

Iola Independent School District
Iola Elementary School
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: November 13, 2018

Demographics

Demographics Summary

Our enrollment increased from 262 (2016-2017) to 288 (2017-2018). The hispanic student population increased from 17 students to 23 students. Our ESL population increased from 2 students to 7 students. The number of economically distadvantaged students increased by 2%. There were 101 ED students in the 2016-2017 school year and 117 ED students in the 2017-2018 school year.

Demographics Strengths

Our attendance rates have increased to 98% for the 2018-2019 school year. The attendance rate for the 2017-2018 school year was at 97% and 96% for the 2016-2017 school year.

All of the Elementary teachers are ESL certified to meet the needs of the growing subgroup populations. Our student population is currently 318 students with no additional data to compare the past years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the 2017-2018 school year, our hispanic subgroup population grew by 2% from the 2016-2017 school year. **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 mange certain behaviors that come along with that.

Student Achievement

Student Achievement Summary

After analyzing STAAR data in all subjects for IES, we noticed a significant difference in the STAAR achievement levels and felt this was an area of concern that we need to address.

Student Achievement Strengths

In reading students approaching grade level standards grew from 68% in 2017 to 76% in 2018.

In mathematics students approaching grade level standards grew from 77% in 2017 to 80% in 2018.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In the 2017-2018 school year, all students grades 3-6 at IES showed a significant gap between the percentage approaching grade level on all tests (75%) and the percentage of students who meet grade level on all tests (49%) 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 2017-2018 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 (49%) and the percentage of students who master grade level on all tests (25%) 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 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 stop-it app, behavior plan expectations, the fencing between elementary and admin buildings, removal of door stops and raptor system
4. There are a variety of ways to involve students: fire safety program, K-9 presentation, the bulldog bell for students to ring when they meet their personal goal, bulldogs of the month and drivers of the week that focuses on character, gift card drawings for perfect attendance every 6-weeks.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 2017-18, 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

Problem Statement 2: 2017-18, front exterior door and tunnel doors remain unlocked that allows open access which increases the risk of students and adults in the cafeteria, gym and office areas **Root Cause:** Tunnel doors must remain unlocked to provide jr high and high school students access to the school nurse. The front doors must remain unlocked to allow visitors and late students access to the office.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

After the 2017/2018 school year the teacher retention rate improved greatly in only losing one teacher aide. 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

From 2017/2018 school year to present year teacher retention improved greatly and support for staff suring PD is above average.

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

Diffrentiated instruction and small groups. RTI program for reading and math interventions. Monthly grade level meetings. Variety of bencharks to pinpoint student progress. Skills-based report cards in lower grade levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: In the classrooms, we lack a unified writing assessment for grades pk-6 to help parents have a clear understanding of where their child is as a writer. **Root Cause:** Without writing rubrics, assessing student writing is too subjective

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

In reviewing the data from the 2017/2018 parent survey it would seem that the parents and community as a whole are satisfied or above satisfaction in the family and community engagement area for Iola ISD. Data showed that parents feel welcome at the school, however they seem to want a better understanding of the use of parent portal, improvement on the school website, and would like more ways to be able to help their children learn at home and with homework.

Parent and Community Engagement Strengths

According to the data collected in the parent survey for 17/18 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: For the 2017/2018 school year 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: For the 2017/2018 school year 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: For the 2017/2018 school year 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.

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

There is an organized schedule of assessment dates and windows that is approved by the Elementary Leadership Committee. This calendar is printed and given to each teacher to follow and use in their planning.

Every 9 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.

Each month grade levels meet with Mrs. Sajewski during conference time to share comments (good or bad), concerns, or anything else that the teams feel needs to be shared or addressed.

Teachers have a daily planning period where precious 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: Currently, elementary teachers do not have a process in place to ensure that the daily demands of the campus do not overshadow a

focus on improvement. **Root Cause:** There is a concern of teachers getting too bogged down and not being able to focus on their students and their academic needs all at the same time.

Problem Statement 2: Not all reading intervention students are able to receive instruction from the reading interventionist. **Root Cause:** The reading interventionist is also the dyslexia interventionist. She does not have enough time slots to serve all grades for reading intervention.

