Iola Independent School District

Iola High School

2021-2022 Campus Improvement Plan

Board Approval Date: September 20, 2021

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2021

Demographics

Demographics Summary

Iola Secondary School is a small rural school located between College Station and Huntsville. Based on the 19-20 TAPR Report information, the student population is approximately 214 students with an ethnic distribution that follows: African American 2.8%, Hispanic 15.9%, White 77.6%, 32.7% percent of our students are economically disadvantaged and 40.7% are considered at-risk. None of the student body is Limited English Proficient or LEP. 7.9% of our students are identified as gifted and talented (GT) while 7.5% 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 4.6%. 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 96.4%. Class size averages are below state averages. The campus has an average of 10.5 students in the core content areas classes.

Faculty and staff demographics reveal that females comprise 62.4% of the work force. The average years of experience is 12.1; 68.3% of our teachers have over 11 years of experience and 22.5% have between 1-10 years of experience.

Data from the Texas Higher Education Coordinating Board reveals 60% of the graduates in the class of 2018 enrolled in an institution of higher learning. This was a 10% increase over the class of 2017 and a 18% increase from 2016.

College Career and Military Ready Graduates based on student achievement data is 70.2% for the class of 2019.

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 2019-2020 the Hispanic sub group was 15.9% 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 78% state averages of students approaching with Iola getting 90% of students approaching for the secondary campus. However, we need improvement in TSI Math scores.

Student Achievement Strengths

STAAR scores are above State averages.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In the 2018-2019 school year, there was a 10% decrease in the English II OOC students meeting the Approached Grade Level and Above. (We did not take the STAAR & EOC during the 2019-2020 school year, we are still working on this problem.) **Root Cause:** This class of students has consistently performed at a lower level than their other grade level groups.

Problem Statement 2: In the 2018-2019 school year, there was a 5% decrease in the overall average of Science scores who were at the Masters Level. (We did not take the STAAR & EOC during the 2019-2020 school year, we are still working on this problem.) **Root Cause:** Students lacked the depth of concepts due to an adoption of new TEKS

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 2020-2021 school year, 24.8% of parents were uncomfortable with their child(ren) returning to school if classes which were held on-site with normal class sizes and the understanding that additional safety precautions were taken to mitigate the spread of COVID-19. **Root Cause:** The concern over contracting Covid at school.

Problem Statement 2: In the 2020-2021 school year, parents were concerned with the negative social emotional impact the pandemic would have on students academic and emotional development. **Root Cause:** Having to adjust all normal policies, procedures, and routines due to the Covid-19 pandemic.

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:

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.

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. One goal that Iola has been successful in meeting for the 2018-2019 school year is 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. One goal area that Iola ISD is working to improve is Goal 3: All students will attend school daily and absences will only occur with good cause. Transportation and other opportunities for students who may not have basic needs have been provided as well. (No STAAR or EOC for 2019-202 school year, this summary continues.)

School Context and Organization Strengths

One goal that Iola has been successful in meeting for the 2019-2020 school year is all students and student groups will meet or exceed state and federal accountability standards. Due to the rollover from the 2018-2019 school year, this is shown through the current accountability system in which Iola ISD received an A. (No STAAR or EOC for 2019-202 school year, this summary continues.)

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 access to a designated computer lab space where they can access PCs and print material for class. **Root Cause:** The computers available to students at the secondary level in the computer lab are outdated and many are not functioning.

Problem Statement 2 (Prioritized): Technology training often presents a large number of apps or resources and moves at a rapid pace, not always allowing for in depth practice for teachers to implement the new information fully. **Root Cause:** There is limited time for technology training during inservice days when teachers are often pulled in many different directions.

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 access to a designated computer lab space where they can access PCs and print material for class.

Root Cause 3: The computers available to students at the secondary level in the computer lab are outdated and many are not functioning.

Problem Statement 3 Areas: Technology

Problem Statement 4: Technology training often presents a large number of apps or resources and moves at a rapid pace, not always allowing for in depth practice for teachers to implement the new information fully.

Root Cause 4: There is limited time for technology training during inservice days when teachers are often pulled in many different directions.

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
- Federal Report Card Data

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 progress
- 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

Revised/Approved: September 9, 2021

Goal 1: The High School campus will work to improve the attendance rate.

Performance Objective 1: By May of 2022, the attendance rate for Iola High School will increase from 96.5% to 97%.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS reports
Attendance data reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Apr	July
Strategy 1: Provide incentives to students in order to encourage high attendance **Strategy's Expected Result/Impact:** The incentives are expected to increase student attendance in order to meet our goal **Staff Responsible for Monitoring:** PEIMS coordinator, Attendance clerk **Title I Schoolwide Elements:** 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			



No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: The High School campus will work to increase teacher participation in outside professional development.

Performance Objective 1: By May of 2022, there will be a 5% increase in teacher participation in professional development outside of the local staff development.

Targeted or ESF 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 Schoolwide Elements:** 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 3: The High School Administration will work towards improving school safety within the campus.

Performance Objective 1: By May of 2022, the district will complete three research-based strategies to improve school safety within the campus.

Targeted or ESF High Priority

Evaluation Data Sources: Proof of Purchase or Training provided regarding school safety

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 Schoolwide Elements:** 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)			

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: The High School campus will work to increase student access to technology

Performance Objective 1: By May of 2022, 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.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Apr	July
Strategy 1: To provide more bandwidth for students to be able to use their technology without disruption. **Strategy's Expected Result/Impact:** More seamless instruction and fewer distractions **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By May of 2022, 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.)

Targeted or ESF High Priority

Evaluation Data Sources: Teacher Surveys and Meetings

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. By involving parents, we hope that the student can become more successful **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	Dec	Apr	July

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 **Title I Schoolwide Elements:** 2.4, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	Dec	Apr	July

 No Progress  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 2022, there will be a 20% increase in parents agreeing that the rules have been consistently enforced by both teachers and administrators.

Targeted or ESF High Priority

Evaluation Data Sources: End of the Year Parent Survey Data

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 Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college			



No Progress


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 2022, 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.

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.	Dec	Apr	July
Title I Schoolwide Elements: 2.6 - **TEA Priorities:** 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 2: By May of 2022, 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.

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Brian Fowler	Secondary Principal
Non-classroom Professional	Lindsey Harris	Secondary Counselor
District-level Professional	Monica Hurst	Director of Technology
Business Representative	Russell Smithey	Business Owner
Community Representative	Munroe Rice	Community Representative
Parent	Jody Smith	Parent
Community Representative	Jeffrey Morgan	Community Representative
Classroom Teacher	Sofi Teston	Teacher
Classroom Teacher	Dana Daniel	Teacher
Classroom Teacher	Andrew Glass	Teacher
Classroom Teacher	Krisha Goodney	Teacher
Classroom Teacher	Jamie McDougald	Teacher/Coach
Classroom Teacher	Courtney Smith	Teacher
Parent	Katie Compian	Parent