

Holland Independent School District



Accountability Rating: A

2025-2026 District Improvement Plan

Mission Statement

The Holland Independent School District, in partnership with parents and the 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. Holland ISD has undertaken a comprehensive needs assessment by drawing from a variety of data sources to ensure a holistic understanding of our educational landscape. This assessment utilized the 2023-24 Texas Academic Performance Report (TAPR), alongside the 2024-25 State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) data, to evaluate our students' academic performance. We also incorporated the 2024-25 primary reading and math screeners to gauge foundational skills and early literacy challenges, the 2024-25 College, Career, and Military Readiness (CCMR) local data to assess our students' preparedness for post-secondary success, and data from OnData Suite to assess attendance, discipline, and demographics to ensure our strategies are inclusive and equitable. Furthermore, the 2024-25 Texas English Language Proficiency Assessment System (TELPAS) scores were analyzed to understand the progress of our English language learners. Additionally, we examined Career and Technical Education (CTE) certification completion rates to evaluate the effectiveness of our vocational programs.

Beyond academic performance, we considered a range of qualitative data to inform our assessment. We gathered valuable perspectives through parent and student surveys, which offered insights into the school climate and areas for improvement. Teacher input was solicited to gain a deeper understanding of classroom dynamics and instructional needs. Last year's improvement plans were reviewed to assess the progress made and identify areas that require continued focus. Finally, safety data was examined to ensure that our school environment remains secure and conducive to learning. Through this multifaceted approach, we aim to address the diverse needs of our students and staff effectively.

Through the CNA process, Holland ISD engages appropriate stakeholders for federal and state program requirements. 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 District's Title I Plan and each qualifying campus's PFE Policy by the **PAC**.
- First formative review of each CIP by the **Campus Review Committees**.
- First formative review of the District's Title I Plan, each qualifying campus's PFE Policy, PAC's recommendations from their review, Campus Review Committees' recommendations from their review, CIPs, and DIP 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 District's Title I Plan and each qualifying campus's PFE Policy by the **PAC**.
- Second formative review of each CIP by the **Campus Review Committees**.
- Second formative review of the District's Title I Plan, each qualifying campus's PFE Policy, PAC's recommendations from their review, Campus Review Committees' recommendations from their review, CIPs, and DIP by the **SB Committee**. Remove any CIP/DIP 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 District's Title I Plan and each qualifying campus's PFE Policy and Family-School Compacts by the **PAC**.
 - Sumulative review of each CIP by the **Campus Review Committees**.
 - Summative review of the District's Title I Plan, each qualifying campus's PFE Policy and Family-School Compacts, PAC's recommendations from their review, Campus Review Committees' recommendations from their review, CIPs, and DIP by the **SB Committee**.
6. June/July
 - Outline activities within the CIPs and DIP to support identified needs for the next school year.
 - Complete CIPs and DIP and make them 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 ISD serves the town of Holland, Texas, a rural community located in Central Texas between the cities of Waco and Austin. Holland ISD has one elementary school, one middle school, and one 2A high school. Holland ISD High School students who meet specific criteria can be provided with accelerated learning opportunities through the Choices program. According to a 2023 demographic report, Holland ISD will experience growth in the next 3 to 5 years. It is predicted that the elementary campus will approach capacity by 2027, and the middle school and high school campuses will reach capacity by 2030.

Holland ISD applies for and receives the Every Student Succeeds Act allocation for the Title I, Part A program that provides supplemental funding to its campuses with higher eco-dis populations to meet the challenging academic state standards through the implementation of research-based instructional activities. The free and reduced lunch application is distributed district-wide, and the Director of Food Service uses the District Certification (DC) list to identify the low-income percentage of each campus. Holland ISD's administration office then ranks each campus based on its eco-dis percentage and identifies campuses to be served with Title I dollars. Currently, Holland ISD serves the elementary and middle schools as Schoolwide programs in the 2025-2026 school year.

In addition to Title I, Part A funds, Holland ISD applies for and receives funds from the following ESSA programs: Title II, Title III, and Title IV. For the 2025-2026 school year, and through the CNA process, Holland ISD has chosen to transfer a portion of Title II, Part A funds into Title I, Part A to better serve students at Schoolwide campuses. The district has also budgeted 100% of its Title IV funds to support activities under well-rounded educational opportunities.

