

DISTRICT IMPROVEMENT PLAN

Holland Independent School District

2016-2017

Mission Statement

The Holland Independent School District, in partnership with parents and community, will provide a quality education for all students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

DISTRICT DECISION-MAKING COMMITTEE

Cindy Gunn, Chairperson

Shane Downing-Elementary School Principal

Leah Smith-Middle School Principal

Britt Gordon-High School Principal

Melany Cearley-Asst. Principal/Counselor

Julie Ann Evans-Primary Teacher

Shelley Lum-Primary Teacher

Dana Moon-Elementary Teacher

Donna Lynn-Elementary Teacher

Gracie Schlickeisen-Middle School Assistant Principal

Kelly Gordon-Middle School Teacher

Matt McCray-Middle School Teacher

Lori Kinard-Elementary Assistant Principal

Sharon Woodall-High School Teacher

Andrea Ruff-High School Teacher

Marshall Miles-High School Teacher

PARENTS

Randy Evans

Jill Marwitz

BUSINESS/COMMUNITY

Megan Gersbach

Michael Kurtz

Doris Lange

COMPREHENSIVE NEEDS ASSESSMENT (TIA 12)

Holland 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 STARR/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 47% 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 2015-16 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2016-17 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

Goal #1

All student groups taking the STAAR reading, writing, math, science and social studies tests and the End of Course Exams will meet or exceed the state standard of 90% passing by the year 2017. All students will be college and career ready upon graduation.

Goal #2

Refer to strategies for regular education students and special programs students.

READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Reading objectives for regular and special education students (3-8) that focus on weaknesses as listed below: (TIA13) (3rd-8th Grade) English 1, 2, & 3 Category 1: Understanding and Analysis Across Genres. ES (80%), MS (80%), HS (75%) Category 2: Understanding and Analysis of Literary Texts. ES (80%), MS (80%), HS (75%) Category 3: Understanding and Analysis of Informational Texts. ES (80%), MS (80%), HS (80%)	Classroom Teachers Principals	Eduphoria Data Summary Reports Teachers Target Reading	Lesson Plans Benchmark Tests	Weekly June November January March	STAAR Reading
Implement the following initiatives/activities to address Reading weaknesses below 85% mastery: (TIA13)	Literacy Coordinator				STAAR Reading
* Guided Reading (Elementary)	Classroom Teachers	Title I, Part A Funds			
* Focus on critical thinking * I-Station			I-station Formative Reports	6 Weeks	
* District spelling curriculum (Elementary)	Classroom Teachers	Local Funds			

READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<ul style="list-style-type: none"> * Reading Recovery (Elementary) * Focus on Non-Fiction (ES, MS & HS) * Vertical Alignment Vocabulary Development * Cross Curriculum Reading (HS) 	Reading Recovery Teachers	Title I, Part A Funds Title II CSR Funds SCE Funds \$15,513 FTE=0.5	Running Records	6 Weeks	ELA EOC
* Literacy Groups (Elementary)	RR Teachers	Title I, Part A Funds	DRA	6 Weeks	
<ul style="list-style-type: none"> * Accelerated Reader (ES) * Writing Across the Curriculum * Accelerated Vocabulary Program (ES, MS) 		Title I, Part A Funds SCE \$2,322	STAAR Report	6 Weeks	
* Critical Thinking Focus (HS, MS, ES)					STAAR
<ul style="list-style-type: none"> * Eduphoria & ETS test bank * TEKS Resource System 		Comprehension			
<ul style="list-style-type: none"> * The ACE After School Program * Gifted & Talented Pull out Program 	ACE Coordinator Principals /AP GT Coordinator	21st Century Grant Local Funds	Lesson Plans	6 Weeks	Progress of student Success-May
<ul style="list-style-type: none"> * Dyslexia Services * GT Co-Op at ESC 12 * Safari Montage 	Dyslexia Teachers	Local Funds HS Allotment	DIPP Assessment Student Reports Woodcock, GORT	6 Weeks	EOC
Staff Development & Follow-up (TIA15) <ul style="list-style-type: none"> * GT & ESL training (ES, MS, HS) * Menotring Minds * Middle School Conference (MS) * Guided Reading Training (ES) * Balanced Literacy/Reading (ES) Recovery * 1st Grade Conference (ES) 	GT & ESL Teachers	SCE Funds \$1,250 Local/Title Funds	Staff Development calendar Agendas/Sign-in sheets Lesson Plans	August As Scheduled	

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Disaggregate STAAR Math objectives for Regular & Special Ed Students (TIA13) (3rd-6th Grade)</p> <p>Category 1: Numerical Representations & Relationships (80%) ES, MS</p> <p>Category 2: Computations & Algebraic Relationships (80%) ES & MS</p> <p>Category 3: Geometry & Measurements (80%) ES & MS</p> <p>Category 4: Data Analysis & Personal Finance Literacy (80%) ES & MS</p> <p style="text-align: center;">(7th Grade)</p> <p>Category 1: Probability & Numerical Representation (70%) MS</p> <p>Category 2: Computations & Algebraic Relationships (70%) MS</p> <p>Category 3: Geometry & Measurements (70%) MS</p> <p>Category 4: Data Analysis & Personal Finance Literacy (70%) MS</p>	<p>Classroom Teachers and Principals</p>	<p>Grade-Level Summary Reports</p> <p>Eduphoria Data Teachers</p>	<p>Lesson Plans</p> <p>Benchmark Tests</p>	<p>Weekly</p> <p>September November, January, March</p>	<p>STAAR Math</p>
<p style="text-align: center;">(8th Grade)</p> <p>Category 1: Probability & Numerical Representation (75%) MS</p>	<p>Classroom Teachers and Principals</p>	<p>Grade-Level Summary Reports</p>	<p>Lesson Plans</p>	<p>Weekly</p>	<p>STAAR Math</p>

