

# Holland Independent School District



## Holland Elementary School

Accountability Rating: B

Distinction Designation:

Academic Achievement in English Language Arts/Reading,  
Academic Achievement in Mathematics, Top 25 Percent:  
Comparative Academic Growth, Postsecondary Readiness

## 2025-2026 Campus Improvement Plan

# 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.

# Vision

All students feel safe, engaged hourly, respected by everyone, and encouraged to develop to their fullest potential.

# Value Statement

Holland ISD's core beliefs are:

Decisions should be based on what is best for the student(s).

Caring relationships (teacher/student, teacher/parent, school/community, etc.) are the key to success.

Improvement can always be made.

Servant leadership will help maintain our culture.

Small class sizes positively impact student success.

All children can succeed.

All children should be given opportunities to play sports, belong to organizations, and experience the world.

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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

The Comprehensive Needs Assessment (CNA) is the primary tool that drives the identification of needs and evaluation of existing programs. The CNA process is described below, and meeting dates are captured on the district calendar. Minutes, meeting agendas, and sign-in sheets/participant rosters are maintained in Plan4Learning. The Campus Improvement Plans (CIPs), District Improvement Plan (DIP), Title I Plan, Parent & Family Engagement (PFE) Policies, and Family-School Compacts are available for review in the front office of their respective building. They are also available on the district's website in English, and translation can be requested.

### 1. August/September

- Site-based (SB) Committee elections. This committee is elected by following the guidelines in BQA (Local) under Board Policies. This one committee will establish and review all the District's and campuses' educational goals, performance objectives, and instructional programs, including the CIPs, DIP, and PFE Policies.
- Parent Advisory Committee (PAC) members selected. Nominations for this committee will be taken at the annual Title I meeting at the beginning of the year. A minimum of 3 parents are needed to serve on the committee, and all campuses should be represented.
- Campus Review Committee members selected. The members of this committee will be the members of the Site-based Committee who work on that specific campus.

### 2. November

- Begin gathering evaluation data to support each of the CNA components (benchmark data, referrals, absences, student fitness assessment data, etc.)
- First formative review of the campus's PFE Policy by the PAC.
- First formative review of the CIP by the Campus Review Committees.
- First formative review of the CIP, campus's PFE Policy, PAC's recommendations from their review, and Campus Review Committees' recommendations from their review by the SB Committee. Testing scores will be added by grade level, and current activities identified to support testing score needs will be reviewed.

### 3. February

- Second formative review of the campus's PFE Policy by the PAC.
- Second formative review of the CIP by the Campus Review Committees.
- Second formative review of the CIP, campus's PFE Policy, PAC's recommendations from their review, and Campus Review Committees' recommendations from their review by the SB Committee. Remove any CIP activities that are no longer active.

### 4. March

- Create and distribute parent, staff, and student end-of-year surveys.

### 5. May

- The entire HISD staff meets, breaks up into committees, analyzes data on their given topic, and gives strengths, weaknesses, and needs.
- Review strengths, weaknesses, and needs from the CNA and begin developing problem statements.
- Summative review of the campus's PFE Policy and Family-School Compacts by the PAC.
- Summative review of the CIP by the Campus Review Committees.
- Summative review of the campus's PFE Policy and Family-School Compacts, PAC's recommendations from their review, Campus Review Committees' recommendations from their review, and CIP by the SB Committee.

### 6. June/July

- Outline activities within the CIP to support identified needs for the next school year.
- Complete CIP and make it available to the community for comment. Follow procedures related to approving plans.
- Ensure business office and district program staff have CIP copies to capture activities correctly within the general ledger and appropriate applications.
- Set meeting dates for next school year.

# Demographics

## Summary

Holland Elementary School is a PK4 - 5th grade campus that currently serves approximately 325 students in the rural community of Holland, Texas. Holland Elementary also serves as a Schoolwide Campus for the 2024-2025 school year. As such, the campus engages with stakeholders to monitor and evaluate the Schoolwide Program Plan (CIP) and discuss student/staff needs and the federal/local/state dollars that will be used to meet those needs.

### Student Demographics for 2024-2025

Below is the breakdown of student demographics at HES. This information was extracted from OnData Suite.

| School Population      | Count      |
|------------------------|------------|
| <b>Student Total</b>   | <b>316</b> |
| Early Education Grade  | 2          |
| Pre-Kindergarten Grade | 28         |
| Kindergarten Grade     | 39         |
| 1st Grade              | 55         |
| 2nd Grade              | 48         |
| 3rd Grade              | 42         |
| 4th Grade              | 48         |
| 5th Grade              | 54         |

| Student Demographics                        | Count        | Percent        |
|---|--------------|----------------|
| <b>Gender</b>                               |              |                |
| Female                                      | 166          | 52.53%         |
| Male  | 150          | 47.47%         |
| <b>Ethnicity</b>                            |              |                |
| Hispanic-Latino                             | 86           | 27.22%         |
| <b>Race</b>                                 |              |                |
| American Indian - Alaskan Native            | 0            | 0.00%          |
| Asian                                       | 0            | 0.00%          |
| Black - African American                    | 5            | 1.58%          |
| Native Hawaiian - Pacific Islander          | 0            | 0.00%          |
| White                                       | 215          | 68.04%         |
| Two-or-More                                 | 10           | 3.16%          |
| <b>Student Programs</b>                     | <b>Count</b> | <b>Percent</b> |
| Dyslexia                                    | 23           | 7.28%          |
| Gifted and Talented                         | 14           | 4.43%          |
| Regional Day School Program for the Deaf    | 0            | 0.00%          |
| Section 504                                 | 23           | 7.28%          |
| Special Education (SPED)                    | 60           | 18.99%         |
| <b>Bilingual/ESL</b>                        |              |                |
| Emergent Bilingual (EB)                     | 13           | 4.11%          |
| Bilingual                                   | 0            | 0.00%          |
| English as a Second Language (ESL)          | 13           | 4.11%          |
| Alternative Methods for Bilingual Education | 0            | 0.00%          |
| Alternative Methods for ESL                 | 0            | 0.00%          |
| <b>Title I Part A</b>                       |              |                |

