	DISTRICT IM	PROVEMENT PLA	N	
	Holland Indep	endent School District		
	2	023-2024		
	Missi	ion Statement		
The Holland Independent s empoweri		lfilling lives in an ever-ch		

DISTRICT DECISION-MAKING	<u>COMMITTEE</u>	
Shane Downing, Chairpe		
Jennisty Thomason - Elementary S	chool Principal	
Gracie Schlickeisen - Middle Sch	ool Principal	
Alex Swick - High School P	rincipal	
Kaycee Christian - Primary	Teacher	
Samantha Freytag - Primary	[,] Teacher	
Sara Wendler - Elementary	Teacher	
Dana Moon - Elementary ⁻	leacher leacher	
Kandi Downing-Middle School	ol Teacher	
Kelly Taisler-Middle School	Teacher	
Jessica Cammack-High Schoo	ol Teacher	
AJ Walker-High School Te	acher	
<u>PARENTS</u>		
Mitchell Hill		
Lauren Patterson		
BUSINESS MEMBE	RS	
Juan Castro		
Stephanie Gacke		
COMMUNITY MEME	DEDC	
Lauren Harris	JERS	
Michael Kurtz		
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COMPREHENSIVE NEEDS ASSESSMENT (TIA 12)									
olland Independent School District conducted comprehensive needs assessment based on TAPR data such as End of Course Exams/STAAR performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregated STAAR/End of Course Data by grade level, subject area, and categories.									
The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). The elementary school is a Title I, Part A School wide campus based on 41% of low income student. The middle school is a Title I, Part A School wide campus based on the feeder pattern.									
Surveys were disseminated to all faculty, staff and parents, including business and community representatives serving on the District and Campus Improvement Committees. District and campus improvement plans from the 2022-2023 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2023-2024 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.									

Goal 1: Maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: Primary students will	Performance Objective 1: Primary students will meet and/or exceed state expectations on EOY screeners.												
PRE-KINDERGARTEN	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS					
90% of Pre-Kindergarten students will know 20 of 26 upper-case letters													
90% of Pre-Kindergarten students will know 20 of 26 lower-case letters													
98% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for phonological awareness.													
*Happy Letters	х						Weekly						
*Tara West Curriculum	X						Weekly	Final Report Card					
*Duo Lingo ABC app	х				Local Instructional Funds		Weekly						
*Ready Rosie	х			Pre-Kindergarten Teachers		Quarterly Assessments	Weekly	EOY CIRCLE Test					
*Epic	х						Weekly						
*SAVVAS Three Cheers for PK Curriculum	х						Daily						
90% of Pre-Kindergarten students will be able to rote count to 20													
90% of Pre-Kindergarten students will recognize the numbers 0 to 9													
98% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for math													
*Happy Numbers	х				IMAT		Weekly						
*Ready Rosie	х						Weekly						
*Teach Your Monster Number Skills	х			Pre-Kindergarten Teachers	Local Instructional Funds	Quarterly Assessments	Spring Semester - Weekly	Final Report Card EOY CIRCLE Test					
*Tara West Curriculum	х						Weekly	1					
*SAVVAS Three Cheers for PK Curriculum	х						Daily						

KINDERGARTEN	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Reading								
94% of Kindergarten students will achieve a "Meets" or "Masters" on the end-of-the-year TPRI								
79% of Kindergarten students will score "Developed" on	+							
the end-of-the-year TPRI								
*HMH Curriculum	х						Daily	
*Teach Your Monster to Read	х						Weekly	
*Guided Reading	х						Daily	
*Phonics Dance	х				Local Instructional Funds		Daily	
*Sightword Ninja App	х						Weekly	
*ABC Ninja App	х					Quarterly Assessments	Weekly	Final Report Card
*Happy Letters	х			Kindergarten Teachers		MOY TPRI	Weekly	EOY TPRI Test
*Lexia	x				IMAT	MOY BAS	Spring Semester -	EOY BAS Test
Lexia	_ ^				IIVIAI	•	Daily	
*Heggerty	Х						Daily	
*Fundations	Х				Local Instructional Funds		Daily	
*LLI	х						Spring Semester - Daily	
Math							,	
90% of Kindergarten students will will score above the	1							
25th percentile on the end-of-the-year TEMI								
*Happy Numbers	х				Local Instructional Funds		Weekly	
*Pearson Curriculum	х			Kindergarten Teachers		Quarterly Assessments	Daily	Final Report Card
*Tunstall Guided Math Curriculum	х			Kindergarten redeners		MOY TEMI	Daily	EOY TEMI
*123 Ninja App	х						Weekly	201.121111
*Math Lab	х			Math Interventionist	ESSER III		6 Weeks	
1ST-GRADE	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Reading								
75% of 1st-Grade students will achieve a "J" or better on the end-of-the-year BAS								
84% of 1st-Grade students will score "Developed" on the end-of-the-year TPRI								
94% of 1st-Grade students will achieve a "Meets" or "Masters" on the end-of-the-year TPRI								
*Reading Recovery	х			RR Teachers	SCE		20 Weeks	
*Accelerated Reader	x	-		Mix redeffers	IMAT		Daily	
*Guided Reading	X				IIVIAI		Daily	
*HMH Curriculum	X				Local Instructional Funds		Daily	
*iRead	X			1st Grade Teachers	Local Histractional Fullus	Running Records	Weekly	Final Day and Cand
*Lexia	X			TSI GLANG TEACHERS	IMAT	Quarterly Assessments	Daily	Final Report Card EOY BAS Test
*Phonics Dance	X				IIVIAI	MOY BAS		EOY BAS Test
	+	-			Local Instructional Funds	MOY TPRI	Daily	LOT ITAL IEST
*Teach Your Monster to Read	X			Duelovio Tarabana	Local Dual-via Fords		Weekly	<u> </u>
*Dyslexia Support	X			Dyslexia Teachers	Local Dyslexia Funds		120 minutes/wk	
*Fundations	X	-		1st Grade Teachers/	Local Instructional Funds and SCE		Daily	
*LLI	Х			Reading Interventionist			Quarterly	