Holland ISD maintains and updates its Translation Procedure within the Federal Program Department and Business Office. Holland ISD's campuses will receive an updated procedure each year to ensure all campuses are following the most current practices in translation and methods of distribution of required communication and plans.

Student Demographics

In the 2024-25 school year, Holland ISD had an enrollment of approximately 696 students, compared to 638 students in the 2023-24 school year. Below is a breakdown of student data from the 2024-2025 school year. This data was taken from OnData Suite.

Student Enrollment

Student Total	696	100%
Early Education Grade	<u>3</u>	0.43%
Pre-Kindergarten Grade	<u>29</u>	4.17%
Kindergarten Grade	<u>39</u>	5.60%
1st Grade	<u>59</u>	8.48%
2nd Grade	<u>51</u>	7.33%
3rd Grade	<u>47</u>	6.75%
4th Grade	<u>53</u>	7.61%
5th Grade	<u>60</u>	8.62%
6th Grade	<u>47</u>	6.75%
7th Grade	<u>60</u>	8.62%
8th Grade	<u>49</u>	7.04%
9th Grade	<u>51</u>	7.33%
10th Grade	<u>51</u>	7.33%
11th Grade	<u>45</u>	6.47%
12th Grade	<u>52</u>	7.47%

Student Demographics, Programs, and Indicators

Student Demographics

Count Percent

Gender

District Improvement Plan Campus #014-905

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Female	348	50.00%
Male	348	50.00%

Ethnicity

Hispanic-Latino	186	26.72%
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Race

American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	14	2.01%
Native Hawaiian - Pacific Islander	0	0.00%
White	474	68.10%
Two-or-More	22	3.16%

Student Programs

	Count	Percent
CTE Attendance	232	33.33%
Dropout Recovery Program	0	0.00%
Gifted and Talented	60	8.62%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	94	13.51%
Special Education (SPED)	114	16.38%
Bilingual/ESL		
Emergent Bilingual (EB)	31	4.45%
Standard or Alternative Bilingual/ESL	29	4.17%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	69	9.91%
Dyslexia Risk Code	98	14.08%
Dyslexia Services Code	69	9.91%

Student Indicators

	Count	Percent
Foster Care	1	0.14%
IGC Reviewed	0	0.00%
Intervention Indicator	43	6.18%
Migratory	4	0.57%
Military Connected	25	3.59%
Student Accelerated Education Plan	0	0.00%
Unschooler Asylee/Refugee	1	0.14%
Economic Disadvantage		
Economic Disadvantage Total	269	38.65%
Free Meals	238	34.20%
Reduced-Price Meals	31	4.45%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	3	0.43%

Student Mobility Rate Report for All User Accessible Campuses for All Students

	2022 - 2023			2023 - 2024			2024 - 2025		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
District Summary	47	582	8.08%	46	583	7.89%	47	595	7.90%
Holland H S	18	202	8.91%	18	192	9.38%	23	190	12.11%
Bell County DAEP	5	5	100.00%	11	11	100.00%	6	6	100.00%
Holland Middle	7	136	5.15%	12	151	7.95%	9	151	5.96%
Holland EL	22	244	9.02%	16	240	6.67%	15	254	5.91%

CCMR Graduates

College, Career and Military Readiness (TEA) for 2023 - 2024		
	Count/Credit	Percent
Total		
Total Graduates	45	98%
Total Credit for CCMR Criteria	37	82.2%
Texas Success Initiative (TSI) Criteria		
Met TSI in both ELA/Reading and Math	21	46%
ELA/Reading		
Met TSI criteria for at least one indicator	29	63%
Met TSI assessment criteria	28	61%
Met TSI ACT criteria	1	2%
Met TSI SAT criteria	20	43%
Earned credit for a college prep course	0	0%
Math		
Met TSI criteria for at least on indicator	21	46%
Met TSI assessment criteria	20	43%
Met TSI ACT criteria	1	2%
Met TSI SAT criteria	16	35%
Earned credit for a college prep course	0	0%
AP/IB Examination		
Met criterion score on AP/IB exam in any subject	1	2%
Dual Course Credit		
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	18	39%
Industry Based Credit		
Earned and industry-based certification from approved list	10	22%

Attendance

Attendance by Campus

Campus	23-24	24-25
014905001 - HOLLAND H S	96.0%	95.3%
014905004 - BELL COUNTY DAEP	89.5%	100.0%
014905041 - HOLLAND MIDDLE	95.6%	96.0%
014905101 - HOLLAND EL	96.3%	95.9%
TOTALS	94.3%	96.8%

Staff Demographics

Below is the breakdown of staff data at Holland ISD for the 2024-2025 school year. This information was extracted from the 2024-2025 TAPR, which has been included as an addendum to this plan.

