DISTRICT IMPROVEMENT PLAN

Holland Independent School District

2021-2022

Mission Statement

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

DISTRICT DECISION-MAKING COMMITTEE

Shane Downing, Chairperson
Lori Kinard - Elementary School Principal
Gracie Schlickeisen - Middle School Principal
Robby Edwards - High School Principal
Wendy Frei - Primary Teacher
Shelley Lum - Primary Teacher
Sara Wendler - Elementary Teacher
Mindy Walker - Elementary Reading Interventionist
Kandi Downing-Middle School Teacher
Kelly Taisler-Middle School Teacher
Jessica Cammack-High School Teacher
Christine Festa-High School Special Education Teacher
AJ Walker-High School Teacher

PARENTS
Cynthia Pajestka
Lauren Patterson

COMMUNITY MEMBERS
Megan Gersbach
Michael Kurtz
Doris Lange
Jill Marwitz

COMPREHENSIVE NEEDS ASSESSMENT (TIA 12)

Holland Independent School District conducted comprehensive needs assessment based on TAPR data such as End of Course Exams/STAAR performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregated STARR/End of Course Data by grade level, subject area, and categories.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). The elementary school is a Title I, Part A School wide campus based on 45% of low income student. The middle school is a Title I , Part A School wide campus based on the feeder pattern.

Surveys were disseminated to all faculty, staff and parents, including business and community representatives serving on the District and Campus Improvement Committees. District and campus improvement plans from the 2020-2021 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2021-2022 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

Goal #1: Primary Academic Goals

Primary students will meet and/or exceed state expectations on EOY screeners.

PRE-KINDERGARTEN	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
90% of Pre-Kindergarten students will know 20 of 26 upper-case letters								
90% of Pre-Kindergarten students will know 20 of 26 lower-case letters								
98% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for phonological awareness.								
*ABC Mouse *Tara West Curriculum *Duo Lingo ABC app *Epic *SAVVAS Three Cheers for PK Curriculum	x x x x x			Pre-Kindergarten Teachers	Local Funds		BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test
90% of Pre-Kindergarten students will be able to rote count to 20								
90% of Pre-Kindergarten students will recognize the numbers 0 to 9								
98% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for math								
*Happy Numbers *ABC Mouse *Tara West Curriculum *SAVVAS Three Cheers for PK Curriculum	x x x x			Pre-Kindergarten Teachers	Local Funds		BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test

KINDERGARTEN	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
93% of Kindergarten students will achieve a "Meets" or "Masters" on the end-of-the-year TPRI								
80% of Kindergarten students will achieve a "C" or better on the BAS								
*HMH Curriculum	x			Kindergarten Teachers	Local Funds			
*ABC Mouse	x							
*Teach Your Monster to Read	x							
*Guided Reading	x							
*Starfall App	x							
*Secret Stories	x							
*Sightword Ninja App	x							
*ABC Ninja App	x							
88% of Kindergarten students will will score above the 25th percentile on the end-of-the-year TEMI								
*Happy Numbers	x			Kindergarten Teachers	Local Funds		BOY, MOY, EOY	EOY TEMI
*Pearson Curriculum	x							
*Tunstall Guided Math Curriculum	x							
*123 Ninja App	x							
1ST-GRADE	**ES**	**MS**	**HS**	**PERSONS RESPONSIBLE**	**RESOURCES**	**FORMATIVE EVALUATIONS**	**TIMELINES**	**SUMMATIVE EVALUATIONS**
75% of 1st-Grade students will achieve a "J" or better on the end-of-the-year BAS								
92% of 1st-Grade students will achieve a "Meets" or "Masters" on the end-of-the-year TPRI								
*Reading Recovery	x			RR Teachers	Title I, Part A Funds		20 Weeks	EOY BAS Test EOY TPRI Test
*LLI	x			Reading Interventionist/ 1st Grade Teachers			Each Grading Period	
*HMH Curriculum	x			1st Grade Teachers	Local Funds		Daily	
*Teach Your Monster to Read	x						Weekly	
*iRead	x						Weekly	
*Guided Reading	x						Daily	
*Accelerated Reader	x						Daily	
*Phonics Dance	x						Daily	
*Dyslexia Support	x			Dyslexia Teachers	Reading by Design-ESC 12		120 minutes/wk	
*Fundations	x			Reading Interventionist	Local Funds			

86% of 1st-Grade students will will score above the 25th percentile on the end-of-the-year TEMI								
*Happy Numbers	x						Weekly	
*Pearson Curriculum	x			1st-Grade Teachers	Local Funds		Daily	EOY TEMI
*Tunstall Guided Math Curriculum	x						Daily	
*Formative Loop	x						Daily	

2ND-GRADE	**ES**	**MS**	**HS**	**PERSONS RESPONSIBLE**	**RESOURCES**	**FORMATIVE EVALUATIONS**	**TIMELINES**	**SUMMATIVE EVALUATIONS**
85% of 2nd-Grade students will score a GE of 3.0 or higher on the EOY Reading STAR								
91% of 2nd-Grade students will score "Meets" or "Masters" on the end-of-the-year TPRI								
*LLI	x						Quarterly	
*HMH Curriculum	x						Daily	
*i-Ready	x						Weekly	
*Rooted in Reading	x			2nd-Grade Teachers	Local Funds		Weekly	EOY Reading STAR
*Guided Reading	x						Daily	EOY TPRI
*Dreamscape	x						Weekly	
*Accelerated Reader	x						Daily	
*Dyslexia Support	x			Dyslexia Teachers	Reading by Design/ESC 12			
*Secret Stories	x			2nd-Grade Teachers	Local Funds		Daily	
80% of 2nd-Grade students will score "On Grade Level" or higher on the end-of-the-year i-Ready math screener								
*Happy Numbers	x							
*Pearson Curriculum	x							
*Xtra Math	x						BOY, MOY, EOY	
*Formative Loop	x			2nd-Grade Teachers	Local Funds		Quarterly	EOY i-Ready Screener
*Centers from Saddle Up	x							
*Fact Strategies Supplement	x							
*i-Ready	x							

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
*TEA Mandated Reading Academy - 2nd Grade; SpEd	x			ES Principal	ESSER III	Certificate of Completion	21-22 School Year	Final Grade
*Dyslexia Training - Dyslexia Teachers and SpEd Teacher	x			ES Principal	ESSER III	Certificate of Completion	As Scheduled	T-TESS
*Continuing Contact for Reading Recovery	x			ES Principal	Local Funds	Agendas/Sign-in sheets	As Scheduled	
*Reading Recovery Conference	x			ES Principal		Certificates	As Scheduled	Campus Presentation
* i-Ready Training	x			ES Principal		Agendas/Sign-in sheets	As Scheduled	
*TCEA Conference	x			ES,MS,HS Principals		Certificates	February	Campus Presentations
*CAMT (Math Conference)	x			ES Principal				
*SAVVAS Training	x			ES Principal		Agendas/Sign-in sheets	As Scheduled	
*Ktot Conference	x			ES Principal		Certificates of Completion		
*Benchmark Assessment System Training (ES)				ES Principal		Agendas/Sign-in sheets	As Scheduled	T-TESS

Goal #2: Campus Academic Goals

All student groups taking the STAAR reading, math, social studies, and science tests will meet or exceed the state standard of 90% passing and all non-tested grades will work on areas of weakness to help improve scores in future years. All students will be college and career ready upon graduation.