Math								
89% of 1st-Grade students will will score above the 25th percentile on the end-of-the-year TEMI								
*Formative Loop	Х				12.4.4.		Daily	
*Happy Numbers	х			Ast Cond. To other	IMAT		Weekly	
*Pearson Curriculum	х			1st-Grade Teachers	Land Instructional Founda	Quarterly Assessments MOY TEMI	Daily	Final Report Card
*Tunstall Guided Math Curriculum	х				Local Instructional Funds	IVIOT I EIVII	Daily	EOY TEMI
*Math Lab	х			Math Interventionist	ESSER III		6 Weeks	
2ND-GRADE	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Reading								
85% of 2nd-Grade students will score a GE of 2.9 or								
higher on the EOY Reading STAR								
83% of 2nd-Grade students will score "Tier 1" on the								
end-of-the-year TPRI 93% of 2nd-Grade students will score "Meets" or								
"Masters" on the end-of-the-year TPRI								
*LLI	х			Reading Interventionist	SCE		Quarterly	
*HMH Curriculum	х				Local Instructional Funds		Daily	Final Report Card EOY Reading STAR EOY TPRI EOY iReady
*i-Ready	х				IMAT		Daily	
*Rooted in Reading	х						Daily	
*Guided Reading	х				Local Instructional Funds		Daily	
*Lexia	х				IMAT	Running Records	Daily	
*Brain Pop	Х			2 d Code Trade o		Quarterly Assessments	Weekly	
*Boom Cards	х			2nd-Grade Teachers		MOY STAR MOY TPRI MOY iReady	Monthly	
*Heggerty	х						Daily	
*Lalilo	х				Local Instructional Funds		Weekly	
*Phonics Dance	х						Daily	
*Dreamscape	х						Monthly	
*Accelerated Reader	х				IMAT		Daily	
*Dyslexia Support	Х			Dyslexia Teachers	Local Dyslexia Funds		120 minutes/wk	
Math								
85% of 2nd-Grade students will score "On Grade Level"								
or higher on the end-of-the-year i-Ready math screener								
*Boddle	Х				Local Instructional Funds		Monthly	
*Pearson Curriculum	Х						Daily	
*Formative Loop	Х				IMAT		Daily	
*Boom Cards	Х			2nd-Grade Teachers	Local Instructional Funds	Quarterly Assessments	Monthly	Final Report Card
*Centers from Saddle Up	Х					MOY iReady	Monthly	EOY i-Ready Screener
*i-Ready	Х				IMAT		Daily	
*Math Fact Lab	Х				Local Instructional Funds		Weekly	
*Math Lab	х			Math Interventionist	ESSER III		6 Weeks	

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
*Dyslexia Training - Dyslexia Teachers and SpEd Teacher	х			ES Principal	Dyslexia Grant	Certificates	As Scheduled	
*Continuing Contact for Reading Recovery	х			ES Principal		Agendas/Sign-in sheets	As Scheduled	
*Reading Recovery Conference	х			ES Principal		Certificates	As Scheduled	
*i-Ready Training	х			ES Principal	Local Stoff Davidonment Funds	Agendas/Sign-in sheets	As Scheduled	
*TCEA Conference	х			ES Principal	Local Staff Development Funds	Certificates	February	Campus Presentations
*PK Conference	х			ES Principal		Certificates	Summer	
*Elevate	х			ES Principal		Certificates	Summer	

Performance Objective 2: The district will score at least 90% in approaches, 60% in meet, and 30% in masters on all STAAR/EOC tests (reading, math, science, social studies) in all reporting categories.

categories.								
READING								
All reporting categories will be at least 7% above state	ES	MS	HS					SUMMATIVE
average								EVALUATIONS
Test not meeting goal(state avg/our avg)								
Category 1: Reading Sth(64/68), Eng II (64/70)	х		х					Reading STAAR
Category 2: Writing 3rd(43/49), 4th(45/51), 5th(55/57), 6th(50/55), 7th (55/57), 8th(52/52)	x	x						Eng I EOC Eng 2 EOC
Implement the following initiatives/activities to address Reading weaknesses:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Student Support/Inclusion)	х	х	х	Sp.Ed Teachers	Title IV, Local Instructional Funds	Mastery Charts	Daily	
* Benchmark testing-Interim testing	х	х	х	Teachers & Principals	TEA assessments	Benchmark Test	Semester	STAAR, EOC, results
* RTI Intervention	х	х	х	Principals/Teachers	Title IV, Local Instructional Funds	STAR, BAS, i-ready	Sept, Dec, May	BOY, MOY, EOY
* Guided Reading	х				Local Campus Funds	Daily	Daily	
* I-Station		х				I-station Formative Reports	Quarterly	
* i-Ready	х				IMAT	assessments	BOY, MOY, EOY	
* Lexia	х					assessments	ВОҮ	
* IXL		х			IMAT	assessments	BOY, EOY	
* Study Island			х					
* Accelerated Reader	х	х				STAR Report	Quarterly	
* CommonLit.org	х		х					
* Novel Studies	х	х	х				Semester	
* Bookshare			х	Teachers	Local Campus Funds			
* Learning Ally		х			Local Campus Funus			End of Year Assessments
* Writing Across the Curriculum	х	х	х			writing passages	Weekly	End of Year Assessments
* Critical Thinking Focus	х	х	х			daily lessons		
* Eduphoria	х	х	х		Local Instructional Funds	data to create assessments	Quarterly	
* TEKS Test Bank	х	х	х		Edda matractional rands	Local assessments	Quarterly	
* TEKS Resource System	х	х	х		Local Staff Development Funds	Scope and Sequence	Semester	
* Weekly STAAR/EOC Review		х	х			daily lessons	Weekly	
* UpFront magazine/curriculum			х		Local Campus Funds	daily lessons	Weekly	
* Mentoring Minds		х				Lesson Plans	Quarterly	
* Literacy Groups	х			RR Teachers	SCE	BAS	Quarterly	
* Dyslexia Services	х	х	х	Dyslexia Teachers	Local Dyslexia Funds	Reading by Design/Take Flight	Daily	

