Iola Independent School District

District Improvement Plan

2018-2019



Mission Statement

Creating life long learners and responsible individuals in a positive, safe, and engaging environment.

drafted 8/14

Vision

IOLA.....Inspire Observe Learn Achieve

drafted 8/14

Value Statement

We believe:
Every child deserves respect and a quality education.
Learning should continue for a lifetime.
Learning should be relevant and engaging.
Classrooms should be structured and consistent.
Classrooms should have high expectations for all students.
All students can be successful.
All students must be prepared to compete in a technologically advanced and diverse society.
Each student should possess strong moral integrity.
Our schools are safe learning environments.
Parents and the community are our partners.

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Comprehensive Needs Assessment

Revised/Approved: March 21, 2019

Demographics

Demographics Summary

Iola ISD is located between College Station and Huntsville. Even as a rural school community, the growth within the number of students is significant. From 2016/2017 to 2017/2018, our student count increased from 463 to 501 and our employee count increased from 74.5 to 82.3. There was little change in our ED percentage, as it went from 37.1% to 37.5% over the course of the year. However, there was a 2% increase in the Hispanic distribution, making it 17.8% in 2017-2018, and an increase in ELL from 3 students to 6.

Ethnic Distribution:

- African American: 16 (3.2%)
- Hispanic 89 (17.8%)
- White 389 (77.6%
- Asian 1 (.2%)
- Two or More Races 6 (1.2%)

Student Groups:

- Economically Disadvantaged 188 (37.5%)
- Non-Economically Disadvantaged 313 (62.5%)
- English Learners 6 (1.2%)
- Students w/ DP 2 (.4%)
- At-Risk 177 (35.3%)

Staff Data:

Teachers by Highest Degree Held:

- No Degree 1.2 (Includes Long-term subs)

- Bachelors 36.1
- Masters 6.1
- Doctorate 1

Teachers by Years of Experience:

- Beginning Teachers 2.5
- 1-5 Yrs 7.5
- 6-10 Years 8.1
- 11-20 Years 17.5
- Over 20 Years 8.8

Number of Students per Teacher 11.3

Demographics Strengths

The attendance rate for the district has been consistent at 97%.

Nine out of 11 elementary ELA teachers are ESL certified to help meet the needs of the growing subpop. (CIP Goal)

Student populations are increasing and student to teacher ratio is decreasing.

Class sizes are below the state average in all but one grade level and has been for at least 2 years. The grade level that was above the state average last year now has 3 teachers, thus decreasing the student to teacher ratio.

Staff members are able to form meaningful, appropriate relationships with students since student populations are small. Individualizing instruction is simpler to monitor and track due to numbers. Staff demographics closely reflect student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic subpop is growing, but still a small number. This could easily skew our data **Root Cause**: The district is growing, more people are moving here because of the small rural community.

Problem Statement 2: Demographic diversity is changing and teacher's professional development has not kept up with the changes in our more diverse populations. **Root Cause**: Teachers are not receiving adequate professional development opportunities to teacher students of different sub pops, thus not knowing how to manage certain behaviors that come along with the changes.

Student Achievement

Student Achievement Summary

STAAR scores are above state averages, but there are areas that should still be addressed. Additionally, SAT/ACT scores need improvement.

Over the course of the past 3 years, Iola ISD has consistently been above the state and region average of passing on the STAAR assessment, with the exception of writing in 2018 and social studies in 2017 & 2018.

Student Achievement Strengths

Elementary reading and math are in growth trends for the past 2 years. Approaching grade level students are growing in both content areas.

Over the course of the past 3 years, Iola ISD has consistently been above the state and region average of passing on the STAAR assessment, with the exception of writing in 2018 and social studies in 2017 & 2018.

CCMR students in2016-2017 was also above the state and region average, at 66.7% (this data is generally a year behind on reporting)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: At Master's Grade Level needs improvement across all content areas. **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.

Problem Statement 2: The lack of finding and closing the gaps to increase student achievement is causing a lower percentage of passing rates **Root Cause**: RTI systems and benchmark testing with data analysis is ongoing development on both campuses

Problem Statement 3: Elementary interventionist is busy with dyslexia students rather than reading intervention. **Root Cause**: Lack of funding for a dyslexia specialist.