|   |     |         |
|---|-----|---------|
| Schoolwide Program                          | 316 | 100.00% |
| Targeted Assistance                         | 0   | 0.00%   |
| Targeted Assistance Previously Participated | 0   | 0.00%   |
| Title I Homeless                            | 0   | 0.00%   |
| Neglected                                   | 0   | 0.00%   |

| Campus                   | Total Days Absent | Total Eligible Days Present | Total Ineligible Days Present | Membership (Abs + Pres) | Average Daily Attendance | Percent In Attendance |
|--------------------------|-------------------|-----------------------------|-------------------------------|-------------------------|--------------------------|-----------------------|
|                          | 2024 - 2025       | 2024 - 2025                 | 2024 - 2025                   | 2024 - 2025             | 2024 - 2025              | 2024 - 2025           |
| (014905101) - Holland EL | 2,094.5           | 46,662.0                    | 1,952.0                       | 50,708.5                | 282,641                  | 95.9%                 |

### Staff demographics for 2024-2025

Below is the breakdown of staff assignments, staff ethnicities, years of experience, and teacher/student ratio at HES. This information was extracted from the 2024-25 TAPR, which has been included as an addendum to this plan.

| Staff Information                            | Campus        |               | District      | State         |
|--|---------------|---------------|---------------|---------------|
|  | Count/Average | Percent       |               |               |
| <b>Total Staff</b>                           | <b>36.4</b>   | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> |
| Professional Staff                           | 25.4          | 69.8%         | 57.3%         | 63.8%         |
| Teachers                                     | 24.4          | 67.0%         | 52.2%         | 48.3%         |
| Professional Support                         | 0.0           | 0.0%          | 0.9%          | 10.8%         |
| Campus Administration (School Leadership)    | 1.0           | 2.7%          | 2.5%          | 3.4%          |
| Educational Aides                            | 11.0          | 30.2%         | 11.0%         | 10.7%         |
| <b>Librarians and Counselors (Headcount)</b> |               |               |               |               |
| Full-time Librarians                         | 0.0           | n/a           | 0.0           | 4,125.0       |
| Part-time Librarians                         | 0.0           | n/a           | 0.0           | 583.0         |
| Full-time Counselors                         | 0.0           | n/a           | 0.0           | 13,704.0      |
| Part-time Counselors                         | 0.0           | n/a           | 2.0           | 1,298.0       |
| <b>Total Minority Staff</b>                  | <b>5.0</b>    | <b>13.7%</b>  | <b>15.8%</b>  | <b>55.3%</b>  |
| <b>Teachers by Ethnicity</b>                 |               |               |               |               |
| African American                             | 0.0           | 0.0%          | 0.0%          | 12.8%         |
| Hispanic                                     | 3.0           | 12.3%         | 8.1%          | 31.0%         |
| White  | 20.4          | 83.6%         | 90.3%         | 52.2%         |
| American Indian                              | 0.0           | 0.0%          | 0.0%          | 0.3%          |
| Asian  | 0.0           | 0.0%          | 0.0%          | 2.2%          |
| Pacific Islander                             | 0.0           | 0.0%          | 0.0%          | 0.1%          |
| Two or More Races                            | 1.0           | 4.1%          | 1.6%          | 1.3%          |
| <b>Teachers by Sex</b>                       |               |               |               |               |
| Males  | 1.0           | 4.1%          | 22.6%         | 24.6%         |
| Females                                      | 23.4          | 95.9%         | 77.4%         | 75.4%         |
| <b>Teachers by Highest Degree Held</b>       |               |               |               |               |
| No Degree                                    | 0.0           | 0.0%          | 0.0%          | 2.4%          |
| Bachelors                                    | 21.4          | 87.7%         | 76.7%         | 71.4%         |
| Masters                                      | 3.0           | 12.3%         | 20.1%         | 25.4%         |
| Doctorate                                    | 0.0           | 0.0%          | 3.2%          | 0.8%          |
| <b>Teachers by Years of Experience</b>       |               |               |               |               |
| Beginning Teachers                           | 1.0           | 4.1%          | 3.2%          | 7.3%          |
| 1-5 Years Experience                         | 2.0           | 8.2%          | 6.5%          | 28.3%         |
| 6-10 Years Experience                        | 6.0           | 24.6%         | 27.5%         | 19.7%         |
| 11-20 Years Experience                       | 9.0           | 36.9%         | 25.8%         | 27.6%         |
| 21-30 Years Experience                       | 2.4           | 9.8%          | 23.4%         | 14.1%         |
| Over 30 Years Experience                     | 4.0           | 16.4%         | 13.6%         | 3.0%          |
| Number of Students per Teacher               | 13.0          | n/a           | 10.4          | 15.0          |

## EOY Surveys

After a thorough analysis of the end-of-year survey feedback, rewarding good or improved attendance across all campuses seems to be a need. Incentives for attendance not only encourage students to be present but also foster a culture of commitment and responsibility.