PONSIBLE RESOURCES	FORMATIVE TIMELINI EVALUATIONS	SUMMATIVE EVALUATIONS
Campus Instructional Funds	Digital Assessments Monthly	
Campus Instructional Funds	Quarterly writing samples Quarterly	End of year Assessments
Local Staff Development Funds	Scope and Sequence Semeste	r
Local Staff Development Funds	Writing Rubric to evaluate Mugust & N	Diagnostic Reading Assessment (DRA)
ers	Benchmark Test November, Jar March	nuary,
Campus Instructional Funds	Lesson Plans & Benchmark Test Weekly/6 w	eeks
, , , , , , , , , , , , , , , , , , ,	Lesson Plans & Benchmark Test Weekly/6 w	eeks
	Student Grades Daily	
PONSIBLE FUNDS	EVIDENCE TIMELINI	SUMMATIVE EVALUATIONS
ordinator Dyslexia Grant	Course assingments semester cou	urses Graduation May 2024
ordinator Dyslexia Grant	Registration Fall	Discuss material to Campus
cipal Local Staff Development Funds	Agendas/Sign-in sheets As Schedul	ed T-TESS
ipal IMA	Agendas/Sign-in sheets As Schedul	ed T-TESS
pals Local Staff Development Funds	Certificates February	/ Campus Presentations
		SUMMATIVE
		EVALUATIONS
		Math STAAR
		Math STAAR
-		

Implement the following initiatives/activities to address Math weaknesses:	ES	MS	нѕ	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Student Support/Inclusion	х	х	х	Sp.Ed Teachers	Local Instructional Funds	Mastery Charts	Daily	
* Benchmark testing-Interim testing	х	х	х	Teachers & Principals	TEA assessments	Benchmark Test	Semester	STAAR, EOC, results
* RTI Intervention	х	х	х	Duin single /Top shows	Local Instructional Funds	TEMI, ESTAR, MSTAR		TEMI, ESTAR, MSTAR
* Additional Math Teacher			х	Principals/Teachers	Local Instructional Funds			
*Math Lab	х			Math Interventionist	ESSER III funds			
* TEKS Resource System	х	х	х		Local Staff Development Funds	Scope and Sequence	Weekly/Monthly	
* Differentiated Instructional Strategies	х	х	х			Lesson Plans; Principal Walk-throughs	Weekly & Daily	
* Mentoring Minds	х	х			Local Instructional Funds	Lesson Plans	Weekly	
* STAAR Curriculum Support Materials	x	x	x			Quizzes, Classwork, Lesson Plans	Weekly	
* After School Tutoring for At Risk	х	х			SCE Funds			
* Math Improvements TEKS Reinforcement Class & Study Hall (HS) 2nd additional math class available		x			Local Instructional Funds	Classroom Portfolio Lesson Plans	Weekly & 6 weeks	
* Houghton Mifflin Harcourt		х						
* McGraw Hill			х					
* Pearson Curriculum	х				IMAT	Observations	Daily	
* i-Ready	х				IIVIAI			
* Formative Loop	х					Progress Reports	3 Weeks	
* IXL Math (MS)		х						
* SAT/TSI Preparation (HS)			x			CAP Matrix	Daily	
* Eduphoria	х	х	х			data to create assessments	Quarterly	
* Utilize TI 84C-Silver Calculators(8-12) & CE		х				Daily/Weekly Classwork		STAAR & STAAR EOC Math
Study Island			х			Progress Reports	Progress Reports	
WIN - ES Intervention time	х				Local Instructional Funds	Progress Reports	Progress Reports	
Study Hall - MS intervention time		х			Local ilistructional rulius	Progress Reports	3 Weeks	
HIVE - HS intervention time			х			Progress Reports	3 Weeks	
<u>mathworksheet.com</u>	х	х	х			Progress Reports	3 Weeks	
Get more Math		х				Progress Reports	3 Weeks	
* Eye on Mastery (Alg)		х				Progress Reports	Monthly	
* Analysis of released STAAR test questions	х	х	х		Planning time		September	
* Discovery Education		х			Local Funds	Lesson Plans		

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
CAMT	х	х	х	Principals	Local Staff Development Funds	Certificates	Summer	
TSI, SAT and ACT Prep			х	Teachers	ESSER III	Agendas/Sign-in Sheets	As Scheduled	
TCEA Conference	х	х	х	ES,MS,HS Principals	Local Staff Development Funds	Certificates	February	
ESC 12 Math Curriculum training	х	х	х	ESC 12 Specialists	Local Staff Development Funds	Roster	4 times/year	
i-Ready Training	х			Principals	IMAT	Roster		
IXL, APEX Training		х		Principals	IMAT	Agendas/Sign-in Sheets	As Scheduled	
SCIENCE All reporting categories will be at least 7% above state average Test not meeting goal(state avg/our avg)	ES	MS	HS					SUMMATIVE EVALUATIONS
(5th & 8th Grade)								
Biology								
Category 2: Mechanisms of Genetics Biology(55/59)			х					Biology EOC

Implement the following initiatives/activities to address Science weaknesses:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
*Seek field trips & workshops that focus on critical thinking strategies	х	х	x	Region Service Centers & area resources	Local Staff Development and student travel Funds	Lesson Plans	Semester	
* Textbooks/ Technology Integration	х	х	х	Principal	Local Funds/IMAT	Lesson Plans	Semester	
* Provide tutoring time	х	х	х	Fillicipal	SCE funds	Master Schedule	As needed	
* Journal entries, essay question, short answer in complete sentences with proof	х	х	х		Campus Instructional Funds	Lesson Plans	Semester	
* Vertical vocabulary	х	х	х			Lesson Plans	Semester	
* Brainstorm methods to solve environmental issues for school and community	х	х	х			Lesson Plans	Semester	STAAR Science
*Scientific Minds		х				Lesson Plans	Semester	
* Benchmark assessments aligned with STAAR for grades not STAAR tested	х	х	х			Benchmark Tests, Teacher- made tests	November, January, March, 6 weeks	
* Project-oriented instruction at the application component	х	х	x	Teachers		Lesson Plans, Progress Reports & Mastery Charts	Weekly, 3 weeks & Daily	
* Texas Farm Bureau Guest Speaker	х			redeficis		Lesson Plans	Weekly	
* Frequent Testing	х	х	х			Lesson Plans	Weekly	
* Vertical Alignment	х	х	х					
*Flynn Scientific			х			Lesson Plans		
*BioCorp			х			Lesson Flans		
*IXL		х						
*Brainpop	х	x			IMAT	Student projects & Benchmark Test		
*Eduphoria Data	х	х	х		Local Instructional Funds	Lesson Plans	Weekly/Monthly	STAAR Science
*TEKS Resource System	Х	х	х		Local Staff Development Funds	Lessoil Fidits	vveekiy/iviontiny	STAAN SCIENCE