Problem Statement 4: Iola ISD needs additional supplies for classrooms that are required for STAAR testing, such as TI calculators, thesauruses, and online programs. **Root Cause**: Lack of knowledge of current inventory in the classrooms

District Culture and Climate

District Culture and Climate Summary

According to the Campus Needs Assesments from both campuses, students feel safe, respected by teachers, and feel 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 and consistent punishment and an increased effort for teachers to know parents.

The number of office referrals were decreased.

Iola ISD has made strides to increase school safety, including forming a District Safety Committee that meets regularly, using the Stop-It anti-bullying app, using behavior plan expectations, construction to buildings and fences to create safer environments for students and staff, ensuring all doors that allow access to students remain locked throughout the school day.

Teachers recognize efforts and have high expectations for academic achievement.

District Culture and Climate Strengths

According to the CNAs, students feel respected by teachers.

Parents are pleased with transportation services.

There is adequate technology to support students and school safety.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: 38.1% of parents feel as though rules are inconsistently enforced by teachers and administration. **Root Cause**: Suspected root cause is not consistently enforcing expectations that are discussed at the beginning of the school year.

Problem Statement 2: Over half of secondary students felt that the cafeteria options are limited. **Root Cause**: Portion size and availability of option in the cafeteria are limited.

Problem Statement 3: 2017-2018, Front exterior/office doors and tunnel door remained unlocked throughout the school day. **Root Cause**: The cause of this

was to allow students that were late to access the building and to allow secondary students to have access to the school nurse.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Iola ISD has new teacher in-service and mentor teachers to provide support to new teachers. Support is offered to teachers whose students are performing below district and state standards, whether it be through workshops, internal professional development, programs such as RTI, or software programs that accurately identify the needs of individual students. Since Iola ISD is a rural school, it seems to be attractive to teachers because of the family orientated atmosphere.

Teachers and staff attend a week or more of in-service and professional development at the beginning of the school year to get updated and expand their knowledge of current situations within our district. Teachers are also evaluated throughout the school year through our Eduphoria system, allow administrators to provide valuable feedback to the teachers. T-TESS guidelines are used for evaluation purposes, goal setting, and more. All paraprofessionals are required to maintain a certification and they are included in professional development opportunities.

Staff Quality, Recruitment, and Retention Strengths

Based on a recent survey, 100% of staff members in Iola ISD feel either always or often empowered to make instructional decisions.

Our school supports all teachers voices by allowing the sharing of new ideas and allowing teachers to help with the decision making process.

Iola ISD has created a culture of success and support that is appealing to quality staff members, reducing the task of recruitment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: While secondary teachers feel there is more time for communication and collaboration, the elementary teachers feel that collaboration is not available within grade levels. **Root Cause**: Due to the size of our school and the number of teachers per grade level, time is not always available in the busy schedules.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Student centered instruction and assessments drive data. This allows for teachers to meet the needs of the individual students and, in elementary, create small groups for more individualized instruction.

As the number of ESL students continues to grow, CTE course options expand, special education becomes more in-depth, GT is more prominent, Iola ISD will continue to adapt and change to the ongoing needs of students, staff, and community.

Teachers base their curriculum and instruction on TEKS standards as well as student assessment results.

Curriculum, Instruction, and Assessment Strengths

Teachers have the flexibility to create their own curriculum, assessments, and instruction from various resources, such as textbooks, Teachers Pay Teachers, instructional blogs, online softwares purchased by the district, etc.

Diversified instruction and authentic learning experiences give teachers the ability to constantly monitor student performance and adjust, as needed.

RTI programs for reading and math interventions allows for more small group instruction. Elementary also has a variety of benchmarks to pinpoint student progress.

Iola ISD offers college courses to junior and seniors to prepare students for college, CCMR, and to supplement their state credited CTE courses.

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. **Root Cause**: Lack of service center resources, lack of school district resources

Problem Statement 2: Professional development opportunities are limited **Root Cause**: Lack of service center resources and lack of funding for outside conferences.

Problem Statement 3: In the classrooms, we lack a unified writing assessment to help parents have a clear understanding of where their child is as a writer. **Root Cause**: Without writing rubrics, assessing students writing is too subjective.

Parent and Community Engagement

Parent and Community Engagement Summary

According to Campus Needs Assessments for 2017-2018, parents expressed that they had an overall satisfaction with family and community engagement. They felt welcome at the school. Iola ISD has many committees that involve the community and family members. Committees such as the Campus Advisory Committees, SHAC, District Advisory Committee, and Safety Committees, just to name a few, consists of parents, teachers, staff, community members, and business leaders.