Additionally, we recognize the importance of supporting our new staff, and as such, we are exploring the establishment of a mentor teacher program. This initiative will pair experienced educators with new teachers to provide guidance, share best practices, and foster professional growth.

Furthermore, we are committed to enhancing our communication with parents, particularly those of students in special populations. To this end, we are considering the introduction of a dedicated newsletter to keep these parents informed and engaged with their child's educational journey. We also plan to conduct separate surveys for parents of students in special populations to better understand their unique needs and concerns, ensuring that our support is both effective and responsive.

## Strengths

We have a team of experienced teachers, over 65% have 11+ years of experience, who bring a wealth of knowledge and expertise to the classroom, ensuring that every student receives a high-quality education.

Our school prides itself on maintaining small class sizes, which allows for more personalized attention and tailored instruction for each student.

# Problem Statements Identifying Demographics Needs

|        | Problem Statement   | Root Cause  |
|--------|---|---|
| 1<br>★ | The attendance rate is under 97%.   | Students in primary grades spread germs more readily.   |
| 2<br>★ | Most of the parents of students in special populations did not respond to the end-of-year survey. | The special populations questions were embedded in the EOY survey.  |
| 3      | New staff need additional support.  | Principals do not have the amount of time needed to mentor new teachers due to the many "hats" they wear. |

★ = Priority

# Student Learning

## Summary

2024-2025 STAAR scores and state comparisons are below.

|   | 2024         |            |            |            | 2025         |            |            |            |
|---|--------------|------------|------------|------------|--------------|------------|------------|------------|
|   | Did Not Meet | Approaches | Meets      | Masters    | Did Not Meet | Approaches | Meets      | Masters    |
| <b>Scores below state average</b>                     |              |            |            |            |              |            |            |            |
| <b>Scores at or above state average</b>               |              |            |            |            |              |            |            |            |
| <b>Scores at least 10 percent above state average</b> |              |            |            |            |              |            |            |            |
| <b>Scores at least 20 points above state average</b>  |              |            |            |            |              |            |            |            |
| <b>3rd Grade Reading</b>                              | <b>9%</b>    | <b>91%</b> | <b>67%</b> | <b>30%</b> | <b>10%</b>   | <b>90%</b> | <b>74%</b> | <b>38%</b> |
| State Avg   | 25%          | 75%        | 49%        | 21%        | 22%          | 78%        | 52%        | 23%        |
| Region Avg  |              |            |            |            | 24%          | 76%        | 48%        | 18%        |
| <b>4th Grade Reading</b>                              | <b>18%</b>   | <b>82%</b> | <b>70%</b> | <b>35%</b> | <b>4%</b>    | <b>96%</b> | <b>74%</b> | <b>38%</b> |
| State Avg   | 19%          | 81%        | 51%        | 23%        | 19%          | 81%        | 54%        | 24%        |
| Region Avg  |              |            |            |            | 20%          | 80%        | 49%        | 18%        |
| <b>5th Grade Reading</b>                              | <b>12%</b>   | <b>88%</b> | <b>73%</b> | <b>47%</b> | <b>11%</b>   | <b>89%</b> | <b>64%</b> | <b>32%</b> |
| State Avg   | 22%          | 78%        | 54%        | 29%        | 23%          | 77%        | 58%        | 30%        |
| Region Avg  |              |            |            |            | 25%          | 75%        | 54%        | 25%        |
| <b>3rd Grade Math</b>                                 | <b>13%</b>   | <b>87%</b> | <b>53%</b> | <b>15%</b> | <b>5%</b>    | <b>95%</b> | <b>77%</b> | <b>33%</b> |
| State Avg   | 31%          | 69%        | 41%        | 15%        | 30%          | 70%        | 45%        | 19%        |
| Region Avg  |              |            |            |            | 33%          | 67%        | 40%        | 15%        |
| <b>4th Grade Math</b>                                 | <b>41%</b>   | <b>59%</b> | <b>30%</b> | <b>14%</b> | <b>17%</b>   | <b>83%</b> | <b>53%</b> | <b>17%</b> |
| State Avg   | 32%          | 68%        | 45%        | 21%        | 32%          | 68%        | 46%        | 24%        |
| Region Avg  |              |            |            |            | 35%          | 65%        | 40%        | 19%        |
| <b>5th Grade Math</b>                                 | <b>2%</b>    | <b>98%</b> | <b>67%</b> | <b>37%</b> | <b>9%</b>    | <b>91%</b> | <b>62%</b> | <b>26%</b> |
| State Avg   | 24%          | 76%        | 49%        | 19%        | 27%          | 73%        | 46%        | 22%        |
| Region Avg  |              |            |            |            | 30%          | 70%        | 41%        | 17%        |
| <b>5th Grade Science</b>                              | <b>12%</b>   | <b>88%</b> | <b>61%</b> | <b>33%</b> | <b>26%</b>   | <b>74%</b> | <b>34%</b> | <b>9%</b>  |
| State Avg   | 43%          | 57%        | 26%        | 11%        | 36%          | 64%        | 30%        | 12%        |
| Region Avg  |              |            |            |            | 39%          | 61%        | 25%        | 9%         |

## EOY Surveys

The surveys conducted have indicated that the Holland Independent School District (HISD) is recognized for maintaining high academic standards, with teachers who actively challenge their students to reach their full potential. This is a testament to the dedication and commitment of our educators in fostering an environment of academic excellence.