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* The ACE After School Program (ES, MS, HS)		21st Century Grant	Lesson Plans	6 Weeks	Progress of Students
* Lone Star Math (2-5) * Mentoring Minds (ES)		Local Funds	Observations Lesson Plans	Daily Weekly	
* STAAR Curriculum Support Materials (ES, MS, HS) * After School Tutoring for At Risk (ES, MS, HS)	Teachers	Local Funds	Quizzes, Classwork, Lesson Plans	Weekly	
* Math Improvements TEKS Reinforcement Class & Study Hall (HS) 2nd additional math class available		Supplies SCE Funds \$10,000 FTE=0.21	Classroom Portfolio Lesson Plans	Weekly & 6 weeks	
* Benchmark testing	Teachers & Principals		Benchmark Test	Semester	STAAR, EOC, TAKS results
* Module Applications ** Low Teacher-Pupil Ratio ** Frequent Assessments ** Individual Learning Styles		SCE Funds \$6,856 FTE=0.2	Progress Reports Report Cards	3 Weeks 6 Weeks	
* Consistently implement the pre-referral process		Local Funds	CAP Matrix	Daily	
* Math Tutorials (ES, MS, HS)	Classroom Teachers	SCE Funds \$3,000 FTE=1	Progress Reports	3 Weeks	
* Graphing Calculator Applications * Utilize TI 84C-Silver Calculators(8-12)		Local Funds	Lesson Plans Report Cards	Daily	STAAR Math
* All 9th graders take Algebra I		Local Funds	Report Cards	6 Weeks	
* Vertical Alignment: HS, MS, ES together for 1/2 day work sessions each six weeks		Local Funds	Lesson Plans , Scope & Sequence	6 Weeks	STAAR Math
* Eye on Mastery (Alg) (MS, HS)	Classroom Teachers	Local Funds		Monthly	

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Analysis of released STAAR test questions	Classroom Teachers			September	
* Neo 2 (2nd-3rd)			Class Data	Daily	
Staff Development & Follow-up (TIA15)		SCE Funds \$1,250 Local/Title Funds	Staff Development Calendar Agendas/Sign-in	August As Scheduled	
* Critical Thinking CAMT (ES, MS, HS)			Agendas/Sign-in Sheets	As Scheduled	
* Ipad Training (K-3)			Agendas/Sign-in	As Scheduled	
* Chromebooks Training/Resources (4-5), (7-12)			Agendas/Sign-in	As Scheduled	
*Google, Classfow, Promethean Board		Local Funds			
WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Writing Objectives : for students in regular education & Special Education students (Gd. 4, 7) (4th & 7th Grade) (English 1, 2, 3) Reporting Category 1: Composition (60%) Reporting Category 2: Revision (80%) Reporting Category 3: Editing (75%) Short Answer (60%) Persuasive (60%) Expository (60%)	Campus Principals & Teachers	Grade-level summary report, Teachers, Essay Analysis EOC Enrichment	Lesson Plans, Benchmark Test	Weekly, September, November, January, March Weekly	STAAR Writing
* TEKS resource System * Teachers Pay Teachers App		Supplies SCE Funds	Primary Reading and Writing	August & December	Observation Survey

WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Informational Reading to Improve Expository Writing (9th grade) * Writing Across the Curriculum at all grades * Uses of Specific Language					
* Curriculum Analysis in all grades to align instruction & prepare for benchmark assessments, regardless of STAAR		Teachers	Written short answers on lesson and assessments	August & September	Diagnostic Reading Assessment (DRA)
* The ACE After School Program		21st Century Grant	Lesson Plans	6 weeks	Progress of student success-May
* Benchmark assessments aligned with TAKS for grades not STAAR tested (all levels)		Released State Assessment Teacher-made test	Benchmark Test	November, January, March	
* Consistently implement the pre referral process when necessary * HISD Spelling Curriculum		Local Funds Teachers	CAP Matrix Primary Reading and	Daily Weekly	Observation Survey
* Writing Accountability in all subjects. Incorporate writing into AR instructional time.		Teachers & Local Funds	Lesson Plans & Benchmark Test	Weekly/6 weeks	STAAR Writing
* Ongoing STAAR-style Writing Practice (3-12)		Teachers & Local Funds	Lesson Plans & Benchmark Test	Weekly/6 weeks	STAAR Writing
* Daily Oral Language (DOL)		Local Funds	Student Grades	Daily	STAAR Writing
* Peer Writing Tutoring		Local Funds	Lesson Plans	Weekly	STAAR Writing
* Utilize writing portfolios to aid in vertical alignment from grade to grade		Local Funds	Portfolio	Semester	STAAR Writing
Staff Development & Follow-up (TIA15) * Early Literacy Workshops (ES)		Teachers Local Funds	Lesson Plans Staff Development Calendar	Weekly August	

WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* KEMAH Writing Workshop * Elementary Institutes (1st, 2nd, 4th grades) Google training, Classflow, TCEA Conference		Title Funds	Agenda/Sign In Sheets	As Scheduled	
* Benchmark Assessments using Eduphoria & ETS test banks * Training on Surface Pro 3 Apps (ES, MS, HS)		Released STAAR Teacher-made test	Benchmark Test	November, January, March	
* Region XII Writing Trainings					

SCIENCE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated STAAR Science objectives for regular & special education students that (Gd 5, 8) focus on weaknesses below the mastery listed below. (TIA13) <p style="text-align: center;">(3rd-8th Grade)</p> Category 1: Matter and Energy (ES 80%), MS (80%) Category 2: Force, Motion & Energy (ES 80%) (MS 80%) Category 3: Earth and Space (ES 80%) (MS 75%) Category 4: Organisms & Environments (ES 80%) (MS 80%) <p style="text-align: center;">Biology</p> Category 1: Cell Structure & Function (75%)	Campus Principals & Classroom Teachers	Eduphoria Report, Summary Report & Teachers	Lesson Plans & Benchmark Tests	Weekly, September, November, January, March	STAAR Science