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

READING INITIATIVES	ES	MS	HS	PERSONS	RESOURCES	FORMATIVE	TIMELINES	SUMMATIVE
Disaggregate **STAAR Reading** objectives for regular and special education students that focus on weaknesses as listed below: (TIA13)								
(3rd-8th Grade) **English 1 & 2**				Classroom Teachers, Principals	Eduphoria Data, Summary Reports, Teachers	Lesson Plans, Benchmark Tests, TEKS Resource	Weekly, December, February, March	STAAR Reading
Category 1: Understanding and Analysis Across Genres. ES (85%), MS (80%), HS (80%)	x	x	x		ES- AR STAR, HMH, i-Ready, Target Reading, Lexia, Comprehension Tool Kit, Mentoring Minds, Flocabulary, EPIC			
Category 2: Understanding and Analysis of Literary Texts. ES (80%), MS (80%), HS (80%)	x	x	x		MS- McGrawHill, I-Station, IXL, SIRIUS, Mentoring Minds, Ren Learning			
Category 3: Understanding and Analysis of Informational Texts. ES (80%), MS (80%), HS (80%)	x	x	x		HS- PLATO, Ren.Flow			

READING STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Reading weaknesses below 85% mastery: (TIA13)								
* Guided Reading	x				Title I, Part A Funds			
* I-Station		x			Title VI Funds	I-station Formative Reports	Quarterly	
* i-Ready	x				ESSER III			
* Lexia	x				ESSER III			
* Comprehension Toolkit	x				Local Funds			
* Focus on Non-Fiction	x	x	x		Title II CSR Funds			
* IXL		x			SCE Funds $15,513			
* Vocabulary Work-Flocabulary	x	x	x		FTE=0.5			
* Team Teaching		x		Teachers	Local Funds			
* Accelerated Reader	x	x			Title I, Part A Funds	STAR Report	Quarterly	
* CommonLit.org	x		x		Local Funds			
* Novel Studies	x	x	x		Local Funds		Semester	
* Bookshare			x		Local Funds			
* Learning Ally		x			Local Funds			
* Writing Across the Curriculum	x	x	x		SCE $2,322			
* Accelerated Vocabulary Program	x	x			Local Funds			
* Critical Thinking Focus	x	x	x		Local Funds			STAAR
* Eduphoria	x	x	x		Local Funds			
* TEKS Resource System	x	x	x		Local Funds			
* Mentoring Minds		x			Local Funds	Lesson Plans	Quarterly	Progress of student
* Gifted & Talented (Full Time Inclusion)	x	x	x		Local Funds	Assignment Completion	Throughout the Year	
* Literacy Groups	x			RR Teachers	Title I, Part A Funds	BAS	Quarterly	
* Dyslexia Services				Dyslexia Teachers	Local Funds	Reading by Design		Completion of Standard Dyslexia Protocol Checkpoints
Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
* Leveled Literacy Initiative Training	x			Principal	SCE Funds $1250	Agendas/Sign-in sheets	As Scheduled	T-TESS
* Google Classroom Training	x	x	x	Inst. Tech Specialists	ESSER III	Agendas/Sign-in sheets	As Scheduled	T-TESS
* Guided Reading Training	x				Local Funds	Agendas/Sign-in sheets	As Scheduled	T-TESS
* I-Station Training		x		Principal	Local Funds			
* i-Ready Training	x				ESSER III			
* TCEA Conference-	x	x	x		ESSER III	Certificates	February	Campus Presentations

MATH INITIATIVES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate **STAAR Math** objectives for Regular & Special Ed Students (TIA13)								
(3rd-6th Grade) Category 1: Numerical Representations & Relationships (78%) ES, MS	x	x		Classroom Teachers and Principals	Grade-Level Summary Reports, Eduphoria Data, Teachers ES- i-Ready Math, Flocabulary, Lone Star, Pearson, TEKS Resource, Mentoring Minds, Happy Numbers, Xtra Math, Formative Loop, Boom Cards MS- Mentoring Minds, Sirius, McGraw Hill, Eduphoria Data, Quizlett, Kahoot, Boomcards, Nearpod, FlipGrid, Generation Genius, Sumdog, Flocabulary, IXL, Brain Pop	Lesson Plans, Benchmark Tests, ESTAR/MSTAR, Sumdog	Weekly, September, December, March	STAAR Math
Category 2: Computations & Algebraic Relationships (78%) ES & MS	x	x						
Category 3: Geometry & Measurements (78%) ES & MS	x	x						
Category 4: Data Analysis & Personal Finance Literacy (78%) ES & MS	x							
(7th & 8th Grade) Category 1: Probability & Numerical Representation (70%) MS Category 2: Computations & Algebraic Relationships (70%) MS Category 3: Geometry & Measurements (70%) MS Category 4: Data Analysis & Personal Finance Literacy (70%) MS		x		Classroom Teachers and Principals	Mentoring Minds, Sirius, McGraw Hill, IXL, Sumdog, Boomcards, Eduphoria Data, Middle Scchool Edition: Personal Finance (Dave Ramsey)	Benchmark Tests, MSTAR, Sumdog	December, March	STAAR Math
Algebra I Category 1: Number and Algebraic Methods (75%) Category 2: Describe and Graph Linear Functions. (75%) Category 3: Write and Solve Linear Functions (75%) Category 4: Quadratic Functions (75%) Category 5: Exponential Functions (80%)		x	x	Classroom Teachers and Principals	Eye on Mastery, McGraw-HIll, TEKS Resource System, renaissance, Flocabulary, Local Funds	Lesson Plans, Benchmark Test	Weekly, February	EOC Algebra I

MATH STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Math weaknesses below 85% mastery: (TIA13)								
* Student Support/Inclusion)	x	x	x	Sp.Ed Teachers	Local Funds	Mastery Charts	Daily	
* Benchmark testing-Interim testing	x	x	x	Teachers & Principals	TEA assessments	Benchmark Test	Semester	STAAR, EOC, results
* RTI Intervention	x	x	x	Principals/Teachers	Local Funds	TEMI, ESTAR,MSTAR		TEMI, ESTAR,MSTAR
* Houghton Mifflin Harcourt		x			EMAT			
* McGraw Hill			x		EMAT			
* TEKS Resource System	x	x	x		Local Funds			
* Differentiated Instructional Strategies	x	x	x		Local Funds	Lesson Plans; Principal Walk-throughs	Weekly & Daily	
* Pearson Curriculum	x				EMAT	Observations	Daily	
* Mentoring Minds	x	x			Local Funds	Lesson Plans	Weekly	
* STAAR Curriculum Support Materials	x	x	x		Local Funds	Quizzes, Classwork, Lesson Plans	Weekly	
* After School Tutoring for At Risk	x	x	x		SCE Funds $10,000			
* Math Improvements TEKS Reinforcement Class & Study Hall (HS) 2nd additional math class available		x		Teachers	Supplies SCE Funds $10,000 FTE=0.21	Classroom Portfolio Lesson Plans	Weekly & 6 weeks	
* i-Ready	x				Local Funds			
* Formative Loop	x				SCE Funds $6,856	Progress Reports	3 Weeks	
* Prodigy	x	x			FTE=0.2	Report Cards	Quarterly	
* IXL Math (MS)		x			Title VI Funds			
* SAT/TSI Preparation (HS)			x		Local Funds	CAP Matrix	Daily	
* Math Tutorials (ES, MS, HS)	x	x	x		SCE Funds $3,000 FTE=1	Progress Reports	3 Weeks	
* Utilize TI 84C-Silver Calculators(8-12) & CE		x			Local Funds	Daily/Weekly Classwork		STAAR & STAAR EOC Math
WIN - ES Intervention time	x				Local Funds	Progress Reports	3 Weeks	
Study Hall - MS intervention time		x			Local Funds	Progress Reports	3 Weeks	
HIVE - HS intervention time			x		Local Funds	Progress Reports	3 Weeks	
mathworksheet.com	x	x	x		Local Funds	Progress Reports	3 Weeks	
Get more Math		x			Local Funds	Progress Reports	3 Weeks	
* Eye on Mastery (Alg)		x	x		Local Funds		Monthly	
* Analysis of released STAAR test questions	x	x	x		Planning time		September	
* Discovery Education		x			Local Funds	Lesson Plans		