In response to the feedback from these surveys, we are considering the implementation of intervention groups specifically designed for students who are struggling and have failed a subject.

## Strengths

In the 21 STAAR passing categories (7 tests x 3 passing levels), Holland Elementary School exceeded the state average by 20% or more in 4 categories and by 10-19% in 10 categories.

Our school takes pride in maintaining class sizes that are below the state average, with an average of 13 to 19 students per class. This allows our educators to provide more personalized attention to each student, fostering a supportive and engaging learning environment.

Our primary grades consistently outperform state expectations on their reading and math screeners, demonstrating the effectiveness of our curriculum and teaching methods.

We commit to providing a strong foundational education in the primary grades, ensuring that our students develop essential literacy and numeracy skills early in their academic journey.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



Students who score meets or masters on the STAAR/EOC are showing lower growth rates than those who did not meet expectations.

Most interventions are targeted to students who do not meet expectations on the STAAR/EOC.

 = Priority

# School Processes & Programs

## Summary

Holland Elementary School (HES) is committed to providing a comprehensive education that aligns with the Texas Essential Knowledge and Skills (TEKS) standards. This ensures that our curriculum is both rigorous and relevant, meeting the educational requirements set forth by the state of Texas.

At HES, we pride ourselves on maintaining small class sizes, which allows for more personalized attention and tailored instruction for each student. Additionally, we have dedicated aides who are able to push into classrooms to provide extra support, ensuring that every child receives the assistance they need to succeed.

Holland Elementary School (HES) prioritizes the regular review of data to identify students who may benefit from a multi-tiered system of supports (MTSS). This systematic approach ensures that we can promptly address the needs of students who require additional support.

To assist struggling students, we have implemented a comprehensive support system that includes reading interventionists, classroom aides, small group targeted instruction, tutorials, and dedicated intervention time built into the school day. These resources are designed to provide personalized and effective assistance to help students succeed.

HES organizes training sessions focused on emergent bilingual students, ensuring that our educators are adept at supporting students who are learning English as an additional language. Additionally, we provide specialized training in Special Education, enabling our staff to meet the diverse needs of students with disabilities effectively. We also prioritize training in Dyslexia, equipping our teachers with the skills to identify and support students with this learning difference. Our Gifted and Talented training ensures that we can challenge and nurture students who exhibit exceptional abilities. Furthermore, we emphasize health and safety training to create a secure and supportive learning environment for all students.

HES offers counseling services for both students and staff through a partnership with Impact Counseling. HES also utilizes the Second Steps program for social and emotional learning. These services provide essential emotional and psychological support, fostering a healthy and supportive school environment.

To enhance learning and ensure equitable access to technology, we provide one-to-one Chromebooks for students in grades 2 through 5 and one-to-one iPads for students in pre-kindergarten through grade 1. This initiative supports digital literacy and prepares our students for the future.

The elementary principal is dedicated to keeping her staff well-informed by sending out weekly newsletters. These newsletters provide important updates, highlight achievements, and share relevant information to support our educators in their roles. She also conducts staff meetings as needed, usually once a month, and meets with grade-level teams during their conference periods.

HES prioritizes clear and consistent communication with parents through various platforms, including Class Dojo, emails, Facebook posts, the district website, a monthly newsletter, and phone calls. This multi-faceted approach ensures that parents are always in the loop regarding their children's education and school activities.

Holland Elementary has made significant investments in enhancing the safety and security of our campus. We have installed advanced door locks to ensure that only authorized individuals can access our buildings, and we have upgraded our surveillance system with high-definition cameras to monitor activity around the clock. Additionally, we have implemented silent panic button technology to provide immediate alerts to law enforcement in case of emergencies. Our campus vestibules have been redesigned to control and monitor visitor access more effectively. We have also employed a School Resource Officer (SRO) to maintain a visible security presence and foster a safe learning environment. Furthermore, we have upgraded our fencing to create a more secure perimeter around our school grounds.

At our school, we place a high value on our employees by providing them with professional development opportunities that enhance their skills and support their career growth. We recognize the dedication and commitment of our staff by offering longevity pay, which acknowledges their continued service and loyalty to our institution. Throughout the year, we make it a priority to show appreciation for our employees' hard work and contributions, ensuring they feel valued and recognized. Additionally, we understand the importance of family and personal time, and we strive to create a supportive environment that respects and values the family commitments of our staff, allowing them to maintain a healthy work-life balance.

When planning activities and events, we are mindful of the amount of instructional time they may take away from our students. We strive to protect this valuable instructional time by meticulously planning and organizing events in a manner that minimizes disruption to the academic schedule.

## EOY Surveys

In response to the feedback from our end-of-year survey, it is clear that both parents and teachers are seeking more advanced notice and detailed communication regarding school events.

Additionally, parents have expressed concerns about congestion during dismissal times and the need for increased supervision at crosswalks. We recognize the importance of ensuring the safety and efficiency of our dismissal procedures. To address these concerns, we will be reviewing our current protocols and exploring strategies to alleviate congestion and enhance supervision, ensuring a safe and orderly environment for all students and families.

## Strengths

HES maintains small class sizes, which allows for more personalized attention and tailored instruction for each student.

HES has dedicated aides who can push into classrooms to provide extra support, ensuring that every child receives the assistance they need to succeed

Holland Elementary School prioritizes the regular review of data to identify students who may benefit from a multi-tiered system of supports (MTSS). This systematic approach ensures that we can promptly address the needs of students who require additional support.