SCIENCE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Category 2: Mechanisms of Genetics (75%) Category 3: Biological Evolutions & Classification (75%) Category 4: Biological Processes & Systems (75%)					
Category 5: Interdependence within Environmental Systems (85%)					
* Journal entries, essay question, short answer in complete sentences with proof		Teachers	Lesson Plans	Semester	STAAR Science
* Seek Field trips & workshops that focus on critical thinking strategies	Region Service Centers & area resources	Teachers		Semester	STAAR Science
* Technology/ Textbooks Integration Technology Integration/Promethean Boards		Teachers	Lesson Plans	Semester	STAAR Science
* Brainstorm methods to solve environmental issues for school and community		Teachers	Lesson Plans	Semester	STAAR Science
Scientific Minds		Teachers	Lesson Plans	Semester	STAAR Science
* Benchmark assessments aligned with STAAR for grades not STAAR tested (all levels) Eduphoria Aware/ETS/TEKS Resource		Released State Assessments	Benchmark Tests, Teacher-made tests	November, January, March, 6 weeks	
* Structure Science Instruction & Expectations to STAAR/TEKS Expectations & use project-oriented instruction as the application component (all levels)		Scope and Sequence STAAR/TEKS	Lesson Plans, Progress Reports & Mastery Charts	Weekly, 3 weeks & Daily	
* The ACE After School Program		21st Century and local funds	Lesson Plans	6 Weeks	Progress of student success-May

SCIENCE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Consistently implement the Response to Intervention process when necessary		Local Funds	CAP Matrix	Daily	
* Frequent Testing		Teachers	Lesson Plans	Weekly	Sample Tests
* Using Safari Montage, Brainpop, Scientific Minds(ES), United Streaming		Teachers	Student projects & Benchmark Test	Weekly/Monthly	STAAR Science
* Vertical Alignment * 1 day per Semester for K-12 science alignment		Teachers	Lesson Plans/Scope & Sequence	Weekly	STAAR Science
Staff Development and follow-up (TIA10) * Cast Conference * Eduphoria * TEKS Resource System * ESC 12 Science Collaborative		Advancement of Science Teaching Title II Funds Local Funds ESC Region XII	Staff Development Calendar Lesson Plans Agendas/Sign-in Sheets	Weekly August AS Scheduled	

SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated STAAR Social Studies and focus on weaknesses below 82% mastery. (TIA13) 8th Grade Category 1: History (70%) Category 2: Geography & Culture (70%) Category 3: Government & Citizenship (70%) Category 4: Economics (70%)	Classroom Teachers 7 Principals	Eduphoria data, Summary Report & Teachers	Lesson Plans Benchmark Tests	Weekly, September, November, January, March	STAAR Social Studies

SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p align="center">US History</p> <p>Category 1: Issues & Events (70%)</p> <p>Category 2: Geography & Culture (75%)</p> <p>Category 3: Government & Citizenship (70%)</p> <p>Category 4: Economics, Science, Technology & Society (70%)</p>					
<p>* McGraw Hill Benchmark Test</p> <p>* TEKS Resource System</p>	Teachers	Teachers	Lesson Plans	Weekly	Mid-term exam, final exam, STAAR Social Studies STAAR Social Studies
Use Safari Montage to reinforce concepts and supplement textbooks		Teachers	Lesson Plans	As Needed	STAAR Social Studies
* Use Historical reference materials (all levels)		Teachers	Lesson Plans	Weekly	STAAR Social Studies
* Reading assignments should include historical happenings & events		Teachers	Lesson Plans	Weekly	STAAR Social Studies
Tutorials		Teacher	Lesson Plans	Weekly	STAAR Social Studies
* Introduce historical vocabulary (all grades)		Teacher	Lesson Plans	Weekly	STAAR Social Studies
* Utilize maps & graphs at all levels		Teacher	Lesson Plans	Weekly	STAAR Social Studies
* Interactive notebook		Teacher	Lesson Plans	Daily	STAAR Social Studies
* Provide training for TEKS transfer to STAAR (all levels) Responsive Learning		Title II Funds	Registration to Conferences at Service Center	Semester	STAAR Social Studies
* Promote current event awareness by use of local & national newspapers				Weekly	STAAR Social Studies
* Incorporate STAAR questions into each test - 2 to 5 questions	Teachers			Weekly	STAAR Social Studies

SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Eduphoria Data Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels)		Local Funds	Faculty meetings * Agendas * Sign-in sheets	September	
* Use Neo 2's & Brain Pop to reinforce objectives.	Teachers			As Needed	STAAR Social Studies
* Structure Social Studies instruction & expectations to STAAR/TEKS expectations & use project-oriented instruction as the application component (all levels)		TEKS	Lesson Plans Progress Reports	Weekly 3 Weeks	
* the ACE After School Program		21st Century Grant	Lesson Plans	6 Weeks	Progress of student success-May
* Daily Starters		Teachers	Lesson Plans	Weekly	STAAR Social Studies
Staff Development & Follow-up (TIA13) * Social Studies State Conference * TEKS Resources Systems * ESC 12 Social Studies Collaborative * Surface Pro 3 Training					

LANGUAGE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Improve identification, placement & services for ESL students (TIA13, TIA19) * Conduct LPAC training meetings * Maintain accurate records ** Home Language Surveys ** LPAC Annual Reviews ** LPAC Exit * Updated Documents	Principals & ESL Coordinator	ESL Teachers & ESL Funds	LPAC documentation Student Schedules Content Mastery	Semester/6 weeks	ESL Annual Evaluation Report, RPTE & STAAR Report & MAT-8

