

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

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	11
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: The High School campus will work to improve the attendance rate.	16
Goal 2: The High School campus will work to increase teacher participation in outside professional development.	17
Goal 3: The High School Administration will work towards improving school safety within the campus.	18
Goal 4: The High School campus will work to increase student access to technology	20
Goal 5: The High School campus will work to increase parent communication and involvement.	21
Campus Advisory Committee	22
Campus Funding Summary	23

Comprehensive Needs Assessment

Revised/Approved: October 01, 2018

Demographics

Demographics Summary

Iola Secondary School is a small rural school located between College Station and Huntsville. Based on the 16-17 TAPR Report information, the student population is approximately 202 students with an ethnic distribution that follows: African American 5.4%, Hispanic 12.4%, White 81.7% 35.1 percent of our students are economically disadvantaged and 36.6% are considered at risk. None of the student body is Limited English Proficient or LEP. 6.9 percent of our students are identified as gifted and talented (GT) while 8.9% of the students receive special education services. 87.1 percent 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 10.1%. 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 have increased to 96.8. 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 60% of the work force. The average years of experience is 8.7; 23% of our teachers have over 11 years of experience and 20% have between 1-5 years of experience.

Data from the Texas Higher Education Coordinating Board reveals 51.2% of the graduates in the class of 2015 enrolled in an institution of higher learning. This was a 4% increase over the class of 2014.

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 2016-2017 the Hispanic sub group was 12% 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 2015-2016 school year to the 2016-2017 school year our economically disadvantaged sub group decreased by 7%. **Root**

Cause: Change in Demographics moving into our community

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 2016-2017 school year, 49% of 8th graders did not meet the APPROACHING GRADE LEVEL OR STANDARD. **Root Cause:** Need elementary 5th grades scores for comparison. In 2016, only 21% did not meet.

Problem Statement 2: In 2016-2017 school year, 83% (Reading), 88% (Math), 80% (Writing), 79% (Science), and 79% (Social Studies) did not achieve mastery level. **Root Cause:** Need to be able to evaluate elementary scores to evaluate.

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: 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: 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: 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 & Expectations

Family Events

Extracurricular Activities

Good Education

Academic Performance

Safety at School

Consistency 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, existence, 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: 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 2017-2018 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 2018-2019 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 2017-2018 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: 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: 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: 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

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,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Homeless data

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
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- T-TESS

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

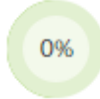
Goal 1: The High School campus will work to improve the attendance rate.

Performance Objective 1: By May of 2020, the attendance rate for Iola High School will increase from 97.0% to 97.5%.

Evaluation Data Source(s) 1: PEIMS reports
Attendance data reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

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 Improve low-performing schools Critical Success Factors CSF 1 CSF 4 CSF 6 1) Provide incentives to students in order to encourage high attendance	2.4, 2.5, 2.6	PEIMS coordinator, Attendance clerk	The incentives are expected to increase student attendance in order to meet our goal				
Problem Statements: School Context and Organization 1 Funding Sources: 199-General fund-High School Allotment - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: Attendance rate is low. Root Cause 1: Students seem to lack motivation to attend and often do not have good cause to be absent.

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

Performance Objective 1: By May of 2020, there will be a 5% increase in teacher participation in professional development outside of the local staff development.

Evaluation Data Source(s) 1: Professional Development Registration Rosters

Summative Evaluation 1: Some progress made toward meeting Performance Objective

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 3 CSF 7 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	2.4, 2.5, 2.6	Campus Administration, Business Manager, Title I Coordinator	Teachers will receive more meaningful and targeted professional development, so that they may better educate our students.				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2 - Technology 2 Funding Sources: 211-Title 1, Part A - 0.00, 211-Title II (REAP) - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
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 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.
Technology

Problem Statement 2: 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 2:** There is limited time for technology training during inservice days when teachers are often pulled in many different directions.

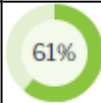
Goal 3: The High School Administration will work towards improving school safety within the campus.

Performance Objective 1: By May of 2020, the district will complete three research-based strategies to improve school safety within the campus.

Evaluation Data Source(s) 1: Proof of Purchase or Training provided regarding school safety

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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 Build a foundation of reading and math Connect high school to career and college Critical Success Factors CSF 6 1) Provide research-based school safety trainings for staff and students 2) Make physical school improvements to enhance school safety	2.4, 2.5, 2.6	Campus Administration, School Resource Officer	Impact school climate by creating a safer environment for our students and staff				
Funding Sources: 199-General fund - 0.00, 211-Title II (REAP) - 0.00							
 = Accomplished = Continue/Modify = No Progress = 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.

Evaluation Data Source(s) 1: Technology Inventory Logs

Summative Evaluation 1: No progress made toward meeting Performance Objective

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 Connect high school to career and college Critical Success Factors CSF 1 CSF 4 CSF 6	2.4, 2.5, 2.6	Technology Director, Business Manager, IMA Coordinator, Title I Coordinator	To increase student access to technology.				
1) Purchase Chrome books for our students	Problem Statements: Technology 1 Funding Sources: 289-Small Rural Schools Achievement Program grant - 0.00, 244-CTE_Perkins - 0.00, 211-Title II (REAP) - 0.00						
100% = Accomplished ➔ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Students need access to a designated computer lab space where they can access PCs and print material for class. Root Cause 1: The computers available to students at the secondary level in the computer lab are outdated and many are not functioning.

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

Performance Objective 1: By May of 2020, 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.)

Evaluation Data Source(s) 1: Teacher Surveys and Meetings

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 Connect high school to career and college Critical Success Factors CSF 5 CSF 6 1) Teachers will notify parents by means of some digital tool about student assignments and student progress.	2.4, 3.1, 3.2	Campus Administration	Allows parents to feel involved in the learning process. By involving parents, we hope that the student can become more successful				
Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 3: 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 3: The suspected root cause of this issue is the need for improvement in teacher and parent communication.
Parent and Community Engagement
Problem Statement 2: 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 2: Lack of time in teacher's schedules; reliant on resources & activities & pre-existing relationships, so level of complacency exists, & relationships not furthered.

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Dwayne Ross	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
Parent	Alicia Berwick	Parent
Parent	Yvonne Costello	Parent
Parent	Jeffrey Morgan	Parent
Classroom Teacher	Sofi Teston	Teacher
Classroom Teacher	Dana Daniel	Teacher
Classroom Teacher	Andrew Glass	Teacher
Classroom Teacher	Krishna Goodney	Teacher
Classroom Teacher	Jamie McDougald	Teacher/Coach
Classroom Teacher	Renaë Rains	Teacher
Classroom Teacher	Courtney Smith	Teacher

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
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