

# Holland Independent School District



## Holland High School

Accountability Rating: A

Distinction Designation:

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

## 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.

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Needs Assessment Overview	5
Demographics	6
Student Learning	10
School Processes & Programs	13
Perceptions	16
<b>Priority Problem Statements</b>	18
<b>Data Documentation for CNA</b>	20
Improvement Planning Data	21
Accountability Data	21
Student Data: Assessments	21
Student Data: Student Groups	22
Student Data: Behavior and Other Indicators	22
Employee Data	23
Parent/Community Data	23
Support Systems and Other Data	23
<b>Goals</b>	24
Goal 1 : Maintain rigorous standards to prepare 21st-century learn...	25
Goal 2 : Ensure a safe and supportive school environment.	29
Goal 3 : Engage parents, families, and community member...	32
Goal 4 : Engage in transparent, timely communication with all s...	35
G...	37
<b>Policies, Procedures, and Requirements</b>	40



# 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 CIP by the Campus Review Committees.
- First formative review of the CIP 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 CIP by the Campus Review Committees.
- Second formative review of the CIP 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 CIP by the Campus Review Committees.
- Summative review of the 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 High School is a 9th - 12th grade campus that currently serves approximately 185 students in the rural community of Holland, Texas.

The CIP is available for review in the front office of Holland High School. It is also available on the district website in both English and Spanish.

### Student Demographics for 2024-2025

Below is a breakdown of student demographics at HHS. This data was extracted from OnData Suite.

School Population	Count	Percent
<b>Student Total</b>	<b>183</b>	<b>100%</b>
9th Grade	47	25.68%
10th Grade	47	25.68%
11th Grade	39	21.31%
12th Grade	50	27.32%

Student Demographics	Count	Percent
<b>Gender</b>		
Female	93	50.82%
Male	90	49.18%
<b>Ethnicity</b>		
Hispanic-Latino	50	27.32%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	4	2.19%
Native Hawaiian - Pacific Islander	0	0.00%
White	121	66.12%
Two-or-More	8	4.37%

Student Programs	Count	Percent
Dyslexia	19	10.38%
Gifted and Talented	22	12.02%
Regional Day School Program for the Deaf	0	0.00%
Section 504	34	18.58%
Special Education (SPED)	22	12.02%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	10	5.46%
Bilingual	0	0.00%
English as a Second Language (ESL)	10	5.46%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	1	0.55%
Neglected	0	0.00%

	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent in Attendance
Campus	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025
(014905001) - Holland H S	1,395.0	28,288.0	0.0	29,683.0	171.538	95.3%

## Staff Demographics for 2024-2025

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

Staff Information	Campus			
	Count/Average	Percent	District	State
<b>Total Staff</b>	<b>25.4</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	24.4	96.1%	57.3%	63.8%
Teachers	23.4	91.9%	52.2%	48.3%
Professional Support	0.1	0.3%	0.9%	10.8%
Campus Administration (School Leadership)	1.0	3.9%	2.5%	3.4%
Educational Aides	1.0	3.9%	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	1.0	n/a	2.0	1,298.0
<b>Total Minority Staff</b>	<b>1.0</b>	<b>3.9%</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	1.0	4.3%	8.1%	31.0%
White	22.4	95.7%	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	0.0	0.0%	1.6%	1.3%
<b>Teachers by Sex</b>				
Males	8.7	37.4%	22.6%	24.6%
Females	14.6	62.6%	77.4%	75.4%
<b>Teachers by Highest Degree Held</b>				
No Degree	0.0	0.0%	0.0%	2.4%
Bachelors	15.4	65.8%	76.7%	71.4%
Masters	6.0	25.7%	20.1%	25.4%
Doctorate	2.0	8.6%	3.2%	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	1.0	4.3%	3.2%	7.3%
1-5 Years Experience	2.0	8.6%	6.5%	28.3%
6-10 Years Experience	7.8	33.4%	27.5%	19.7%
11-20 Years Experience	2.7	11.4%	25.8%	27.6%
21-30 Years Experience	8.5	36.2%	23.4%	14.1%
Over 30 Years Experience	1.4	6.1%	13.6%	3.0%
Number of Students per Teacher	7.8	n/a	10.4	15.0

## EOY Surveys

After a thorough analysis of the end-of-year survey feedback, it has become evident that there is a desire among our students and teachers for the reinstatement of exemptions at HHS. This suggests that exemptions are seen as a valuable tool in motivating students to maintain high academic standards and attendance.

Additionally, 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.