LANGUAGE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<ul style="list-style-type: none"> ** Entry Letters ** Exit Letters * Interventions ** Imagine Learning Program ** I-Station Reading Intervention * Exit Criteria ** Pass STAAR Reading & Writing, if available ** Score 40th percentile or higher on language arts section of norm-referenced test & having a passing score on the TELPAS. 					
<p>Improve Migrant program through the following (all levels)</p> <ul style="list-style-type: none"> * Identification & Placement * Service ** Nurse ** Parent Advisory Council (PAC) 	Migrant Coordinator	Region XII ESC	NGS Reports Progress Report Report Cards	August 3 Weeks 6 Weeks	STAAR Credit Accrual Graduation Rate
<p>Improve the Career & Technology Education (CATE) program by addressing the following : (TIA13)</p> <ul style="list-style-type: none"> * Develop Endorsement Sequences * Expand Course to offer all five endorsements * Explore Tech-Prep opportunities with local * Coordinate & integrate planning with distance learning * Technology Integration into the curriculum 	Principal CATE Coordinator	CATE Teachers	Development Sessions Calendar Agendas Planning Sessions Lesson Plans	Spring 2010 6 Weeks Semester Weekly	Cate Annual Evaluation Report

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Update library materials & supplies to improve the quality of media collection</p> <ul style="list-style-type: none"> * Class novels * Video Software * Computer Software * Reference Materials * Guided Reading 	Librarian	Librarian	Purchase Orders/Invoices Book Circulation	Semester Monthly	Title VI Annual Evaluation Report Total Circulation Report
<p>Improve the G/T Program thought the following:</p> <ul style="list-style-type: none"> * Update G/T Plan (TIA 13) * Accessibility to all population groups * Identification/matrix/selection committee * Services provide a weekly program 	G/T Coordinator	Teachers Math, Science, Social Studies and Language Arts G/T Funds G/T Facilitator RegionXII ESC District Trainer or Trainers	Staff Development Calendar Master Schedule Staff Meetings Development Meetings Lesson Plans	As Scheduled Fall/Spring Monthly Weekly	G/T Annual Evaluation Report SAT/ACT Scores End-Of-Course exams
<ul style="list-style-type: none"> * All teachers will receive 30-hour/6-hour training (TIA 14-15) * Differentiation with depth & complexity * Improve parent participation 					
<p>Provide early school transition to the elementary school : (TIA17)</p> <ul style="list-style-type: none"> * PK & K Round-ups * PK Notification (English & Spanish) <ul style="list-style-type: none"> ** Campus Newsletters ** Flyers 	Principal Counselor	PK & K Teachers PPCD	School Calendar Notification Orientation Round-ups	Fall April May	Observation Survey STAAR Scores

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<ul style="list-style-type: none"> * School Readiness * Head Start Orientation * All four-year-olds will be eligible to attend PK * Transition from elementary to middle school and <ul style="list-style-type: none"> ** Class Introduction (ES-MS) ** Orientation (ES-MS-HS) ** Individual Conferences (MS-HS) ** Special ED Orientation & Planning Across 					
<p>Recruit & Retain Highly Qualified Staff (TIA14)</p> <ul style="list-style-type: none"> * Reading Recovery * Instructional aides * New Teacher Salary Schedule * New Salary Schedule for Paraprofessionals * Provide Surface Pro3's for all teachers 	<p>Superintendent Principals</p>	<p>Mary Hardin Baylor Surrounding Colleges Word-of Mouth Newspaper Ads Region XII ESC</p>	<p>Vacancy Notices Newspaper Publication</p>		
<p>Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)</p>	<p>Principal</p>	<p>Teachers</p>	<p>Committee Meetings</p>	<p>Semester</p>	<p>Assessment Decisions</p>
<p>Provide timely assistance in identifying students' individual needs: (TIA19)</p> <ul style="list-style-type: none"> * 504 identification & services <ul style="list-style-type: none"> ** Pre-referral procedures ** Consider Modifications * Tutorials 	<p>Principal Counselor</p>	<p>Teachers 504 Coordinator SCE Funds \$12000-Salary</p>	<p>Counselor's log Tutorial Attendance Progress Reports Report Cards Conference Records</p>	<p>Semester September, January, April 3 Weeks 6 Weeks As Needed</p>	<p>Eduphoria</p>

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<ul style="list-style-type: none"> * Extended year * Counseling * Parent/Conferences * Early intervention strategies for Dyslexia * Updated Dyslexia Plan & Services * Reading Recovery Screening * Literacy Groups 		8.0 FTE Supplies \$1000 Title I, Part A Funds	Campus Schedules	Semester	
<p>Intergrade technology throughout the instructional program at all grade levels & in all subject areas.</p> <ul style="list-style-type: none"> * STAR Chart Data, 1:1 Chromebook Initiative * Technology workshops <ul style="list-style-type: none"> ** Surface Pro 3/Chromebooks/IPADS ** Teacher Webpage Design 	Principal Technology Coordinator Instructional	Technology Plan Technology Funds	Lesson Plans Staff skill progress agendas/sign in sheets	Weekly Semester	Technology Plan

Goal # 2

* Student attendance will meet or exceed the 95.8% state standard for attendance.

* The district dropout rate will continue to be 0.9% or less by the year 2017.

Objective

* The student attendance rate will improve from 96.7% to 98%

* The district dropout rate will continue to be less than one percent.

* The district completion rate will be greater than 95%.