Parent and Community Engagement Strengths

Parents and community members are involved in the school through committees and volunteer opportunities.

Family events, safety at school, academic performance, and trusting relationships are strengths of Iola ISD.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Understanding the navigation of the school website, app, and parent portal has been challenging for parents. **Root Cause**: The district does not advertise these technologies to the community, nor do they provide training for these applications.

Problem Statement 2: Parents want more ways to work with their children at home, on their homework, assessments, examples of classwork, and upcoming units. **Root Cause**: The district does not engage all parents in these specific areas.

District Context and Organization

District Context and Organization Summary

The Campus Improvement Plans focus on student academic achievement, safety, and success for all students.

All teachers work together to try to provide transitions for students in various grades. For example, 6th grade teachers and junior high teachers try to mimic what is to be expected when moving to future grade levels.

The district has a focus of improving student academic achievement by communicating with parents and having conferences, parent surveys, professional development opportunities, walk throughs and formal/informal observations.

District Context and Organization Strengths

Iola ISD has been successful in the 2017-2018 school year in that 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.

Elementary meets regularly to discuss students with the RTI Committee.

An organized schedule of assessment dates and windows is provided in elementary for planning purposes.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Students that are chronically absent are preventing the attendance rate from increasing above 97%. **Root Cause**: Students lack motivation to attend or parents struggle to get them to school and often do not have good cause to be absent.

Problem Statement 2: Elementary teachers do not have a process in place to ensure that the daily demands of the campus do not overshadow the 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 the time.

Problem Statement 3: Elementary Sp Ed teachers are overwhelmed with the number of students needing services. **Root Cause**: Funding for additional teachers.

Technology

Technology Summary

Overall, district staff feel that the amount of technology in the district has greatly improved. However, having more devices for students would be appealing.

Technology Strengths

Smartboards and projectors in most classrooms

Numerous chromebooks

Reliable internet access

Regular access to mobile carts

Excellent prep for college level and workforce experiences

All classrooms have some student devices

Problem Statements Identifying Technology Needs

Problem Statement 1: Some of the technology, such as projectors, are becoming quickly outdated. **Root Cause**: The projectors tend to last about 5-7 years, thus making them outdated and unreliable once they break. Additionally, they are very expensive to replace.

Problem Statement 2: Secondary classrooms do not have sufficient devices in the classroom. **Root Cause**: Chromebooks are checked out through the cart system.

Problem Statement 3: The computer labs in the district are outdated and students need a designated computer lab space where they can access printing and resources. **Root Cause**: Desktop computers, with students using them, do not stay up to date with the current softwares.

Problem Statement 4: Teacher laptops are outdated 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

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

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 and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Homeless data

- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Revised/Approved: March 21, 2019

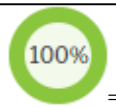
Goal 1: Due to the amount of Economically Disadvantaged students and Title I participants within the district, Iola ISD will maintain a contract with ESC 6 for Title I support to ensure the highest quality of education for all students.

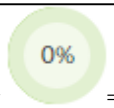
Performance Objective 1: Through the use of budgeting for Title I funds, Iola ISD will increase the effectiveness of the Title I program by allowing teachers and students access to a greater amount of resources.

Evaluation Data Source(s) 1: Purchase Order system
Grant funding documentation
Yearly local budget

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 CSF 6 CSF 7 1) Use TI funds to ensure quality education for all	2.4, 2.5, 2.6	Title I coordinator Business manager	Increase the effectiveness of instruction and availability of resources to teachers and students	0%	100%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Due to the amount of Economically Disadvantaged students and Title I participants within the district, Iola ISD will maintain a contract with ESC 6 for Title I support to ensure the highest quality of education for all students.

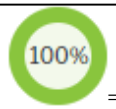
Performance Objective 2: Iola ISD will improve safety and security of the school, partly through the use of Title I funds, by adding cameras, locks, security systems, and the formation of the District Safety Committee

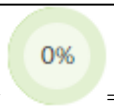
Evaluation Data Source(s) 2: DSC meeting minutes
Purchase order system

Summative Evaluation 2:

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 near the offices of both campuses, as well as other security features throughout the school.	3.1	District administrators Superintendent	Increase security and safety of students and staff	0%	0%		
	Funding Sources: 199-General fund - 0.00, 211-Title II (REAP) - 0.00						



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Continuously improve technology by increasing the number of devices and keeping the current technology, such as smartboards and projectors, updated, and purchasing new teacher laptops by the end of 2021.