Lastly, we acknowledge the need for improved communication regarding the Gifted and Talented (GT) program, particularly for parents of middle school and high school students. By providing clear and comprehensive information about the GT program, we aim to ensure that parents are well-informed about the opportunities available to their children.

## Strengths

Our school is fortunate to have a highly experienced teaching staff, with nearly 54% of our educators possessing over 11 years of experience in the field. This wealth of experience translates into a deep understanding of pedagogical strategies and classroom management techniques, which greatly benefits our students.

Our school prides itself on maintaining a low student-to-teacher ratio, with an average of 7.8 students per teacher. This allows for more personalized attention and tailored instruction, ensuring that each student receives the support they need to thrive academically. In comparison to the state's average of 15 students per teacher, our smaller class sizes facilitate a more engaging and interactive learning environment, where teachers can focus on individual student needs and foster a deeper understanding of the curriculum.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The attendance rate is below our goal of 97%.	Chronic absenteeism by a few students and more students missed classes in high school due to not having exemptions.
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	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 EOC scores and state comparisons are below.

Scores below state average								
Scores at or above state average								
Scores at least 10 percent above state average								
Scores at least 20 points above state average								
<b>English 1</b>	<b>9%</b>	<b>91%</b>	<b>78%</b>	<b>13%</b>	<b>11%</b>	<b>89%</b>	<b>71%</b>	<b>24%</b>
State Avg	33%	67%	54%	17%	34%	66%	51%	16%
Region Avg					32%	68%	52%	14%
<b>English 2</b>	<b>7%</b>	<b>93%</b>	<b>83%</b>	<b>7%</b>	<b>11%</b>	<b>89%</b>	<b>70%</b>	<b>13%</b>
State Avg	26%	74%	60%	9%	29%	71%	56%	8%
Region Avg					27%	73%	57%	8%
<b>Algebra 1-HS</b>	<b>0%</b>	<b>100%</b>	<b>69%</b>	<b>24%</b>	<b>9%</b>	<b>91%</b>	<b>82%</b>	<b>62%</b>
State Avg	21%	79%	45%	25%	24%	76%	47%	29%
Region Avg					23%	77%	44%	24%
<b>Biology</b>	<b>0%</b>	<b>100%</b>	<b>80%</b>	<b>23%</b>	<b>0%</b>	<b>100%</b>	<b>78%</b>	<b>20%</b>
State Avg	9%	91%	58%	19%	9%	91%	62%	21%
Region Avg					9%	91%	61%	19%
<b>US History</b>	<b>0%</b>	<b>100%</b>	<b>82%</b>	<b>46%</b>	<b>3%</b>	<b>97%</b>	<b>82%</b>	<b>58%</b>
State Avg	5%	95%	69%	37%	6%	94%	68%	37%
Region Avg					5%	95%	69%	35%

## 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.

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

Our school takes immense pride in the fact that 100% of our students have successfully passed the End-of-Course (EOC) assessments in Biology.

In the 15 STAAR passing categories (5 tests x 3 passing levels), Holland High School exceeded the state average by 20% or more in 5 categories and by 10-19% in 5 categories.

Our school prides itself on maintaining smaller class sizes. This allows for a more personalized and focused educational experience, where teachers can give individual attention to each student, catering to their unique learning needs and styles.

# 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

At our campus, we prioritize 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 classroom aides, small group targeted instruction, tutorials, and dedicated intervention time built into the individual student's schedule. These resources are designed to provide personalized and effective assistance to help students succeed.

Each year, HISD 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.

Holland ISD offers counseling services for both students and staff through a partnership with Impact Counseling. 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. This initiative supports digital literacy and prepares our students for the future.

As part of our commitment to maintaining effective communication and organization, our administrators convene on a weekly basis to update calendars, plan for upcoming events, and address any issues that may arise. This ensures that our school operations run smoothly and that we are prepared for any challenges.

In addition, the high school principal keeps his staff well-informed by sending out newsletters as needed. These newsletters provide important updates, highlight achievements, and share relevant information to support our educators in their roles.

We prioritize clear and consistent communication with parents through various platforms, including Remind, 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 High School is proud to offer a wide range of extra-curricular activities to our students. These include football, volleyball, track, cross country, basketball, baseball, softball, powerlifting, golf, tennis, student council, academic UIL, FFA, FCCLA, and NHS. These programs provide students with opportunities to develop their skills, pursue their interests, and engage in meaningful experiences outside the classroom.

Holland High School has made significant investments in enhancing the safety and security of our campuses. 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 vestibule has 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

We have a strong MTSS in place that ensures we can promptly address the needs of students who require additional support.