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.
- *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 2017-2018 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Running Records results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

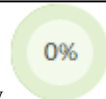
Goal 1: Reading/Language arts teachers will serve our English Language Learners through an ESL program in the classroom.

Performance Objective 1: By January 2020, the percentage of Language Arts/Reading teachers who are ESL certified will increase from 80% to 100%.

Evaluation Data Source(s) 1: SBEC records

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 7 1) New hires will be required to obtain or have an ESL certification.	2.4, 2.6	Human Resources, campus administrator, Title I coordinator	Upon the passing of the ESL certification exam, the strategy is expected to provide students with the support they need and teachers with the knowledge they need for ELL students.				
Funding Sources: 199-General fund-ESL - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Reading/Language arts teachers will serve our English Language Learners through an ESL program in the classroom.

Performance Objective 2: By January 2020, the number of reading/language arts teachers who are ESL certified will increase from 80% to 100%

Evaluation Data Source(s) 2: SBEC records

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 7 1) Existing teachers will be required to obtain an ESL certification. Additional professional development may be required.	2.4, 2.6	Human Resources, campus administrator, Title I coordinator	Upon the passing of the ESL certification exam, the strategy is expected to provide students with the support they need and teachers with the knowledge they need for ELL students.				
Funding Sources: 199-General fund-ESL - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

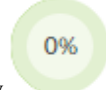
Goal 2: All teachers and paraprofessionals will adequately serve the growing number of economically disadvantaged students, in the areas of instructional and social/emotional needs.

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

Evaluation Data Source(s) 1: Professional development records.

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 1) Professional development at the beginning of the year on meeting the needs of students in poverty.	2.4, 2.6	Campus administrator	The connection and understanding between staff and students in poverty will be a more positive correlation				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: 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 April 2020, the percentage of students who are approaching grade level and above will increase from 75% to 85% and increase for students who meet grade level and above on all tests from 49% to 59%

Evaluation Data Source(s) 1: STAAR data

Exact Path

Walk-through

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 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.	2.4, 2.6	Teams Campus Administrator Interventionists	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.				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 2) IES will implement the use of the dyslexia specialist to improve student learning.	2.4						
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 7 3) Teachers 1st - 6th grades will implement ExactPath to adapt to student's academic level and close gaps from prior grade levels.	2.4, 3.1						



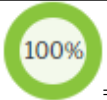
Goal 4: Students will be able to transition back to school from summer and holidays, as well as from classroom to classroom, effectively while maintaining behavior expectations.

Performance Objective 1: By January 2020, common behavior expectation procedures in each classroom will help reduce the number of discipline referrals by 25%. (CHAMPS)

Evaluation Data Source(s) 1: Student discipline records

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) CHAMPS	2.5	In-class teachers Campus Administrator	Through positive reinforcement, a consistent and systematic behavior expectation, student referrals will decrease.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: 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 25% to 35% by May of 2020 by using professional development to learn to implement strategies to differentiate instruction and reach the students who have difficulty with higher level thinking.

Evaluation Data Source(s) 1: Professional development logs

T-TESS Evaluations

STAAR data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) The district will provide teachers with resources that focus on developing higher level thinking skills and enrich the students.	2.4	Campus & district administrators Classroom teachers	Enrichment!				
Funding Sources: 211-Title 1, Part A - 0.00, 199-General fund - 0.00							
Critical Success Factors CSF 1 CSF 4 2) The use of an instructional minutes calendar will allow teachers more quality instructional time with their students.	2.4	Campus Administrator - master schedule	Allow teachers more time to increase the amount of instruction given to the students.				
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 6 CSF 7 3) Teachers and paraprofessionals will attend professional development in order to gain knowledge and ideas in regards to differentiating instruction for students.	2.4	Title I coordinator Campus Administrator Specialists Human Resources					
Funding Sources: 211-Title 1, Part A - 0.00, 199-General fund - 0.00							
100% → 0% × = Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: The school will provide a safe a secure environment for our students and staff.

Performance Objective 1: By January 2020, the tunnel doors and front doors will have buzzer systems installed as a way to keep these entry points locked at all times.

Evaluation Data Source(s) 1: District Safety Committee meeting minutes. Purchase Order system.