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
CAMT	x	x	x	Principals	SCE Funds $1,250 Local/Title Funds	Certificates	Summer	
SAT and ACT Prep			x	Teachers	ESSER III	Agendas/Sign-in Sheets	As Scheduled	
TCEA Conference	x	x	x	ES,MS,HS Principals	ESSER III	Certificates	February	
ESC 12 Math Curriculum training	x	x	x	ESC 12 Specialists	ESSER III	Roster	4 times/year	
i-Ready Training	x			Principals	Local Funds	Roster		
IXL, APEX Training		x		Principals	Local Funds	Agendas/Sign-in Sheets	As Scheduled	
Google Classroom, IPAD Apps	x	x	x	Inst. Tech. Specialists	ESSER III	Agendas/Sign-in Sheets	As Scheduled	

WRITING STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Writing weaknesses : (TIA13)								
* Informational Reading to Improve Expository Writing			x	Teachers	Quill.org, Flippity, Quizlet, Flipgrid	Digital Assessments		
* Writing Across the Curriculum	x	x	x		Subject curriculum			
* TEKS Resource System	x	x	x		Website			
* Curriculum Analysis in all grades to align instruction & prepare for benchmark assessments, regardless of STAAR	x	x	x		Teachers	Writing Rubric to evaluate mech/voc	August & May	Diagnostic Reading Assessment (DRA)
* Benchmark assessments aligned with TEKS for grades not STAAR tested	x	x	x		Released State Assessment Teacher-made test	Benchmark Test	November, January, March	
* HISD Spelling Curriculum	x				Teachers	Primary Reading and Writing Assessment	Weekly	Spelling Grades
* Writing Accountability in all subjects. Incorporate writing into AR instructional time.	x	x	x		Teachers & Local Funds	Lesson Plans & Benchmark Test	Weekly/6 weeks	
* APEX Computer Program for RTI students		x	x		ESC 12	Lesson Plans & Benchmark Test	Weekly/6 weeks	
* Daily Oral Language (DOL)	x	x			Local Funds	Student Grades	Daily	
* Peer Writing Tutoring	x	x	x		Local Funds	Lesson Plans	Weekly	

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Early Literacy Workshops	x				Local Funds	Certificates	August	
Google training	x	x	x	Inst. Tech. Specialists	ESSER III	Agendas/Sign-in Sheets	As Scheduled	
TCEA Conference	x	x	x	ES,MS,HS Principals	ESSER III	Certificates	February	
Benchmark Assessments using Eduphoria	x	x	x	Teachers	Local Funds	Benchmark Test	November, January, March	
Training on ED-TECH Apps			x	Andrea Ruff	Local Funds			
Region XII Writing Trainings	x	x	x	ESC staff	Local Funds			

SCIENCE INITIATIVES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated **STAAR Science** objectives for regular & special education students that focus on weaknesses below the mastery listed below. (TIA13)								
(5th & 8th Grade) Category 1: Matter and Energy (ES 80%), MS (80%) Category 2: Force, Motion & Energy (ES 80%) (MS 75%) Category 3: Earth and Space (ES 80%) (MS 75%) Category 4: Organisms & Environments (ES 88%) (MS 83%)	x	x		Campus Principals & Classroom Teachers	Eduphoria Report, Summary Report & Teachers ES- Pearson, BrainPop MS- HMH, BrainPop, Scientific Minds, Mentoring Minds, Sirius, IXL	Lesson Plans & Benchmark Tests	Weekly, December, March	STAAR Science
Biology Category 1: Cell Structure & Function (73%) Category 2: Mechanisms of Genetics (73%) Category 3: Biological Evolutions & Classification (81%) Category 4: Biological Processes (80%) Category 5: Interdependence within Environmental Systems (85%)			x		HS- McGraw Hill On-line Books; Flinn Scientific and BioCorp.		Weekly, March	Biology EOC

SCIENCE STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Science weaknesses below 85% mastery: (TIA13)								
*Seek field trips & workshops that focus on critical thinking strategies	x	x	x	Region Service Centers & area resources	Teachers	Lesson Plans	Semester	STAAR Science
* Textbooks/ Technology Integration/Promethean Boards	x	x	x	Principal	Local Funds/EMAT	Lesson Plans	Semester	
* Provide tutoring time	x	x	x		Local Funds	Master Schedule	As needed	
* Journal entries, essay question, short answer in complete sentences with proof	x	x	x	Teachers	Teachers	Lesson Plans	Semester	
* Brainstorm methods to solve environmental issues for school and community	x	x	x		Teachers	Lesson Plans	Semester	
*Scientific Minds		x			Local Funds	Lesson Plans	Semester	
* Benchmark assessments aligned with STAAR for grades not STAAR tested	x	x	x		Released State Assessments	Benchmark Tests, Teacher-made tests	November, January, March, 6 weeks	
* Project-oriented instruction at the application component	x	x	x		Scope and Sequence STAAR/TEKS	Lesson Plans, Progress Reports & Mastery Charts	Weekly, 3 weeks & Daily	
* Frequent Testing	x	x	x		Teachers	Lesson Plans	Weekly	
*Brainpop	x	x			Local Funds	Student projects & Benchmark Test	Weekly/Monthly	
* Vertical Alignment	x	x	x		Planning Time	Lesson Plans		
*Discovery Education	x	x	x		Local Funds			
*Flynn Scientific			x		Local Funds			
*BioCorp			x		Local Funds			
*IXL		x			Local Funds			
*Eduphoria Data	x	x	x	Teachers	Local Funds	Lesson Plans	Weekly/Monthly	STAAR Science
*TEKS Resource System	x	x	x		Local Funds			
Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Conference for Advancement of Science Teaching	x	x	x	Principals	Title II Funds	Certificates	November	
Google training	x	x	x	Inst. Tech. Specialists	ESSER III	Agendas/Sign-in Sheets	As Scheduled	
ESC 12 Professional Development	x	x	x	ESC staff	Local Funds		As Scheduled	

SOCIAL STUDIES INITIATIVES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated **STAAR Social Studies** and focus on weaknesses below 82% mastery. (TIA13)								
8th Grade Category 1: History (75%) Category 2: Geography & Culture (75%) Category 3: Government & Citizenship (75%) Category 4: Economics (70%)				Classroom Teachers Principals	McGraw Hill, TEKS Resource System, BrainPop, SIRIUS, IXL, Jarrett Publishing, Students of History Curriculum, The History Channel, Eduphoria Data	Lesson Plans, Benchmark Tests	Weekly, December, March	STAAR Social Studies
US History Category 1:History (70%) Category 2: Geography & Culture (75%) Category 3: Government & Citizenship (75%) Category 4: Economics, Science, Technology & Society (78%)					McGraw Hill; Connect ED; Mastering the TEKS-US History Since 1877; YouTube Videos; Political Cartoon Books.		Weekly, March	EOC History
SOCIAL STUDIES STRATEGIES	**ES**	**MS**	**HS**	**PERSONS RESPONSIBLE**	**RESOURCES**	**FORMATIVE EVALUATIONS**	**TIMELINES**	**SUMMATIVE EVALUATIONS**
Implement the following initiatives/activities to address Social Studies weaknesses below 85% mastery: (TIA13)								
* TEKS Resource System, Eduphoria	x	x	x	Adminstration	Local Funds	Lesson Plans		
* McGraw Hill Benchmark Test, Google Digital Files	x	x	x	Teachers	EMAT		Weekly	Mid-term exam, final exam, STAAR Social Studies
* You Tube, Quizlett, Kahoot, Brain Pop, Quizzz	x	x	x		Local Funds		As Needed	STAAR Social Studies
* Use Historical reference materials	x	x	x		Internet		Weekly	
* Reading assignments should include historical happenings	x	x	x		Internet		Weekly	
*Boom Cards		x			Local Funds		Weekly	
*Flocabulary		x					Weekly	
*Near Pod		x					Weekly	
*History Channel		x	x				Weekly	
*IXL		x					Weekly	

