

Iola Independent School District

District Improvement Plan

2021-2022



Board Approval Date: September 20, 2021

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

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 2021 School Year with about 535 students and 90 employees. The ED percentage dropped from the end of 2019 to 2021 from 37.3% to 35.89%. The Hispanic population continues to increase, while the ELL percentage had a very low increase.

Data as of May 2021

Ethnic Distribution:

- African American: 10 (1.8%)
- Hispanic 96 (18%)
- White 412 (77.1%)
- Asian 2 (.4%)
- Two or More Races 15 (2.8%)

Student Groups:

- Economically Disadvantaged 192 (35.89%)
- Non-Economically Disadvantaged 343 (64.11%)
- Section 504 Students 33 (6.2%)
- English Learners 5 (.9%)
- Students w/ Dyslexia 25 (4.7%) *this number has doubled from 2018*
- At-Risk 153 (28.6%)

Attendance Rate: 96.4% (goal is 97%)

Staff Data:

Teachers by Highest Degree Held:

- No Degree 0
- Bachelors 41.8
- Masters 7

Teachers by Years of Experience:

- Beginning Teachers 1
- 1-5 Yrs 9

- 6-10 Years 11
- 11-20 Years 19
- Over 20 Years 8.8

Demographics Strengths

The attendance rate for the district has been consistent at almost 96.4%. 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 and second 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 2021 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 all 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 2021 PRELIMINARY data, as a district, Iola ISD continues to be above the state and region averages in every subject in Approaches, Meets, and Masters.

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

According to the survey sent out last year after COVID, many parents felt safe with returning their children to school. They felt face to face interaction and instruction was important. Iola ISD provided additional sanitation, implemented regular hand washing, etc.

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.

District Culture and Climate Strengths

Additional sanitation, cleaning, etc. has created a sense of security among teachers and community.

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, 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.

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

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 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 Campus 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.

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 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.

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.

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:

Accountability Data

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

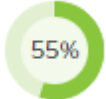
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

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

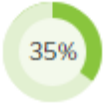
Strategy 1 Details	Formative Reviews		
Strategy 1: Use TI funds to ensure quality education for all Strategy's Expected Result/Impact: Increase the effectiveness of instruction and availability of resources to teachers and students Staff Responsible for Monitoring: Title I coordinator Business manager Title I Schoolwide Elements: 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

Targeted or ESF High Priority

Evaluation Data Sources: DSC meeting minutes
Purchase order system

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 Schoolwide Elements: 3.1 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 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.

Targeted or ESF High Priority

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

Summative Evaluation: Significant 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 Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Continuously improve technology by increasing the number of devices 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 devices per student to move toward 1:2 ratio in secondary, 1:2 in upper elementary, and 1:3 in K-4.

Targeted or ESF 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 Schoolwide Elements: 2.4, 2.5 Funding Sources: Technology - 211-Title 1, Part A, Technology - 211-Title 1, Part A	Formative		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

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, ExactPath, 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 Schoolwide Elements: 2.4, 2.6 Funding Sources: Professional development - 211-Title 1, Part A, Professional Development - 211-Title 1, Part A	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, violence prevention, dropout reduction, and discipline management. Strategy's Expected Result/Impact: Reduce the number of conflicts and create awareness on these important topics. Staff Responsible for Monitoring: Campus admin District admin Title I Schoolwide Elements: 2.5, 2.6, 3.1	Formative		
	Dec	Apr	July
 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 ExactPath 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: ExactPath data sources, pre- & post-tests, benchmarks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement ExactPath 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 Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Software - 211-Title 1, Part A	Formative		
	Dec	Apr	July

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 77 to 82%.

Performance Objective 1: The district will increase students who approach grade level or above in ELA from 80 to 85%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Test Results

Summative Evaluation: Some progress made toward meeting Objective

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

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 77 to 82%.

Performance Objective 2: The district will increase students who approach grade level or above in Math from 78 to 83%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR test results

Summative Evaluation: No progress made toward meeting Objective

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

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 77 to 82%.

Performance Objective 3: The district will increase students who approach grade level or above in Writing from 71 to 76%.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmarks
STAAR results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a unified aligned writing rubric, align expectations in K-8 Strategy's Expected Result/Impact: Improve academic performance Staff Responsible for Monitoring: Campus Administrators Superintendent Title I Schoolwide Elements: 2.4, 2.6	Formative		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 77 to 82%.

Performance Objective 4: The district will increase students who approach grade level or above in Science from 79 to 84%.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark testing
STAAR results

Summative Evaluation: Some progress made toward meeting Objective

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 Schoolwide Elements: 2.4, 2.6		Formative		
		Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Iola ISD will work to increase the percentage of students who approach grade level or above from 77 to 82%.

Performance Objective 5: The district will increase students who approach grade level or above in Social Studies from 77 to 82%.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark Testing
STAAR results

Summative Evaluation: Some progress made toward meeting Objective

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 Schoolwide Elements: 2.4, 2.6		Formative		
		Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Iola ISD will increase the amount of social and emotional 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	Formative		
	Dec	Apr	July
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

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	Formative		
	Dec	Apr	July
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

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