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis : (TIA19)	Principal	Counselor	Attendance Reports	Daily	Attendance Rate
* Parent notification letter after sixth absence * Telephone calls will be made by School Reach automated system daily * Counseling * Saturday school make-up		Teachers	ADA Reports	Monthly	
Provide Dropout prevention & recovery through: * Counseling Services ** Individual Counseling ** Group Counseling * Track all withdrawal & no shows during the second & third weeks of school * Pregnancy-Related Services ** Homebound Service ** PEP Program * Service for School Age Parents ** Homebound Service ** Individual Counseling ** Career Night * Saturday School * Credit Recovery	Principal	Counselor TECS SCE \$2,902 SCE Funds \$45,000 The Choice Program PEIMS Coordinator	Withdrawal tracking Counselor's log Plato Reports Principals Contracts Attendance Progress Reports	September Daily Weekly Semester (Dec-May)	Drop -Out Rate
* Bell County Alternative School					

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Incentives will be provided to students in all grades for perfect attendance (announcements, posters, certificates, t-shirts, classroom activities, etc.)	Classroom Teachers	Teachers	Attendance Reports	Six Weeks/End of Year	Attendance Rule
The nurse will visit all classrooms & stress good hygiene in effort to decrease illness. ** School-based health center**	Nurse	Teachers/Scott & White Hospital	Attendance Reports	Six Weeks/End of Year	Attendance Rule
Encourage Special education student participation in all extra-curricular activities	Principals	Sponsor/Teacher	Class Rosters	Beginning of year scheduling process	Class Rosters
Provide career counseling & transition planning for	Principals	Counselor	ARD Meetings/IEP's	End of Semester/ End	Course schedule

Goal #3

* The district will meet or exceed state average of student performance for SAT/ACT testing

Objectives

* The district will increase the percent of students taking the SAT/ACT form 60.5% to 68%.

* The district will increase the percent of students scoring above the criterion on the SAT/ACT from 12.5% to 25%.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Increase the number of students taking the SAT/ACT and the number scoring above the * Dual Credit	Principal	Counselor Teachers	Class Rosters Registration Records	Fall Semester	PLATO (SAT/ACT)
* PLATO (SAT/ACT Prep) * PSAT (SAT) and PLAN (ACT) * SAT vocabulary words (English III, IV) * Fee Waivers * Scholarship notifications deadlines		Temple College Scholarship Opportunities		Weekly	
Create a pamphlet for parents with pertinent cut off scores for college entrance as well as scores needed	Principal/ Counselor	Local			
Implement the new Graduation Plans with the	Principal/	Local			

Goal #4

* Provide a safe & orderly school climate, conducive to learning.

Objectives

* Discipline referrals will decrease from 45 in 2015-2016 to 35 in 2016-2017

* Tobacco, Alcohol, Drug (TAOD) offenses will be decreased to 0.0% in 2017

* Incidents of violence will be maintained at 0.0% in 2017

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Review, revise, & implement the district and campus Emergency Plan (Crisis Management Plan) * Suicide Prevention * Violence Prevention Restorative Discipline/Circle Forward	Principals Teachers	Faculty and Staff Safety Checklist Decision-Making Committees	Revision Meeting Crisis Drills	February Semester	Monthly Checklist
Provide & Implement a Comprehensive Guidance Plan * Character Education * Decision Making * Self-Esteem Restorative Discipline/Circle Forward	Counselor	Teachers	Lesson Plans	Semester	Recognized students (student club membership/ Participation)
Provide Drug Education Programs: * Restorative Discipline/Circle Forward * Learn & Serve * Red Ribbon Week	Principal Counselor	Counselor Health Teacher Teachers	Lesson Plans Newspaper Articles School Calendar Calendar of events	Weekly Monthly August As Scheduled	Monthly Checklist
School personnel will stress & reward positive student behavior * Campus Newsletter * End-of-Year Awards Program	Principal	Faculty & Staff	Rewards Given Discipline Referrals	Weekly Six weeks	Discipline Referrals Student Awards

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Snack Bar * Hornet Nest * Student of the Month/PTO Sponsored Awards					
Provide Alternatives for Discipline Infractions: * ISS * AEP * Counseling * JJAEP * Corporal Punishment * Suspension	Principal	Counselor Teachers Title I, Part A Academic	Discipline Records	Monthly	Title IV Annual
Provide & implement and intervention plan to prevent dating violence: * Teacher Observation * Dating Violence Awareness Training * Staffing Education of Dating Violence	Principal	Counselor Teachers	Discipline Records Counselor Log	Monthly	Title IV Annual Evaluation Report

Goal #5

* Increase parent & community involvement.

Objectives

* Increase the number of parent and community participants in each of the following:

	<u>2015-16</u>	<u>2016-17</u>
a. Volunteers	35	75
b. PTO	250	350
c. Open House	700	775
d. Special Programs parent meetings	80	120

Goal #6

* Increase parent & community involvement.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Develop and Implement Family Nights: (TIA16) *Chromebook Training (6-12) * PK-5 Family Literacy * Family Nights (PTO)	Decision-Making Committee /Sub-Committee Principal	Decision-Making Committee Teachers ESC 12 Grant PTO	Calendar of meetings/events Programs developed	August	Total parental involvement
Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	Parent sign-in sheets /Newsletter publications	May & Monthly	Total parental involvement
Campus report cards & test results will be reviewed in a public forum (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	School Board Minutes Newsletter publications	As Scheduled/weekly	Total parental involvement
Homeroom teachers will submit signed student/parent school compacts. (TIA16)	Principal	Teachers	School Compacts for every student	September/Meet the Teacher Night	Total parental involvement