	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
* Tutorials		x	x	Teachers	ESSER III	Lesson Plans	Weekly	EOC History
* Utilize maps & graphs	x	x	x		EMAT		Weekly	
*Google Classroom		x	x		Google		Daily	
*Study Island		x		Principal/AP/Teacher	Local Funds			
* Jr. Scholastic Magazines		x			Local Funds		Monthly	
* Use Eduphoria Data Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels)	x	x	x		Local Funds	Disaggregated data	September	
* Promote current event awareness	x	x	x	Teachers	Inernet	Lesson Plans	Monthly	
* Incorpate STAAR questions into each test					Local Funds		Monthly	
* Use Chromebooks & Brain Pop to reinforce objectives.	x	x	x		Internet		As Needed	
* Structure Social Studies instruction & expectations to STAAR/STAAR EOC/TEKS expectation	x	x	x		TEKS	Lesson Plans Progress Reports	Weekly 3 Weeks	
*Use project-oriented instruction as the application component	x	x	x		Local Funds			
* Daily Starters		x			Local Funds	Lesson Plans	Weekly	
Staff Development & Follow-up (TIA15)	**ES**	**MS**	**HS**	**PERSONS RESPONSIBLE**	**FUNDS**	**EVIDENCE**	**TIMELINES**	**SUMMATIVE EVALUATIONS**
Social Studies State Conference		x		Principal	Local Funds	Registration		
Google training	x	x	x	Inst. Tech. Specialists	ESSER III	Agendas/Sign-in Sheets	As Scheduled	
TCEA Conferences	x	x	x	ES,MS,HS Principals		Certificates	February	

Goal #3: District Initiatives that support Goal #1 and Goal #2

Improve district initiatives in order to better support academics.

ENGLISH LEARNERS	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve identification, placement & services for ESL students (TIA13, TIA19)								
* Conduct LPAC training meetings	x	x	x	ESL Coordinator	TEA, Region 12	Certificates	Beginning of Year	
* Maintain accurate records- Home Language Surveys, LPAC Meeting Minutes, LPAC Exit Criteria	x	x	x		TEA, Region 12	LPAC documentation	August, February, May	ESL Annual Evaluation Report
* Summit K12 Intervention Program	x	x	x		Region 12	Summit K12 Reports	Quarterly	TELPAS, STAAR Rdg
*ESL Training for Teachers	x	x	x		Region 12	Certificates/ Sign-In Sheet		
*TELPAS training	x	x	x		ESC 20	Certificates	Spring	
* I-Ready Reading Intervention Program	x	x	x	Teachers	ESSER III	STAR Reports	Quarterly	TELPAS, STAAR Rdg
*Lexia Intervention Program	x	x	x		ESSER III			
MIGRANT	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve Migrant program through the following (all levels)								
* Identification & Placement	x	x	x	Migrant Coordinator	Region XII ESC	Migrant Form	Beginning of Year	
* Services- Nurse, Parent Advisory Council (PAC)	x	x	x		Region XII ESC		Quarterly	Report Card, STAAR, Credit Accrual

CTE	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the Career & Technology Education (CTE) program by addressing the following : (TIA13)				Principal	CATE Teachers	Development Sessions	Spring	Cate Annual Evaluation Report
* Develop Endorsement Sequences		x	x	CATE Coordinator	CATE Teachers	Calendar	Quarterly	
* Create Course offerings to be a "Completer"			x	Principal/CATE Coordintor	CATE Teachers	Master Schedule	Semester	
*Determine Certification assessments for courses		x	x	Principal/CATE Coordintor	CATE Teachers	Master Schedule	Semester	
* Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)		x	x	Principal/CATE Coordintor/CATE Teachers, Tech Specialists	CATE Teachers	Agendas	Semester	
* Explore Tech-Prep opportunities with local colleges			x	Principal/CATE Coordintor/CATE Teachers	CATE Teachers/College CATE Coordinator	Planning Sessions	Weekly	
*Workforce Commision SOAR program		x	x	CATE Coordinator	CATE Teachers	Calendar	Quarterly	
* Dual Credit offerings for Non-TSI Ready students			x	CATE Coordinator	Local and CATE funds		Semester	
* Early Learning courses using the Community Daycare for senior year of Practicum			x	Daycare Director and Early Learning Teacher	Daycare Students, Curriculum (TEKS), CTE Funds		Daily	Grade for Course
* Coordinate & integrate planning with distance learning			x	CATE Coordinator	CATE Teachers	Lesson Plans	Weekly	
* Technology Integration into the curriculum	x	x	x	CATE Coordinator, Tech Specialists	CATE Teachers	Lesson Plans	Weekly	
LIBRARY	**ES**	**MS**	**HS**	**PERSONS RESPONSIBLE**	**RESOURCES**	**EVIDENCE**	**TIMELINES**	**SUMMATIVE EVALUATIONS**
Update library materials & supplies to improve the quality of media collection								
* Library Book Inventory	x	x	x	Elementary Principal Classroom Teachers Library Aides	Library Computer System	Purchase Orders/Invoices	Semester	Title VI Annual Evaluation Report
* Class novels	x	x	x			Book Circulation	Monthly	Total Circulation Report
* Computer Software for Library Distribution	x	x	x					

GIFTED & TALENTED	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the G/T Program through the following:								
* Utilize G/T Handbook that meets New State Plan	x	x	x	G/T Coordinator	Region 12 ESC	G/T Handbook Adopted	Summer	G/T Handbook Adopted
* Identification selection committee	x	x	x	Principals, AP's, Teachers	New State Plan, Student Files	Sign in sheets	Weekly	Letters of Identificaiton
*Yearly Review G/T Timeline and Matrix	x	x	x	Superintendent, Principals, AP's	Current Timeline, New State Plan	Sign in sheets	Summer	
* All teachers will receive 30-hour/6-hour training (TIA 14-15)	x	x	x	G/T Coordinator	Region 12 ESC	Sign in sheets, certificates	August, Throughout the Year	
*Differentiation with depth & complexity	x	x	x	Teachers	Update Training	Lesson Plans		
TRANSITIONS	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Provide early school transition to the elementary school : (TIA17)								
* Toddler to PK learning curriculum in Community Daycare	x			Daycare Employees	Local Funds		Entire Year	Observations
* PK & K Round-ups	x			Principal/ Teachers	Newspaper/Holland ISD Website	Sign-In Sheet	April	
* School Readiness	x			Principal	Starting school handout	Round up sign in sheet		
* All four-year-olds will be eligible to attend PK all day	x			Principal		Number of tuition students	August	
Transition from elementary to middle school and middle School to high School								
*Class Introduction	x	x		Principal	Open House	Class schedule pickup	August	
*Orientation	x	x	x	Principal	Parent night	Sign-In Sheet	February/April	
*Individual Conferences		x	x	Counselor	Individual Appointments		As needed	
*Special ED Orientation & Planning Across Campuses	x	x	x	Administration/Spec Ed Teachers		Meeting Minutes	May	

STAFF	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Recruit & Retain Highly Qualified Staff (TIA14)								
*Additional "stipend" when appropriate/available	x	x	x	Admin	Local Funds	Stipend		
* Community Daycare on campus	x	x	x	Daycare Director	Daycare Facility, Local funds		August-May	Number Enrolled
* Update the salary schedule for all staff positions	x	x	x	Admin	Local Funds	Compensation Plan	Annually	
* Bi-monthly teacher appreciation activities	x	x	x	Admin	Local Funds	Calendar	Bi-Monthly	
Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)								
*Use campus level meetings for planning	x	x	x	Admin	Local Funds	Minutes	Bi-weekly	
Provide timely assistance in identifying students' individual needs: (TIA19)								
* Reading Recovery	x			Principals	Surrounding Colleges	On-going Continuing Contact training		
* RTI meetings on campuses	x	x	x		Local Funds	Minutes		
* Instructional aides	x	x	x		Job Postings			
* Provide appropriate staff training	x	x	x		Local Funds; Region 12 ESC	Sign-In sheets	August-May	