HES prioritizes intervention in the early grades because we believe these grades are where the most significant impact can be achieved.

# Problem Statements Identifying School Processes & Programs Needs

|        | Problem Statement  | Root Cause  |
|--------|--|---|
| 1<br>★ | Communication was consistently one of the lowest rated areas on each survey. | Multiple forms of communication. Events change with short notice.   |
| 2      | New staff need additional support.   | Principals do not have the amount of time needed to mentor new teachers due to the many "hats" they wear.   |
| 3      | Dismissal is congested and confusing.  | All campuses dismiss at the same time, high school students park in the parking lot where elementary and middle school release, and crosswalks are not monitored. |

★ = Priority

# Perceptions

## Summary

Results from our end-of-the-year parent survey indicate that parents feel they are greeted in a friendly manner when they visit the school. This positive interaction sets a welcoming tone and fosters a sense of community. Additionally, parents have expressed satisfaction with the timeliness and helpfulness of communication from both the office and the teachers, which is crucial for maintaining transparency and addressing any concerns promptly.

Furthermore, the survey highlights that parents recognize and appreciate the high standards set by our teachers. They believe that our educators are deeply committed to seeing students succeed, which is a testament to the dedication and hard work of our teaching staff. This commitment to excellence is fundamental to our mission of providing a high-quality education for all students.

## Strengths

As a school, we pride ourselves on maintaining open and effective lines of communication between our elementary teachers and parents. This commitment ensures that parents are consistently informed about their children's progress, school events, and any concerns that may arise. By fostering a transparent and collaborative environment, we empower parents to be active participants in their child's education, which is crucial for student success.

Furthermore, our teachers are dedicated to setting high expectations for all students, encouraging them to reach their full potential. By challenging students to excel and providing the necessary support to meet these expectations, we cultivate a culture of excellence and resilience. This approach not only enhances academic achievement but also instills a strong work ethic and a sense of accomplishment in our students.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause


1



Communication was consistently one of the lowest rated areas on each survey.

Multiple forms of communication. Events change with short notice.

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

The attendance rate is under 97%.

Students in primary grades spread germs more readily.

2  
★

Most of the parents of students in special populations did not respond to the end-of-year survey.

The special populations questions were embedded in the EOY survey.

3  
★

Students who score meets or masters on the STAAR/EOC are showing lower growth rates than those who did not meet expectations.

Most interventions are targeted to students who do not meet expectations on the STAAR/EOC.

4  
★

Communication was consistently one of the lowest rated areas on each survey.

Multiple forms of communication. Events change with short notice.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)

- School Behavioral Threat Assessment Data (Senate Bill 11)

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent activity evaluations and feedback data

## Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data



# Goals

# Goal 1

Maintain rigorous standards to prepare 21st century learners for graduation and post-secondary success.

## Performance Objective 1

Increase the overall attendance rate from 95.9% to 97% by the end of the school year.

**Evaluation Data Source:** Attendance data

### Strategy 1

Implement a handwashing campaign in primary grades, including daily reminders and visual aids in restrooms and classrooms.

**Strategy's Expected Result/Impact:** Students will not spread germs as easily.

**Staff Responsible for Monitoring:** Teachers; Nurses

**Problem Statements:** Demographics 1

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 2

Train parents on the importance of attendance and strategies to prevent illness, such as proper hygiene and nutrition.

**Strategy's Expected Result/Impact:** Students will not get sick as often.

**Staff Responsible for Monitoring:** Principal; Nurses

**Problem Statements:** Demographics 1

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 3

Implement a cleaning campaign in the primary grades during the fall and winter months, including spraying the classrooms and mopping more often.

**Strategy's Expected Result/Impact:** Students will not get sick as often.

**Staff Responsible for Monitoring:** Principal; Cleaning staff

**Problem Statements:** Demographics 1

### Formative Reviews

Some Progress

**November**

Moderate Progress

**February**

**May**

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

**1**

The attendance rate is under 97%.

Students in primary grades spread germs more readily.

## Performance Objective 2

By the end of the school year, 75% of the students in each grade that takes STAAR reading will receive "meets" and 40% will receive "masters."

**Evaluation Data Source:** STAAR scores

### Strategy 1

Implement vertical alignment meetings and collaborative planning sessions for 3rd, 4th, and 5th-grade teachers to align curriculum and share effective instructional strategies

**Strategy's Expected Result/Impact:** Consistent teaching methods and strategies in all the elementary grades.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Learning 1

### Formative Reviews

No Progress

**November**

No Progress

**February**

**May**

### Strategy 2

Provide after-school reading tutorials for identified students.

**Strategy's Expected Result/Impact:** Struggling students' reading skills will increase.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Some Progress

November

Moderate Progress

February

May

## Strategy 3

Utilize WIN time to reteach and review reading concepts and strategies to groups of students with similar needs.

**Strategy's Expected Result/Impact:** Reading skills will increase.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Learning 1

### Formative Reviews

Some Progress

November

Moderate Progress

February

May

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students who score meets or masters on the STAAR/EOC are showing lower growth rates than those who did not meet expectations.

Most interventions are targeted to students who do not meet expectations on the STAAR/EOC.

## Performance Objective 3

By the end of the school year, 65% of the students in each grade that takes STAAR math will receive "meets" and 30% will receive "masters."