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Buzzers at the tunnel doors and at the front doors of elementary.		District administrators/Superintendent	Feeling of safety and security for all students and staff				
Funding Sources: 211-Title II (REAP) - 0.00, 199-General fund - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 7: 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 Source(s) 1: Computer Inventory

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Survey teachers.	2.4	Technology Director	Allow more students the ability to access online content and learning materials				
	Funding Sources: 211-Title 1, Part A - 0.00, 289-Small Rural Schools Achievement Program grant - 0.00, 199-General fund - 0.00						
100% = Accomplished ➔ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Goal 7: 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 Source(s) 2: Grant documentation
Computer inventory

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) By the end of 2022, technology grants will be applied and granted in order to reach the above stated goal.		Technology Director					
Funding Sources: 211-Title 1, Part A - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 8: Teachers will be able to grow as effective educators in order to best serve the needs of all students, improving scores .

Performance Objective 1: By January 2020, all teachers whose instructional practices causes students to perform below district/state standards, will be assigned a mentor teacher as a way to offer ongoing support and collaboration so the teacher can become more effective for her/his students.

Evaluation Data Source(s) 1: Mentor teacher meeting notes. Mentor teacher training notes. Benchmarks, diagnostic evaluations, and state test scores.

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 7 1) Mentor teacher	2.4, 2.6	Campus observers/administrators Superintendent	Increase student and teacher performance Create an environment where it is acceptable to learn from other peers				
TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 7 2) Coaching to ensure teacher is being supported.		Coaches Campus Administrators	Increase teacher quality and student learning				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 9: 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, teachers will receive new laptops by the beginning of 2022 school year and non-working SmartBoards will be replaced with new, interactive boards that are more suitable for students.

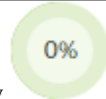
Evaluation Data Source(s) 1: Purchase order system

Grant funding documentation

Yearly local budget & inventory

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Repurchasing programs, grant funds will be evaluated.		Technology Director	Increase the number of devices for all students in the classrooms				
		Grant funds coordinator					
		Business manager					
Funding Sources: 211-Title 1, Part A - 0.00, 199-General fund - 0.00, 289-Small Rural Schools Achievement Program grant - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 10: Students will receive differentiated instruction in all classrooms.

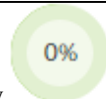
Performance Objective 1: By January 2020, all teachers will provide differentiation through small-group instruction at least 3 days a week.

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

Evaluation Data Source(s) 1: Class schedules depicting small group times. Walkthrough data. Professional development for small-group instruction records.

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 7 1) Professional development and coaching Review student data to plan groupings	2.4, 2.5, 2.6	Campus Administrator	Increase learning time Meet the needs of all students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 11: Parents and community members will learn to efficiently navigate the website and the use Parent Portal.

Performance Objective 1: By the end of the 2020 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 during the 2019 summer months.

Evaluation Data Source(s) 1: District website

Sign-in logs for summer attendance

Parent/Community survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Teachers will be trained on Parent Portal so they can relay information to parents, thus involving the community and parents.		Technology Director	Teachers will be able to help parents and community members navigate the site and Parent Portal.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 12: Teachers will improve the speech and language of students in their classroom through early identification and intervention strategies.

Performance Objective 1: By January 2020, teachers will use intervention strategies to improve the speech and language of students in need.

Evaluation Data Source(s) 1: Speech and language screener data, teacher documentation data, referral data.

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Speech intervention strategies	2.6	Campus Administrator	Use strategies in the classroom and decrease the number of speech referrals in the latter grades.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 13: Teachers will improve communication and involvement with parents for homework, assessments, and classwork.

Performance Objective 1: By the end of the 2020 school year, the number of teachers that use newsletters, social media outlets, and 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.

Evaluation Data Source(s) 1: Newsletters

Websites

Communication tools

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Teachers will share the information to the district admin and office personnel.	3.1, 3.2	Campus/district administrator Office personnel	Increase parental communication and involvement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 14: Teachers in PreK- 6 grade will have unified writing expectations that they will communicate with parents and students.

Performance Objective 1: By January 2020, PreK-6th grade teachers will have aligned and unified writing rubrics.

