

# DISTRICT IMPROVEMENT PLAN

*Holland Independent School District*

**2023-2024**

## 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  
Alex Swick - High School Principal  
Jessica Cammack-High School Teacher  
AJ Walker-High School Teacher

**PARENTS**

Mitchell Hill  
Lauren Patterson

**BUSINESS MEMBERS**

Juan Castro  
Stephanie Gacke

**COMMUNITY MEMBERS**

Lauren Harris  
Michael Kurtz

**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 STAAR/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 41% 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 2022-2023 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2023-2024 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

# Goal 1: Maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 1: The district will score at least 90% in approaches, 60% in meet, and 30% in masters on all STAAR/EOC tests (reading, math, science, social studies) in all reporting categories.**

<b>READING</b>										
All reporting categories will be at least 7% above state average Test not meeting goal(state avg/our avg)	<b>ES</b>	<b>MS</b>	<b>HS</b>					<b>SUMMATIVE EVALUATIONS</b>		
Category 1: Reading Eng II (64/70)	x		x					Eng I EOC Eng 2 EOC		
<b>Implement the following initiatives/activities to address Reading weaknesses:</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATIONS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATIONS</b>		
* Student Support/Inclusion )	x	x	x	Sp.Ed Teachers	Title IV, Local Instructional 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	Title IV, Local Instructional Funds	STAR, BAS, i-ready	Sept, Dec, May	BOY, MOY, EOY		
* Study Island			x		Local Campus Funds					
* CommonLit.org	x		x							
* Novel Studies	x	x	x						Semester	
* Bookshare			x							
* Writing Across the Curriculum	x	x	x				writing passages		Weekly	
* Critical Thinking Focus	x	x	x				daily lessons			
* Eduphoria	x	x	x			Local Instructional Funds	data to create assessments		Quarterly	
* TEKS Test Bank	x	x	x				Local assessments		Quarterly	
* TEKS Resource System	x	x	x			Local Staff Development Funds	Scope and Sequence		Semester	
* Weekly STAAR/EOC Review		x	x			Local Campus Funds	daily lessons		Weekly	
* UpFront magazine/curriculum			x			Local Campus Funds	daily lessons		Weekly	
* Dyslexia Services	x	x	x			Dyslexia Teachers	Local Dyslexia Funds		Reading by Design/Take Flight	Daily
<b>Implement the following initiatives/activities to address Writing weaknesses:</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>			<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>		<b>FORMATIVE EVALUATIONS</b>	<b>TIMELINES</b>
* Informational Reading to Improve Expository Writing Quill.org, Flippity, Quizlet, Flipgrid			x	Teachers	Campus Instructional Funds	Digital Assessments	Monthly	End of year Assessments		
* Writing Across the Curriculum	x	x	x		Campus Instructional Funds	Quarterly writing samples	Quarterly			
* TEKS Resource System	x	x	x		Local Staff Development Funds	Scope and Sequence	Semester			
* Curriculum Analysis in all grades to align instruction & prepare for benchmark assessments, regardless of STAAR	x	x	x		Local Staff Development Funds	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		Campus Instructional Funds	Benchmark Test	November, January, March			
* Writing Accountability in all subjects. Incorporate writing into AR instructional time.	x	x	x			Lesson Plans & Benchmark Test	Weekly/6 weeks			
* APEX Computer Program for RTI students		x	x			Lesson Plans & Benchmark Test	Weekly/6 weeks			
* Daily Oral Language (DOL)	x	x				Student Grades	Daily			

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS	
* TCEA Conference-	x	x	x	Principals	Local Staff Development Funds	Certificates	February	Campus Presentations	
<b>MATH</b>	ES	MS	HS					<b>SUMMATIVE EVALUATIONS</b>	
All reporting categories will be at least 7% above state average Test not meeting goal(state avg/our avg)									
<b>Implement the following initiatives/activities to address Math weaknesses:</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATIONS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATIONS</b>	
* Student Support/Inclusion	x	x	x	Sp.Ed Teachers	Local Instructional 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 Instructional Funds	TEMI, ESTAR,MSTAR		TEMI, ESTAR,MSTAR	
* Additional Math Teacher			x		Local Instructional Funds				
* TEKS Resource System	x	x	x		Local Staff Development Funds	Scope and Sequence	Weekly/Monthly		
* Differentiated Instructional Strategies	x	x	x		Local Instructional Funds	Lesson Plans; Principal Walk-throughs	Weekly & Daily		
* STAAR Curriculum Support Materials	x	x	x		Local Instructional Funds	Quizzes, Classwork, Lesson Plans	Weekly		
* McGraw Hill			x						
* SAT/TSI Preparation (HS)			x				CAP Matrix	Daily	
* Eduphoria	x	x	x				data to create assessments	Quarterly	
Study Island			x				Progress Reports	Progress Reports	
HIVE - HS intervention time			x				Progress Reports	3 Weeks	
<a href="http://mathworksheet.com">mathworksheet.com</a>	x	x	x				Progress Reports	3 Weeks	
* Analysis of released STAAR test questions	x	x	x			Planning time		September	
<b>Staff Development &amp; Follow-up (TIA15)</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>PERSONS RESPONSIBLE</b>	<b>FUNDS</b>	<b>EVIDENCE</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATIONS</b>	
CAMT	x	x	x	Principals	Local Staff Development Funds	Certificates	Summer		
TSI, SAT and ACT Prep			x	Teachers	ESSER III	Agendas/Sign-in Sheets	As Scheduled		
TCEA Conference	x	x	x	ES,MS,HS Principals	Local Staff Development Funds	Certificates	February		
ESC 12 Math Curriculum training	x	x	x	ESC 12 Specialists	Local Staff Development Funds	Roster	4 times/year		
<b>SCIENCE</b>	ES	MS	HS					<b>SUMMATIVE EVALUATIONS</b>	
All reporting categories will be at least 7% above state average Test not meeting goal(state avg/our avg)									
<b>Biology</b>									
Category 2: Mechanisms of Genetics Biology(55/59)			x					Biology EOC	

Implement the following initiatives/activities to address Science weaknesses:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
*Seek field trips & workshops that focus on critical thinking strategies	x	x	x	Region Service Centers & area resources	Local Staff Development and student travel Funds	Lesson Plans	Semester	STAAR Science
* Textbooks/ Technology Integration	x	x	x	Principal	Local Funds/IMAT	Lesson Plans	Semester	
* Provide tutoring time	x	x	x		SCE funds	Master Schedule	As needed	
* Journal entries, essay question, short answer in complete sentences with proof	x	x	x		Teachers	Campus Instructional Funds	Lesson Plans	
* Vertical vocabulary	x	x	x	Lesson Plans			Semester	
* Brainstorm methods to solve environmental issues for school and community	x	x	x	Lesson Plans			Semester	
* Benchmark assessments aligned with STAAR for grades not STAAR tested	x	x	x	Benchmark Tests, Teacher-made tests			November, January, March, 6 weeks	
* Project-oriented instruction at the application component	x	x	x	Lesson Plans, Progress Reports & Mastery Charts			Weekly, 3 weeks & Daily	
* Frequent Testing	x	x	x	Lesson Plans			Weekly	
* Vertical Alignment	x	x	x	Lesson Plans				
*Flynn Scientific			x	Lesson Plans				
*BioCorp			x	Lesson Plans				
*Eduphoria Data	x	x	x	Local Instructional Funds			Lesson Plans	
*TEKS Resource System	x	x	x	Local Staff Development Funds				
<b>Staff Development &amp; Follow-up (TIA15)</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>PERSONS RESPONSIBLE</b>	<b>FUNDS</b>	<b>EVIDENCE</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATIONS</b>
Conference for Advancement of Science Teaching	x	x	x	Principals	Local Staff Development Funds	Certificates	November	
Google training	x	x	x	Inst. Tech. Specialists	Local Staff Development Funds	Agendas/Sign-in Sheets	As Scheduled	
ESC 12 Professional Development	x	x	x	ESC staff	Local Staff Development Funds		As Scheduled	
<b>SOCIAL STUDIES</b>								<b>SUMMATIVE EVALUATIONS</b>
All reporting categories will be at least 7% above state average Test not meeting goal(state avg/our avg)	<b>ES</b>	<b>MS</b>	<b>HS</b>					
<b>US History</b>								US History EOC
Category 1: History US History(53/56)			x					
Category 2: Geography & Culture US History(62/68)			x					
Category 3: Government & Citizenship US History(57/59)			x					
Category 4: Economics, Science, Technology & Society US History(60/63)			x					

Implement the following initiatives/activities to address Social Studies weaknesses:									
* TEKS Resource System	x	x	x	Teachers	Local Staff Development Funds	Lesson Plans	Weekly/Monthly		
* Eduphoria	x	x	x		Local Instructional Funds		Weekly/Monthly		
* McGraw Hill Benchmark Test, Google Digital Files	x	x	x		IMAT		Weekly	Mid-term exam, final exam, STAAR Social Studies	
* You Tube, Quizlett, Kahoot, Brain Pop, Quizzz	x	x	x		Local Instructional Funds		As Needed	STAAR Social Studies	
* Use Historical reference materials	x	x	x				Weekly		
* Reading assignments should include historical happenings	x	x	x				Weekly		
*History Channel		x	x		Teachers		SCE Funds	Weekly	EOC History
* Tutorials		x	x	IMAT		Weekly			
* Utilize maps & graphs	x	x	x	Local Staff Development Funds		Daily			
*Google Classroom		x	x	Local Staff Development Funds		Daily			
* Incorporate new question prompts into curriculum		x	x	Principal/AP/Teacher		IMAT			
*Study Island		x	x			Lesson Plans	Monthly		
* Promote current event awareness	x	x	x	Teachers		Unit tests	Monthly		
* Incorporate STAAR questions into each test		x	x		Assignments	As Needed			
* Use Chromebooks & Brain Pop to reinforce objectives.	x	x	x		Lesson Plans Progress Reports	Weekly 3 Weeks			
* Structure Social Studies instruction & expectations to STAAR/STAAR EOC/TEKS expectation	x	x	x						
<b>Staff Development &amp; Follow-up (TIA15)</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>PERSONS RESPONSIBLE</b>	<b>FUNDS</b>	<b>EVIDENCE</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATIONS</b>	
Google training	x	x	x	Inst. Tech. Specialists	Local Staff Development Funds	Agendas/Sign-in Sheets	As Scheduled		
TCEA Conferences	x	x	x	ES,MS,HS Principals	Local Staff Development Funds	Certificates	February		
<b>Performance Objective 2: The percentage of graduates that meet the criteria for CCMR will increase from 62% to 90% .</b>									
<b>Improve students' TSIA2 scores on both ELA/Reading and Math.</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATIONS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATIONS</b>	
*TSIA2 Prep Program			x	Teachers	IMAT	Weekly Progress Checks	Daily	TSIA2 Scores	
*TSIA2 Boot Camp			x	Temple College	Local CCMR Funds	Class Roster	November		
*Provide TSIA2 testing on site			x	Principal/Counselor	Local CCMR Funds	Sign-in Sheet	November		
*School funded TSIA2 test			x	Principal/Counselor	Local CCMR Funds	Sign-in Sheet	November		
<b>Increase IBCs (Industry-based certification) earned</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>PERSONS RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATIONS</b>	<b>TIMELINES</b>	<b>SUMMATIVE EVALUATIONS</b>	
*Increase CTE teachers training opportunities			x	Principal/CTE Teachers	Local CTE Staff Development	Certificates	Entire Year	Number of IBCs earned	
*Staff Development on Program of Study			x	Principal/CTE Teachers	Local CTE Staff Development	Sign-in Sheet	Entire Year		
*Increase number of courses in each Program of Study			x	Principal	Local CCMR Funds	Master Schedule			

**Performance Objective 3: The district dropout rate will continue to be less than one percent.**

Provide Dropout prevention & recovery through:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
** Individual Truama Counseling	x	x	x	Impact Counseling	Local Counseling Funds	schedule of services	3 days/week	Number served
* Track all withdrawal & no shows during the second & third weeks of school	x	x	x	Principals	The Choice Program	Attendance		
* Pregnancy-Related Services	x	x	x		PEIMS Coordinator			
** Homebound Service	x	x	x		Local Special Education Funds			
** PEP Program	x	x	x		Local Funds			
* Service for School Age Parents	x	x	x		Employee Day Care			
** Career Day	x	x	x		Local instructional Funds	schedule of presenters	every other year	final count of participants
* Saturday School	x	x	x		Local instructional Funds	Assigned list	when needed	Number of participatnts
* Credit Recovery	x	x	x		Local Funds	Roster	when needed	Number of participatnts
* Bell County Alternative School	x	x	x		Local Funds	Roster	when needed	Number of participatnts
* Incentives will be provided to students in all grades for perfect attendance	x	x	x		Classroom Teachers	Local instructional Funds	Attendance Reports	Six Weeks/End of Year
* The nurse will visit all classrooms & stress good hygiene in effort to decrease illness.	x	x	x	Nurse	Local instructional Funds	Attendance Reports	Six Weeks/End of Year	Attendance Rule
** School-based health center** Dr. visit once/week	x	x	x	Superintendent	Local Health Center Funds			
* Encourage Special education student participation in all extra-curricular activities	x	x	x	Principals	Local instructional Funds	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	Local instructional Funds	ARD Meetings/IEP's Individual Counseling	End of Semester/ End of year	Course schedule requests/Job Placement Opportunities.

**GOAL 2: Comply with state and federal guidelines and make improvements in Title I, English as a Second Language, Career and Technical Education, and Gifted and Talented Education.**

**Performance Objective 1: Meet all compliance pieces of Title I, Part A.**

Title I, Part A	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
<b>Improve Title I, Part A by:</b>								
*Hire a Director of Student Services and Special Programs	x	x	x	Superintendent	Local SCE, Local ESL		Entire Year	Required Documents Posted or Available
*PFE/Title I, Part A Trainings for Director of Student Services	x	x	x	Director of Student Services	Title III	Certificates/ Sign-In Sheets	Entire Year	
*PFE/Title I, Part A Trainings for Teachers	x	x	x	Director or Student Services	Local SCE, Local ESL	Certificates/ Sign-In Sheets	Spring	



**Performance Objective 2: 80% of EB students will improve their composite score at least one level or remain advance high on their TELPAS.**

Emergent Bilinguals	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
<b>Improve or maintain TELPAS scores by:</b>								
*Summit K12 Intervention Program	x	x	x	Director or Student Services and teachers	Title III	Summit K12 Reports	Weekly	TELPAS Results
*Newcomer training for teachers	x	x	x	Director of Student Services	Local ESL	Certificates/ Sign-In Sheet	Spring	
*TELPAS training	x	x	x	Director of Student Services	Local ESL	Certificates/ Sign-In Sheet	Spring	

**Performance Objective 3: Increase industry-based certifications by 30%**

CTE	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
<b>Increase industry-based certifications by:</b>								
* Develop Endorsement Sequences		x	x	CATE Coordinator	ESC 12, Perkins	Calendar	Quarterly	
* Create Course offerings to be a "Completer"			x	Principal/CATE Coordinor	ESC 12, Perkins	Master Schedule	Semester	
*Determine Certification assessments for courses		x	x	Principal/CATE Coordinor	Local CTE Funds	Master Schedule	Semester	
* Explore Tech-Prep opportunities with local colleges			x	Principal/CATE Coordinor/CATE Teachers		Planning Sessions	Weekly	
*Workforce Commision SOAR program		x	x	CATE Coordinator		Calendar	Quarterly	
* Dual Credit offerings for Non-TSI Ready students			x	CATE Coordinator			Semester	
* Technology Integration into the curriculum	x	x	x	CATE Coordinator, Tech Specialists		Lesson Plans	Weekly	

**Performance Objective 4: On the family engagement survey, 90% of people will agree or strongly agree that the district's G/T program meets the need of the student.**

GIFTED & TALENTED	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
<b>Improve the G/T Program through the following:</b>								
*All teachers will receive 30-hour/6-hour update training	x	x	x	G/T Coordinator		Sign in sheets, certificates	August	
Encourage all GT students to take Dual Credit Courses			x	High School Counselor	Local Dual Credit Funds	Course schedules	August	

## Goal 3: Ensure a safe and supportive environment conducive to teaching and learning for all students and staff.

### Performance Objective 1: By May 2024, all buildings on campus will increase safety measures.

Increase safety measures at all buildings by:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Door Sensors on all exterior campus doors	x	x	x	Superintendent	Title 4, Local Safety Funds	door log checks	weekly	installed?
* Purchase a silent panic emergency system	x	x	x	Superintendent		Verkada Command	Fall	Installed and functioning?
* Purchase limestone blocks for entrances	x	x	x	Superintendent		15 block needed	Fall	installed?
* Elementary and Middle school 2nd entry doors, with controlled access	x	x	x	Superintendent		installed?	Fall	Installed and functioning?
* District Student Resource Officer (SRO)	x	x	x	Superintendent		MOU	August	summary report
* Update building emergency maps	x	x	x	Safety & Security Committee		find vendor	Fall	Completed set of maps
* Purchase tourniquets for classroom emergency bags	x	x	x	Superintendent		Invoice	Fall	Emergency bags

