

Iola Independent School District

Iola High School

2020-2021 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 18-19 TAPR Report information, the student population is approximately 214 students with an ethnic distribution that follows: African American 3.3%, Hispanic 15%, White 80.4%, 35% percent of our students are economically disadvantaged and 44.4% are considered at-risk. None of the student body is Limited English Proficient or LEP. 7.5% of our students are identified as gifted and talented (GT) while 6.5% of the students receive special education services. 81.3 % 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 10.2%. Currently, there are no migrant or homeless students. Drop out statistics reveal less than 0% of our students dropped out grades in 7-12. Attendance rates are at 96%. Class size averages are below state averages. The campus has an average of 11 students in the core content areas classes.

Faculty and staff demographics reveal that females comprise 71.5% of the work force. The average years of experience is 12.1; 56% of our teachers have over 11 years of experience and 14.4% have between 1-5 years of experience.

Data from the Texas Higher Education Coordinating Board reveals 50% of the graduates in the class of 2017 enrolled in an institution of higher learning. This was a 8.2% increase over the class of 2016.

College Career and Military Ready Graduates based on student achievement data is 82% for the class of 2018.

Demographics Strengths

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

This is 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 2018-2019 the Hispanic sub group was 15% 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 2017-2018 school year to the 2018-2019 school year, our at-risk sub group increased by 8.7%. **Root Cause:** Increase level of rigor in the TEKS

Student Achievement

Student Achievement Summary

STAAR scores are above state averages, however, we need improvement in SAT/ACT 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. **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. **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 more fair and consistent punishment and an increased effort for teachers to know parents.

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 believe 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 2017-2018 school year, 38.1% of students and parents felt that the rules were inconsistently enforced by teachers and administration. **Root Cause:** The suspected root cause of this issue is not having a consistent follow through plan as an administrative team and not implementing strict disciplinary action as stated at the beginning of the school year.

Problem Statement 2: In the 2017-2018 school year, 52.4% of students agree that the cafeteria isn't tasty. **Root Cause:** The suspected root cause of this issue is the portion size and availability of options in the cafeteria.

Problem Statement 3 (Prioritized): In the 2017-2018 school year, 53% of parents agree that school employees do not make an effort to know the parents and students. **Root Cause:** The suspected root cause of this issue is the need for improvement in teacher and parent communication.

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 20 high school 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers create their own Assessments, 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 assessments 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 assessments. 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.

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 completed a survey about the overall experience & satisfaction with the topic of perceptions: family and community engagement. This showed involvement levels of parents, only 34 completed the survey, & their feelings about school academic & activity environments, technologies, and parent/school interactions. Most categories scored high, but there were a few that the vote was split in the mid-lower range.

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 (Prioritized): From the Previous school year ('17-'18), there was a closer percentage between strengths & weaknesses of employees making an effort to get to know parents. **Root Cause:** Lack of time in teacher's schedules; reliant on resources & activities & pre-existing relationships, so level of complacency exists, & relationships not furthered.

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. Things that have been put in place for the 2019-2020 school year to address this concern are gift cards each 3 weeks for a drawing for students who have been present every day for that six weeks. Transportation and other opportunities for students who may not have basic needs have been provided as well.

School Context and Organization Strengths

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.

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 satisfied with the access to technology for students. Teacher anecdotal 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.

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: From the Previous school year ('17-'18), there was a closer percentage between strengths & weaknesses of employees making an effort to get to know parents.

Root Cause 5: Lack of time in teacher's schedules; reliant on resources & activities & pre-existing relationships, so level of complacency exists, & relationships not furthered.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Attendance rate is low.

Root Cause 6: Students seem to lack motivation to attend and often do not have good cause to be absent.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: In the 2017-2018 school year, 53% of parents agree that school employees do not make an effort to know the parents and students.

Root Cause 7: The suspected root cause of this issue is the need for improvement in teacher and parent communication.

Problem Statement 7 Areas: School Culture and Climate

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 End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data

Goals

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

Performance Objective 1: By May of 2021, the attendance rate for Iola High School will increase from 96.0% to 96.5%.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS reports
Attendance data reports

Strategy 1 Details	Formative Reviews		
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	Formative		
	Dec	Apr	July
0% No Progress 100% 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 2021, 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. 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	Formative		
	Dec	Apr	July
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 2021, 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 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)		Formative		
		Dec	Apr	July
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May of 2021, the High School Campus will increase the ratio of student access to Chromebooks from 1 per 4 students to 1 per 2 students.

Targeted or ESF High Priority

Evaluation Data Sources: Technology Inventory Logs

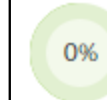
Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase Chrome books for our students Strategy's Expected Result/Impact: To increase student access to technology. Staff Responsible for Monitoring: Technology Director, Business Manager, IMA Coordinator, Title I Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: New Technology - 289-Small Rural Schools Achievement Program grant, New Technology - 244-CTE_Perkins, New Technology - 211-Title II (REAP)	Formative		
	Dec	Apr	July
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 2021, 100% of teachers at the High School Campus will use some type of digital method to communicate with parents about student progress and assignments (ie. 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. 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	Formative		
	Dec	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will notify parents if there is a student in danger of failing. 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	Formative		
	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 2021, 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. Strategy's Expected Result/Impact: Impact school climate by creating a more positive and consistent learning environment for our students. 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	Formative		
	Dec	Apr	July
 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 2021, 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.

Campus Funding Summary

199-General fund-High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Incentives	199	\$0.00
Sub-Total					\$0.00
211-Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development	211	\$0.00
Sub-Total					\$0.00
244-CTE_Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	New Technology		\$0.00
Sub-Total					\$0.00
289-Small Rural Schools Achievement Program grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	New Technology		\$0.00
Sub-Total					\$0.00
199-General fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	School Safety		\$0.00
Sub-Total					\$0.00
211-Title II (REAP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development	211	\$0.00
3	1	1	School Safety		\$0.00
4	1	1	New Technology		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums