

Holland Middle School Campus Improvement Plan

***Holland Independent School District
2018-2019***

Mission Statement

Holland Middle School is dedicated to promoting the personal, social, and academic success of lifelong learners.

Vision Statement

As part of the community, Holland Middle School will provide a safe, student-centered learning environment with high academic standards and opportunities for healthy personal growth. We will provide personalized learning and academic equality, so all students can achieve at the highest levels of success.

DISTRICT DECISION-MAKING COMMITTEE

Cindy Gunn, Chairperson
Leah Smith-Middle School Principal
Melany Cearley- Counselor

Gracie Schlickeisen - Middle School Assistant Principal
Kelly Gordon-Middle School Teacher
Kelly Taisler-Middle School Teacher

PARENTS

Randy Evans
Jill Marwitz

BUSINESS/COMMUNITY

Megan Gersbach
Michael Kurtz
Doris Lange

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 47% 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 2017-18 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2018-19 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

Goal #1

All student groups taking the STAAR reading, writing, math, science and social studies tests and the End of Course Exams will meet or exceed the state standard of 90% passing by the year 2019. All students will be college and career ready upon graduation.

Goal #2

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

READING INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Reading objectives for regular and special education students (3-8) that focus on weaknesses as listed below: (TIA13) (3rd-8th Grade) English 1, 2, & 3 Category 1: Understanding and Analysis Across Genres. MS (80%) Category 2: Understanding and Analysis of Literary Texts. MS (80%) Category 3: Understanding and Analysis of Informational Texts. MS (80%)	Classroom Teachers Principals	Eduphoria Data Summary Reports Teachers Target Reading Istation Countdown to STAAR AR Assessment Novels Comprehension Tool Kit ECS, Sirius, Mentoring Minds	Lesson Plans Benchmark Tests Unit/Semester Exams	Weekly January March March	STAAR Reading June April, May
READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Reading weaknesses below 85% mastery: (TIA13)	Literacy Coordinator				STAAR Reading
*Novel Studies	Classroom Teachers	Local Funds		Within Each Semester	Tests/Projects
* I-Station		Title VI Funds	I-station Formative Reports	Monthly	ISIP
Comprehension Toolkit	Classroom Teachers	Local Funds			
* Focus on Non-Fiction		Title II CSR Funds			
*IXL	Classroom Teachers	SCE Funds \$15,513			
Vocabulary Work		FTE=0.5			
* Accelerated Reader /STAR Renaissance	Classroom Teachers	Title I, Part A Funds	STAR Report	3 Times A Year	STAAR
* Critical Thinking/Total Participation Techniques	Principals /AP/Teachers GT Coordinator	Total Participation Workshop			STAAR
* TEKS Resource System Comprehension Tool Kit					

READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Sirius Education			Lesson Plans	6 Weeks	Progress of student
* Gifted & Talented Differentiation	Principals /AP	Local Funds			Success-May
* Dyslexia Services * GT Co-Op at ESC 12	Dyslexia Teachers	Local Funds	DIP Assessment Student Reports Woodcock, GORT	Throughout the year as needed	Student Progress in DIP program
Staff Development & Follow-up (TIA15)		SCE Funds	Staff Development calendar	August	
Dyslexia Bridge Handbook and Compliance Trainings Training IXL Training *TCEA Conference	Campus Admin & Dys Teachers			Spring After New Dyslexia Handbook	
MATH INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Math objectives for Regular & Special Ed Students (TIA13) (6th Grade)	Classroom Teachers and Principals	Grade-Level Summary Reports	Lesson Plans	Weekly	STAAR Math
Category 1: Numerical Representations & Relationships (80%) ES, Category 2: Computations & Algebraic Relationships (80%) MS Category 3: Geometry & Measurements (80%) MS Category 4: Data Analysis & Personal Finance Literacy (80%) MS		Eduphoria Data Teachers	Benchmark Tests	September December, February	
(7th Grade)	Classroom Teachers and	Grade-Level Summary Reports	Lesson Plans	Weekly	STAAR Math
Category 1: Probability & Numerical Representation (70%) MS		Eduphoria Data Teachers	Benchmark Tests	September December, February	
Category 2: Computations & Algebraic Relationships (70%) MS Category 3: Geometry & Measurements (70%) MS Category 4: Data Analysis & Personal Finance Literacy (70%) MS					

MATH INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
(8th Grade) Category 1: Probability & Numerical Representation (75%) MS	Classroom Teachers and Principals	Grade-Level Summary Reports	Lesson Plans	Weekly	STAAR Math
Category 2: Computations & Algebraic Relationships (75%) MS Category 3: Geometry & Measurements (70%) MS Category 4: Data Analysis & Personal Finance Literacy (70%) MS		Eduphoria Data Teachers	Benchmark Tests	September December, February	
Algebra I (8th Grade) 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%) * Houghton Mifflin Harcourt (MS) * McGraw Hill (Algebra 1) * TEKS Resource System	Classroom Teachers and	Grade-Level Summary Reports Eduphoria Data Teachers	Lesson Plans Benchmark Tests	Weekly September December or January, January, March	EOC Math
* Student Support/Inclusion		Local Funds	Mastery Charts	Daily	
* Science Applications		Local Funds	Lesson Plans	Weekly	
* Differentiated Instructional Strategies			Lesson Plans Principal Walk-throughs	Weekly & Daily	
*Sirius Education * Mentoring Minds		Local Funds	Observations Lesson Plans	Daily Weekly	
* STAAR Curriculum Support Materials * After School Tutoring for At Risk	Teachers	Local Funds SCE Funds \$10,000	Quizzes, Classwork,	Weekly	
* 70-90 minutes a day per student for math	Teachers & Principals	Master schedule	Classroom Portfolio Lesson Plans	Weekly & 6 weeks	
* Benchmark testing	Teachers & Principals		Benchmark Test	Semester	STAAR, EOC, TAKS

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
*IXL Math (MS)		FTE=0.2 Title VI Funds	Report Cards	6 Weeks	
*SAT Preparation (HS)		Local Funds	CAP Matrix	Daily	
* Math Tutorials (ES, MS, HS)	Classroom Teachers	SCE Funds \$3,000 FTE=1	Progress Reports	3 Weeks	
* Graphing Calculator Applications * Utilize TI 84C-Silver Calculators(8-12)		Local Funds	Lesson Plans Report Cards	Daily	STAAR Math
RTI Intervention	Classroom Teachers	MSTAR	TEMI, ESTAR,MSTAR		TEMI, ESTAR,MSTAR
* Analysis of released STAAR test questions	Classroom Teachers			September, After Benchmarks	
Staff Development & Follow-up (TIA15)		SCE Funds \$1,250 Local/Title Funds	Staff Development Calendar	August	
* Critical Thinking/Total Participation Techniques			Agendas/Sign-in Sheets	As Scheduled	
*IXL			Agendas/Sign-in Sheets	As Scheduled	
*Google Classroom		Local Funds			
WRITING INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Writing Objectives : for students in regular education & Special Education students (Gd. 4, 7) (7th Grade) Reporting Category 1: Composition (60%) Reporting Category 2: Revision (80%) Reporting Category 3: Editing (85%) * Informational Reading to Improve Expository Writing (9th grade) TEKS Resource System	Campus Principals & Teachers	Grade-level summary report, Teachers, Essay Analysis EOC Enrichment Class	Lesson Plans, Benchmark Test	Weekly, September, November, January, March Weekly	STAAR Writing

WRITING INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Evaluation of vocabulary		Teachers	Evaluation of mech/voc	August	Diagnostic Assessments
* Benchmark assessments aligned with TEKS for grades not STAAR tested (all levels)		Released State Assessment; Teacher-made test; Sirius	Benchmark Test	November, January, March	
*Sirius Zingers		*Sirius Zingers Local Funds		Spring	STAAR Writing
* Peer Writing Tutoring		Local Funds	Lesson Plans	Weekly	STAAR Writing
Staff Development & Follow-up (TIA15)		Teachers	Lesson Plans	Weekly	
Google training, Empowering Writers, TCEA Conference			Agenda/Sign In Sheets	As Scheduled	
* Benchmark Assessments using Eduphoria & ETS test banks		Released STAAR Teacher-made test	Benchmark Test	November, January, March	
* Region XII Writing Trainings					
SCIENCE INITIATIVES	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)	Campus Principals & Classroom Teachers	Eduphoria Report, Summary Report & Teachers	Lesson Plans & Benchmark Tests	Weekly, September, November, January, March	STAAR Science
(8th Grade)					
Category 1: Matter and Energy MS (80%)					
Category 2: Force, Motion & Energy (MS 75%)					
Category 3: Earth and Space (MS 80%)					
Category 4: Organisms & Environments (MS 80%)					
* Structure Science Instruction & Expectations to STAAR/TEKS Expectations & use project-oriented instruction as the application component (all levels)		Scope and Sequence STAAR/TEKS	Lesson Plans, Progress Reports & Mastery Charts	Weekly, 3 weeks & Daily	
* Frequent Quizzes		Teachers	Lesson Plans	Weekly	Sample Tests
* Use of Brainpop, Scientific Minds		Teachers	Student projects & Benchmark Test	Weekly/Monthly	STAAR Science
* Vertical Alignment		Teachers	Lesson Plans/Scope & Sequence	Weekly	STAAR Science
Staff Development and follow-up (TIA10)		Advancement of Science Teaching	Staff Development	Weekly	
* Conference for Advancement of Science Teaching		Title II Funds	Lesson Plans	August	
* Eduphoria		Local Funds		AS Scheduled	
* TEKS Resource System		ESC Region XII			