### Performance Objective 2: By May 2024, all student and staff safety measures will be completed.

Increase student and staff safety measures by:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Suicide Prevention		x	x	Leadership Class	Local Campus Funds		Fall Semester	
* Vaping Prevention		x	x	Principal	Local Campus Funds		Fall Semester	
* School Based Health Center	x	x	x	Nurse	Local Health Center Funds		Daily	
* Truama Counseling services - Impact Counseling	x	x	x	Principal/Assistant Principal/Counselor	Local Counseling Funds			
* Drug Education		x	x	Guest Speaker		Lesson Plans		
* Partner with law enforcement at selected student activities	x	x	x	Admin	Local Safety Funds			
* CPR Awareness (7th Grade and any that missed 7th grade)		x	x	Nurse/Principals	Local Health Center Funds	Number of Students in Presentation		
* CPR Certification for specific Faculty and Staff	x	x	x	Nurse	Local Health Center Funds		Yearly	Number of Staff Completing Certification Program
* SAMA Certification	x	x	x	SpEd Director	Local Special Education Funds		August	
* Stop the Bleed for students and staff	x	x	x	Admin	Local Safety Funds			
* Red Ribbon Week	x	x	x	Teachers	Local student Supply Funds	Calendar of events	As Scheduled	
* Campus and District Newsletters	x	x	x	Teachers	Local Technology Funds		Quarterly	Student Awards

## **Goal 4: Parents and families will partner with school staff in educational improvement opportunities.**

Performance Objective 1: 90% of all students' parents/guardians/family members will participate in Open House, 6th and 9th Orientation, Parent Conferences, or Family Night.								
Develop and Implement educational improvement opportunities by:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* 6th and 9th grade Orientation		x	x	Principal/Counselor	Local Campus Funds and SCE	Sign-in Sheets/Agendas	End of the Year	

## **Goal 5: Engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.**

Performance Objective 1: On the family engagement survey, 93% of people will agree or strongly agree that the district's communication was timely and helpful.								
Provide transparent, helpful, and timely communication through the following:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Monthly campus newsletters through email	x	x	x	Principals	Local Campus Funds	Newsletter publications	Monthly	End-of-Year Survey
* Quarterly district newsletters through email	x	x	x	Administrators/Teachers	Local Campus Funds	Newsletter publications	Quarterly	
* School Reach Phone System	x	x	x	Administrators	Local Technology Funds		When Needed	
* District/Campus Web Site	x	x	x	Administrators/Tech Director		Website	Entire Year	
* Facebook/Twitter Coordinator	x	x	x	Administrator Assigned		Posts	Entire Year	
* School Marquee	x	x	x	Admin Office	Local Maintenance Funds		Entire Year	
* Remind or Class Dojo	x	x	x	Teachers	Local Technology Funds		Entire Year	
* Training on Parent Portal Use	x	x	x	Director of Student Services	Local Campus Funds	Handouts/Sign-In Sheet	Family Night	
* District & Campus Committee Memberships	x	x	x	Director of Student Services	Local Campus Funds	Handouts/Sign-In Sheets	Entire Year	

# Goal #9: Needs Assessment

Needs Assessment

FACTOR	DATA SOURCE(S)		
<b>STUDENT NEEDS</b>			
1. How well are students achieving on state assessments-in general, in subgroups & individually? <i>15% above the state average in all tests. Reading - 11%, Math-17%, Science-18%, Social Studies-10% above state averages. This is addressed every year by teachers on all campuses and in curriculum groups.</i>	State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS, tutoring records		
2. Are there measurable goals for achievement that are known by parents, teachers and students? <i>Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are posted on the ISD website and are available in the campus offices.</i>	In-service agendas, ISD Website; Benchmark data, Parent Portal		
3. How does the school identify individual students needs? <i>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</i>	Campus Mtg Agendas, Rtl Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles		
4. What are the student: Mobility rates? 7.6% Holland, 13.6% state Drop out rates ? 0.0% Holland, 2.4% State Economically Disadvantaged rates? 43.4% Holland, 60.7% State LEP rates? 2.1% Holland, 21.7% State At Risk rates? 34.0% Holland, 53.1% State	Campus records (TxEIS):PEIMS; PBMAS		
5. What, if any significant disciplinary problems exist in the school? <i>Isolated Bullying situations, attendance, tardies, and vaping</i>	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? <i>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; Edmentum; and the Choices Program; Enrichment Classes; Study Hall, Istation, IXL, i-Ready, Brainpop, Renaissance, Lexia, Happy Numbers, Sumdog, etc.... Work hard to build meaningful educational relationships with all students. Dyslexia programs are used to meet students dyslexia needs.</i>	Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results		
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 - sweepstakes, state solo and ensemble and all region band members * NHS (HS) -community service projects * UIL Academic/OAP - Regional and state participation *UIL Athletic-participation rates, growth/performance, district, area, regional and state qualifiers * Overall character/behavior; Citizenship; * FFA/FCCLA - District Area, regional, state and national qualifiers with a FCCLA national winner *4H; Leadership class, county ambassadors, state qualifiers, major show participants *Scholarships - 78% of seniors received a scholarship, totaling over \$300,000	Participation Rosters, Community Report (ex: Field Trips), Discipline Records, Record Books		
8. Did the school meet standard last year? In prior years? If not, why not? <i>All standards were met in the STAAR Accountability Program. The district received an overall score of 94 which was an A in 2021-2022. 2022-2023 ratings have not been released.</i>	Title I SIP Requirements, District Status History, Accountability Report		

<p>9. Demographics of District  <i>African American 2.3%</i>  <i>Hispanic 26.1%</i>  <i>White 69.1%</i>  <i>American Indian 0.0%</i>  <i>Two or more 2.6%</i></p>	<p>TAPR; Ascender, PEIMS; PBMAS</p>		
<p>10. Computer Literacy  <i>All students are one to one and 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. District has hired an Instructional technology Specialists to create a plan for integration of technology into the classroom. Teachers have a Lap top to use to teach with their projector and document camera.</i></p>	<p>Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments</p>		
<p>11. College and Career Readiness  <i>Students in 11th grade have access to distance learning dual credit class. Juniors &amp; Seniors may attend TC for dual credit. Students take college entrance exams while in 11th-12th grade. Vertical Alignments (5th-12th grades); 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. TSIA2 prep classes are offered through Edmentum. Industry Based Certificates are being pursued and pathways created.</i></p>	<p>Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards</p>		
<b>CURRICULUM &amp; INSTRUCTION NEEDS</b>			
<p>1. How do staff members express high expectations for student achievement?  <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate &amp; reward achievements.</i>  Is the curriculum aligned with the state's challenging academic content?  <i>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.</i>  How are high expectations set in subjects for which the state has not established standards?  <i>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.</i>  Have teachers participated in curriculum alignment process?  <i>Yes, Campuses utilize PD days and conference times to allow for vertical alignment.</i></p>	<p>In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.</p>		
<p>2. What instructional materials are used in the school?  <i>State adoptions as well as supplemental materials.</i>  Are they up-to-date? Do they reflect the state's academic content standards?  <i>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.</i></p>	<p>Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.</p>		
<p>3. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement?  <i>Teacher-made tests, DRA, STAAR, released state tests, STAR, materials received with state adoptions, iStation, IXL, TEMI, MSTAR, TPRI, iReady, BAS, interim tests, TMSFA, SumDog, Eduphoria tests, CIRCLE, TxKEA, and TFAR</i></p>	<p>Student Records, Student Grades, software system reports</p>		
<p>4. What role do teachers play in deciding what assessments will be used to measure student achievement?  <i>Recommendations to campus principals &amp; superintendent.</i></p>	<p>SLO Documentation, Eduphoria, data, curriculum progress monitoring</p>		
<p>5. How are assessment results used?  <i>Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation and acceleration.</i></p>	<p>Lesson plans; tutorial schedules</p>		

<p>6. Is instructional technology available to all students?  Yes  Do teachers integrate technology into teaching?  Yes, <i>Instructional Technology Specialists has been hired to assist teachers with technology instruction and technology integration into the classroom.</i></p>	<p>Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks. PearDeck, Kami, Screencasify, Nearpod, Classkick</p>		
<p>7. Retention Rates  0% at MS  0% at Elem</p>	<p>Progress Reports, TxEIS, PEIMS, TAPR</p>		
<p>8. What roles do paraprofessionals play?  <i>Support instruction &amp; 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 for early technology skills and STEAM.</i></p>	<p>Assigned Duties</p>		
<b>PROFESSIONAL DEVELOPMENT NEEDS</b>			
<p>1. Are all teachers and instructional paraprofessionals highly qualified?  <i>No. Not all paraprofessionals are but we will be providing the training this school year.</i></p>	<p>Personnel Records; Highly Qualified report to TEA</p>		
<p>2. Is there a process to determine the professional development needs of teachers?  <i>During development of district/campus improvement plans. Teachers, Principals, and Superintendent identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level).</i></p>	<p>CIP; DIP, Staff Development Agenda, Workshop and Conference registrations</p>		
<p>3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff?  <i>Conferences, workshops, conventions. Classroom management, curriculum, ESL, SEL, Dyslexia, SpEd, Safety, Technology Integration, SafeSchools, T-TESS.</i></p>	<p>Agendas, Conference brochures, Certificates</p>		
<p>4. How Frequently is professional development offered?  <i>Annually (school start up, reading conference, K-1 conference, Ag Teacher Conference, FFA Convention, TCEA, FCS Convention, etc.)  As needed (campus level meetings, subject area specific, ESC workshops, SAMA training, etc.)  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)</i></p>	<p>Inservice Records, Sign-In sheets, Brochures, Attendance Certificates</p>		
<p>5. Who Provides professional development?  <i>Local staff; ESC staff; SpEd CoOp staff; consultants, instructional technology specialists, webinars</i></p>	<p>Agendas, Sign in sheets, attendance certificates</p>		
<p>6. Does the daily teacher schedule allow for common planning time across grade levels and content areas?  <i>In Elementary and Middle School, yes. In High School, it depends on the need of students and teachers. Some Content is taught by one teacher.</i></p>	<p>Master Schedules</p>		
<p>7. How is professional development evaluated and mid-course corrections made if needed?  <i>Staff meetings; student performance; student engagement review of gradebooks and lesson plans, administrative observations.</i></p>			
<b>FAMILY &amp; COMMUNITY INVOLVEMENT NEEDS</b>			
<p>1. Do teachers routinely communicate with parents (informally and formally) about the academic progress of their children?  Yes - <i>Email, Class DoJo, Remind, Phone Calls, etc.</i></p>	<p>Contact logs</p>		
<p>2. How are parents and community involved in activities that support student learning?  <i>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.</i></p>	<p>Sign in sheets; agendas</p>		

<p>3. How does the school involve parents and the community in school governance decisions?  <i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, Parent Advisory Committee, Safety &amp; Security Committee, administrators' open door policy; Community Engagement surveys, School Board Meetings</i></p>	<p>Agendas, sign in sheets, calendars</p>		
<p>4. Are health and human services available to support students and their families?  <i>Yes, School Based Health Center; weekly doctor visits; Impact Counseling 3 days a week; vision and hearing screening; Referral Services.</i></p>	<p>Health Center Records, Press Releases, Sign-In Sheets</p>		
<p>5. Are translators and written communications available for families who speak languages other than English?  <i>Yes (Spanish)</i></p>	<p>Translated documents</p>		
<p>6. Does the school or district offer adult education programs?  <i>No (Some parent info/training at Family Night and in campus newsletters).</i></p>			
<p>7. Are staff and students involved in community activities?  <i>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 projects; Fall Carnival, Community Thanksgiving meal, Veterans Day celebration, Community Pep rally</i></p>	<p>Published board memberships; organization rosters, local newspaper</p>		
<p>8. Does the school partner with local businesses to enhance its educational programs?  <i>Yes, Journalism partners with Tribune Progress and writes articles for the paper; Elementary classes partner with parents of various jobs to have them come present to the students about their jobs (electrical line workers, soil/water specialists, policemen, park rangers, ranchers, etc.); High School does a career day; Leadership, FFA, FCCLA, Senior Class, Hornet Yearbook, Cheerleaders, Scholarship Committee get sponsors from: Lowe's, Home Depot, American Legion, Corn Fest Committee, City of Holland, Wolf Farms. Scott &amp; White, Wal-Mart, HEB (All local business help with yearbook and football programs)</i></p>	<p>Articles, ads, pictures</p>		
<p>9. How does the community view the school?  <i>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.</i></p>	<p>Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys</p>		
<p>10. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?  <i>Parent Surveys, informal community input (to teachers and to administrators), Parent Advisory Committee, Annual Title I, Part A meeting</i></p>	<p>Engagement, Survey Results, agenda</p>		
<p>11. What types of communication are used by the district?  <i>HISD Website; Parent portal; Remind; Class Dojo; Facebook; Emails; Campus Newsletters; District Newsletters; Broadcast messages; Fliers; Newspaper articles</i></p>	<p>Copies of communication</p>		
<p>12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not?  <i>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.</i></p>			
<p>13. Facilities available/accessible to parents and community?  <i>Yes, Elementary commons, 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.</i></p>	<p>Reservation Log</p>		
<b>SCHOOL CONTEXT &amp; ORGANIZATION</b>			
<p>1. Does the school have a vision and a mission statement?  Yes.  Are they widely known and understood?  <i>Reviewed at staff development; posted on website</i>  Is the vision periodically reviewed to determine if it meets the needs of the school?  Yes.</p>			