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Conference for Advancement of Science Teaching	х	х	х	Principals	Local Staff Development Funds	Certificates	November	
Google training	х	х	х	Inst. Tech. Specialists	Local Staff Development Funds	Agendas/Sign-in Sheets	As Scheduled	
ESC 12 Professional Development	х	х	х	ESC staff	Local Staff Development Funds		As Scheduled	
SOCIAL STUDIES								SUMMATIVE
All reporting categories will be at least 7% above state average Test not meeting goal(state avg/our avg)	ES	MS	HS					EVALUATIONS
8th Grade								
Category 1: History								
8th(48/53)		X						STAAR Social Studies
Category 4: Economics								
8th(48/54)		Х						
US History								
Category 1: History			x					
US History(53/56)			_ ^					
Category 2: Geography & Culture			x					
US History(62/68)			_ ^					US History EOC
Category 3: Government & Citizenship								
US History(57/59)			Х					
Category 4: Economics, Science, Technology & Society			×					
US History(60/63)			_ ^					

Implement the following initiatives/activities to address								
Social Studies weaknesses:								
* TEKS Resource System	х	х	х		Local Staff Development Funds		Weekly/Monthly	
* Eduphoria	х	х	х		Local Instructional Funds		Weekly/Monthly	
* McGraw Hill Benchmark Test, Google Digital Files	х	х	х		IMAT		Weekly	Mid-term exam, final exam STAAR Social Studies
* You Tube, Quizlett, Kahoot, Brain Pop, Quizzz	х	х	х				As Needed	STAAR Social Studies
* Use Historical reference materials	х	х	х		Local Instructional Funds		Weekly	
* Reading assignments should include historical happenings	x	х	х	Teachers	Local Histractional Funus	Lesson Plans	Weekly	
*Boom Cards		х					Weekly	
*Flocabulary		х			La cal Face da		Weekly	
*Near Pod		х			Local Funds		Weekly	
*History Channel		х	х				Weekly	
*IXL		х			IMAT		Weekly	
* Tutorials		х	х		SCE Funds		Weekly	EOC History
* Utilize maps & graphs	х	х	х	Teachers	IMAT		Weekly	
*Google Classroom		х	х		Local Staff Development Funds	l	Daily	
* Incorporate new question prompts into curriculum		х	х		Local Staff Development Funds	Lesson Plans	Daily	
*Study Island		х	х	Data at a al /A D/Ta a als a a	IMAT			
* Jr. Scholastic Magazines		х		Principal/AP/Teacher			Monthly	
* Promote current event awareness	х	х	х			Lesson Plans	Monthly	
* Incorprate STAAR questions into each test		х	х		Local Instructional Funds	Unit tests	Monthly	
* Use Chromebooks & Brain Pop to reinforce objectives.	х	х	х			Assignments	As Needed	
* Structure Social Studies instruction & expectations to	х	ļ ,,	,,	Teachers		Lesson Plans Progress	Weekly	
STAAR/STAAR EOC/TEKS expectation	X	Х	х			Reports	3 Weeks	
* Daily Starters		х				Lesson Plans	Weekly	
Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Social Studies State Conference		х		Principal	Local Staff Development Funds	Registration		
Google training	х	х	х	Inst. Tech. Specialists	Local Staff Development Funds	Agendas/Sign-in Sheets	As Scheduled	
TCEA Conferences	х	х	х	ES,MS,HS Principals	Local Staff Development Funds	Certificates	February	
	1			tale of the foregonal distribution	1:			
Performance Objective 3: The percentage of gra	duate	s tnat	mee	t the criteria for CCIVIR WII	I increase from 62% to 90%.			
Improve students' TSIA2 scores on both ELA/Reading and Math.	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
*TSIA2 Prep Program			х	Teachers	IMAT	Weekly Progress Checks	Daily	
*TSIA2 Boot Camp			х	Temple College	Local CCMR Funds	Class Roster	November	TSIA2 Scores
*Provide TSIA2 testing on site			х	Principal/Counselor	Local CCMR Funds	Sign-in Sheet	November	I SIMZ SCOTES
*School funded TSIA2 test			х	Principal/Counselor	Local CCMR Funds	Sign-in Sheet	November	
Increase IBCs (Industry-based certification) earned	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
*Increase CTE teachers training opportunities			х	Principal/CTE Teachers	Local CTE Staff Development	Certificates	Entire Year	
Thicrease CTE teachers training opportunities							1	⊤
*Staff Development on Program of Study			х	Principal/CTE Teachers	Local CTE Staff Development	Sign-in Sheet	Entire Year	Number of IBCs earned

Provide Dropout prevention & recovery through:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
** Individual Truama Counseling	х	x	х	Impact Counseling	Local Counseling Funds	schedule of services	3 days/week	Number served
* Track all withdrawal & no shows during the second & third weeks of school	х	х	х		The Choice Program	Attendance		
* Pregnancy-Related Services	х	х	х		PEIMS Coordinator			
** Homebound Service	х	х	х		Local Special Education Funds			
** PEP Program	х	х	х	5	Local Funds			
* Service for School Age Parents	х	х	х	Principals	Employee Day Care			
** Career Day	х	х	х		Local instructional Funds	schedule of presenters	every other year	final count of participants
* Saturday School	х	х	х		Local instructional Funds	Assigned list	when needed	Number of participatnts
* Credit Recovery	х	х	х		Local Funds	Roster	when needed	Number of participatnts
* Bell County Alternative School	х	х	х		Local Funds	Roster	when needed	Number of participatnts
* Incentives will be provided to students in all grades for perfect attendance	х	х	х	Classroom Teachers	Local instructional Funds	Attendance Reports	Six Weeks/End of Year	Attendance Rule
st The nurse will visit all classrooms & stress good hygiene in effort to decrease illness.	х	х	х	Nurse	Local instructional Funds	Attendance Reports	Six Weeks/End of Year	Attendance Rule
** School-based health center** Dr. visit once/week	х	х	х	Superintendent	Local Health Center Funds			
* Encourage Special education student participation in all extra-curricular activities	х	х	х	Principals	Local instructional Funds	Class Rosters	Beginning of year scheduling process	Class Rosters
* Provide career counseling & transition planning for all students through Workforce Commision SOAR Program	х	x	х	Counselor	Local instructional Funds	ARD Meetings/IEP's Individual Counseling	End of Semester/ End of year	Course schedule requests/Job Placement Opportunities.