Goal #7

* School Health Advisory Committee

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Continue a Coordinated School Health Curriculum	Principals	Local Funds		August	Ongoing
Catch Curriculum(PE & Recess PK-5th) Health Class (MS) * Physical Education-Open Gym * School Nutrition Guidelines * Ace After School Program	Classroom & PE Nutrition Services Ace Coordinator	21st Century Grant			
STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Develop a Staff Wellness Program * Blood Borne Pathogen Training * CPR/AED Training * Safety & First Aid Training *Autism Awareness Training * Asthma Awareness Training	School Nurse	Local Funds		August	Ongoing
Provide a Community Wellness Program * Flu Vaccines	School Nurse Principals	Local Funds		August	Ongoing
* School Based Health Center Doctor Visits	Scott & White Doctors				
* Community Health Awareness Program * Blood Drive (twice a year) * Loosey Toothy Program * Dental Hygiene Awareness Day * Asthma Awareness Program * Corn Fest 5K Run * The Backpack Project * Walking Lights on Track	Leadership Class Nurse Bank				

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Develop a Student Wellness Program * Smoking Prevention Curriculum in MS including e- * Asthma Awareness Program CPR Training for MS and HS students * S &W Athletic Sports Medicine Clinic * Jump Rope for Heart * Run Across Texas Marathon (3-5) * After School Work Out * School Walk for Diabetes * Daycare-Nature Explore Program * Nurse Fact Sheets * Fitness Gram	Teachers School Nurse Principals Nurse PE Teacher	Local Funds		August	Ongoing
Develop an Infection Control Plan * Staphylococcus Awareness & Prevention * Immunization * Blood Borne Pathogens * Disinfect Weight Room/Athletic Facility * Disinfect Classrooms with wipes	School Nurse Principals Coaches Custodians	Local Funds		August & Ongoing Weekly Weekly	Ongoing
* Bacterial Meningitis Awareness * Pandemic Flu Plan * Hand Washing Techniques					