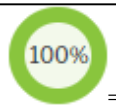
Performance Objective 1: Keep technology updated to ensure students are able to access and view appropriate content within the classroom and increase the efficiency and effectiveness of the teacher using the curriculum.

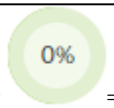
Evaluation Data Source(s) 1: Eduphoria tech requests, POs for repairs/maintenance

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
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Use the most up to date equipment to instruct students within the classroom.	2.4, 2.5, 2.6	Technology Director Campus administrator	Increase learning time. Decrease the amount of time used to search and boot.	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Continuously improve technology by increasing the number of devices and keeping the current technology, such as smartboards and projectors, updated, and purchasing new teacher laptops by the end of 2021.

Performance Objective 2: Increase the number of devices per student to move toward 1:1 ratio in secondary, 1:2 in upper elementary, and 1:3 in K-4.

Evaluation Data Source(s) 2: Computer Inventory, teacher reviews

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college **Critical Success Factors** CSF 1 CSF 5 1) Survey teachers	2.4, 2.5	Technology director	Allow more students the ability to access online content and learning materials.	0%	0%		
	Funding Sources: 211-Title 1, Part A - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 3: Throughout the 2018-2019 & 2019-2020 school year, teachers will be provided appropriate professional development opportunities to address certain campus and district needs.

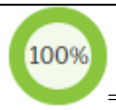
Performance Objective 1: Student groups that are not achieving their full potential will be identified and teachers will receive training and professional development, such as additional information on small group instruction, to ensure they are reaching these students.

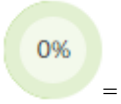
Evaluation Data Source(s) 1: Benchmark testing, ExactPath, PO system, training certificates

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 7 1) Have teachers attend professional development regarding small group instruction, identifying issue within student groups, etc.	2.4, 2.6	Campus administrators	Increase scores and reduce gaps in specific student groups.	0%	0%		
	Funding Sources: 211-Title 1, Part A - 0.00						
Critical Success Factors CSF 5 CSF 6 2) Teachers and other staff members will receive professional development regarding suicide prevention, conflict resolution, violence prevention, dropout reduction, and discipline management.	2.5, 2.6, 3.1	Campus admin District admin	Reduce the number of conflicts and create awareness on these important topics.	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

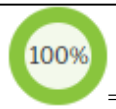
Goal 4: By the end of the 2020 school year, Iola ISD will revise the Parental and Family Involvement Policy to keep community and parents informed.

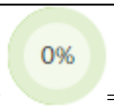
Performance Objective 1: Iola ISD will hold regular meetings to involve parents and inform them of certain aspects of their child's education.

Evaluation Data Source(s) 1: Meeting minutes
Sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college **Critical Success Factors** CSF 1 CSF 5 CSF 6 1) Meetings will include topics such as accelerated education, higher education admissions and financial aid, grant programs, curriculum, etc.	2.4, 2.5, 2.6, 3.1, 3.2	Meeting coordinators Campus admin	Increase parental involvement and allow students to explore future career ideas	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

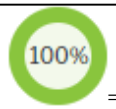
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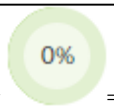
Performance Objective 1: Iola ISD will implement a more effective library system at both campuses.

Evaluation Data Source(s) 1: Check out logs
Increase in the quality of research

Summative Evaluation 1:

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 1) Librarians will be provided training to foster the needs of the GT students, in conjunction with the GT teacher.	2.4, 2.5	Librarians Technology director GT Teachers Campus admin	Increase student achievement.	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: By December of 2019, Iola ISD will improve academic achievement and digital literacy skills for gifted and talented students, while meeting the needs of those students that are almost to "At Master Level."

Performance Objective 2: Iola ISD will implement ExactPath in elementary to challenge all students, fill in gaps, and provide data to improve reading and math skills.

