

# Holland Independent School District



## Holland Middle School

Accountability Rating: A

Distinction Designation:  
Academic Achievement in Mathematics, Academic  
Achievement in Science, Postsecondary Readiness

## 2025-2026 Campus 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.

# 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.	28
Goal 3 : Engage parents, families, and community member...	30
Goal 4 : Engage in transparent, timely communication with all s...	33
G...	35
<b>Title I Summary</b>	38
Title I Personnel	39
<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 campus's PFE Policy by the PAC.
- First formative review of the CIP by the Campus Review Committees.
- First formative review of the CIP, campus's PFE Policy, PAC's recommendations from their review, and Campus Review Committees' recommendations from their review by the SB Committee. Testing scores will be added by grade level, and current activities identified to support testing score needs will be reviewed.

### 3. February

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 Remove any CIP activities that are no longer active.

### 4. March

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

### 5. May

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

### 6. June/July

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

# Demographics

## Summary

Holland Middle School is a 6th - 8th grade campus that currently serves approximately 150 students in the rural community of Holland, Texas. Holland Middle School also serves as a Schoolwide Campus for the 2025-2026 school year. As such, the campus engages with stakeholders to monitor and evaluate the Schoolwide Program Plan (CIP) and discuss student/staff needs and the federal/local/state dollars that will be used to meet those needs.

### Student Demographics for 2024-2025

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

School Population	Count	Percent
<b>Student Total</b>	<b>147</b>	<b>100%</b>
6th Grade	45	30.61%
7th Grade	57	38.78%
8th Grade	45	30.61%

Student Demographics	Count	Percent
<b>Gender</b>		
Female	64	43.54%
Male	83	56.46%
<b>Ethnicity</b>		
Hispanic-Latino	36	24.49%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	5	3.40%
Native Hawaiian - Pacific Islander	0	0.00%
White	103	70.07%
Two-or-More	3	2.04%

Student Programs	Count	Percent
Dyslexia	20	13.61%
Gifted and Talented	24	16.33%
Regional Day School Program for the Deaf	0	0.00%
Section 504	34	23.13%
Special Education (SPED)	14	9.52%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	6	4.08%
Bilingual	0	0.00%
English as a Second Language (ESL)	6	4.08%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	147	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Campus	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance
	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025
(014905041) - Holland Middle	975.0	23,277.0	0.0	24,252.0	141.046	96.0%
Campus Total	975.0	23,277.0	0.0	24,252.0	141.046	96.0%

## Staff demographics for 2024-2025

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

Staff Information	Campus		District	State
	Count/Average	Percent		
<b>Total Staff</b>	<b>16.2</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	15.2	93.8%	57.3%	63.8%
Teachers	14.2	87.6%	52.2%	48.3%
Professional Support	0.0	0.0%	0.9%	10.8%
Campus Administration (School Leadership)	1.0	6.2%	2.5%	3.4%
Educational Aides	1.0	6.2%	11.0%	10.7%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	0.0	13,704.0
Part-time Counselors	0.0	n/a	2.0	1,298.0
<b>Total Minority Staff</b>	<b>1.0</b>	<b>6.2%</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	7.1%	8.1%	31.0%
White	13.2	92.9%	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	4.3	30.1%	22.6%	24.6%
Females	9.9	69.9%	77.4%	75.4%
<b>Teachers by Highest Degree Held</b>				
No Degree	0.0	0.0%	0.0%	2.4%
Bachelors	10.7	75.8%	76.7%	71.4%
Masters	3.4	24.2%	20.1%	25.4%
Doctorate	0.0	0.0%	3.2%	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	0.0	0.0%	3.2%	7.3%
1-5 Years Experience	0.0	0.0%	6.5%	28.3%
6-10 Years Experience	3.2	22.6%	27.5%	19.7%
11-20 Years Experience	4.3	30.6%	25.8%	27.6%
21-30 Years Experience	3.6	25.6%	23.4%	14.1%
Over 30 Years Experience	3.0	21.2%	13.6%	3.0%
Number of Students per Teacher	10.4	n/a	10.4	15.0

## EOY Surveys

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

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

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

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

We have a team of experienced teachers, over 75% have 11+ years of experience, who bring a wealth of knowledge and expertise to the classroom, ensuring that every student receives a high-quality education.