SOCIAL STUDIES INITIATIVES	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 (80%)	Classroom Teachers Principals	Eduphoria data, Summary Report & Teachers	Lesson Plans Benchmark Tests	Weekly, September, November, January, March	STAAR Social Studies
* McGraw Hill Benchmark Test, Google Digital Files * TEKS Resource System	Teachers	Teachers	Lesson Plans	Weekly	Mid-term exam, final exam, STAAR Social Studies
You Tube, Quizlett, Kahoot,		Teachers	Lesson Plans	As Needed	STAAR Social Studies
* Use Historical reference materials (all levels)		Teachers	Lesson Plans	Weekly	
* Reading assignments should include historical happenings & events		Teachers	Lesson Plans	Weekly	
Tutorials		Teacher	Lesson Plans	Weekly	EOC History
* Utilize maps & graphs at all levels		Teacher	Lesson Plans	Weekly	
*Google Classroom		Teacher	Lesson Plans	Daily	
* Provide training for TEKS transfer to STAAR (all levels) Responsive Learning		Title II Funds	Registration to Conferences at Service	Semester	
* Promote current event awareness by use of local & national articles		Scholastic Magazines; Local Funds		Weekly	
* Incorporate STAAR questions into each test	Teachers			Weekly	
* Eduphoria Data Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels)		Local Funds	Faculty meetings Agendas Sign-in sheets	* September *	
* Use Chromebooks & Brain Pop to reinforce objectives.	Teachers			As Needed	
* Structure Social Studies instruction & expectations to STAAR/TEKS expectations & use project-oriented instruction as the application component (all levels)		TEKS	Lesson Plans Progress Reports	Weekly 3 Weeks	
* Daily Starters		Teachers	Lesson Plans	Weekly	

LANGUAGE INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Staff Development & Follow-up (TIA13) * TEKS Resources Systems * ESC 12 Social Studies Collaborative					
Improve identification, placement & services for ESL students (TIA13, TIA19) * Conduct LPAC training meetings * Maintain accurate records ** Home Language Surveys ** LPAC Annual Reviews ** LPAC Exit * Updated Documents	Principals & ESL Coordinator	ESL Teachers & ESL Funds	LPAC documentation Student Schedules Content Mastery	Semester/6 weeks	ESL Annual Evaluation Report, RPTE & STAAR Report & MAT-8
** Entry Letters ** Exit Letters * Interventions ** I-Station Reading Intervention * Exit Criteria ** Pass STAAR Reading & Writing, if available ** Score 40th percentile or higher on language arts section of norm-referenced test & having a passing score on the TELPAS.					
ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Improve Migrant program through the following (all levels) * Identification & Placement * Service ** Nurse ** Parent Advisory Council (PAC)	Migrant Coordinator	Region XII ESC	NGS Reports Progress Report Report Cards	August 3 Weeks 6 Weeks	STAAR Credit Accrual Graduation Rate
Improve the Career & Technology Education (CATE) program by addressing the following : (TIA13) *Offer Professional Communication Course in 8th grade	Principal	CATE Teachers Certified Speech Teacher	Development Sessions Lesson Plans	Spring 2010	Cate Annual Evaluation Report Students receiving credit