Our students are encouraged to take part in a wide range of extracurricular activities, which helps them become well-rounded individuals.

# Problem Statements Identifying School Processes & Programs 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.
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

Our end-of-year student survey revealed that a significant majority of our students feel safe within the school environment. This statistic is a testament to the dedication and care our staff provides, as students also reported feeling that the staff genuinely cares about their well-being. Additionally, it is heartening to know that students have identified at least one adult in the school with whom they feel comfortable discussing their concerns or problems, indicating strong, supportive relationships between students and staff.

Our end-of-the-year student survey revealed that students perceive our staff as friendly, which is a testament to the welcoming and supportive environment we strive to create. Additionally, students recognize that our staff maintains high expectations, pushing them to achieve their best, and they appreciate the hard work our educators put in to ensure their success.

Our end-of-the-year parent survey revealed that parents appreciate the high standards our teachers set for students, recognizing the dedication and commitment our educators have toward ensuring student success. It is gratifying to know that parents feel their children's needs are being met, which is a testament to the hard work and dedication of our teaching staff.

## Strengths

Parents and students believe that our staff establishes high expectations for the students and genuinely cares about them.

Our students feel safe while at school.

# 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  
★

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.

2  
★

The attendance rate is below our goal of 97%.

Chronic absenteeism by a few students and more students missed classes in high school due to not having exemptions.

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 CCMR goals
- 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 End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) data

## 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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

- Processes and procedures for teaching and learning, including program implementation
- 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 95.3% to 97% by the end of the year.

**Evaluation Data Source:** Attendance reports

### Strategy 1

Implement an attendance tracking system to identify students with chronic absenteeism and provide timely interventions.

**Strategy's Expected Result/Impact:** Chronic absenteeism will decrease

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Demographics 1

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 2

Engage parents and guardians through regular communication about the importance of attendance and provide resources to help them support their child's attendance.

**Strategy's Expected Result/Impact:** Attendance will increase

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Director of Student Services

**Problem Statements:** Demographics 1

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 3

Organize quarterly attendance recognition events to celebrate students with perfect or improved attendance.

**Strategy's Expected Result/Impact:** Attendance will increase

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Secretary

**Problem Statements:** Demographics 1

### Formative Reviews

Some Progress

November

Moderate Progress

February

May

## Strategy 4

Organize 3-week attendance recognition events to celebrate students with perfect attendance.

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

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Demographics 1

### Formative Reviews

Some Progress

November

Moderate Progress

February

May

## Strategy 5

Implement an "exemption plan" for the end of each semester.

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

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Demographics 1

### Formative Reviews



Accomplished

November



Accomplished

February

May

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The attendance rate is below our goal of 97%.

Chronic absenteeism by a few students and more students missed classes in high school due to not having exemptions.

## Performance Objective 2 HB3 Goal

By the end of the year, 90% of the graduates will achieve CCMR.

**Evaluation Data Source:** CCMR local data tracker


### Strategy 1

Expand early dual credit course offerings by partnering with local community colleges to provide more options for students.


**Strategy's Expected Result/Impact:** More students will graduate with dual credit

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

#### Formative Reviews

 Accomplished

**November**

 Accomplished

**February**

**May**

### Strategy 2

Target students who did not meet the standard on TSIA to take courses offered on our campus that are non-TSIA through Temple College.


**Strategy's Expected Result/Impact:** More students will graduate with dual credit

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

#### Formative Reviews

Some Progress

**November**

 Accomplished

**February**

**May**

## Performance Objective 3

By the end of the school year, 30% of students will achieve the "masters" performance level on each of the EOC tests.

**Evaluation Data Source:** EOC scores

### Strategy 1

Identify students who are close to achieving the "masters" performance level and provide targeted instruction focusing on their specific gaps.

**Strategy's Expected Result/Impact:** The number of students receiving "masters" on their EOC will increase

**Staff Responsible for Monitoring:** Principal, Counselor, Teachers

**Problem Statements:** Student Learning 1

**Formative Reviews**

No 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.

# Goal 2 Ensure a safe and supportive school environment.

## Performance Objective 1

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

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

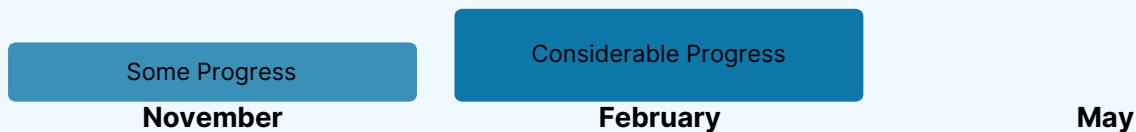
### Strategy 1

Conduct classroom or school-wide discussions and Q&A sessions about safety procedures using different scenarios to ensure students feel confident about how to respond in an emergency.

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

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



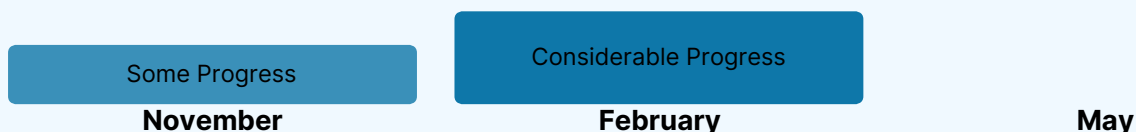
### Strategy 2

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

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

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



## 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."

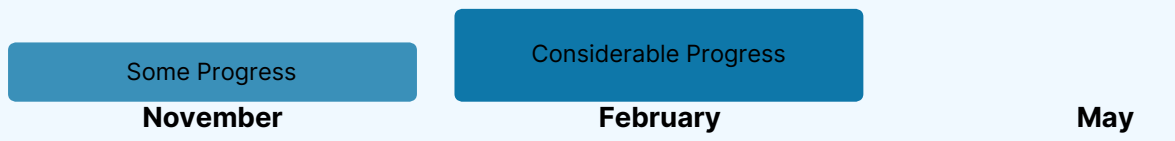
### Strategy 1

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



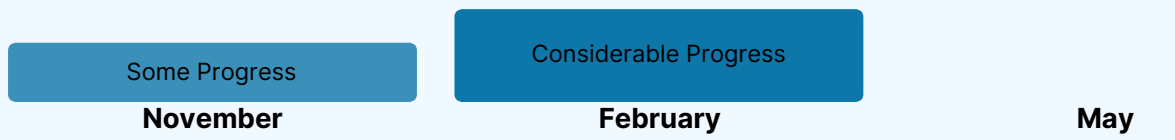
### Strategy 2

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

Throughout the year, HHS will provide a school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention.

**Evaluation Data Source:** Number of counseling referrals, calendar of events

### Strategy 1

The high school leadership class will research topics and create presentations, announcements, one-pagers, etc. to present to their peers.

**Strategy's Expected Result/Impact:** Students will gain information and resources on various SEL topics

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

Some Progress

**November**

No Progress

**February**

**May**

## Strategy 2

Holland ISD will partner with Georgetown Intervention Services to provide counseling for students in need.

**Strategy's Expected Result/Impact:** Students will receive help with their various struggles.

**Staff Responsible for Monitoring:** Principal

## Formative Reviews

Some Progress

**November**

Moderate 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, 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

Considerable 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

Moderate 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**


## Strategy 5

Provide, at a minimum, 3 opportunities/events that will help students be successful in their post-secondary endeavors.


**Strategy's Expected Result/Impact:** Students will have a plan for after graduation.

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

### Formative Reviews

 Accomplished

**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.

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

## Performance Objective 1

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

**Evaluation Data Source:** End-of-the-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

No Progress

February

May

### Strategy 2

Meet with each extracurricular sponsor at a minimum of one time a year, and develop a communication plan that outlines methods, timelines, and responsibilities for sharing updates with students, parents, and staff.

**Strategy's Expected Result/Impact:** Communication from extracurricular sponsors will improve.

**Staff Responsible for Monitoring:** Principal

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

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 3

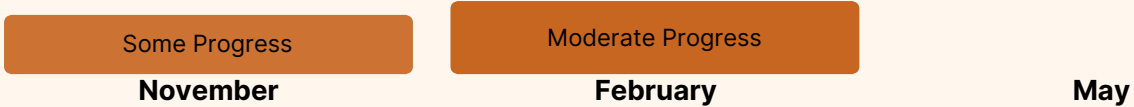
By May 2026, teachers will adhere to district policy about entering grades into the online gradebook.

**Strategy's Expected Result/Impact:** Parents will receive regular updates on their child's academic performance.

**Staff Responsible for Monitoring:** Principal

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

#### Formative Reviews



### 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:** Parents will be able to voice concerns, and administration will be able to address concerns.

**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, 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 Student Services

#### 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:** Advertisements of events, copies of newsletters

### Strategy 1

Conduct, at a 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**

No Progress

**November**

Moderate Progress

**February**

**May**

**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**

No Progress

**November**

No Progress

**February**

**May**



# **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

---