

Iola Independent School District
Iola Elementary School
2021-2022 Campus Improvement Plan

Board Approval Date: September 20, 2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data from 2018-2019 TAPR & YE 2021 Local PEIMS

Enrollment:

2016-17: 262

2017-18: 288

2018-19: 312

2020-21: 300

Special Populations:

English Learners: .67%

Economically Disadvantaged: 38%

Section 504 Students: 3%

Students with Dyslexia: 5.7%

Students At-Risk: 20%

Students with Disabilities

Total: 43

Students with Disabilities that are Specific LD and Intellectual Disabilities: 32.5

Students with Disabilities that are Physical Disabilities: 25.6%

Students with Disabilities that are Behavioral Disabilities: * too small

Ethnic Distribution:

1.3% African American

18.3% Hispanic

77.3% White

.3% Asian

2.7% Two or more races

Demographics Strengths

Increasing attendance rates.

Attendance:

2016-17: 96%

2017-18: 97%

2018-19: 98%

2020-21: 96.67

All of the Elementary teachers are ESL certified to meet the needs of the growing subgroup populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our EL population is growing. **Root Cause:** Our district is growing with more people moving here from larger cities, including refugees, and those to seek out job opportunities.

Problem Statement 2: More economically disadvantaged elementary students are moving into Iola ISD, where not all teachers are certain on how to reach each of these economically disadvantaged kids in various ways. **Root Cause:** The teachers don't have adequate professional development opportunities to teach these types of kids and know how to manage certain behaviors that come along with that.

Student Achievement

Student Achievement Summary

Data from TAPR and local reports

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

Student Achievement Strengths

Data from TAPR and local reports

	2016-17	2017-18	2018-19	2020-21
Approaches or above 3-6 Reading	68%	76%	79%	78%
Approaches or above 3-6 Math	77%	80%	83%	83%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In the 2018-2019 school year, all students grades 3-6 at IES showed a significant gap between the percentage approaching grade level on all tests (79%) and the percentage of students who meet grade level on all tests (51%) on the STAAR test. **Root Cause:** Many students enter school already having a limited schema and a low foundation in their vocabulary and language development. These students are constantly playing catch up year after year, showing some growth yet still behind.

Problem Statement 2: In the 2018-2019 school year, all students grades 3-6 at IES showed a significant gap between the percentage of students who meet grade level on all tests (51%) and the percentage of students who master grade level on all tests (31%) on the STAAR test. **Root Cause:** Students show a struggle with being able to use higher level thinking skills and do things such as draw conclusions and make inferences and problem solve.

School Culture and Climate

School Culture and Climate Summary

No survey was done in 2019-20 since school was closed in the Spring. Referral data was not ran since we did not finish out the school year in the building.

School Culture and Climate Strengths

1. We decreased the number of office referrals by more than half in 2017-2018 than the previous year.
2. To promote safety, we have the anonymous tip line, behavior plan expectations, the fencing between elementary and admin buildings, removal of door stops and updated raptor system. We also have video camera doorbells at main entrances of building.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 2018-19, the rate of Elementary disciplinary referrals in the classroom is higher in the 1st 6-weeks, after summer break and the 4th 6-weeks, after Christmas break **Root Cause:** Students are entering a structured environment after spending time in a non-structured environment

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Since the 2017-18 school year, Iola Elementary has added a full-time dyslexia teacher, added another SPED teacher/SPED coach, added 2 classroom teachers, and added 2 aides. Iola ISD has new teacher inservice and mentor teachers to provide support. 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. Support is offered to teachers whose students are performing below district and state standards through workshops, RTI teachers pushing into classrooms, and improving strategies for those students in meetings.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: When student performance is below district and/or state standards, teachers need more support in order to improve scores. **Root Cause:** Collaboration is not available within grade levels due to the size of our school

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Overall, our campus tries to relate classroom problems with real-world problems. Teachers use data to form small groups and drive instruction. Individual student goals are set so that they are achievable and celebrated.

Curriculum, Instruction, and Assessment Strengths

Differentiated instruction and small groups. RTI program for reading and math interventions. Variety of benchmarks to pinpoint student progress. Skills-based report cards in lower grade levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Progress monitoring for student growth can be difficult. **Root Cause:** There are varying tools across grade levels.

Problem Statement 2: Increase in number of students serviced by speech which results in a decrease of instructional time. **Root Cause:** Increase of students with articulation and speech delays.

Parent and Community Engagement

Parent and Community Engagement Summary

There was no survey done in the Spring of 2019-20 due to school closure.

Parent and Community Engagement Strengths

According to the data collected in the most-recent parent survey the children feel safe, have trusting relationships with staff, parents feel welcome and involved, parents participated in teacher conferences, and are happy with transportation and facilities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: A concern from parents was use of the school website. **Root Cause:** Parents feel that the website is not user friendly and difficult to find information on.