Our school has a student-to-teacher ratio of 10.4, which is significantly lower than the state average of 15. This allows our educators to provide more personalized attention and tailored instruction to each student, fostering a more supportive and effective learning environment.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The attendance rate is under 97%.	Chronic absenteeism is increasing in a small number of students.
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 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>6th Grade Reading</b>	<b>18%</b>	<b>82%</b>	<b>61%</b>	<b>22%</b>	<b>14%</b>	<b>86%</b>	<b>70%</b>	<b>47%</b>
State Avg	25%	75%	55%	25%	25%	75%	54%	28%
Region Avg					26%	74%	49%	22%
<b>7th Grade Reading</b>	<b>9%</b>	<b>91%</b>	<b>71%</b>	<b>30%</b>	<b>20%</b>	<b>80%</b>	<b>61%</b>	<b>29%</b>
State Avg	28%	72%	52%	28%	26%	74%	52%	26%
Region Avg					28%	72%	47%	21%
<b>8th Grade Reading</b>	<b>13%</b>	<b>87%</b>	<b>64%</b>	<b>28%</b>	<b>7%</b>	<b>93%</b>	<b>74%</b>	<b>33%</b>
State Avg	21%	79%	54%	28%	20%	80%	56%	31%
Region Avg					20%	80%	56%	31%
<b>6th Grade Math</b>	<b>8%</b>	<b>92%</b>	<b>56%</b>	<b>20%</b>	<b>14%</b>	<b>86%</b>	<b>70%</b>	<b>42%</b>
State Avg	30%	70%	37%	13%	28%	72%	38%	15%
Region Avg					31%	69%	33%	12%
<b>7th Grade Math</b>	<b>22%</b>	<b>78%</b>	<b>56%</b>	<b>26%</b>	<b>27%</b>	<b>73%</b>	<b>43%</b>	<b>11%</b>
State Avg	47%	53%	32%	10%	48%	52%	31%	10%
Region Avg					51%	49%	28%	8%
<b>8th Grade Math</b>	<b>9%</b>	<b>91%</b>	<b>71%</b>	<b>31%</b>	<b>13%</b>	<b>87%</b>	<b>74%</b>	<b>41%</b>
State Avg	30%	70%	40%	15%	31%	69%	45%	17%
Region Avg					34%	66%	39%	12%
<b>Algebra 1-8th</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>91%</b>	<b>0%</b>	<b>100%</b>	<b>88%</b>	<b>63%</b>
State Avg	21%	79%	45%	25%	24%	76%	47%	29%
Region Avg					23%	77%	44%	24%
<b>8th Grade Science</b>	<b>7%</b>	<b>93%</b>	<b>81%</b>	<b>35%</b>	<b>0%</b>	<b>100%</b>	<b>84%</b>	<b>35%</b>
State Avg	32%	68%	42%	16%	28%	72%	46%	18%
Region Avg					31%	69%	41%	14%
<b>8th Grade Social Studies</b>	<b>20%</b>	<b>80%</b>	<b>50%</b>	<b>24%</b>	<b>16%</b>	<b>84%</b>	<b>58%</b>	<b>21%</b>
State Avg	43%	57%	31%	16%	45%	55%	30%	16%
Region Avg					50%	50%	24%	12%

## 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 27 STAAR passing categories (9 tests x 3 passing levels), Holland Middle School exceeded the state average by 20% or more in 12 categories and by 10-19% in 9 categories.

Our school takes pride in maintaining class sizes that are below the state average, with an average of 14 to 17 students per class. This allows our educators to provide more personalized attention to each student, fostering a supportive and engaging learning environment.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



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

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

 = Priority

# School Processes & Programs

## Summary

Holland Middle School prioritizes the 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 intervention, 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. These services provide essential emotional and psychological support, fostering a healthy and supportive school environment.