GOAL 2: Comply with state and federal guidelines and make improvements in Title I, English as a Second Language, Career and Technical Education, and Gifted and Talented Education.

Performance Objective 1: Meet all compliance pi	erformance Objective 1: Meet all compliance pieces of Title I, Part A.											
Title I, Part A	ES	MS	НS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS				
Improve Title I, Part A by:												
*Hire a Director of Student Services and Special Programs	х	х	х	Superintendent	Local SCE, Local ESL		Entire Year	Daniel Daniel				
*PFE/Title I, Part A Trainings for Director of Student Services	x	х	х	Director of Student Services	Title III	Certificates/ Sign-In Sheets	Entire Year	Required Documents Posted or Available				
*PFE/Title I, Part A Trainings for Teachers	х	х	х	Director or Student Services	Local SCE, Local ESL	Certificates/ Sign-In Sheets	Spring					
Performance Objective 2: 80% of EB students will	l imp	rove t	heir	composite score at least o	ne level or remain advance high o	on their TELPAS.						
Emergent Bilinguals	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS				
Improve or maintain TELPAS scores by:												
*Summit K12 Intervention Program	х	х	х	Director or Student Services and teachers	Title III	Summit K12 Reports	Weekly					
*Tutor for Ukrainian students	х	х		Superintendent	Local ESL	Time Sheets	Entire Year	TELPAS Results				
*Lexia English	х	х		Director or Student Services and teachers	IMAT	Lexia Reports	Weekly					
*Newcomer training for teachers	х	х	х	Director of Student Services	Local ESL	Certificates/ Sign-In Sheet	Spring					
*TELPAS training	х	х	х	Director of Student Services	Local ESL	Certificates/ Sign-In Sheet	Spring					
Performance Objective 3: Increase industry-base	d cer	tificat	ions	by 30%								
СТЕ	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS				
Increase industry-based certifications by:												
* Develop Endorsement Sequences		х	х	CATE Coordinator	ESC 12, Perkins	Calendar	Quarterly					
* Create Course offerings to be a "Completer"			х	Principal/CATE Coordintor	ESC 12, Perkins	Master Schedule	Semester					
*Determine Certification assessments for courses		х	х	Principal/CATE Coordintor		Master Schedule	Semester					
* Explore Tech-Prep opportunities with local colleges			х	Principal/CATE Coordintor/CATE Teachers		Planning Sessions	Weekly					
*Workforce Commision SOAR program		х	х	CATE Coordinator	Local CTE Funds	Calendar	Quarterly					
# - 1 - 11 CC 1 C 1 1 1 1 1 1			Х	CATE Coordinator			Semester					
* Dual Credit offerings for Non-TSI Ready students				CATE Coordinator, Tech								

Performance Objective 4: On the family engagen	erformance Objective 4: On the family engagement survey, 90% of people will agree or strongly agree that the district's G/T program meets the need of the student.										
GIFTED & TALENTED	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS			
Improve the G/T Program through the following:											
*Field Trip		х		Principal/Teachers		Receipt	1 time a year				
*GT class - Future City Competition		х		Principal/Teachers	Local GT Funds	Class Schedule	3 times a week				
*All teachers will receive 30-hour/6-hour update training	х	х	х	G/T Coordinator		Sign in sheets, certificates	August				
Encourage all GT students to take Dual Credit Courses			х	High School Counselor	Local Dual Credit Funds	Course schedules	August				

Goal 3: Ensure a safe and supportive environment conducive to teaching and learning for all students and staff.

Performance Objective 1: By May 2024, all build	Performance Objective 1: By May 2024, all buildings on campus will increase safety measures.											
Increase safety measures at all buildings by:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS				
* Door Sensors on all exterior campus doors	х	х	х	Superintendent		door log checks	weekly	installed?				
* Purchase a silent panic emergency system	Х	х	х	Superintendent	,	Verkada Command	Fall	Installed and functioning?				
* Purchase limestone blocks for entrances	Х	х	х	Superintendent		15 block needed	Fall	installed?				
* Elementary and Middle school 2nd entry doors, with controlled access	х	х	х	Superintendent	Title 4, Local Safety Funds	installed?	Fall	Installed and functioning?				
* District Student Resource Officer (SRO)	х	х	х	Superintendent		MOU	August	summary report				
* Update building emergency maps	х	х	х	Safety & Security Committee		find vendor	Fall	Completed set of maps				
* Purchase tourniquets for classroom emergency bags	х	х	х	Superintendent		Invoice	Fall	Emergency bags				

Performance Objective 2: By May 2024, all stud	dent ar	d staf	f safe	ty measures will be comp	leted.			
Increase student and staff safety measures by:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Suicide Prevention		х	х	Leadership Class	Local Campus Funds		Fall Semester	
* Vaping Prevention		х	х	Principal	Local Campus Funds		Fall Semester	
* School Based Health Center	х	х	х	Nurse	Local Health Center Funds		Daily	
* Kid Account - Visitor checks	х			Office Staff	Local Safety Funds			
* Truama Counseling services - Impact Counseling	х	х	х	Principal/Assistant Principal/Counselor	Local Couseling Funds			
* Character Education/Decision Making	х			Teachers	Land Cafety Funds			
* Drug Education		х	х	Guest Speaker	Local Safety Funds	Lesson Plans		
* Partner with law enforcement at selected student activities	х	х	x	Admin	Local Safety Funds			
* CPR Awareness (7th Grade and any that missed 7th grade)		х	х	Nurse/Principals	Local Health Center Funds	Number of Students in Presentation		
* CPR Certification for specific Faculty and Staff	х	х	х	Nurse	Local Health Center Funds		Yearly	Number of Staff Completing Certification Program
* SAMA Certification	х	х	х	SpEd Director	Local Special Education Funds		August	
* Stop the Bleed for students and staff	х	х	х	Admin	Local Safety Funds			
* Red Ribbon Week	х	х	х	Teachers	Local student Supply Funds	Calendar of events	As Scheduled	
* Campus and District Newsletters	х	х	х	Teachers	Local Technology Funds		Quarterly	Student Awards

Goal 4: Parents and families will partner with school staff in educational improvement opportunities.