Evaluation Data Source(s) 2: ExactPath data sources, pre- & post-tests, benchmarks

Summative Evaluation 2:

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 1) Implement ExactPath for 45 minutes a week, possibly in rotations.	2.4, 2.5, 2.6	Campus administrators Teachers Technology Director	Increase performance for all student groups.	0%	0%		
	Funding Sources: 211-Title 1, Part A - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 6: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

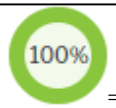
Performance Objective 1: The district will increase students who approach grade level or above in ELA from 82 to 87%.

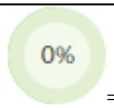
Evaluation Data Source(s) 1: STAAR Test Results

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 1) Implement ExactPath and vertical alignment conversations.	2.4, 2.6	Campus Administrators Superintendent Technology Director	Increase student achievement.	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 6: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

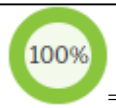
Performance Objective 2: The district will increase students who approach grade level or above in Math from 82 to 87%

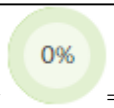
Evaluation Data Source(s) 2: STAAR test results

Summative Evaluation 2:

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 1) Implement ExactPath and vertical alignment conversations.	2.4, 2.6	Campus Administrators Superintendent Technology Director	Increase student achievement.	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 6: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

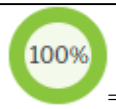
Performance Objective 3: The district will increase students who approach grade level or above in Writing from 61 to 66%.

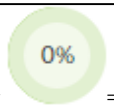
Evaluation Data Source(s) 3: Benchmarks
STAAR results

Summative Evaluation 3:

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 1) Implement a unified aligned writing rubric, align expectations in K-8	2.4, 2.6	Campus Administrators Superintendent	Improve academic performance	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 6: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

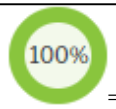
Performance Objective 4: The district will increase students who approach grade level or above in Science from 86 to 91%.

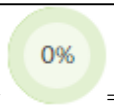
Evaluation Data Source(s) 4: Benchmark testing
STAAR results

Summative Evaluation 4:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Kinder and up, teachers will provide at least one hands-on science lesson per week.	2.4, 2.6	Campus Administrator	Improve academic achievement	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 6: Iola ISD will work to increase the percentage of students who approach grade level or above from 80 to 85%.

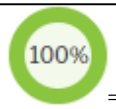
Performance Objective 5: The district will increase students who approach grade level or above in Social Studies from 77 to 82%.

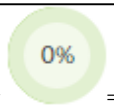
Evaluation Data Source(s) 5: Benchmark Testing
STAAR results

Summative Evaluation 5:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Teachers will implement the use of technology to make lessons more engaging in the classroom.	2.4, 2.6	Technology Director Campus Administrators	Increase student achievement	0%	0%		



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

2018-2019 District Advisory Committee/LIPC

Committee Role	Name	Position
Administrator	Scott Martindale	Superintendent
Administrator	Dwayne Ross	Secondary Principal
Administrator	Kristin Sajewski	Elementary Principal
Administrator	Monica Hurst	Director of Technology
Classroom Teacher	Jenna Conner	Kinder Teacher
Classroom Teacher	Jamie McDougald	Teacher
Classroom Teacher	Dana Daniel	Teacher
Classroom Teacher	Andrew Glass	Teacher
Classroom Teacher	Courtney Smith	Teacher
Classroom Teacher	Brittney Wubbenhorst	Teacher
Classroom Teacher	Cathy Wheaton	Teacher
Classroom Teacher	Leslie Rice	Teacher
Paraprofessional	Emily Evans	Teacher Aide
Parent	Yvonne Costello	Parent
Parent	Jessica Lemley	Parent
Business Representative	Casey Mallett	Business Owner
Business Representative	Jamie Gressett	Business Owner
Business Representative	Russell Smithey	Business Owner
Parent	Alicia Berwick	Parent
Classroom Teacher	Corey Ferguson	Classroom Teacher
Classroom Teacher	Debbie Lero	Classroom Teacher
Classroom Teacher	Krisha Goodney	Classroom Teacher
Community Representative	Jennifer Scasta	Community Member

Campus Funding Summary

211-Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Technology		$0.00
2	2	1	Technology		$0.00
3	1	1	Professional development		$0.00
3	1	1	Professional Development		$0.00
5	2	1	Software		$0.00
				Sub-Total	$0.00
199-General fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Funding for security		$0.00
				Sub-Total	$0.00
211-Title II (REAP)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Funding for security		$0.00
				Sub-Total	$0.00
				Grand Total	$0.00