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	118.7	100.0%	764,857.7	100.0%
Professional Staff	68.0	57.3%	487,682.3	63.8%
Teachers	61.9	52.2%	369,689.2	48.3%
Professional Support	1.1	0.9%	82,751.4	10.8%
Campus Administration (School Leadership)	3.0	2.5%	25,687.5	3.4%
Central Administration	2.0	1.7%	9,554.2	1.2%
Educational Aides	13.0	11.0%	81,972.7	10.7%
Auxiliary Staff	37.7	31.7%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	0.0	n/a	13,704.0	n/a
Part-time Counselors	2.0	n/a	1,298.0	n/a
Total Minority Staff	18.8	15.8%	423,307.3	55.3%
Teachers by Ethnicity				
African American	0.0	0.0%	47,165.6	12.8%
Hispanic	5.0	8.1%	114,597.9	31.0%
White	55.9	90.3%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	1.0	1.6%	4,812.6	1.3%
Teachers by Sex				
Males	14.0	22.6%	90,958.2	24.6%
Females	47.9	77.4%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	8,698.9	2.4%
Bachelors	47.5	76.7%	264,052.9	71.4%
Masters	12.4	20.1%	93,864.5	25.4%
Doctorate	2.0	3.2%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	3.2%	26,999.3	7.3%
1-5 Years Experience	4.0	6.5%	104,446.4	28.3%
6-10 Years Experience	17.0	27.5%	72,857.4	19.7%
11-20 Years Experience	16.0	25.8%	101,940.9	27.6%
21-30 Years Experience	14.5	23.4%	52,207.3	14.1%
Over 30 Years Experience	8.4	13.6%	11,237.9	3.0%
Number of Students per Teacher	10.4	n/a	15.0	n/a

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

The majority of our teachers have between 6 and 30 years of experience.

Many families move into our area because of the school district. We have supportive parents and students who are committed to success.

All of our students graduated, we had no dropouts, and our discipline and mobility rates were low.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The attendance rate is approximately 95.7%	Chronic absenteeism by a few students, more students missed classes in high school due to not having exemptions, and illness in lower grade levels.
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 STAAR/EOC scores and state comparisons are below.

	2024				2025			
	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters
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								
3rd Grade Reading	9%	91%	67%	30%	10%	90%	74%	38%
State Avg	25%	75%	49%	21%	22%	78%	52%	23%
Region Avg					24%	76%	48%	18%
4th Grade Reading	18%	82%	70%	35%	4%	96%	74%	38%
State Avg	19%	81%	51%	23%	19%	81%	54%	24%
Region Avg					20%	80%	49%	18%
5th Grade Reading	12%	88%	73%	47%	11%	89%	64%	32%
State Avg	22%	78%	54%	29%	23%	77%	58%	30%
Region Avg					25%	75%	54%	25%
6th Grade Reading	18%	82%	61%	22%	14%	86%	70%	47%
State Avg	25%	75%	55%	25%	25%	75%	54%	28%
Region Avg					26%	74%	49%	22%
7th Grade Reading	9%	91%	71%	30%	20%	80%	61%	29%
State Avg	28%	72%	52%	28%	26%	74%	52%	26%
Region Avg					28%	72%	47%	21%
8th Grade Reading	13%	87%	64%	28%	7%	93%	74%	33%
State Avg	21%	79%	54%	28%	20%	80%	56%	31%
Region Avg					20%	80%	56%	31%
English 1	9%	91%	78%	13%	11%	89%	71%	24%
State Avg	33%	67%	54%	17%	34%	66%	51%	16%
Region Avg					32%	68%	52%	14%
English 2	7%	93%	83%	7%	11%	89%	70%	13%
State Avg	26%	74%	60%	9%	29%	71%	56%	8%
Region Avg					27%	73%	57%	8%