Performance Objective 1: 90% of all students' parents/guardians/family members will participate in Open House, 6th and 9th Orientation, Parent Conferences, or Family Night.									
Develop and Implement educational improvement opportunities by:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS	
* Open House/Meet the Teacher	х	х			Local Funds, SCE, and Title 1, Part A	Sign In Sheets	Beginning of the Year		
* Family Night	х			1	Local Funds, SCE, and Title 1, Part A	Sign-in Sheets/Agendas	Beginning of the Year		
* Conduct Parent Meetings for all Title Programs. (TIA16)	х			Principals/Director of Student Services	Local Funds, SCE, and Title 1, Part A	Sign-in Sheets/Agendas	Entire Year	Total parental involvement	
* Elementary Parent-Teacher Conferences	х			Student Scrvices	Local Funds, SCE, and Title 1, Part A	School Compacts/Sign-in Sheets	October	Total parental involvement	
* 6th and 9th grade Orientation		х	х	Principal/Counselor	Local Campus Funds and SCE	Sign-in Sheets/Agendas	End of the Year		

Goal 5: Engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: On the family engagen	erformance Objective 1: On the family engagement survey, 93% of people will agree or strongly agree that the district's communication was timely and helpful.											
Provide transparent, helpful, and timely communication through the following:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS				
* Monthly campus newsletters through email	х	х	х	Principals	Local Campus Funds	Newsletter publications	Monthly					
* Quarterly district newsletters through email	х	х	х	Administrators/Teachers	Local Campus Funds	Newsletter publications	Quarterly					
* School Reach Phone System	х	х	х	Administrators			When Needed					
* District/Campus Web Site	х	х	х	Administrators/Tech Director	Local Technology Funds	Website	Entire Year					
* Facebook/Twitter Coordinator	х	х	х	Administrator Assigned		Posts	Entire Year	End-of-Year Survey				
* School Marquee	х	х	х	Admin Office	Local Maintenance Funds		Entire Year					
* Remind or Class Dojo	х	х	х	Teachers	Local Technology Funds		Entire Year					
* Training on Parent Portal Use	х	х	х	Director of Student Services	Local Campus Funds	Handouts/Sign-In Sheet	Family Night					
* District & Campus Committee Memberships	х	х	х	Director of Student Services	Local Campus Funds	Handouts/Sign-In Sheets	Entire Year					

Goal #9: Needs Assessment

Needs Assessment			
FACTOR	DATA SOURCE(S)		
STUDENT NEEDS			
1. How well are students achieving on state assessments-in general, in subgroups & individually?	State Assessment With STAAR Courses Research STAAR TARR	1	
15% above the state average in all tests. Reading - 11%, Math-17%, Science-18%, Social Studies-10% above	State Accountability, STAAR, Campus Reports, STAAR, TAPR,		
state averages. This is addressed every year by teachers on all campuses and in curriculum groups.	PBMAS, tutoring records		
2. Are there measurable goals for achievement that are known by parents, teachers and students?			
Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are	In-service agendas, ISD Website; Benchmark data, Parent Portal		
posted on the ISD website and are available in the campus offices.			
3. How does the school identify individual students needs?			
Classroom Performance/Grades, Parent Information. Teacher Observation, Benchmark Testing, STAAR	Campus Mtg Agendas, RtI Folders, Campus Interviews,		
Results, Achievement Testing(Primary Grades). Attendance Records, BAS, TEMI, ESTAR, MSTAR, Discipline	Parent/Teacher Conferences, 504 Folders, Teacher/Student		
Records, ARDs, RTI Meetings, GT Evaluations, At-Risk Identification, InView Testing (2nd grade), 504	Conferences/Circles		
Meetings, Restorative Practices, LLI, OLSAT (7th Grade), developing personal relationships			
4. What are the student:			
Mobility rates? 7.6% Holland, 13.6% state			
Drop out rates ? 0.0% Holland, 2.4% State	Campus records (TxEIS):PEIMS; PBMAS		
Economically Disavantaged rates? 43.4% Holland, 60.7% State	, , ,		
LEP rates? 2.1% Holland, 21.7% State			
At Risk rates? 34.0% Holland, 53.1% State			
5. What, if any significant disciplinary problems exist in the school?	Campus Discipline Records, Incident Reports, TeXIS Discipline,		
Isolated Bullying situations, attendance, tardies, and vaping	Restorative Discipline, Guest Speaker		
6. What intervention process is in place to ensure that students' educational needs are met in a timely			
manner?			
Tutorials/Remediation before and after school; Tutorials/Remediation during the school day (as a daily class and by special arrangements);Reading Recovery; Literacy Groups; Inclusion support; Progress Notes,	Campus Records; Campus & District Handbooks; Interviews; Tutorial		
Homework Help; Edmentum; and the Choices Program; Enrichment Classes; Study Hall, Istation, IXL, i-Ready,	Records; Report Cards; ACE Attendance, STAAR Results		
Brainpop, Renaissance, Lexia, Happy Numbers, Sumdog, etc Work hard to build meaningful educational			
relationships with all students. Dyslexia programs are used to meet students dyslexia needs.			
7. Does the school have indicators of student success that are not academic? If so, what are they, and how		1	
are they assessed?			
* Band Participation - sweepstakes, state solo and ensemble and all region band members			
* NHS (HS) -community service projects			
* UIL Academic/OAP - Regional and state participation	Participation Rosters, Community Report (ex: Field Trips), Discipline		
*UIL Athletic-participation rates, growth/performance, district, area, regional and state qualifiers	Records, Record Books		
* Overall character/behavior; Citizenship;			
* FFA/FCCLA - District Area, regional, state and national qualifiers with a FCCLA national winner			
*4H; Leadership class, county ambassadors, state qualifiers, major show participants			
*Scholarships - 78% of seniors received a scholarship, totaling over \$300,000			
8. Did the school meet standard last year? In prior years? If not, why not?	Title I SIP Requirements, District Status History, Accountability		
All standards were met in the STAAR Accountability Program. The district received an overall score of 94	Report Requirements, District Status History, Accountability		
which was an A in 2021-2022. 2022-2023 ratings have not been released.	Inches t		