504	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the 504 Program through the following:								
* 504 identification & services	x	x	x	Parents, Classroom Teachers and Staff, Campus 504 Coordinator	SuccessEd, Federal and State Guidelines	SuccessEd program	Ongoing	Yearly Review
** Pre-referral procedures	x	x	x	Principals	Teacher and Parent Input	Progress Reports / Report Cards /Conference Records	3 Weeks	
** Consider Modifications	x	x	x		Training		Quarterly	
* Summer enrichment program	x	x	x		ESSER III			
* Counseling	x	x	x		ESSER III			
* Tutorials	x	x	x	Classroom Teacher	ESSER III		As Needed	
* Parent/Teacher Conferences	x	x	x		Local Funds			
* Dyslexia Informational Parent Brochure	x	x	x	Dyslexia staff	Local Funds			
* Early intervention strategies for Dyslexia	x				Local Funds			
* Updated District Dyslexia Plan & Services	x	x	x		Local Funds			
*Reading by Design Program for Dyslexia	x	x	x		Local Funds			
* Reading Recovery Screening	x			RR staff	Local Funds			
* Literacy Groups	x			Classroom Teacher	Local Funds			
* Behavior Screenings	x	x	x	Principals	Local Funds			

TECHNOLOGY	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Intergrate technology throughout the instructional program at all grade levels & in all subject areas.								
*Instructional Technology Specialist for district	x	x	x	CATE Coordinator	CATE Teachers	Salaries	Quarterly	
*1:1 Chromebook Initiative (2nd thru 12th)	x	x	x	Admin		Class sets	Semester	
*IPads (PK thru 1st)	x			Admin		Class Sets		
*Google Classroom (PK-12)	x	x	x	Teachers, Tech Specialists				
Screencastify	x	x	x	Teachers, Tech Specialists	Technology Funds			
Flipped Classroom	x	x	x					
New Renaissance products	x	x	x					
Kid Account - safety system	x					Invoices		
Update all machines to Windows 11	x	x	x	Tech Admin				
Add TV announcements around the district	x	x	x					
Upgrade document cameras in some classrooms	x	x	x					
Update Teacher machines with a new laptop	x	x	x					
Update black boxes to AirTame devies	x	x	x					
Upgrade projectors	x	x	x					

Goal #4: Attendance

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

* The district dropout rate will continue to be 0.9% or less.

Objective

* The district student attendance rate will improve from 95.99% to 96.5%, Elementary from 95.87% to 96.4% , Middle School from 96.44 to 97.0% , High School from 95.83% to 96.4% .

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

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

STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis : (TIA19)								
* Parent notification letter after **Third** absence	x	x	x	Office Staff	Student Info System	ADA Reports	Weekly	
* Telephone calls will be made by School Reach automated system daily	x	x	x	Office Staff, Admin	Student Info System		Daily	
* Truama Counseling services - Impact Counseling	x	x	x	Principal/Assistant Principal/Counselor	ESSER III			
* Counseling	x	x	x	Principal/Assistant Principal/Counselor	ESSER III			
* Saturday school make-up	x	x	x	Secretaries	Local Funds		As Needed	Sat School Sign In Sheets
Provide Dropout prevention & recovery through:								
* Counseling Services	x	x	x	Counselor	TECS	Counselor's log	Daily	
** Individual Counseling	x	x	x		STARRY, Impact Counseling			
** Truama Counseling -	x	x	x		ESSER III			
** Group Counseling	x	x	x		SCE Funds $45,000			
* Track all withdrawal & no shows during the second & third weeks of school	x	x	x	HS Principal	The Choice Program	Attendance		
* Pregnancy-Related Services	x	x	x		PEIMS Coordinator			

** Homebound Service	x	x	x	Pricipals	Local Funds			
** PEP Program	x	x	x		Local Funds			
* Service for School Age Parents	x	x	x		Employee Day Care			
** Homebound Service	x	x	x		Local Funds			
** Individual Counseling	x	x	x		ESSER III			
** Career Day	x	x	x		Local Funds			
* Saturday School	x	x	x					
* Credit Recovery	x	x	x					
* Bell County Alternative School	x	x	x					
* Incentives will be provided to students in all grades for perfect attendance (announcements, posters, certificates, t-shirts, classroom activities, etc.)	x	x	x	Classroom Teachers	Teachers	Attendance Reports	Six Weeks/End of Year	Attendance Rule
* The nurse will visit all classrooms & stress good hygiene in effort to decrease illness.	x	x	x	Nurse	Teachers/Scott & White Hospital	Attendance Reports	Six Weeks/End of Year	Attendance Rule
** School-based health center** Dr. visit once/week	x	x	x	Superintendent	Nurse/Scott & White Hospital			
* Encourage Special education student participation in all extra-curricular activities	x	x	x	Principals	Sponsor/Teacher	Class Rosters	Beginning of year scheduling process	Class Rosters
* Provide career counseling & transition planning for all students through Workforce Commision SOAR Program	x	x	x		Counselor	ARD Meetings/IEP's Individual Counseling	End of Semester/ End of year	Course schedule requests/Job Placement Opportunities.

Goal #5: SAT/ACT

* The district will meet or exceed state average of student performance for SAT/ACT testing. Testing results are reported 2 years behind, no reports have been given since 2018-2019.

Objectives

* The district will increase the percent of students taking the SAT/ACT from 79.6 % in 2018-2019 to 84% in 2020-2021.

* The district will increase the percent of students scoring above the criterion on the SAT/ACT from 46.5% in 2018-2019 to 50.% in 2020-2021.

STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following:								
*Edmentum - SAT/ACT/TSI support program			x	Teacher	ESSER III			
* PLATO (SAT/ACT Prep)			x	PLATO Teacher	ESSER III		Weekly	
* PSAT (SAT) and PLAN (ACT)			x	Counselor	Scholarship Opportunities			
*Offer one free test, administer on-campus			x		CCMR Outcomes Bonus			
* Dual Credit			x		Temple College		Semester	
* Fee Waivers			x		CCMR Outcomes Bonus			
* Scholarship notifications deadlines			x		Local Funds			
* Create a pamphlet for parents with pertinent cut off scores for college entrance as well as scores needed for department acceptance.			x	Principal/ Counselor	Local			
* Implement the Graduation Plans with the Endorsements			x		Local			

Goal #6: Safety

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

Objectives

* Discipline referrals will decrease from 47 in 2020-2021 to 40 in 2021-2022

* Tobacco, Vaping, Alcohol, Drug (TAOD) offenses will be reduced from 3% in 2020-2021 to 1.5% 2021-2022.

* Incidents of violence will be maintained at 0.0% in 2021-2022

STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Review, revise, & implement the district and campus Emergency Plans (Crisis Management Plan)								
* Suicide Prevention		x	x	Leadership Class	Local Funds		Fall Semester	
* Violence Prevention		x	x	Principal	Local Funds		Fall Semester	
* Provide & Implement a Comprehensive Guidance Plan	x	x	x	Counselor	Teachers	Lesson Plans	Spriing Semester	Recognized students (student club membership/ Participation)
* Vaping Prevention		x	x	Principal	Law Enforcement Speaker		Fall Semester	
* School Based Health Center	x	x	x	Nurse	Local Funds		Daily	
* Kid Account - Visitor checks	x			Office Staff	$3,300			
* Character Education/Decision Making	x	x	x	Teachers				
* Aim For Success- Speaker		x		MS Principal	Local Funds		Fall and Spring	Student and Parent Surveys
* Drug Education		x	x	Health Teacher		Lesson Plans		
* CPR Awareness (7th Grade and 12th Grade)		x	x	Nurse/Principals	Nurse	Number of Students in Presentation		
* CPR Certification for specific Faculty and Staff	x	x	x	Nurse	Nurse		Yearly	Number of Staff Completing Certification Program
* SAMA Certification	x			SpEd Director	SpEd Coop		August	
* Stop the Bleed for students and staff	x	x	x	Admin	Scott and White/regional group			
* Red Ribbon Week	x	x	x	Teachers	Local Funds	Calendar of events	As Scheduled	
* Campus Newsletter	x	x	x	Teachers	Local Funds		Quarterly	Student Awards