3rd Grade Math	13%	87%	53%	15%	5%	95%	77%	33%
State Avg	31%	69%	41%	15%	30%	70%	45%	19%
Region Avg					33%	67%	40%	15%
4th Grade Math	41%	59%	30%	14%	17%	83%	53%	17%
State Avg	32%	68%	45%	21%	32%	68%	46%	24%
Region Avg					35%	65%	40%	19%
5th Grade Math	2%	98%	67%	37%	9%	91%	62%	26%
State Avg	24%	76%	49%	19%	27%	73%	46%	22%
Region Avg					30%	70%	41%	17%
6th Grade Math	8%	92%	56%	20%	14%	86%	70%	42%
State Avg	30%	70%	37%	13%	28%	72%	38%	15%
Region Avg					31%	69%	33%	12%
7th Grade Math	22%	78%	56%	26%	27%	73%	43%	11%
State Avg	47%	53%	32%	10%	48%	52%	31%	10%
Region Avg					51%	49%	28%	8%
8th Grade Math	9%	91%	71%	31%	13%	87%	74%	41%
State Avg	30%	70%	40%	15%	31%	69%	45%	17%
Region Avg					34%	66%	39%	12%
Algebra 1-8th	0%	100%	100%	91%	0%	100%	88%	63%
State Avg	21%	79%	45%	25%	24%	76%	47%	29%
Region Avg					23%	77%	44%	24%
Algebra 1-HS	0%	100%	69%	24%	9%	91%	82%	62%
State Avg	21%	79%	45%	25%	24%	76%	47%	29%
Region Avg					23%	77%	44%	24%

5th Grade Science	12%	88%	61%	33%	26%	74%	34%	9%
State Avg	43%	57%	26%	11%	36%	64%	30%	12%
Region Avg					39%	61%	25%	9%
8th Grade Science	7%	93%	81%	35%	0%	100%	84%	35%
State Avg	32%	68%	42%	16%	28%	72%	46%	18%
Region Avg					31%	69%	41%	14%
Biology	0%	100%	80%	23%	0%	100%	78%	20%
State Avg	9%	91%	58%	19%	9%	91%	62%	21%
Region Avg					9%	91%	61%	19%

8th Grade Social Studies	20%	80%	50%	24%	16%	84%	58%	21%
State Avg	43%	57%	31%	16%	45%	55%	30%	16%
Region Avg					50%	50%	24%	12%
US History	0%	100%	82%	46%	3%	97%	82%	58%
State Avg	5%	95%	69%	37%	6%	94%	68%	37%
Region Avg					5%	95%	69%	35%

2024-2025 TELPAS Data on Composite Scores

No students exited from ESL.

Beginning	Intermediate	Advanced	Advanced High
2	15	11	0

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 63 categories for passing STAAR (21 tests x 3 passing levels), HISD had 21 categories that were above the state average by 20+ percent and 24 categories that were above the state average by 10-19 percent.

HISD had 100% of its students pass the Biology and 8th Grade Science tests in 2024-2025.

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

District Processes & Programs

Summary

At our campuses, 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 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.

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. The elementary school 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. It is by meeting the SEL needs of our students and fostering the community environment that Holland ISD is able to maintain low discipline referrals across our schools.

To enhance learning and ensure equitable access to technology, we provide one-to-one Chromebooks for students in grades 2 through 12 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.

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, principals are dedicated to keeping their staff well-informed by sending out information using various forms. This information provides important updates, highlights achievements, and shares relevant information to support our educators in their roles.

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

Holland ISD 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, FFA, FCCLA, academic UIL, and NHS. These programs provide students with opportunities to develop their skills, pursue their interests, and engage in meaningful experiences outside the classroom.

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

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

Holland ISD's MTSS process is very effective, ensuring that students receive timely and appropriate interventions tailored to their individual needs. This structured approach allows us to identify and support students who may be struggling, thereby enhancing their academic success and overall well-being.

Our ability to help each student where they are is significantly bolstered by our small class sizes, which facilitate personalized attention and a more intimate learning environment. Additionally, our dedicated aides play a crucial role in providing targeted support, allowing for more individualized instruction. We place a strong emphasis on assisting students in the primary grades, recognizing that early intervention is key to fostering long-term academic achievement and confidence.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Communication was consistently one of the lowest-rated areas on each survey.</p>	<p>Multiple forms of communication. Events change with short notice.</p>
<p>2</p> <p>New staff need additional support.</p>	<p>Principals do not have the amount of time needed to mentor new teachers due to the many "hats" they wear.</p>
<p>3</p> <p>Dismissal is congested and confusing.</p>	<p>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.</p>

★ = Priority

Perceptions

Summary

At Holland ISD, we prioritize collecting comprehensive data to inform our decisions and improve our district. This is achieved through the diligent efforts of our district improvement plan committee, parent advisory committee, and SHAC. Additionally, we value the insights gained from community, parent, and student surveys, and we actively seek input from our teachers and staff throughout the entire year.

