Problem Statement 1: Teachers have limited access to pre-made curriculum. With the exception of the textbook, there are not many resources available to teachers.

Root Cause 1: Lack of service center resources. Also lack of school district resources, only have a state adopted textbook that in some cases are not aligned with the newer state standards.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Professional development opportunities for teachers are limited.

Root Cause 2: Lack of local service center PD offering and funding for outside conferences for teachers.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Students need more access to personal devices to be able to adequately prepare for the new STAAR/EOC platform which will require short answer responses in each section/subject.

Root Cause 3: The number of student devices is not adequate for each subject and student to properly prepare for the STAAR/EOC.

Problem Statement 3 Areas: Technology

Problem Statement 4: The technology infrastructure is not yet capable of handling each student being on a device on the online network.

Root Cause 4: The technological updates to the infrastructure are costly and have taken a very long time to get in stock and installed.

Problem Statement 4 Areas: Technology

Problem Statement 5: Attendance rate is low.

Root Cause 5: Students seem to lack motivation to attend and often do not have good cause to be absent.

Problem Statement 5 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

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

Student Data: Assessments

- 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
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: The High School Administration will work towards improving school safety within the campus.

Performance Objective 1: By May of 2023, the district will complete three research-based strategies to improve school safety within the campus.

> **High Priority**
>
> **Evaluation Data Sources:** Proof of Purchase or Training provided regarding school safety
>
> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide research-based school safety trainings for staff and students	**Formative**		
	Dec	**Apr**	**July**
2) Make physical school improvements to enhance school safety			
Strategy's Expected Result/Impact: Impact school climate by creating a safer environment for our students and staff			
Staff Responsible for Monitoring: Campus Administration, School Resource Officer			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** School Safety - 199-General fund, School Safety - 211-Title II (REAP)			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: The High School campus will work to increase student access to technology

Performance Objective 1: By May of 2023, the High School Campus will provide a better student to device ratio so that each student will be able to use a device in each class.

High Priority

Evaluation Data Sources: Increase the number of devices available to students and teachers.

Summative Evaluation: No progress made toward meeting Objective

Goal 2: The High School campus will work to increase student access to technology

Performance Objective 2: By May of 2023, the High School Campus will increase the campus wifi bandwidth to accommodate more people to have access. STAAR & EOC will all be online this year.

Evaluation Data Sources: Increase the amount of bandwidth we provide on our system.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: To provide more bandwidth for students to be able to use their technology without disruption.	**Formative**		
Strategy's Expected Result/Impact: More seamless instruction and fewer distractions	**Dec**	**Apr**	**July**
Title I: 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: The High School campus will work to improve the attendance rate.

Performance Objective 1: By May of 2023, the attendance rate for Iola High School will increase from 96.5% to 97%.

High Priority

Evaluation Data Sources: PEIMS reports
Attendance data reports

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide incentives to students in order to encourage high attendance	**Formative**		
Strategy's Expected Result/Impact: The incentives are expected to increase student attendance in order to meet our goal	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: PEIMS coordinator, Attendance clerk **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Student Incentives - 199-General fund-High School Allotment - 199			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: The High School campus will work to increase teacher participation in outside professional development.

Performance Objective 1: By May of 2023, there will be a 5% increase in teacher participation in professional development outside of the local staff development.

High Priority

Evaluation Data Sources: Professional Development Registration Rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Administration will develop a departmental rotation schedule for receiving specific funding for outside professional development.	**Formative**		
	Dec	**Apr**	**July**
2) Assist teachers in locating valuable PD opportunities **Strategy's Expected Result/Impact:** Teachers will receive more meaningful and targeted professional development, so that they may better educate our students. **Staff Responsible for Monitoring:** Campus Administration, Business Manager, Title I Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Professional Development - 211-Title 1, Part A - 211, Professional Development - 211-Title II (REAP) - 211			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 5: The High School campus will work to increase parent communication and involvement.

Performance Objective 1: By May of 2023, 100% of teachers at the High School Campus will use some type of digital method to communicate with parents about student progress and assignments (i.e. Google Classroom, Remind 101, etc.)

High Priority

Evaluation Data Sources: Teacher Surveys and Meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will notify parents by means of some digital tool about student assignments and student progress.	**Formative**		
Strategy's Expected Result/Impact: Allows parents to feel involved in the learning process.	**Dec**	**Apr**	**July**
By involving parents, we hope that the student can become more successful **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teachers will notify parents if there is a student in danger of failing.	**Formative**		
Strategy's Expected Result/Impact: Allowing parents to be involved in the learning process. **Staff Responsible for Monitoring:** Teachers	**Dec**	**Apr**	**July**
Title I: 2.4, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: The High School campus will work to increase parent satisfaction with the enforcement of discipline.

Performance Objective 1: By May of 2023, there will be an increase in parents agreeing that the rules have been consistently enforced by both teachers and administrators.

High Priority

Evaluation Data Sources: End of the Year Parent Survey Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Make a strong effort to consistently enforce the school rules.	**Formative**		
Strategy's Expected Result/Impact: Impact school climate by creating a more positive and consistent learning environment for our students.	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Campus Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 7: The High School Campus will work to maintain a rate of 0% dropout.

Performance Objective 1: By May of 2023, all teachers and paraprofessionals will receive trauma-informed training in order to build stronger student relationships.

HB3 Goal

Evaluation Data Sources: Proof of training certificates.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide teachers with the time and means to attend these trainings.	**Formative**		
Strategy's Expected Result/Impact: Help build relationships and empathy towards students that might be struggling in school and/or life. **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college	**Dec**	**Apr**	**July**

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

Goal 7: The High School Campus will work to maintain a rate of 0% dropout.

Performance Objective 2: By May of 2023, all teachers and paraprofessionals will received some form of social-emotional training in order to build stronger student relationships.

HB3 Goal

Evaluation Data Sources: Proof of training certificates.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide teachers with the time and means to attend these trainings.	**Formative**		
Strategy's Expected Result/Impact: Help build relationships and empathy towards students that might be struggling in school and/or life. **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Dec**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Campus Funding Summary

**199-General fund-High School Allotment**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Student Incentives	199	$0.00
				Sub-Total	$0.00

**211-Title 1, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Professional Development	211	$0.00
				Sub-Total	$0.00

**199-General fund**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	School Safety		$0.00
				Sub-Total	$0.00

**211-Title II (REAP)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	School Safety		$0.00
4	1	1	Professional Development	211	$0.00
				Sub-Total	$0.00