Problem Statement 2: A concern from parents was the understanding of parent portal. **Root Cause:** Parents have expressed lack of knowledge on how to use the parent portal program therefore continue to stay uninformed on student grades and attendance.

Problem Statement 3: A concern from parents was wanting more ways to work with their children at home- homework, assessments, examples of classwork and upcoming units. **Root Cause:** The district does not engage all parents in these specific areas.

School Context and Organization

School Context and Organization Summary

Many sources are used to monitor progress in different ways--RTI meetings (help us determine the urgency of a particular student or students), benchmark analysis (used in grades 3-6 that are reported at the beginning of each 6 weeks), reading levels reported each 6 weeks by grades k-2, and TAPR reports. Benchmarks occur at the end of each 6 weeks. Reading and math screeners are done 3 times a year.

The campus does have a focus of improving student academic achievement by communicating and having parent/teacher conferences, parent surveys, professional development opportunities, and walk-throughs/formal observations. Progress monitoring occurs 3 times a year.

School Context and Organization Strengths

Every 9-12 weeks each teacher meets with the RTI Committee to look over data to help improve academic achievement in struggling students by seeing where the gaps are in academics.

Teachers have a daily planning period where time is given to meet with their team to bounce ideas, plan, communicate with parents,...This allows teachers time to focus on improving the academic needs of students and putting a plan in place.

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: Reading and math intervention do not have an intervention curriculum that covers all grade levels. **Root Cause:** Reading intervention curriculum only covers through 4th grade. Math intervention curriculum varies based on grade level.

Technology

Technology Summary

After reflecting on technology use in the classroom, we feel that student engagement and therefore knowledge would increase if all students had access to their own device.

Technology Strengths

- *All classrooms have a document camera.
- *All classrooms have a smartboard or smartscreen TV
- *All classrooms have a few student devices such as tablets or chromebooks.

Problem Statements Identifying Technology Needs

Problem Statement 1: When looking back at the 2018-2019 school year, and also looking forward into present and future years, students at IES do not have adequate opportunity to access and use technology within the classroom on a 1 to 1 student to device ratio. **Root Cause:** We have a lack of funding available to provide devices to individual students.

Problem Statement 2: Teacher devices (such as teacher laptops and some smartboards) are out of date and struggling to work efficiently. **Root Cause:** We have a lack of funding available to replace or upgrade current equipment and devices.

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

- STEM/STEAM data
- 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: All teachers and paraprofessionals will adequately serve the growing number of economically disadvantaged students, in the areas of instructional and social/emotional needs.

Performance Objective 1: By November 2021, increase the number of teachers and paraprofessionals trained in how to best serve the needs of students in poverty from 0% to 100%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Professional development records.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development at the beginning of the year on meeting the needs of students in poverty, such as Ruby Payne's "A Framework for Understanding Poverty." Strategy's Expected Result/Impact: The connection and understanding between staff and students in poverty will be a more positive correlation Staff Responsible for Monitoring: Campus administrator Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: In grades 3-6, IES will show an increase in the percent of students who approach grade level and above on all tests by closing the gaps.

Performance Objective 1: By December 2021, the percentage of students who are approaching grade level and above will increase from 79% to 85% and increase for students who meet grade level and above on all tests from 51% to 59%

HB3 Goal

Evaluation Data Sources: STAAR data

Exact Path

Walk-through

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will develop instructional strategies through professional development and team meetings to ensure they are meeting the needs of all students, especially those at-risk. Strategy's Expected Result/Impact: Teachers will communicate with other grade levels and other teachers that have an educational interest in individual children so that they have a better understanding of that child's academic and emotional needs. Staff Responsible for Monitoring: Teams Campus Administrator Interventionists Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers K - 6th grades will implement programs to adapt to student's academic level and close gaps from prior grade levels. Intervention Curriculum for math and reading will help to target and progress monitor students' needs. Staff Responsible for Monitoring: Admin, interventionists Title I Schoolwide Elements: 2.4, 3.1 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Apr	July
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

Goal 3: Teachers will close a significant gap between the percentage of students who meet on grade level on all tests and students who master grade level on all tests.

Performance Objective 1: The percentage of students who master grade level tests will increase from 31% to 35% by December of 2021 by using professional development to learn to implement strategies to differentiate instruction and reach the students who have difficulty with higher level thinking.