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9. Demographics of District		
African American 2.3%		
Hispanic 26.1%	TAPR; Ascender, PEIMS; PBMAS	
White 69.1%	The state of the s	
American Indian 0.0%		
Two or more 2.6%		
10. Computer Literacy		
All students are one to one and have access to computers. IPads in Pre-Kindergarten to First Grade are used		
as instructional centers and Google Classroom; second to fifth grades have classroom chromebooks; middle	Class Schedules; Lesson Plans; Checkout Documentation;	
school has 1:1 student to chrombook ratio but chromebooks remain at school; high school students each	Chromebook Cart location; Class assignments	
have their chromebook. District has hired an Instructional technology Specialists to create a plan for	Chromebook Cart location, class assignments	
integration of technology into the classroom. Teachers have a Lap top to use to teach with their projector		
and document camera.		
11. College and Career Readiness		
Students in 11th grade have access to distance learning dual credit class. Juniors & Seniors may attend TC		
for dual credit. Students take college entrance exams while in 11th-12th grade. Vertical Alignments (5th-		
12th grades); CTE course; Pre SAT for 10th graders; Engineering your World Course; Principles of	Student Schedules, HS Counselor's Records, SAT/ACT Results, Report	
Technology; 8th grade Algebra for HS credit; MS (HS Prep Class); 8th grade take PSAT, and 7th grade Duke	Cards	
Tip. High School students participate in a Career Day every other year. Workforce Commission provides the		
SOAR program for our Middle and High School Students. TSIA2 prep classes are offered through Edmentum.		
Industry Based Certificates are being pursued and pathways created.		
CURRICULUM CONCENTION AND		
CURRICULUM & INSTRUCTION NE	EDS	
1. How do staff members express high expectations for student achievement?		
Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward		
achievements.		
Is the curriculum aligned with the state's challenging academic content?		
Curriculum is aligned with TEKS and STAAR and EOC student expectations. Real world expectations and	In-Service Agendas, Sub Request Forms, Honor Rolls, Award	
Curriculum is aligned with TEKS and STAAR and EOC student expectations. Real world expectations and hands on experiences and nationally set standards drive this curriculum.	In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative	
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hands on experiences and nationally set standards drive this curriculum.	Assembly Handouts, Classroom Social Contracts using Restorative	
hands on experiences and nationally set standards drive this curriculum. How are high expectations set in subjects for which the state has not established standards?	Assembly Handouts, Classroom Social Contracts using Restorative	
hands on experiences and nationally set standards drive this curriculum. How are high expectations set in subjects for which the state has not established standards? Strive for band "sweepstakes"; strive for top scores at UIL competitions; strive for top honors at FFA, FCCLA	Assembly Handouts, Classroom Social Contracts using Restorative	
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6. Is instructional technology available to all students? Yes	Classroom Observations, Walk Throughs, Google Classroom, Google		
Do teachers integrate technology into teaching?	Expedition, online textbooks. PearDeck, Kami, Screencasify,		
Yes, Instructional Technology Specialists has been hired to assist teachers with technology instruction and	Nearpod, Classkick		
	Near pou, Classkick		
technology integration into the classroom.			
7. Retention Rates	Draguesa Danarta TEIC DEIMC TADD		
0% at MS	Progress Reports, TxEIS, PEIMS, TAPR		
0% at Elem			
8. What roles do paraprofessionals play?			
Support instruction & students' academic success; under the teacher's direction in the the classroom, provide			
small group or individual review, drill and practice, reteach and remediation; student support needed to	Assigned Duties		
enable the student to remain in the classroom. Support in the Elementary for early technology skills and			
STEAM.			
PROFESSIONAL DEVELOPMENT NE	EEDS		
1. Are all teachers and instructional paraprofessionals highly qualified?	Demonstrate Demonstrate Conference on the TSA		
No. Not all paraprofessionals are but we will be providing the training this school year.	Personnel Records; Highly Qualified report to TEA		
2. Is there a process to determine the professional development needs of teachers?			
During development of district/campus improvement plans. Teachers, Principals, and Superintendent	CIP; DIP, Staff Development Agenda, Workshop and Conference		
identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level).	registrations		
3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff?			
Conferences, workshops, conventions. Classroom management, curriculum, ESL, SEL, Dyslexia, SpEd, Safety,	Agendas, Conference brochures, Certificates		
Technology Integration, SafeSchools, T-TESS.	Services of contracts, sertificates		
4. How Frequently is professional development offered?			
Annually (school start up, reading conference, K-1 conference, Ag Teacher Conference, FFA Convention,			
TCEA, FCS Convention, etc.)			
As needed (campus level meetings, subject area specific, ESC workshops, SAMA training, etc.)			
What follow-up activities take place?			
Reports at campus meetings: sharing of information and implementation of the District Plan, School Board	Inservice Records, Sign-In sheets, Brochures, Attendance Certificates		
presentations	linservice necords, sign-in sneets, brochdres, Attendance certificates		
Is the professional development ongoing and incorprated into the day-to-day routine of the staff?			
Yes, in addition to reporting/sharing with coworkers, videos and book excerpts are shared routinely.			
Professional collaborations often happens without planning (i.e.: training/review use of classroom			
technology; classroom management)			
5. Who Provides professional development?	Agendas, Sign in sheets, attendance certificates		
Local staff; ESC staff; SpEd CoOp staff; consultants, instructional technology specialists, webinars	-		
6. Does the <i>daily</i> teacher schedule allow for common planning time across grade levels and content areas?			
In Elementary and Middle School, yes. In High School, it depends on the need of students and teachers.	Master Schedules		
Some Content is taught by one teacher.			
7. How is professional development evaluated and mid-course corrections made if needed?			
Staff meetings; student performance; student engagement review of gradebooks and lesson plans,			
administrative observations.			
FAMILY & COMMUNTIY INVOLVEMEN	T NEEDS		
1. Do teachers routinely communicate with parents (informally and formally) about the academic progress			
of their children?	Contact logs		
Yes - Email, Class DoJo, Remind, Phone Calls, etc.			
2. How are parents and community involved in activities that support student learning?			
School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; District Improvement Teams;	Sign in sheets; agendas		
SHAC, PTO, Bell County Youth Fair, Youth Booster Club, FFA meetings, Orientation nights.			
3. How does the school involve parents and the community in school governance decisions?			
Site-Based Decision Making Committee (District Improvement Teams), SHAC, Parent Advisory Committee,	A condension in the case coloradors		
Safety & Security Committee, administrators' open door policy; Community Engagement surveys, School	Agendas, sign in sheets, calendars		
Board Meetings			
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4. Are Nearlian and human services available to support students and their families? 1. Section Blazer Martin Center weeks by Convening 2 lays a week, vision and hearing by Convening 2 lays are week, vision and hearing by Convening 2 lays are week vision and hearing by Convening 2 lays are written communications available for families who speak languages other than English? 1. Section 1. Section of clistric offer adult education programs? 1. So Does the school or district offer adult education programs? 1. So Does the school or district offer adult education programs? 1. So Does the school or district offer adult education programs? 1. So Does the school partner with black bearing a ment. Verenom your chemistrus, Community Programs, and the school partner with local businesses to enhance its officiational programs? 1. Boos the school partner with local businesses to enhance its officiational programs? 1. So Does the school partner with local businesses to enhance its officiational programs? 1. So Does the school partner with local businesses to enhance its officiational programs? 1. So Does the school partner with local businesses to enhance its officiational programs? 1. So Does the school partner with local businesses to enhance its officiational programs? 1. So Does the school partner with local businesses to enhance its officiation of the school partner with local businesses to enhance its officiation of the partner programs. So The Southward Programs with the school partner with local businesses to enhance its officiation of the partner programs. So The Southward Programs with the school partner with local businesses to enhance its officiation of the partner programs. So The Southward Programs with school programs. So The Southward Programs of the school programs. So The Southward Programs of the school programs. So The Southward Programs of the school programs of the school programs of the school programs of the school programs. So The Southward Programs of the school programs of the school pr		· · · · · · · · · · · · · · · · · · ·			
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	Engagement committee, Site Based Committee				