To enhance learning and ensure equitable access to technology, we provide one-to-one Chromebooks for students. This initiative supports digital literacy and prepares our students for the future.

As part of our commitment to maintaining effective communication and organization, all administrators in the district convene weekly 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.

The middle school principal keeps her staff well informed by sending out weekly newsletters and holding a monthly in-person meeting. The newsletters provide important updates, highlight achievements, and share relevant information to support our educators in their roles.

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

Holland Middle School is proud to offer a wide range of extra-curricular activities to our students. These include football, volleyball, track, cross country, basketball, student council, academic UIL, FFA, and NJHS. These programs provide students with opportunities to develop their skills, pursue their interests, and engage in meaningful experiences outside the classroom.

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.

At our middle school, students are organized into five distinct teams that participate in an engaging and competitive event known as the "Hornet Games." This initiative is designed to foster a sense of community and healthy competition among students. Points are awarded to teams based on a variety of criteria, including exemplary behavior, consistent attendance, and academic performance. At the conclusion of each quarter, the team that has accumulated the highest number of points is recognized and rewarded for its collective efforts. This system not only motivates students to excel in multiple areas but also encourages teamwork and school spirit.

Our teachers input their grades into our teacher grade book portal. This system allows parents to log in to their own parent portal, where they can conveniently view their child's grades and set personalized alerts to receive notifications about their child's academic progress. This seamless integration of technology fosters transparent communication and active parental involvement in their child's education.

## 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 to ensure that students receive the help they need.

We strive to protect valuable instructional time by meticulously planning and organizing events in a manner that minimizes disruption to the academic schedule.

At our school, we place a strong emphasis on motivating and rewarding our students for both good behavior and academic performance. By recognizing and celebrating their achievements, we foster a positive learning environment that encourages students to strive for excellence.

# 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

The results of our recent student survey are highly encouraging, with the majority of our students reporting that they feel safe within the school environment. This sense of security is fundamental to their ability to learn and thrive. Additionally, an overwhelming majority of students feel that our staff genuinely cares about their well-being, which is a testament to the dedication and compassion of our educators and support personnel. Furthermore, it is heartening to note that students have identified at least one adult in the school with whom they feel comfortable discussing their problems and struggles. This indicates that our efforts to build strong, supportive relationships are making a significant impact on our students' lives.

Additionally, it is evident that our teachers are dedicated to helping students succeed, as reflected by the high percentage of students acknowledging their hard work. This dedication is a testament to the passion and commitment of our teaching staff, who go above and beyond to support student achievement.

Our end-of-year parent survey results indicate that parents feel welcomed with a friendly greeting upon entering the school, and they find the communication from the office to be both timely and helpful. Additionally, parents recognize that our teachers set high expectations and are deeply committed to the success of their students.

## Strengths

Students feel safe, supported, and understand that the teachers have high expectations, yet are ready to assist them in achieving those expectations.

Parents feel welcomed, receive timely and helpful communication from the office, and are confident that teachers are working hard to bring out the best in their students.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause


1



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

Multiple forms of communication. Events change with short notice.

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

The attendance rate is under 97%.

Chronic absenteeism is increasing in a small number of students.

2  
★

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

Multiple forms of communication. Events change with short notice.

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  
★

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.

★ = 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- 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
- 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
- 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 96% to 97% by the end of the school year.

**Evaluation Data Source:** Attendance reports

### Strategy 1

Implement a campus-wide attendance incentive program that rewards students for improved and perfect attendance.

**Strategy's Expected Result/Impact:** Student attendance will improve

**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:** Student attendance will improve

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Demographics 1

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 3

Have individual and private conversations with students whose attendance drops below 93%

**Strategy's Expected Result/Impact:** Student attendance will improve

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Demographics 1

### Formative Reviews

Some Progress

November

Moderate Progress

February

May

## Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The attendance rate is under 97%.

Chronic absenteeism is increasing in a small number of students.