Our community engagement is evident in the high attendance at our various events, including meet-the-teacher nights, family nights, athletic events, the fall carnival, class programs, and award ceremonies. These events not only foster a sense of community but also provide opportunities for meaningful interactions between families, students, and staff.

Holland ISD is renowned for its "family" environment, where the philosophy of "it takes a village to raise children" is deeply ingrained. Survey results reflect this nurturing atmosphere, with most students reporting that they feel cared for, have trusted individuals at school to confide in, and feel safe within our school environment.

HISD partners with the First Baptist Church of Holland in a food backpack program and an Angel Tree program. These partnerships are vital in supporting our students and families, providing essential resources, and fostering a sense of community and care.

EOY Surveys

Parents, when surveyed, indicated that the HISD administration team is aware of the community's needs, values, and expectations. This positive feedback reflects our administration's ongoing efforts to stay connected with and responsive to the community we serve.

Strengths

At Holland ISD, we pride ourselves on fostering a family-oriented environment where the needs of our students are always our top priority. This nurturing atmosphere ensures that each child feels valued and supported, creating a foundation for both academic and personal growth.

Our students consistently express that they feel safe within our school walls and have a strong sense of trust in their teachers. This trust is crucial as it allows for open communication and a positive learning experience, where students are comfortable seeking help and engaging fully in their education.

We are also fortunate to have unwavering support from our community. This partnership enhances our ability to provide a well-rounded education and enriches the overall school experience, demonstrating that our community is deeply invested in the success and well-being of 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
★

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

Multiple forms of communication. Events change with short notice.

2
★

The attendance rate is approximately 95.7%

Chronic absenteeism by a few students, more students missed classes in high school due to not having exemptions, and illness in lower grade levels.

3
★

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.

4
★

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



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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- 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
- Texas Success Initiative (TSI) data
- Intervention 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
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Mobility/stability rate, including longitudinal 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
- 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
- Campus leadership data
- Professional development needs assessment data
- Staff mobility/stability

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

By the end of the school year, the overall attendance rate will increase from 94.9% to 97%.

Evaluation Data Source: Attendance reports

Strategy 1

Communicate with parents of students with chronic absenteeism.

Strategy's Expected Result/Impact: Attendance will increase

Staff Responsible for Monitoring: Principals

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 approximately 95.7%

Chronic absenteeism by a few students, more students missed classes in high school due to not having exemptions, and illness in lower grade levels.

Performance Objective 2

By the end of the school year, all STAAR/EOC accountability subgroups will have a higher percentage than the state in the approaches, meets, and masters categories, and all accountability subgroups in PK-2nd grade will show growth throughout the year on the district-designated assessments.

Evaluation Data Source: STAAR/EOC performance report and TEMI, TPRI, BAS, iReady, TxKEA, and CIRCLE scores

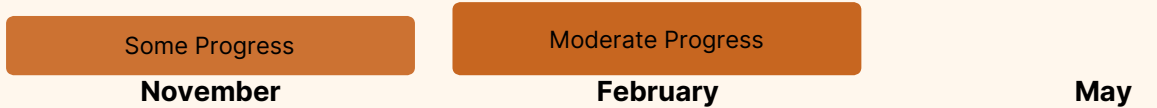
Strategy 1

Each campus will identify students who are at risk of not meeting standards and provide targeted intervention.

Strategy's Expected Result/Impact: STAAR/EOC scores will improve.

Staff Responsible for Monitoring: Principals

Formative Reviews



Performance Objective 3

By the end of the school year, all STAAR/EOC students will show growth from their interim tests to their STAAR/EOC tests, and all students in PK-2nd grade will show growth throughout the year on the district-designated assessments.

Evaluation Data Source: STAAR/EOC Scores, Interim Scores, and TEMI, TPRI, BAS, iReady, TxKEA, and CIRCLE scores

Strategy 1

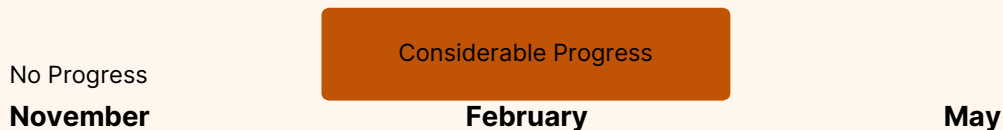
Each campus will implement a data-driven instruction approach where teachers analyze student performance after interims and adjust their instruction to provide additional support to those showing no growth.

Strategy's Expected Result/Impact: Annual growth rates will increase

Staff Responsible for Monitoring: Principals, Teachers

Problem Statements: Student Learning 1

Formative Reviews



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, the percentage of CCMR graduates will meet or exceed 90%.

Evaluation Data Source: 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: The number of students graduating with dual credit will increase

Staff Responsible for Monitoring: Superintendent, HS Principal

Formative Reviews

 Accomplished

November

 Accomplished

February

May

Strategy 2

Encourage 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: HS Principal, HS Counselor

Formative Reviews

Some Progress

November

Considerable Progress

February

May

Goal 2 Ensure a safe and supportive school environment.

Performance Objective 1

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."

Evaluation Data Source: End-of-year survey

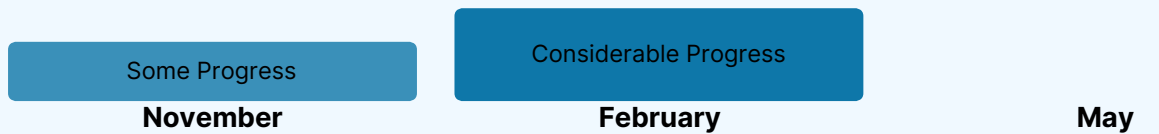
Strategy 1

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: Superintendent, Safety Coordinator, Principals

Formative Reviews



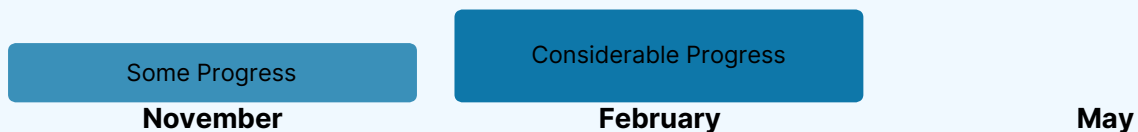
Strategy 2

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: Superintendent, Safety Coordinator, Principals

Formative Reviews



Performance Objective 2

By the end of the school year, Holland ISD will receive three intruder detection audits with no findings.

Evaluation Data Source: Audit summary

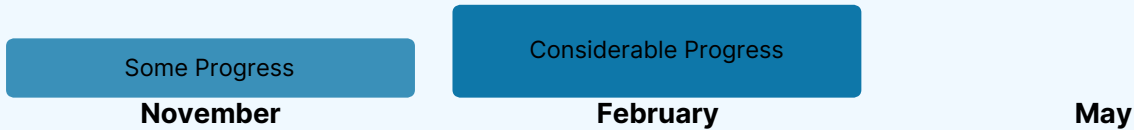
Strategy 1

Each campus will educate their staff and students on safety protocols.

Strategy's Expected Result/Impact: Safety protocols will be followed

Staff Responsible for Monitoring: Principals

Formative Reviews



Performance Objective 3

On the end-of-year survey, 90% or more of the staff and students will answer "agree" or "strongly agree" to the statement "I feel safe at school," and 90% or more of the parents will answer "agree" or "strongly agree" to the statement "My child feels safe at school."

Evaluation Data Source: End-of-year survey

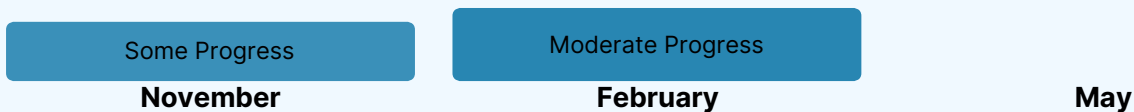
Strategy 1

The district will provide a comprehensive 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.

Strategy's Expected Result/Impact: Students will receive the support they need.

Staff Responsible for Monitoring: Principals; Superintendent

Formative Reviews



Strategy 2

The district will adhere to the district policies addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student, and parent awareness, including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims, and CPS reporting by staff and administrators.

Strategy's Expected Result/Impact: Students will receive the support they need.

Staff Responsible for Monitoring: Principals; Superintendent

Formative Reviews

 Accomplished

November

 Accomplished

February

May

Strategy 3

The district will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, and bullying harassment on campus, school grounds, and in school vehicles. The district maintains a bullying policy.


Strategy's Expected Result/Impact: Students will feel safe at school.

Staff Responsible for Monitoring: Principals; Superintendent

Formative Reviews

 Accomplished

November

 Accomplished

February

May

Strategy 4

HISD will ensure the school resource officer meets with students once a year to explain their duties and responsibilities.

Strategy's Expected Result/Impact: Students will understand the SRO's purpose.

Staff Responsible for Monitoring: Safety Coordinator

Formative Reviews

Moderate 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-sporting events.

Evaluation Data Source: Event advertisements, Calendar of events

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: Principals, Director of Student Services

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

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: Superintendent; Principals

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

Holland ISD will maintain a Parent Advisory Committee to assist in meeting parent needs.

Strategy's Expected Result/Impact: HISD will be better informed on what parents' needs and concerns are.

Staff Responsible for Monitoring: Director of Student Services and Special Programs

Formative Reviews

No Progress

November

Moderate 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 the statement "Communication from the district level is timely and helpful."

Evaluation Data Source: End-of-year survey

Strategy 1

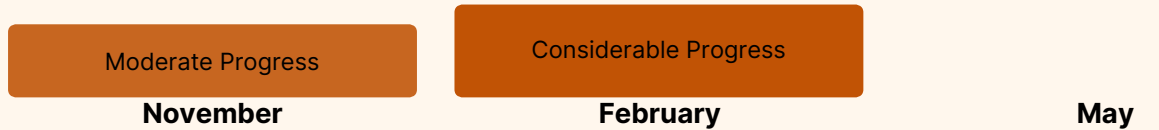
Update our website to ensure all school-related information, including announcements, schedules, and updates, is easily accessible to parents.

Strategy's Expected Result/Impact: Provide one location where all needed information can be found

Staff Responsible for Monitoring: Principals, Director of Student Services

Problem Statements: District Processes & Programs 1 - Perceptions 1

Formative Reviews



Strategy 2

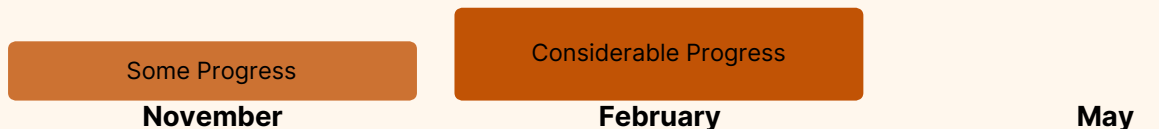
Send a district quarterly newsletter by email, communicating events in detail to all parents.

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

Staff Responsible for Monitoring: Superintendent

Problem Statements: District Processes & Programs 1 - Perceptions 1

Formative Reviews



Performance Objective 1 Problem Statements Identifying District 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, 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: Help principals know what/if changes need to be made to the programs.

Staff Responsible for Monitoring: Director of Special Programs

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 Special Programs

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

Considerable Progress

February

May

Performance Objective 3

By the end of the school year, all STAAR/EOC accountability subgroups will have a higher percentage than the state in the approaches, meets, and masters categories, and all accountability subgroups in PK-2nd grade will show growth throughout the year on the district-designated assessments.

Evaluation Data Source: STAAR/EOC performance report and TEMI, TPRI, BAS, iReady, TxKEA, and CIRCLE scores

Strategy 1

Each campus will identify struggling students and provide targeted interventions.

Strategy's Expected Result/Impact: STAAR/EOC scores will improve.

Formative Reviews

Some Progress

November

Considerable Progress

February

May

Performance Objective 4

By the end of the year, 80% of EB students will improve their composite score at least one level or remain advance high on their TELPAS.

Evaluation Data Source: TELPAS scores

Strategy 1

All EB students will use SummitK12 to help prepare them for the TELPAS test.

Strategy's Expected Result/Impact: TELPAS scores will increase

Staff Responsible for Monitoring: Director of Student Services, Principals

Formative Reviews

Moderate Progress

November

Considerable Progress

February

May



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
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