Provide Alternatives for Discipline Infractions:								
* ISS	x	x	x		Library staff			
* Hornets Nest	x			Teachers	Local Funds			
* Hornet Hangout		x			Use of facilities			
*Prize Drawings		x		Principals/PTO	PTO		6 weeks/end of semesters	
*Reward Center (ES)	x			PTO	PTO		Every Other Week	
* JJAEP			x	Judge	Local Funds			
* School personnel will stress & reward positive student behavior	x	x	x		Faculty & Staff	Rewards Given	Weekly	Discipline Referrals
* End-of-Year Awards Program	x	x	x		Local Funds			
* Restorative Discipline/Circle Forward	x	x	x		Local Funds			
* AEP		x	x		Title I, Part A			
* Counseling	x	x	x		ESSER III/Starry			
* Corporal Punishment	x	x	x		Principal			
* Suspension	x	x	x	Principal	Prinicipal			
* Provide & implement and intervention plan to prevent dating violence:	x	x	x		Counselor	Discipline Records	Monthly	Title IV Annual Evaluation Report
* Teacher Observation	x	x			Teachers	Counselor Log		
*Dating Violence Awareness Training- centered around Dating Violence is not tolerated			x					
*Dating Violence reporting Procedure Training- centered around the process to report, immediate notification of parents, and guidelines for students who are victims			x		Local Funds	Calendar of events	Fall	Dates of Trainings
* Staffing Education of Dating Violence			x					

Goal #7: Parent & Community Involvement

* Increase parent & community involvement.

Objectives

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

	2020-2021-COVID	2021-2022-COVID
a. Volunteers	0	0
b. PTO	0	5
c. Open House	0	0
d. Special Programs parent meetings	90-Virtual	100-Parent, 400-Thanksgiving

STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide opportunities to increase parental involvement (TIA16)								
* Communicate through newsletters	x	x	x	Teachers/Principals	Teachers	Newsletter publications	Monthly	Parental Support Increase
* Provide Google classroom information	x	x	x	Tech Specialists	ESSER III		September	Sign In page
* Provide training for parents in the use of the internet.	x	x	x	Inst. Tech. Specialists	Website		September	
* Provide district newsletters through email	x	x	x	Supt.	Local Funds		Weekly	
* Community Dinners	x	x	x	Principals	Local Funds		October	Number of Attendees
* School Garden	x		x	Teachers	Local Gardeners		Spring Semester	Proceeds From Sale
* Grandparent's Breakfast	x			Teachers	Local Funds			Number of Attendees
* Fall Festival & Scholarship Dinners	x	x	x	Principals	Local Funds		October	Proceeds From Events
Promote Business/Community Involvement through the following (TIA16):								
* District & Campus Committee Memberships	x	x	x	Principals		Sign-In Sheets	Entire Year	
* P-20 Council			x	Asst. Principals	Local Funds			
* School Marquee	x	x	x	Admin Office	Calendars		Entire Year	
* Campus Newsletters	x	x	x	Principals	Local Funds			
* Volunteers at athletic events		x	x	Principals				
* District/Campus Web Site, Facebook	x	x	x	Principals/Tech Director	Local Funds		Entire Year	
* School Reach Phone System	x	x	x	Admin Office	Broadcast Messaging		Entire Year	
Develop and Implement Family Nights: (TIA16)								
* PK-5 Family Literacy	x			Elem Principal	Reading Teachers	Sign In Sheets		
* Technology parent training classes		x	x	Inst. Tech. Specialists	ESSER III	Sign In Sheets		
* Family Nights (PTO)	x				PTO			
* Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)	x			Principal	Counselor, Decision-Making Committee & Teachers	Parent Sign-in Sheets/ Newsletter Publications	May & Monthly	Total parental involvement
* Campus report cards & test results will be reviewed in a public forum (TIA16)	x	x	x	Principal	Counselor, Decision-Making Committee & Teachers	School Board Minutes Newsletter publications	As Scheduled/weekly	Total parental involvement
* Homeroom teachers will submit signed student/parent school compacts. (TIA16)	x	x	x		Teachers	School Compacts for every student	September/Meet the Teacher Night	Total parental involvement

Goal #8: SHAC

* School Health Advisory Committee

STRATEGIES	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
School/Community Health Programs:								
* Aim For Success-Speaker		x		MS Principal				
* Asthma Awareness Program	x	x	x	Principals				
* Autism Awareness Month	x	x	x	Principals	Local Funds			
* Blood Drive		x	x	Leadership Class				
* Catch Curriculum(PE & Recess K-5th)	x			Classroom & PE Teachers				
*Hornet Health and Wellness Club for teachers	x	x	x	Admin	Google Classroom			
* Community Wellness Program	x	x	x	School Nurse	Local Funds		August	Ongoing
*Physician on campus weekly	x	x	x	School Nurse	Local Funds		Sept.-May	
*Possible COVID testing on site	x	x	x	School Nurse	ESSER III		Sept.-May	
* Corn Fest 5K Run	x	x	x	Admin	Workers		June	
* Garden Project	x			Superintendent			Spring	Plants sold
* Health Class		x		Principal				
* Physical Education-Open Gym	x	x	x	Athletic Director	Local Funds			
* Safe Place Afterschool Program	x	x		Principals				
* School Based Health Center Doctor Visits	x	x	x	Scott & White Doctors			Each Monday	Ongoing
* School Nutrition Guidelines	x	x	x	Nutrition Services	TDA			
*Healthy snack offered to after school program	x	x		Nutrition Services			Sept.-May	
* Staff Wellness Program	x	x	x	School Nurse	Local Funds		August	Ongoing
* Walking Lights on Track	x	x	x	Maintenance			all year	
Health Emergency Training								
* Asthma Awareness Program	x	x	x					
* Bloodborne Pathogen Training	x	x	x					
* CPR/AED Training	x	x	x	Superintendent/ Principals	Nurse/Safe Schools	Sign In Sheets/ Certificates		
* Safety & First Aid Training	x	x	x					
* Stop the Bleed-training	x	x	x					
* Youth Suicide Training		x	x					

Develop a Student Wellness Program								
* After School Work Out	x	x	x	Teachers				
* The Backpack Project	x	x	x	Comm. Food Bank				
* Daycare-Nature Explore Program	x	x	x	Daycare Director				
* Fantastic Teeth Program in First Grade	x			Nurse and Dentist				
* Fitness Gram	x	x	x	PE Teacher				
* Glasses	x	x	x	Lion's Club				
* Jump Rope for Heart	x			PE Teacher				
* Loothy Toothy Program	x			Nurse				
* No Flip Flops in PE or on the Playground, to reduce falling accidents	x	x	x	PE Teacher, Classroom Teacher				
* Run Across Texas Marathon (3-5)	x			PE Teacher				
* S &W Athletic Sports Medicine Clinic		x	x	Athletic Director				
* School Walk for Diabetes	x			PE Teacher				
* Spot Vision in Kindergarten	x							
* Teeth Health in Kindergarten	x							
* Tobacco/e-cig Prevention Curriculum in MS including e-cigarettes		x	x	Nurse				
*CPR Training for 7th and 12th grade students		x	x					
*Teens in the Driver's Seat		x	x	FCCLA				
Develop an Infection Control Plan								
* COVID-19 re-entry plan	x	x	x	Amdin, teachers	Local Funds			
* Staphylococcus Awareness & Prevention Techniques	x	x	x	Coaches	Nurse			
* Immunization	x	x	x	Nurse				
* Blood Borne Pathogens	x	x	x	Superintendent	Nurse/Safe Schools			
*Air purifier systems in classrooms	x	x	x	Principals				
*New touchless sinks	x	x	x	Maintenance				
* Provide Hand Sanitizer	x	x	x	Principals				
* After School Healthy Snacks	x	x	x	Cafeteria				
* Disinfect Weight Room/Athletic Facility		x	x	Coaches/Custodians			Weekly	
* Portable Hand Sanitizer	x	x	x	Principals				
* New Soap dispensers	x	x	x	Maintenance				
* Disinfect Classrooms with wipes	x	x	x	Custodians/Teachers			Weekly	
* Bacterial Meningitis Awareness	x	x	x	Nurse				
* Pandemic Flu Plan	x	x	x					
* Hand Washing Techniques	x							