3. Is the school safe and orderly?			
Yes, Kid Account management system. Visitors will provide their Drivers Licence to be scanned so a visitor			
badge can be created. Fencing has been added in specific locations. Single entries with controlled acess have	Visitor Logs		
been created to all building with an intercom. Cameras in each building and doors are all networked. An SRO			
for the district has been hired to be visible all around the campuses daily.			
4. What disciplinary polices exist and how are they enforced?	TyEIC Log Entries, Dissipling Records		
As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct	TxEIS Log Entries; Discipline Records		
5. What is the school climate?			
Student Centered			
Are staff and student morale high?			
Yes, Teacher turnover is low.			
6. How is the school managed?			
Much input is provided to administrators through Campus and District Improvement Plans, campus			
meetings and one-on-one meetings. Superintendent is aware and involved but does not micro-manage.			
Superintendent and Board have an eye on the future and a vision for the students, district and community as			
the comunnity grows and changes.			
7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business			
manager? A disciplinarian? Varies by situation-our			
campuses are small enough that the principals wear many hats throughout the day. The assistant principal			
primarily handles the discipline, the prinicpal is the primary instructional leader. Each administrator supports			
various programs to provide coverage to all needs.			
8. How is the school budget determined and how are priorities set?			
Monies available per TEA and local taxes. District Improvement Plan. Informal input from staff and			
community is considered. Students and student learning are always top priority. Priorities are also			
developed through long term plans.			
9. How are all resources (funds, time, personnel) currently allocated?			
Based on student need (numbers, performance, space, facilities, safety), and TEA accountability suggestions.			
An example is the emphasis on CTE course development.			
10. How are the financial resources prioritized to meet the needs of the school?			
Teacher input, community input, School Board stewardship, administrators' knowledge of state school			
finance.			
11. Does the school currently operate with one written plan?			
Yes, the District plan is used to create the campus plans.			
12. Overall how much progress has the school made in the last year? In the last two years?			
District has:			
* Using the HISD Facility Plan, Construction of a new classroom in the Elementary Commons was completed			
in the 2021-2022 school year, Construction continues on the FCS room to add two additional works stations			
and the Animal Science Lab. Updated fencing around the entire campus for this school year. Security			
cameras and systems have been installed int he student center, The daycare building was updated, and has			
a new hand washing sink. New POE switches will be placed in each building. New chromebooks were			
purchased for the middle school and second/third grade levels. New maintenance building was built, New			
ipads for the primary were purchased. New projectors were purchased for half of all classrooms. New			
document cameras were purchased for 10 classrooms. New chromebooks were purchased for the 4th and			
5th grades, 50 more for the middle school and 65 new devices annually for the Freshmen. New projector			
connection devices (60 black box) were purchased for each projector (60 projectors). Replaced all three			
exterior set of high school doors. New Air condition controllers to promote comfort and savings.			
Instructional Technology Specialist taught several teacher trainings over new apps, google classroom and			
new interventions. New air conditioner was added to the cooking area in the cafeteria. A new restroom			
facility was added to the football stadium. New points of entry were created at each campus to regulate			
entering the buildings. A 17.5 acre piece of property was purchased to provide additional space if/when			
needed. Additional cameras will be added to the campus during the 2022-2023 school year.			
13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture,			
classroom storage. At this time, we are meeting the			
expectations for space. the old band hall was repurposed to be a CTE animal science classroom and lab. We			
have all rooms being used at this time, but consolodation can take place if additional classes are needed.		1	

14. Gyms and Playgrounds	,	
The elementary playground has four swings and a border with mulch for safety. Benches with shade have		
been placed around the playground area for teacher supervision. Sidewalks and cement areas have been		
updated with colorful activity stations. The playground had dirt brought in and leveled, the basketball goals		
were stood back up straight, and an 8 foot fence was installed for safety. The Daycare playground is a		
Nature Explore Playground with many nice features for the children to enjoy the outdoors. The		
Elementary/Practice Gym was completed in August of 2019.		