Evaluation Data Source(s) 1: Rubrics

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Aligned rubrics	2.5	Campus administrator	Improve writing skills starting in early elementary				
Critical Success Factors CSF 1 CSF 7 2) Vertical alignment meets regarding writing	2.5						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

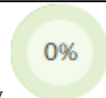
Goal 15: All reading intervention students needing pull-out support, will receive instruction from the reading interventionist.

Performance Objective 1: Iola ISD will hire a district dyslexia teacher by the end of the 2020 school year.

Evaluation Data Source(s) 1: Human resources

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 4 1) Reading specialist will be freed from dyslexia to be able to support the students needing reading intervention.	2.4, 2.5, 2.6	Campus administrator Dyslexia specialist Reading interventionist	Increase the amount of time the reading teacher can spend with students needing intervention and allow the dyslexia population to be properly served				
Funding Sources: 199-General fund - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 16: IES Administrators will support teachers in finding ways to "create" time for teachers and ensuring they receive the amount of instructional time they need.

Performance Objective 1: By the beginning of 2019, move to 9-week grading periods so teachers are not over-evaluating students throughout six-weeks grading periods.

Evaluation Data Source(s) 1: School academic calendar

Summative Evaluation 1:

Goal 16: IES Administrators will support teachers in finding ways to "create" time for teachers and ensuring they receive the amount of instructional time they need.

Performance Objective 2: By the end of 2020, an instructional minutes schedule for each teacher will be created to allow time for meetings, focusing on students, and focusing on academics.

Evaluation Data Source(s) 2: Instructional minutes schedule

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Create an "instructional minutes" schedule to tie into the master schedule.	2.4, 2.5	PEIMS coordinator Campus administrator	Increase the amount of instructional time in the classroom in a more aligned fashion.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 17: Students will be monitored for growth through the use of evidence-based programs implemented in PK-6.

Performance Objective 1: By May 2020, all students' growth will be measured 2-3 times a year.

Evaluation Data Source(s) 1: TPRI, CIRCLE, Exact Path, Reading Level Benchmarks

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 1) Measure student growth using CIRCLE (PreK), TPRI (K-2), and ExactPath (1-6), Reading Level Benchmarks (K-6)	2.4	Campus administrator Teachers	Growth will be measurable for all students.				
	Funding Sources: 211-Title 1, Part A - 0.00, 199-General fund-SCE - 0.00						
100% = Accomplished ➔ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Professional development at the beginning of the year on meeting the needs of students in poverty.
17	1	1	Measure student growth using CIRCLE (PreK), TPRI (K-2), and ExactPath (1-6), Reading Level Benchmarks (K-6)

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
17	1	1	Measure student growth using CIRCLE (PreK), TPRI (K-2), and ExactPath (1-6), Reading Level Benchmarks (K-6)

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Kristin Sajewski	
Non-classroom Professional	Monica Hurst	
Classroom Teacher	Hillarie Gustavus	
Classroom Teacher	Brittney Wubbenhorst	
Classroom Teacher	Katie Martindale	
Classroom Teacher	Cathy Wheaton	
Classroom Teacher	Stacey Webb	
Classroom Teacher	Lisa Brown	
Classroom Teacher	Amy Yorek	
Classroom Teacher	Leslie Rice	
Parent	Lori Bay	
Parent	Brandy Bradicich	
Business Representative	Casey Mallett	

Campus Funding Summary

199-General fund-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
17	1	1	Software programs		\$0.00
Sub-Total					\$0.00
211-Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Title I		\$0.00
5	1	3	Title I funds		\$0.00
7	1	1	Technology		\$0.00
7	2	1	Technology		\$0.00
9	1	1	Technology		\$0.00
17	1	1	Software programs		\$0.00
Sub-Total					\$0.00
289-Small Rural Schools Achievement Program grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Technology		\$0.00
9	1	1	Technology		\$0.00
Sub-Total					\$0.00
199-General fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Instructional		\$0.00
5	1	3	General Fund		\$0.00
6	1	1	Security		\$0.00
7	1	1	Technology		\$0.00
9	1	1	Technology		\$0.00
15	1	1	Dyslexia Specialist		\$0.00

Sub-Total					\$0.00
199-General fund-ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESL Certification Reimbursement		\$0.00
1	2	1	ESL Certification for existing ELAR teachers		\$0.00
Sub-Total					\$0.00
211-Title II (REAP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Security		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00