Goal #9: Needs Assessment

Needs Assessment

FACTOR	DATA SOURCE(S)	TYPE OF DATA	
		DEMOGRAPHICS	STUDENT LEARNING
STUDENT NEEDS			
1. How well are students achieving on state assessments-in general, in subgroups & individually? *This is addressed each year by teacher groups. Due to COVID - all dristricts received a NR standard.*	State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS, tutoring records	X	X
2. Are there measurable goals for achievement that are known by parents, teachers and students? *Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are posted at the ISD website and are available in the campus offices. Hard copies are also available on request.*	In-service agendas, ISD Website; Benchmark data, Parent Portal		X
3. How does the school identify individual students needs? *Classroom Performance/Grades, Parent Information. Teacher Observation, Benchmark Testing, STAAR Results, Achievement Testing(Primary Grades). Attendance Records, BAS, TEMI, ESTAR, MSTAR, Discipline Records, ARDs, RTI Meetings, GT Evaluations, At-Risk Identification, InView Testing (2nd grade), 504 Meetings, Restorative Practices, LLI, OLSAT (7th Grade), developing personal relationships*	Campus Mtg Agendas, RtI Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles	X	X
4. What are the student mobility rates? 8.7% Drop out rates ? *0.0%* Economically Disavantaged ? 48.5*%* LEP? 2.2*%* At Risk? 14.7*%*	Campus records (TxEIS):PEIMS; PBMAS	X	
5. What, if any significant disciplinary problems exist in the school? Isolated Bullying situations, generally specific students rather than behavioral trends. Tardies, vaping and PDA by CTE building.	Campus Discipline Records, Incident Reports, TeXIS Discipline, Restorative Discipline, Guest Speaker		
6. What intervention process is in place to ensure that students' educational needs are met in a timely manner? *Tutorials/Remediation before and after school; Tutorials/Remediation during the school day (as a daily class and by special arrangements);Reading Recovery; Literacy Groups; Inclusion support; Progress Notes, Homework Help; Plato; and the Choices Program; Enrichment Classes; Study Hall, Istation, IXL, ILL, Plato, Comprehension Tool Kits.*	Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results		X
7. Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed? * Band Participation * Student Council (HS); NHS (HS) * UIL Academic, OAP, *UIL Athletic-participation rates, growth/performance* * Overall character/behavior; Citizenship; * FFA/FCCLA; 4H; Leadership Class * Service Learning Projects; *Scholarships*	Participation Rosters, Community Report (ex: Field Trips), Discipline Records, Record Books		X

8. Did the school meet standard last year? In prior years? If not, why not? *Each campus was not scored due to COVID-19.*	Title I SIP Requirements, District Status History, Accountability Report		X
9. Demographics of District *African American 2.7%* *Hispanic 26.9%* *White 67.7%* *Asian/Pacific Island 0.3%* *Two or more 2.5%*	TAPR; TeXIS, PEIMS; PBMAS	X	
10. Computer Literacy *All students have access to computers. IPads in Pre-Kindergarten to First Grade are used as instructional centers and Google Classroom; second to fifth grades have classroom chromebooks; middle school has 1:1 student to chrombook ratio but chromebooks remain at school; high school students each have their chromebook. Teachers use Surface Pro3's and chromebooks. District has hired an Instructional technology Specialists to create a plan for integration of technology into the classroom.*	Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments		X
11. College and Career Readiness *Students in 11th grade have access to distance learning dual credit class. Juniors & Seniors may attend TC for dual credit. Students take college entrance exams while in 11th-12th grade. SAT preparation/Review Class; Vertical Alignments (5th-12th grades); Achieve Texas; CTE course; Pre SAT for 10th graders; Engineering your World Course; Principles of Technology; 8th grade Algebra for HS credit; MS (HS Prep Class); 8th grade take PSAT, and 7th grade Duke Tip. High School students participate in a Career Day every other year. Workforce Commision provides the SOAR program for our Middle and High School Students. TSIA prep classes are offered through Study Island.*	Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards		X

CURRICULUM & INSTRUCTION NEEDS			
1. How do staff member express high expectations for student achievement? *Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements.* Is the curriculum aligned with the state's challenging academic content ? *Curriculum is aligned with TEKS and STAAR and EOC student expectations. Real world expectations and hands on experiences and nationally set standards drive this curriculum.* How are high expectations set in subjects for which the state has not established standards? *Strive for band "sweepstakes"; strive for top scores at UIL competitions; strive for top honors at FFA, FCCLA Competitions; Recognition and celebration of achievements. Cross curricular projects.* Have teachers participated in curriculum alignment process? *Yes, TEKS Resource System Training and analysis was performed in 2020-2021. Department meetings are held.TEKS Resource System alignment encouraged and expected.*	In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.		X
2. What instructional materials are used in the school? *State adoptions as well as supplemental materials.* Are they up-to-date? Do they reflect the state's academic content standards? *Yes, During curriculum alignment, teachers and administrators identified TEKS and STAAR/EOC student expectation within the instructional materials. TX Resource System is aligned with State Standards and updated in real time.*	Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.		X
3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? *Yes.*	Publisher websites; TEKS Resource System; iStation, IXL, Prodigy, Renaissance		
4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? *Teacher-made tests.* *DRA. STAAR, AR Math, released EOC, AR, materials received with state adoptions; Released STAAR Tests. Benchmarks Test, iStation, IXL,TEMI,ESTAR,MSTAR*	Student Records, Student Grades, software system reports		X
5. What role do teachers play in deciding what assessments will be used to measure student achievement? *Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System, SLO's.*	SLO Documentation, Eduphoria, data, curriculum progress monitoring		
6. How are assessment results used? *Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation and acceleration.*	Lesson plans; tutorial schedules	X	X
7. Is instructional technology available to all students? *Yes* Do teachers integrate technology into teaching? Yes, Instructional Technology Specialists has been hired to assist teachers with technology integration into the classroom.	Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks. PearDeck, Kami, Screencasify, Nearpod, Classkick		
8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students? *Yes*	STAAR Reports , Report Cards & Failure Lists, Textbook Selection, Closing the Gaps, Accountability Report		X
9. Retention Rates *0.0% at MS* *1.0% at Elem*	Progress Reports, TxEIS, PEIMS, TAPR	X	
10. What roles do paraprofessionals play? *Support instruction & students' academic success; under the teacher's direction in the the classroom, provide small group or individual review, drill and practice, reteach and remediation; student support needed to enable the student to remain in the classroom. Support in the Elementary reading lab, to facilitate increased use of the district library, support introduction of Spanish Language Skills and early technology skill, support for dyslexic students.*	Assigned Duties		X
PROFESSIONAL DEVELOPMENT NEEDS			