## Performance Objective 2

70% of the students who are identified as Tier II or Tier III after diagnostic tests are given will receive at minimum "approaches" on their STAAR tests.

**Evaluation Data Source:** STAAR scores

### Strategy 1

Identify students who are identified as Tier II or Tier III on diagnostic tests and provide them small group targeted instruction during designated times.

**Strategy's Expected Result/Impact:** Students will meet the state's readiness standard by scoring "approaches" or better.

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

### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 2

Analyze all student performance, with special focus on student subgroups, after interims, and adjust instruction to provide additional support.

**Strategy's Expected Result/Impact:** Students will show growth in their STAAR scores.

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

**Problem Statements:** Student Learning 1

### Formative Reviews

No Progress  
**November**

No Progress  
**February**

**May**

### Strategy 3

Utilize educational aides during key times of learning.

**Strategy's Expected Result/Impact:** Struggling students will be able to receive more one-on-one help.

**Staff Responsible for Monitoring:** Principal

### Formative Reviews

Some Progress

**November**

Moderate Progress

**February**

**May**

### Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

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

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

# 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

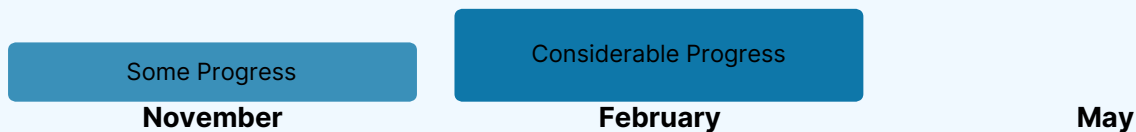
### Strategy 1

Conduct classroom or school-wide discussions and Q&A sessions about safety procedures in different locations, ensuring students understand what to do in each scenario.

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

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews



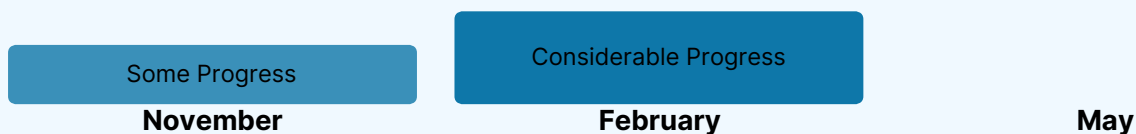
### Strategy 2

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."

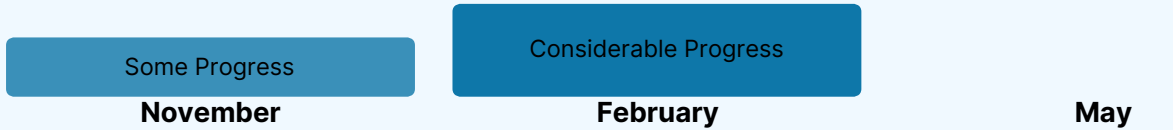
### Strategy 1

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



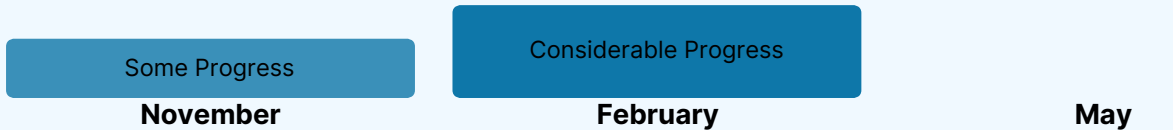
### Strategy 2

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



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

## Performance Objective 1

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

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

### Strategy 1

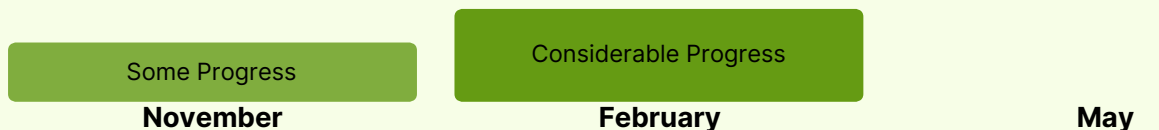
Inform parents about each event using at least three different methods of communication.