Goal #8

Needs Assessment

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
<p>1. How well are students achieving on state assessments-in general, in subgroups & individually? <i>This is addressed each year by teacher groups. Primary focus is on improving the Level III Advanced rates.</i></p>	<p>State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS</p>	X		X	X
<p>2. Are there measurable goals for achievement that are known by parents, teachers and students? <i>Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are posted at the ISD website and are available in the campus offices. Hard copies are also available on request.</i></p>	<p>In-service agendas, ISD Website; Benchmark data</p>				X
<p>3. How does the school identify individual students needs? <i>Classroom Performance/Grades, Parent Information. Teachers Observation, Benchmark Testing, STAAR Results, Achievement Testing(Primary Grades). Attendance Records, DRA (Primary Grades), Discipline Records, ARDs, SIT Meetings, GT Evaluations, At-Risk Identification, Insight Testing (2-7)</i></p>	<p>Campus Mtg Agendas, RtI Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles</p>	X		X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
4. What are the student mobility rates? <i>Elem 11.8%; MS 10.8%; HS 12.08%</i> Drop out rates ? 0.0% Economically Disadvantaged ? 47% LEP? 2% At Risk? 30%	Campus records (TxEIS):PEIMS; PBMAS	X			
5. What, if any, significant disciplinary Problems exist in the school? <i>Isolated Bullying situations, Generally specific students rather than behavioral trends. Tardies, PDA by Band Hall.</i>	Campus Discipline Records, Incident Reports, TeXIS Discipline, Restorative Discipline, Guest Speaker				X
6. What intervention process is in place to ensure that students' educational needs are met in a timely manner? <i>The 21st Century ACE Program; 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 (Power of 2); Progress Notes, Homework Help; Plato; and the Choice Program; Enrichment Classes; Study Hall, Istation, Path Blazer</i>	Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results			X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
7. Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed? * Band Participation * Student Council (MS, HS) * UIL Academic, OAP, UIL Athletic-participation rates, growth/performance * Overall character/behavior; Citizenship; * FFA/FCCLA; 4H; Leadership Class [participation in organization; participation in competitions] * Service Learning Projects; community involvement(Brownies, Boy Scouts, Church Groups)	Participation Rosters, Community Report (ex: Field Trips), Discipline Records		X	X	X
8. Did the school meet standard last year? In prior years? If not, why not? Each campus has met standard every year	Title I SIP Requirements, District Status History			X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
9. Demographics of District <i>African American 2.5%</i> <i>Hispanic 29.5%</i> <i>White 66.8%</i> <i>Asian/Pacific Island 0%</i> <i>Two or more 1.2%</i>	TAPR; TeXIS, PEIMS; PBMAS	X			
10. Computer Literacy <i>All students have access to computers. Early grades develop mouse skills as well as page navigation. Students access computers for AR test, STAAR test, online assessments, and credit recapture (PLATO)courses. Students use desktops and laptops to produce documents.: Neo2's at all three campuses: Need to improve keyboarding skills: iPads are in primary grades. Teachers use Surface Pro3's.24 Chromebooks are at each campus. HS 1:1 Chromebook; MS 1 Chromebook cart (24)/2 classes.</i>	Class Schedules; Lesson Plans; Checkout Documentation; Chromebooks 4th/5th			X	X
11. College Readiness <i>Students in 11th grade have access to distance learning dual credit class. Juniors & Seniors may attend TC or TSTC for dual credit. Students take college entrance exams while in 11th-12th grade. ACT preparation/Review Class; Vertical Alignments (5th-12th grades); Achieve Texas; CTE course; Pre SAT for 10th graders; Engineering your World Course; Principles of Technology. 8th grade Algebra for HS credit.</i>	Student Schedules; HS Counselor's Records			X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
CURRICULUM & INSTRUCTION NEEDS					
<p>1. How do staff member express high expectations for student achievement? <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements.</i></p> <p>Is the curriculum aligned with the state's challenging academic content ? <i>Curriculum is aligned with TEKS and STAAR and EOC student expectations.</i></p> <p>How are high expectations set in subjects for which the state has not established standards? <i>Strive for band "sweepstakes"; strive for top scores at UIL competitions; strive for top honors at FFA, FCCLA Competitions; Recognition and celebration of achievements.</i></p> <p>Have teachers participated in curriculum alignment process? <i>Yes, Tx Resource System Training and analysis was performed in 2015-2016. Department meetings ar held.</i></p>	<p>In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts.</p>		X	X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
CURRICULUM & INSTRUCTION NEEDS					
2. What instructional materials are used in the school? <i>State adoptions as well as supplemental materials.</i> Are they up-to-date? Do they reflect the state's academic content standards?	Textbook records; purchasing records; grades; STAAR results			X	X
3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? <i>Yes</i>	Publisher websites; TX Resource System; iStation, Path Blazer				X
4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? <i>Teacher-made tests. DRA. STAAR, AR Math, released EOC, AR, materials received with state adoptions; TEKS Resource System & Released STAAR Tests. Benchmarks Test, iStatio, Path Blazer</i>	Student Records, Student Grades			X	X
5. What role do teachers play in deciding what assessments will be used to measure student achievement? <i>Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System.</i>					X
6. How are assessment results used? <i>Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation</i>	Lesson plans; ACE Tutoring; tutorial schedules	X		X	X
7. Is instructional technology available to all students? <i>Yes</i> Do Teachers integrate technology into teaching? <i>Yes</i>	STAAR Chart, Classroom Observations, Walk Throughs, Computer Logs		X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
CURRICULUM & INSTRUCTION NEEDS					
8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students? Yes	STAAR Reports , Report Cards & Failure Lists, Textbook Selection			X	X
9. Retention Rates 0% at MS (1 student at end of 2015-16) ~ 3% at Elem (kdg, 1st, 2nd)	Progress Reports, TxEIS, PEIMS	X			
10. What roles do paraprofessional play? <i>Support instruction & students' academic success; under the teacher's direction in the the classroom, providing small group or individual review, drill and practice, reteach and remediation; student support needed to enable the student to remain in the classroom. Support in the elem. reading lab, to facilitate increased use of the district library, support introduction of Spanish Language Skills and early technology skills.</i>	Assignment		X	X	X
PROFESSIONAL DEVELOPMENT NEEDS					
1. Are all teachers and instructional paraprofessionals highly qualified? Yes	Personnel Records; Highly Qualified report to TEA				X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
PROFESSIONAL DEVELOPMENT NEEDS					
2. Is there a process to determine the professional development needs of teachers? <i>During development of district/campus improvement plans-training targeted to support improvement addressed in DIP and CIPs. Teachers, Principals, and Superintendent identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level)</i>	CIP; DIP, Staff Development Agenda, Workshop and Conference registrations			X	X
3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff? <i>Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning. Technology Integration, SafeSchools, T-TESS.</i>	Agendas, Conference brochures			X	X
4. Is professional development voluntary or mandatory? <i>Some of both</i>	Sign in Sheets; attendance certificates				X
5. To what degree does staff participate? <i>The staff determines areas of need during planning of the District</i>					
6. Is professional development related to classroom instruction? <i>Yes</i>				X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
PROFESSIONAL DEVELOPMENT NEEDS					
7. How Frequently is professional development offered? Annually (school start up, reading conference, K-1 conference, Ag Convention, FFA Convention, FCCLA Convention) As needed (campus level meetings, subject area specific, ESC workshops, SAMA training) What follow-up activities take place? Reports at campus meetings: sharing of information and implementation of the District Plan. Is the professional development ongoing and incorporated into the day-to-day routine of the staff? Yes, In addition to reporting/sharing with coworkers, DVDs, CDs and book excerpts are shared routinely. Professional collaborations often happens without planning (i.e.: training/review use of classroom technology; classroom management)					X
8. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions? Yes	Agendas, sign in sheets, presenter notes				X
9. Who Provides professional development? <i>Local staff; ESC staff; SpEd CoOp staff; consultant, webinars</i>	Agendas, Sign in sheets, attendance certificates				X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
PROFESSIONAL DEVELOPMENT NEEDS					
10. Are external resources used to provide staff development for the school? <i>Yes</i> How often does this occur? <i>as needed</i>	Agendas, Sign in sheets, attendance certificates				X
11. Does the <i>daily</i> teacher schedule allow for common planning time across grade levels and content areas? <i>For some, but not for all. Elementary Science meets once per month. Vertical math teams meets several times per year.</i>	Master Schedules				X
12. How is professional development evaluated and mid-course corrections made if needed? <i>Staff meetings; student performance; student engagement review of gradebooks and lessonplans, administrative observations.</i>				X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
1. Do teachers routinely communicate with parents (informally an formally) about the academic progress of their children? <i>Yes-Varies in forms of communication</i>	PowerSchool Access; webpages; progress notes; parent contact documentation, phone logs, TxEIS Parent Portal access		X	X	X
2. How are parents and community involved in activities that support student learning? <i>School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; ACE; District Improvement Teams; SHAC</i>	Sign in sheets; agendas				X
3. How does the school involve parents and the community in school governance decisions? <i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys</i>	Agendas, sign in sheets, calendars				X
4. Are health and human services available to support students and their families? <i>Yes, Nurse-Health Center; flu shots; vaccinations; weekly doctor visits; Starry counselor; vision and hearing screening; mobile dentist, Referral Services.</i>	Health Center Records, Press Releases				X
5. Are translators and written communications available for families who speak languages other than English? <i>Yes (Spanish)</i>			X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
<p>6. Does the school or district offer adult education programs? <i>No (Some parent info/training at Family Night and in campus newsletters).</i></p>					
<p>7. Are staff and students involved in community activities? <i>City Council; Library Board; Youth Sports Leagues (Soccer, Football, Baseball, Softball, Basketball); Community Christmas; EMS Stations; Corn Fest; Churches; 4H; PTO; Holland Youth Boosters; Bell County Youth Fair Board and fair volunteers; Service Learning projects; Project Celebration</i></p>	<p>Published board memberships; organization rosters, local newspaper</p>		X	X	X
<p>8. Does the school partner with local businesses to enhance its educational programs? <i>Yes, Service Learning, Leadership, Student Council, FFA, FCCLA, Senior Class, Hornet Yearbook, Cheerleaders, Scholarship Committee: Lowe's, Home Depot, SPJST, American Legion, Corn Fest Committee, City of Holland, Wolf Farms. Scott & White, Wal-Mart, HEB (All local business help with yearbook and football programs)</i></p>			X		X
<p>9. How does the community view the school? <i>Generally very positive. Enough, so that members of neighboring communities hear about our accomplishments related to individual student success and at the campus and district level.</i></p>	<p>Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys</p>		X		