Question	Documentation		
1. Are all teachers and instructional paraprofessionals highly qualified? *Yes.*	Personnel Records; Highly Qualified report to TEA		
2. Is there a process to determine the professional development needs of teachers? *During development of district/campus improvement plans-training targeted to support improvement addressed in DIP and CIPs. Teachers, Principals, and Superintendent identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level). COVID-19 highlighted additional technology needs to meet the needs of Virtual learners for 2020-2021.*	CIP; DIP, Staff Development Agenda, Workshop and Conference registrations		X
3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff? *Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning.Technology Integration, SafeSchools, T-TESS. Instructional Technology Specialists conducts weekly meeting with all teachers and monthly staff offerings to assist and improve the use of technology in the classroom.*	Agendas, Conference brochures, Certificates		X
4. Is professional development voluntary or mandatory? *Some of both.*	Sign in Sheets; attendance certificates, Teacher Certification renewal process		
5. To what degree does staff participate? *The staff determines areas of need during planning of the District Improvement Plan*	Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.		
6. Is professional development related to classroom instruction? *Yes.*	Conference Brochures, Attendance Certificates		X
7. How Frequently is professional development offered? Annually (school start up, reading conference, K-1 conference, Ag Convention, FFA Convention, TCEA, Capturing Kids Hearts, FCCLA Convention) As needed (campus level meetings, subject area specific, ESC workshops, SAMA training) What follow-up activities take place? Reports at campus meetings: sharing of information and implementation of the District Plan, School Board presentations Is the professional development ongoing and incorporated into the day-to-day routine of the staff? Yes, in addition to reporting/sharing with coworkers, videos and book excerpts are shared routinely. Professional collaborations often happens without planning (i.e.: training/review use of classroom technology; classroom management)	Inservice Records, Sign-In sheets, Brochures, Attendance Certificates		
8. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions? Yes	Agendas, sign in sheets, presenter notes, Master Schedules		
9. Who Provides professional development? *Local staff; ESC staff; SpEd CoOp staff; consultants, instructional technology specialists, webinars*	Agendas, Sign in sheets, attendance certificates		
10. Are external resources used to provide staff development for the school? *Yes.* How often does this occur? *As needed.*	Agendas, Sign in sheets, attendance certificates		
11. Does the *daily* teacher schedule allow for common planning time across grade levels and content areas? Depending on the need of students and teachers. Some Content is taught by one teacher.	Master Schedules		
12. How is professional development evaluated and mid-course corrections made if needed? *Staff meetings; student performance; student engagement review of gradebooks and lessonplans, administrative observations.*			X
FAMILY & COMMUNTIY INVOLVEMENT NEEDS			
1. Do teachers routinely communicate with parents (informally and formally) about the academic progress of their children? *Yes-Varies in forms of communication*	webpages; progress notes; parent contact documentation, phone logs, TxEIS Parent Portal access, google classroom, google forms, and Remind app.		X
2. How are parents and community involved in activities that support student learning? *School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; District Improvement Teams; SHAC, PTO, Bell County Youth Fair, Youth Booster Club, FFA meetings, Orientation nights.*	Sign in sheets; agendas		

3. How does the school involve parents and the community in school governance decisions? *Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys, School Board Meetings*	Agendas, sign in sheets, calendars		
4. Are health and human services available to support students and their families? *Yes, School Based Health Center; weekly doctor visits; 1-2 days per week Starry counselor; vision and hearing screening; Referral Services, Jump rope for heart, Georgetown Intervention Counseling Services 3 days per week*	Health Center Records, Press Releases, Sign-In Sheets, AIM for Success records		
5. Are translators and written communications available for families who speak languages other than English? *Yes (Spanish)*			
6. Does the school or district offer adult education programs? *No (Some parent info/training at Family Night and in campus newsletters).*			
7. Are staff and students involved in community activities? *City Council; Library Board; Youth Sports Leagues (Soccer, Football, Baseball, Softball, Basketball); Community Christmas; Corn Fest; Churches; 4H; PTO; Holland Youth Boosters; Bell County Youth Fair Board and fair volunteers; Service Learning projects; Global Issues Class, Go Texan, Teen in the Driver's Seat Program. Breast Cancer awareness, Red Ribbon wek, Suicide Prevention, Fall Carnival, Community Thanksgiving meal, Veterans Day celebration, Community Pep rally*	Published board memberships; organization rosters, local newspaper	X	
8. Does the school partner with local businesses to enhance its educational programs? *Yes, Service Learning, Leadership, Student Council, FFA, FCCLA, Senior Class, Hornet Yearbook, Cheerleaders, Scholarship Committee: Lowe's, Home Depot, SPJST, American Legion, Corn Fest Committee, City of Holland, Wolf Farms. Scott & White, Wal-Mart, HEB (All local business help with yearbook and football programs)*			
9. How does the community view the school? *Generally very positive. Enough, so that members of neighboring communities hear about our accomplishments related to individual student success and at the campus and district level.*	Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys		
10. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed? *Parent Surveys, informal community input (to teachers and to administrators). Reviewed at campus meetings, administration meetings*	Engagement Survey Results	X	
11. What types of materials are made available to parents and community? *HISD Website: TxEIS; emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; college tutoring resource/reference books and articles, social media(Band, FFA, FCCLA, Holland Hornets Facebook Page), regular mail outs of necessary information, School Reach, and Parent Portal.*			
12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not? *No, Participation wanes as the student ages (many elementary parent in PTO, fewer MS and HS): Parents of SpEd Student are involved at lower rate. Parents who are not comfortable speaking English are often involved at lower rates (Translators are provided, but the patents often sit off to one side and do not interact). Registration forms are provide in Spanish and parents who are not comfortable speaking English are provided an opportunity to meet with translator to facilitate completion of registration packets.*			
13. Facilities available/accessible to parents and community? *Yes, Elementary commons, "HomeEc" room, cafeteria/auditorium, gyms, track, football, baseball and softball fields, middle school commons, ag shop. Some community meetings have met in the classroom of one the group's members. Community is alloed to use internet and computers 2 evenings per week in Student Center.*	Reservation Log		

SCHOOL CONTEXT & ORGANIZATION

1. Does the school have a vision and a mission statement? *Yes.* Are they widely known and understood? *Reviewed at staff development; posted on website* Is the vision periodically reviewed to determine if it meets the needs of the school? *Yes.*			
2. Is the entire school staff involved in decisions about school operations? *Yes.* How? *Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC*			
3. Is the school safe and orderly? *Yes, Kid Account management system. Visitor limitations due to COVID. Fencing has been added in specific locations. Sign in and sign out for visitors.*	Visitor Logs		
4. What disciplinary polices exist and how are they enforced? *As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct*	TxEIS Log Entries; Discipline Records		
5. What is the school climate? *Student Centered* Are staff and student morale high? *Yes, Teacher turnover is low.*			
6. How is the school managed? *Much input is provided to administrators through Campus and District Improvement Plans, campus meetings and one-on-one meetings. Superintendent is aware and involved but does not micro-manage. Superintendent and Board have an eye on the future and a vision for the students, district and community.*			
7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian? *Varies by situation-our campuses are small enough that the principals wear many hats throughout the day.*			
8. How is the school budget determined and how are priorities set? *Monies available per TEA and local taxes. District Improvement Plan. Informal input from staff and community is considered. Students and student learning are always top priority.*			X
9. How are all resources (funds, time, personnel) currently allocated? *Based on student need (numbers, performance, space, facilities, safety), and COVID related circumstances.*			X
10. How are the financial resources prioritized to meet the needs of the school? *Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance. TEA guidance related to COVID.*			X
11. Does the school currently operate with one written plan? *Yes, the District plan is used to create the campus plans.*			

12. Overall how much progress has the school made in the last year? In the last two years? *District has:* ** Using the HISD Facility Plan, Construction of a new classroom in the Elementary Commons, Construction on the FCCLA room to add two additonal works stations, new parking lot surface, New sewer line for Baseball/Softball restrooms was installed. Updated fencing around Elemenary has been completed. Security cameras have been or will be installed during the school year in the student center, Holland Gym, Hornet Gym, Field House. The daycare building was updated, and has a new hand washing sink. New POE switches will be placed in each building. New chromebooks were purchased for the middle school and second/third grade levels. A storage building was built for High School Science. The parking lot behind the home football bleachers was created with 8 inch of base. New maintenance building was built, New ipads for the primary were purchased. New projectors were purchased for half of all classrooms. New document cameras were purchased for 10 classrooms. New chromebooks were purchased for the 4th and 5th grades, 50 more for the middle school and 65 new devices annually for the Freshmen. New projector connection devices (60 black box) were purchased for each projector (60 projectors). Replaced all three exterior set of high school doors. New Air condition controllers to promote comfort and savings. Instructional Technology Specialist taught several teacher trainings over new apps, google classroom and new interventions.*			
13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. *At this time, we are meeting the expectations for space. We will work to refurbish the old band hall to add additional classroom space.*			
14. Gyms and Playgrounds *The elementary playground has four swings and a border with mulch for safety. Benches with shade have been placed around the playground area for teacher supervision. Playground updates to accommodate COVID spacing are in place. Sidewalks and cement areas have been updated with colorful activity stations. The Daycare playground is a Nature Explore Playground with many nice features for the children to enjoy the outdoors. The Elementary/Practice Gym was completed in August of 2019.*			