HB3 Goal

Evaluation Data Sources: Professional development logs
T-TESS Evaluations
STAAR data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The district will provide teachers with resources that focus on developing higher level thinking skills and enrich the students. Strategy's Expected Result/Impact: Enrichment! Staff Responsible for Monitoring: Campus & district administrators Classroom teachers Title I Schoolwide Elements: 2.4 Funding Sources: Title I - 211-Title 1, Part A, Instructional - 199-General fund	Formative		
	Dec	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: The use of an instructional minutes calendar will allow teachers more quality instructional time with their students. Strategy's Expected Result/Impact: Allow teachers more time to increase the amount of instruction given to the students. Staff Responsible for Monitoring: Campus Administrator - master schedule Title I Schoolwide Elements: 2.4	Formative		
	Dec	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers and paraprofessionals will attend professional development in order to gain knowledge and ideas in regards to differentiating instruction for students, including students with disabilities receiving specialized instruction. Staff Responsible for Monitoring: Title I coordinator	Formative		
	Dec	Apr	July

Campus Administrator			
Specialists			
Human Resources			
Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math			
Funding Sources: Title I funds - 211-Title 1, Part A, General Fund - 199-General fund			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: The school will provide a safe a secure environment for our students and staff.

Performance Objective 1: Survey data was not collected during the 2019-20 school year. According to the safety audit conducted in the 2019-20 school year, many high-concern areas were addressed and were no longer a concern by the auditor. Camera systems need to be updated from analog to IP, and more cameras installed throughout the campus (inside and out.)

HB3 Goal

Evaluation Data Sources: 2019-2020 Safety Audit

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Increase the number of devices available for students.

Performance Objective 1: In an effort to move to 1:2 for grades 5th & 6th grade and 1:3 for K-4 student to device ratio, IES will increase the number of devices per classroom by 4 yearly, until this goal is met. The goal is expected to be met by year-ending 2022.

Evaluation Data Sources: Computer Inventory

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 Funding Sources: Technology - 211-Title 1, Part A, Technology - 289-Small Rural Schools Achievement Program grant, Technology - 199-General fund	Formative		
	Dec	Apr	July
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue			

Goal 5: Increase the number of devices available for students.

Performance Objective 2: Funding for technology will be directed towards the purchase of devices for students.

Evaluation Data Sources: Grant documentation
Computer inventory

Summative Evaluation: Met Objective

Strategy 1 Details		Formative Reviews		
Strategy 1: By the end of 2022, technology grants will be applied and granted in order to reach the above stated goal. Staff Responsible for Monitoring: Technology Director Funding Sources: Technology - 211-Title 1, Part A		Formative		
		Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 6: IES will provide teachers with adequate and efficient technology to use in their classrooms with their students.

Performance Objective 1: Through the use of local budgeting, federal, state, and private grant funding, non-working SmartBoards will be replaced with new, interactive boards that are more suitable for students.

Targeted or ESF High Priority

Evaluation Data Sources: Purchase order system
Grant funding documentation
Yearly local budget & inventory

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Repurchasing programs, grant funds will be evaluated. Strategy's Expected Result/Impact: Increase the number of devices for all students in the classrooms Staff Responsible for Monitoring: Technology Director Grant funds coordinator Business manager Funding Sources: Technology - 211-Title 1, Part A, Technology - 199-General fund, Technology - 289-Small Rural Schools Achievement Program grant	Formative		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Students will receive differentiated instruction in all classrooms.

Performance Objective 1: By August 2023, all teachers will provide differentiation through small-group instruction at least 3 days a week.

(Texas Administrative Code: (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.)

Targeted or ESF High Priority

Evaluation Data Sources: Class schedules depicting small group times. Walkthrough data. Professional development for small-group instruction records.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development and coaching Review student data to plan groupings Strategy's Expected Result/Impact: Increase learning time Meet the needs of all students Staff Responsible for Monitoring: Campus Administrator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Apr	July
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 8: Parents and community members will learn to efficiently navigate the website and the use Parent Portal.

Performance Objective 1: By the end of the 2022 school year, the district website will be re-evaluated to ensure it is updated and user-friendly. Parents will receive the opportunity to have training on Parent Portal throughout the year as parents need it.

Evaluation Data Sources: District website
Sign-in logs for summer attendance
Parent/Community survey

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be trained on Parent Portal so they can relay information to parents, thus involving the community and parents. Strategy's Expected Result/Impact: Teachers will be able to help parents and community members navigate the site and Parent Portal. Staff Responsible for Monitoring: Technology Director	Formative		
	Dec	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 9: Teachers will improve communication and involvement with parents for homework, assessments, and classwork.

Performance Objective 1: By October 2021 school year, the number of teachers that use newsletters, communication apps, or classroom websites to communicate with parents will increase to 100% so all parents feel they are taking a part in the learning of their child.

HB3 Goal

Evaluation Data Sources: Newsletters
Websites
Communication tools

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will share the information to the district admin and office personnel. Strategy's Expected Result/Impact: Increase parental communication and involvement Staff Responsible for Monitoring: Campus/district administrator Office personnel Title I Schoolwide Elements: 3.1, 3.2	Formative		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			