**Evaluation Data Source:** STAAR scores

## Strategy 1

Implement vertical alignment meetings and collaborative planning sessions for 3rd, 4th, and 5th-grade teachers to align curriculum and share effective instructional strategies

**Strategy's Expected Result/Impact:** Consistent teaching methods and strategies in all the elementary grades.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Learning 1

### Formative Reviews

No Progress

**November**

No Progress

**February**

**May**

## Strategy 2

Provide after-school math tutorials for identified students.

**Strategy's Expected Result/Impact:** Struggling students' math skills will increase.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

Some Progress

**November**

Moderate Progress

**February**

**May**

## Strategy 3

Utilize WIN time to reteach and review math concepts and strategies to groups of students with similar needs.

**Strategy's Expected Result/Impact:** Math skills will increase.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Learning 1

### Formative Reviews

Some Progress

**November**

Moderate Progress

**February**

**May**

## Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students who score meets or masters on the STAAR/EOC are showing lower growth rates than those who did not meet expectations.

Most interventions are targeted to students who do not meet expectations on the STAAR/EOC.

**Performance Objective 4**  **HB3 Goal**

By the end of the school year, at least 94% of the students in grades KG, 1, and 2 will score "meets" or "masters" on the TPRI and 98% of the Pre-K students will score "on track" on the CIRCLE PM - Phonological Awareness diagnostic.

**Evaluation Data Source:** TPRI data, CIRCLE data

**Strategy 1**

Maintain class sizes of 18 or fewer students in each class.

**Strategy's Expected Result/Impact:** Students will be able to receive the help they need

**Staff Responsible for Monitoring:** Superintendent, Principal

**Formative Reviews**

Some Progress

**November**

Some Progress

**February**

**May**

**Strategy 2**

Provide an educational aide during key times of learning in each classroom.

**Strategy's Expected Result/Impact:** Students will be able to receive the help they need

**Staff Responsible for Monitoring:** Superintendent, Principal

**Formative Reviews**

Some Progress

**November**

Moderate Progress

**February**

**May**

# Goal 2 Ensure a safe and supportive school environment.

## Performance Objective 1

By the end of the school year, all elementary classroom teachers will provide SEL lessons at a minimum bi-weekly.

**Evaluation Data Source:** Calendar with lesson dates on it

### Strategy 1

Teachers will use the provided lessons in the Second Steps program to conduct a SEL lesson bi-weekly.

**Strategy's Expected Result/Impact:** Students will use what they learn to help them navigate their responses/actions when various social/emotional issues arise.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 2

Schedule additional SEL lessons for grade levels and classes when the need arises.

**Strategy's Expected Result/Impact:** Students will use what they learn to help them navigate their responses/actions when various social/emotional issues arise.

**Staff Responsible for Monitoring:** Principal; Teachers

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

## Performance Objective 2

On the end-of-year survey, 5% or less of the staff will answer "disagree" or "strongly disagree" to the statement "I feel confident about what to do in an emergency situation."

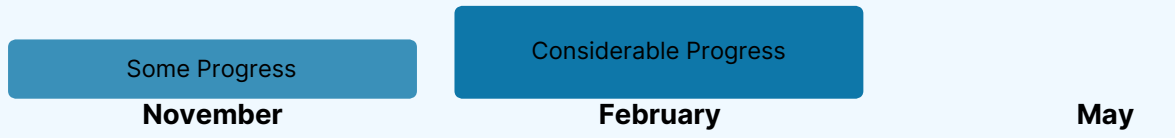
### Strategy 1

Conduct walkthroughs and drills using the Raptor app with staff to review safety procedures at various locations and times, ensuring everyone knows the protocols.

**Strategy's Expected Result/Impact:** Staff will be more confident about what to do in an emergency.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



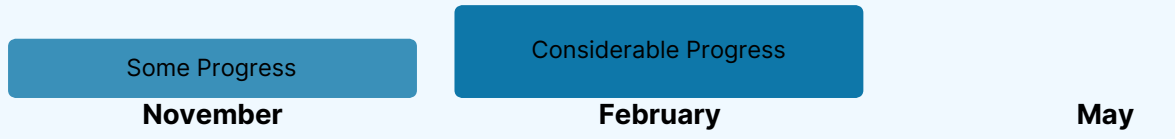
### Strategy 2

Provide staff training on the use of the Raptor app and other safety measures and procedures.

**Strategy's Expected Result/Impact:** Staff will be more confident about what to do in an emergency.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



### Performance Objective 3

By the end of the year, Holland Elementary will conduct all required drills and hold Q&A discussions before and/or after each drill.

**Evaluation Data Source:** Drill log


### Strategy 1

Schedule all drills at the beginning of the school year.


**Strategy's Expected Result/Impact:** Ensure that all required drills will be conducted.

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

 Accomplished

**November**

 Accomplished

**February**

**May**

## Strategy 2

Before each scheduled drill, remind staff to have a Q&A session with their students before or after the drill.

**Strategy's Expected Result/Impact:** Students will be more confident about what to do in an emergency.

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

Some Progress

**November**

Considerable Progress

**February**

**May**

# Goal 3 Engage parents, families, and community members in Holland ISD's events and programs and students' learning.

## Performance Objective 1

By the end of the school year, parents/families/community members will have been provided with, at a minimum, six opportunities to engage in their child's education through various non-athletic events.

**Evaluation Data Source:** Calendar of events, Event advertisements

### Strategy 1

Inform parents about each event using at least three different methods of communication.