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
<p>10. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed? <i>Parent Surveys, informal community input (to teachers and to administrators). Reviewed at campus meetings, administration meetings</i></p>	Engagement Survey Results		X	X	X
<p>11. What types of materials are made available to parents and community? <i>HISD Website: TxEIS (including Daily Bulletin); emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; college tutoring resource/reference books and articles, social media(Band, FFA, Holland Hornets Facebook Page), regular mail outs of necessary information.</i></p>					
<p>12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not? <i>No, Participation wanes as the student ages (many elementary parent in PTO, fewer MS and HS): Parents of SpEd Student are involved at lower rate. Parents who are not comfortable speaking English are often involved at lower rates (Translators are provided, but the patents often sit off to one side and do not interact). Registration forms are provide in Spanish and parents who are not comfortable speaking English are provided an opportunity to meet with translator to facilitate completion of registration packets.Parent contact for the 1:1 Chromebook Initiative in high school had a 95% parental involvement rate.</i></p>					

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
13. Facilities available/accessible to parents and community? <i>Yes, Elementary commons, "HomeEc" room, cafeteria/auditorium, gyms, track, football, baseball and softball fields, middle school commons. Some community meetings have met in the classroom of one the group's members.</i>	Reservation Log		X		X
SCHOOL CONTEXT & ORGANIZATION					
1. Does the school have a vision and a mission statement? Yes Are they widely known and understood? <i>Reviewed at staff development; posted on website</i> Is the vision periodically reviewed to determine if it meets the needs of the school? Yes					
2. Is the entire school staff involved in decisions about school operations? Yes How? <i>Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC</i>					
3. Is the school safe and orderly? <i>Yes, Concern for the road/traffic between old gym and middle school, Emergency Bags and Crossing Guards have been implemented</i>					

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
4. What disciplinary polices exist and how are they enforced? <i>As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct</i>	TxEIS Log Entries; Discipline Records				
5. What is the school climate? <i>Student Centered</i> Are staff and student morale high? <i>Yes, Teacher turnover is very low.</i>					
6. How is the school managed? <i>Much input is provided to administrators through Campus and District Improvement Plans, campus meetings and one-on-one meetings.</i> <i>Superintendent is aware and involved but does not micro-manage.</i> <i>Superintendent and Board have an eye on the future and a vision for the students, district and community.</i>					
7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian? <i>Varies by situation-our campuses are small enough that the principals wear many hats throughout the day.</i>					
8. How is the school budget determined and how are priorities set? <i>Monies available per TEA and local taxes. District Improvement Plan.</i> <i>Informal input from staff and community is considered. Students and student learning are always top priority.</i>				X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
9. How are all resources (funds, time, personnel) currently allocated? <i>Based on student need (numbers, performance, space, facilities, safety)</i>				X	X
10. How are the financial recourses prioritized to meet the needs of the school? <i>Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance.</i>				X	X
11. Does the school currently operate with one written plan? <i>The school board and administration are currently working with teachers, parents, and community groups to determine which facilities are in critical need of improvement. Then, the planning teams will help the board decide whether or not to call for a Bond Election in May.</i> What the plan developed collaboratively? <i>DIT; Administrative Team; Coaches; Vocational Teachers; Superintendent, School Board, PTO, Community Organizations.</i> Is it followed? Yes. <i>The organizational meetings are currently being held and results of the facility needs will be presented to the school board in November.</i>			X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
<p>12. Overall how much progress has the school made in the last year? In the last two years? <i>District has:</i> * Built a Middle School * Remodeled existing building to house secondary level technology/science instruction, community meeting room and administrative offices * Remodeled existing ag shop * Constructed a weight room-locker-room-athletic training facility to meet need for space created by growing student population * Remodeled areas of existing weight room to provide additional storage space * Remolded EMS Facility to house Special Education Cooperative Offices</p>					
<p>13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. <i>Middle School has added programs that require additional space which will be considered in the needs assessment. The Texas Education Agency ruled that middle school must offer two of the four fine arts (Art, theatre, music, &/or dance). High school is also in need of additional lockers for students. As the results of the Facility Needs Assessment are analyzed, a building plan will be created to address the determined needs.</i></p>			X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
<p>14. Gyms and Playgrounds <i>The is a need for additional lockers in high school athletics and a need for an additional competition gym. The old gym has issues will the wooden floor. One consideration is to remove the old gym and build a recreational facility for the elementary. The elementary playground has four additional swings and a new border with mulch for safety. Soccer goals have been added as well as a backstop and bases for kickball. Benches with shade have been placed around the playground area for better teacher supervision. The Daycare playground is a Nature Explore Playground with many nice features for the children to enjoy the outdoors.</i></p>					