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

**Staff Responsible for Monitoring:** Principal

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

#### Formative Reviews



### Strategy 2

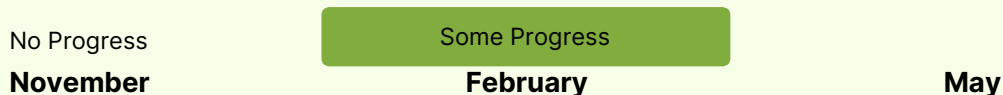
Provide, at a minimum, two meetings of "The Scoop" during the school year.

**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



### Strategy 3


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

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


**Staff Responsible for Monitoring:** Principal

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

### Formative Reviews

 Accomplished

**November**

 Accomplished

**February**

**May**

## Strategy 4

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


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

**Staff Responsible for Monitoring:** Admin Team

### Formative Reviews

Some Progress

**November**

 Accomplished

**February**

**May**

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

Problem Statement

Root Cause

**1**

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

Multiple forms of communication. Events change with short notice.

## Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

**1**

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

Multiple forms of communication. Events change with short notice.

## Performance Objective 2

Provide opportunities for all 5th-grade students to successfully transition to middle school and all middle school students to transition to high school.

### Strategy 1

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

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

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

No Progress  
**November**

No Progress  
**February**

**May**

### Strategy 2

In August, conduct a freshman orientation to provide resources and information, with an emphasis on post-secondary options, to parents and students.

**Strategy's Expected Result/Impact:** Educate the parents and students on high school schedules, classes, rules, and expectations. Also, to educate on post-secondary options.

**Staff Responsible for Monitoring:** HS Counselor & HS Principal

#### Formative Reviews

 Accomplished  
**November**

 Accomplished  
**February**

**May**

### Strategy 3

Provide, at a minimum, one general meeting (anyone can attend) that addresses high school courses, graduation plans, and dual-credit. This meeting can be held at our annual Parent Night or at "The Scoop."

**Strategy's Expected Result/Impact:** Enables parents to help their child make decisions about high school classes that will benefit them the most.

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

#### Formative Reviews

 Accomplished  
**November**

 Accomplished  
**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 statements "MS communication from teachers is timely and helpful," "MS communication from extracurricular activities is timely and helpful," and "MS communication for the front office is timely and helpful."

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

### Strategy 1

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; Teachers

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

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 2

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

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

**Staff Responsible for Monitoring:** Principal

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

#### Formative Reviews

Some Progress

November

Moderate Progress

February

May

### Strategy 3

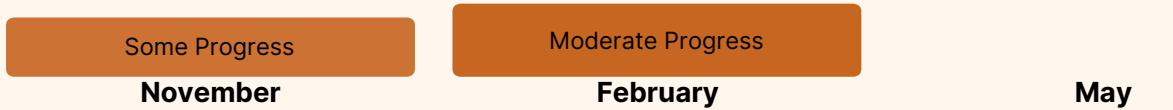
Meet with each extracurricular sponsor at a minimum of one time a year, and develop a communication plan that outlines methods, timelines, and responsibilities for sharing updates with students, parents, and staff.

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

**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

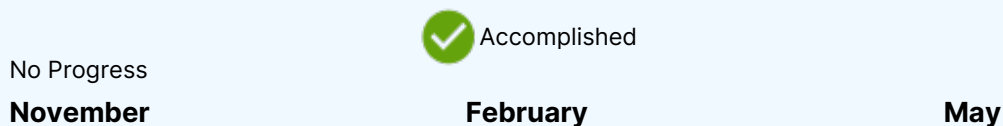
### Strategy 1

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.

**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
<b>2</b> Most of the parents of students in special populations did not respond to the end-of-year survey.	The special populations questions were embedded in the EOY survey.

## Performance Objective 2

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

### 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**

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:** Calendar of events, Event advertisements, Copies of newsletters

### Strategy 1

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

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

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

**Formative Reviews**

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**



# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Sierra Revels	Educational Aide		1



# **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

---