**Strategy's Expected Result/Impact:** Parents will attend events.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 2

Provide, at a minimum, two meetings of "The Scoop" during the school year.

**Strategy's Expected Result/Impact:** Educate and inform parents on topics they have questions about.

**Staff Responsible for Monitoring:** Director of Student Services

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

No Progress

November

Some Progress

February

May

### Strategy 3


Provide, at minimum, one school day dedicated to parent/teacher conferences.

**Strategy's Expected Result/Impact:** Parents will have the opportunity to discuss with teachers their child's progress and needs.


**Staff Responsible for Monitoring:** Principal

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

### Formative Reviews

 Accomplished

**November**

 Accomplished

**February**

**May**

## Strategy 4

Provide, at a minimum, 3 non-athletic events for parents to attend.


**Strategy's Expected Result/Impact:** Provide opportunities for parents to participate in school events and meet other parents/ community members.

**Staff Responsible for Monitoring:** Admin Team

### Formative Reviews

Some Progress

**November**

 Accomplished

**February**

**May**

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

**1**

Communication was consistently one of the lowest rated areas on each survey.

Multiple forms of communication. Events change with short notice.

## Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

**1**

Communication was consistently one of the lowest rated areas on each survey.

Multiple forms of communication. Events change with short notice.

## Performance Objective 2

By the end of the school year, Holland Elementary will provide opportunities to ensure children from early childhood programs such as PK, daycares, and at-home-based childcare have the opportunity for a successful transition to school.

### Strategy 1

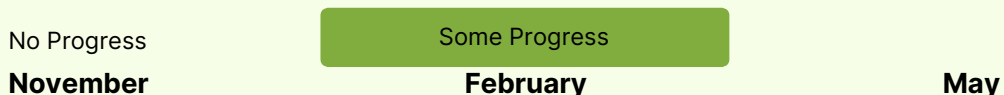
Conduct a PK/Kindergarten Round-Up in April.

**Strategy's Expected Result/Impact:** Register new students, screen for needed services, and provide resources to parents.

**Staff Responsible for Monitoring:** Principal

**Title I:**

#### Formative Reviews



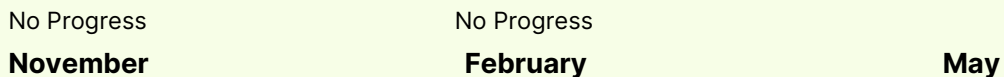
### Strategy 2

Engage with local child care providers to share and align best practices for family engagement, setting and communicating learning goals, and student progress monitoring

**Strategy's Expected Result/Impact:** Students will be better prepared to enter school.

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



### Strategy 3

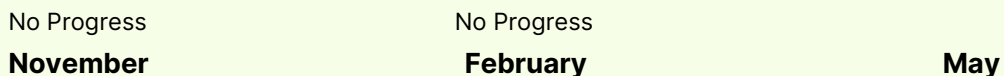
Allow school tours/visits with local child care providers and the community. PK teachers will introduce their students to the Kindergarten teachers and classrooms at the end of the year.

**Strategy's Expected Result/Impact:** Encourages a smooth transition by familiarizing them with the campus.

**Staff Responsible for Monitoring:** Principal

**Title I:**

#### Formative Reviews



## Strategy 4

PK and Kindergarten teachers will meet at the end of the year to go over PK data.

**Strategy's Expected Result/Impact:** Help prepare kindergarten teachers to meet the needs of the students.

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

No Progress  
**November**

No Progress  
**February**

**May**

## Performance Objective 3

By the end of the school year, Holland Elementary will provide at least one opportunity to ensure all 5th-grade students have the opportunity for a successful transition to middle school.

**Evaluation Data Source:** Event advertisements, Calendar of events

## Strategy 1

Conduct a 6th-grade orientation meeting for parents and students in April.

**Strategy's Expected Result/Impact:** Educate the parents and students on middle school schedules, classes, rules, and expectations.

**Staff Responsible for Monitoring:** Elementary Principal and Middle School Principal

### Formative Reviews

No Progress  
**November**

No Progress  
**February**

**May**

# Goal 4 Engage in transparent, timely communication with all stakeholders to build positive, supportive relationships.

## Performance Objective 1

On the end-of-year survey, 10% or less of the parents will answer "disagree" or "strongly disagree" to each of the statements "ES communication from teachers is timely and helpful" and "ES communication for the front office is timely and helpful."

**Evaluation Data Source:** End-of-year survey

### Strategy 1

Send a monthly newsletter by email, communicating events in detail to all parents.

**Strategy's Expected Result/Impact:** Parents feel informed about upcoming events, dates, and activities.

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 2

Establish Class Dojo as the primary form of communication for the elementary school and use it to push out campus and classroom communication to parents and families.

**Strategy's Expected Result/Impact:** Communication will be more purposeful and not repetitive.

**Staff Responsible for Monitoring:** Principals, Teachers, Technology Director

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

#### Formative Reviews

Some Progress

November

Considerable Progress

February

May

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Communication was consistently one of the lowest rated areas on each survey.

Multiple forms of communication. Events change with short notice.

**Performance Objective 1 Problem Statements Identifying Perceptions**

Problem Statement

Root Cause

1

Communication was consistently one of the lowest rated areas on each survey.

Multiple forms of communication. Events change with short notice.

# Goal 5

Ensure that our instructional programs including but not limited to Title 1, Special Education, Dyslexia, Section 504, State Compensatory Education, English as a Second Language, Migrant Program, Career and Technical Education, and Gifted and Talented, meet all students' needs and meet program expectations.