<p>2. Is the entire school staff involved in decisions about school operations? Yes. How? <i>Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC committee, Family Engagement committee, Site Based Committee</i></p>			
<p>3. Is the school safe and orderly? <i>Yes, Kid Account management system. Visitors will provide their Drivers Licence to be scanned so a visitor badge can be created. Fencing has been added in specific locations. Single entries with controlled access have been created to all building with an intercom. Cameras in each building and doors are all networked. An SRO for the district has been hired to be visible all around the campuses daily.</i></p>	Visitor Logs		
<p>4. What disciplinary polices exist and how are they enforced? <i>As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct</i></p>	TxEIS Log Entries; Discipline Records		
<p>5. What is the school climate? <i>Student Centered</i> Are staff and student morale high? <i>Yes, Teacher turnover is low.</i></p>			
<p>6. How is the school managed? <i>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 as the community grows and changes.</i></p>			
<p>7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian? <i>Varies by situation-our campuses are small enough that the principals wear many hats throughout the day. The assistant principal primarily handles the discipline, the principal is the primary instructional leader. Each administrator supports various programs to provide coverage to all needs.</i></p>			
<p>8. How is the school budget determined and how are priorities set? <i>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. Priorities are also developed through long term plans.</i></p>			
<p>9. How are all resources (funds, time, personnel) currently allocated? <i>Based on student need (numbers, performance, space, facilities, safety), and TEA accountability suggestions. An example is the emphasis on CTE course development.</i></p>			
<p>10. How are the financial resources prioritized to meet the needs of the school? <i>Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance.</i></p>			
<p>11. Does the school currently operate with one written plan? <i>Yes, the District plan is used to create the campus plans.</i></p>			



<p>12. Overall how much progress has the school made in the last year? In the last two years?  <i>District has:</i>  <i>* Using the HISD Facility Plan, Construction of a new classroom in the Elementary Commons was completed in the 2021-2022 school year, Construction continues on the FCS room to add two additional works stations and the Animal Science Lab. Updated fencing around the entire campus for this school year. Security cameras and systems have been installed in the student center, 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. 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. New air conditioner was added to the cooking area in the cafeteria. A new restroom facility was added to the football stadium. New points of entry were created at each campus to regulate entering the buildings. A 17.5 acre piece of property was purchased to provide additional space if/when needed. Additional cameras will be added to the campus during the 2022-2023 school year.</i></p>			
<p>13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage.  <i>At this time, we are meeting the expectations for space. the old band hall was repurposed to be a CTE animal science classroom and lab. We have all rooms being used at this time, but consolodation can take place if additional classes are needed.</i></p>			
<p>14. Gyms and Playgrounds  <i>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. Sidewalks and cement areas have been updated with colorful activity stations. The playground had dirt brought in and leveled, the basketball goals were stood back up straight, and an 8 foot fence was installed for safety. 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.</i></p>			