## Performance Objective 1

On the end-of-year survey, 10% or less of parents in each of these programs, ESL, Special Education, GT, and 504, will "disagree" or "strongly disagree" with the question "Do you feel the program meets your child's needs?"

**Evaluation Data Source:** End-of-year survey

### Strategy 1

Email a special populations mid-year check-in to parents of students in each of the following programs: ESL, 504, Special Education, and Gifted and Talented, to gather input on how the programs are meeting needs and how they can be improved upon.

**Strategy's Expected Result/Impact:** Inform the principal of how parents perceive the services are meeting their child's needs.

**Staff Responsible for Monitoring:** Director of Student Services

**Problem Statements:** Demographics 2

### Formative Reviews



## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Most of the parents of students in special populations did not respond to the end-of-year survey.

The special populations questions were embedded in the EOY survey.

## Performance Objective 2

On the end-of-year survey, 10% or less of parents in each of these programs, ESL, Special Education, GT, and 504, will answer "not confident" to the question "If you were asked to explain the program, how confident would you be in your answer?"

**Evaluation Data Source:** End-of-year survey

### Strategy 1

Create and publish a guidebook detailing all special programs and resources, including contact information for program coordinators, to be available on the school website or provided to parents.

**Strategy's Expected Result/Impact:** Parents will have a resource to use when they have questions about special programs.

**Staff Responsible for Monitoring:** Director of Student Services

#### Formative Reviews

No Progress  
**November**

No Progress  
**February**

**May**

### Strategy 2

Develop a dedicated section on the school website for special programs, including FAQs, program descriptions, and steps to obtain help, ensuring it is easily accessible and regularly updated.

**Strategy's Expected Result/Impact:** Parents will have a resource to use when they have questions about special programs.

**Staff Responsible for Monitoring:** Director of Special Programs

#### Formative Reviews

Some Progress  
**November**

Moderate Progress  
**February**

**May**

### Performance Objective 3

By the end of the school year, emergent bilingual parents will have been provided with, at a minimum, six opportunities to engage in their child's education through various ESL events and newsletters.

**Evaluation Data Source:** Event advertisements, Calendar of events, Copies of newsletters

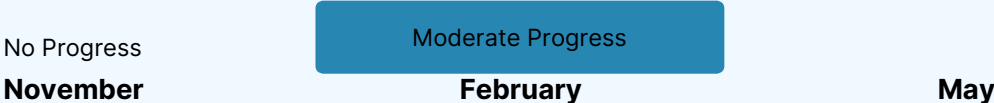
### Strategy 1

Conduct, at minimum, 2 ESL parent nights to discuss parent, family, and community engagement.

**Strategy's Expected Result/Impact:** Parents will be better informed about their child's education and the services/programs that are available to students and families.

**Staff Responsible for Monitoring:** Director of Student Services

**Formative Reviews**



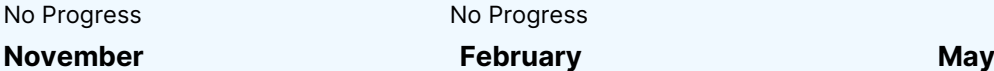
**Strategy 2**

Send out a quarterly newsletter to EB parents.

**Strategy's Expected Result/Impact:** Parents will be better informed about their child's education and the services/programs that are available to students and families.

**Staff Responsible for Monitoring:** Director of Student Services

**Formative Reviews**





# State Compensatory Education

# State Compensatory

## Budget for Holland Elementary School

**Total SCE Funds:** \$337,475.00

**Total FTEs Funded by SCE:** 6.1

### Brief Description of SCE Services and/or Programs

Payroll - We use this to help us employ enough teachers to keep our class sizes small. Supplies for all campuses - We use this to purchase materials for remediation and intervention.

## Personnel for Holland Elementary School

| Name              | Position                     | FTE |
|-------------------|------------------------------|-----|
| Amanda Chaney     | 2nd Grade Teacher            | 1   |
| Christy Hood      | Reading Interventionist      | 0.5 |
| Julie Ann Evans   | 1st Grade Teacher            | 1   |
| Karen Scott       | Reading Interventionist      | 1   |
| Lori Kinard       | Director of Student Services | 0.1 |
| Mindy Walker      | Reading Interventionist      | 0.5 |
| Victoria Brothers | 2nd Grade Teacher            | 1   |
| Wendy Frei        | 1st Grade Teacher            | 1   |



# Title I Summary

# Title I Personnel

| Name          | Position         | Program | FTE |
|---------------|------------------|---------|-----|
| Mollie Walker | Educational Aide |         | 1   |
| Tracie Wooley | Educational Aide |         | 1   |



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

| <b>Title</b>   | <b>Person Responsible</b> | <b>Review Date</b> | <b>Addressed By</b> | <b>Addressed On</b> |
|--|---------------------------|--------------------|---------------------|---------------------|
| Bullying Prevention  | Jennisty Thomason         | --                 | Lori Kinard         | 10/9/2024           |
| Decision-Making and Planning Policy Evaluation                             | --                        | --                 | Lori Kinard         | 10/10/2024          |
| Disciplinary Alternative Education Program (DAEP)                          | Shane Downing             | --                 | Lori Kinard         | 10/9/2024           |
| Pregnancy Related Services   | --                        | --                 | Lori Kinard         | 10/10/2024          |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Jennisty Thomason         | --                 | Lori Kinard         | 10/9/2024           |

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