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Update library materials & supplies to improve the quality of media collection * Class novels * Video Software * Computer Software * Reference Materials * Guided Reading	Librarian	Librarian	Purchase Orders/Invoices Book Circulation	Semester Monthly	Title VI Annual Evaluation Report Total Circulation
Improve the G/T Program thought the following: * Update G/T Plan (TIA 13) * Accessibility to all population groups * Identification/matrix/selection committee * Services provided through classroom differentiation	G/T Coordinator	Teachers Math, Science, Social Studies and G/T Funds G/T Facilitator & Team RegionXII ESC District Trainer or Trainers	Staff Development Staff Meetings Development Meetings Lesson Plans	As Scheduled Fall/Spring Monthly Weekly	G/T Annual SAT/ACT Scores End-Of-Course exams STAAR
* All teachers will receive 30-hour/6-hour training (TIA 14-15) * Differentiation with depth & complexity * Improve parent participation			Professional Development		
Provide early school transition to the elementary school : (TIA17) * Transition from elementary to middle school and middle School to high School ** Class Introduction (ES-MS) ** Orientation (ES-MS-HS) ** Individual Conferences (MS-HS) ** Special ED Orientation & Planning Across Campuses	Principal	PK & K Teachers	School Calendar	Fall	Observation Survey
Recruit & Retain Highly Qualified Staff (TIA14) * Reading Recovery * Instructional aides * New Teacher Salary Schedule * New Salary Schedule for Paraprofessionals * Provide Surface Pro3's for all teachers	Superintendent Principals	Mary Hardin Baylor Surrounding Colleges Word-of Mouth Newspaper Ads Region XII ESC Surrounding School Districts	Vacancy Notices Newspaper		
Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)	Principal	Teachers	Committee Meetings	Semester	Assessment Decisions
Provide timely assistance in identifying students' individual needs: (TIA19)	Principal	Teachers	Counselor's log	Semester	Eduphoria

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* 504 identification & services	Counselor	504 Coordinator	Tutorial Attendance	September, January, April	
** Pre-referral procedures ** Consider Modifications * Tutorials		SCE Funds \$12000-Salary	Progress Reports Report Cards Conference Records	3 Weeks 6 Weeks As Needed	
* Extended year * Counseling * Parent/Conferences * Early intervention strategies for Dyslexia * Updated Dyslexia Plan & Services * Reading Recovery Screening * Literacy Groups		8.0 FTE Supplies \$1000 Title I, Part A Funds	Campus Schedules	Semester	
Intergrade technology throughout the instructional program at all grade levels & in all subject areas.	Principal	Technology Plan	Lesson Plans	Weekly	Technology Plan
* STAR Chart Data, 1:1 Chromebook Initiative * Tech Connect Grant ** Surface Pro 3/Chromebooks/IPADS ** Teacher Webpage Design	Admin Admin	Technology Funds TEA	Staff skill progress Istation Assessment	Semester 3 weeks	STAAR Reading

Goal # 2

- * 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 by the year 2019.

Objective

- * The student attendance rate will improve from 96.7% to 98%
- * The district dropout rate will continue to be less than one percent.
- * The district completion rate will be greater than 95%.

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis : (TIA19)	Principal	Counselor	Attendance Reports	Daily	Attendance Rate
* Parent notification letter after sixth absence * Telephone calls will be made by School Reach automated system daily		Teachers	ADA Reports	Monthly	

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Counseling (referral to Starry) * Saturday school make-up	Principal				Saturday School Sign STARRY Records
Provide Dropout prevention & recovery through: * Counseling Services ** Individual Counseling	Principal	Counselor TECS SCE \$2,902	Withdrawal tracking records Counselor's log	September Daily Weekly	Drop -Out Rate
** Group Counseling * Track all withdrawal & no shows during the second & third weeks of school * Pregnancy-Related Services ** Homebound Service ** PEP Program * Service for School Age Parents ** Homebound Service ** Individual Counseling ** Career Night * Saturday School * Credit Recovery		SCE Funds \$45,000 The Choice Program PEIMS Coordinator	Principals Contracts Attendance Progress Reports	Semester (Dec-May)	
* Bell County Alternative School					
Incentives will be provided to students in all grades for perfect attendance (announcements, posters, certificates, t-shirts, classroom activities, etc.)	Classroom Teachers	Teachers	Attendance Reports	Six Weeks/End of Year	Attendance Rule
Teachers stress good hygiene in effort to decrease illness. ** School-based health center**	Nurse/Teachers	Teachers/Scott & White Hospital	Attendance Reports	Six Weeks/End of Year	Attendance Rule
Encourage Special education student participation in all extra-curricular activities	Principals	Sponsor/Teacher	Class Rosters	Beginning of year scheduling process	Class Rosters
Provide career counseling & transition planning for all students.	Principals	Counselor	ARD Meetings/IEP's Individual Counseling	End of Semester/ End of year	Course schedule requests/Job Placement

Goal #3

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

Objectives

* Discipline referrals will decrease from 35 in 2016-2017 to 30 in 2018-2019

* Tobacco, Alcohol, Drug (TAOD) offenses will be decreased to 0.0% in 2018-2019

* Incidents of violence will be maintained at 0.0% in 2018-2019

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Review, revise, & implement the district and campus Emergency Plan (Crisis Management Plan)	Principals	Faculty and Staff Safety Checklist	Revision Meeting	February	Monthly Checklist
* Suicide Prevention * Violence Prevention Restorative Discipline/Circle Forward	Teachers	Decision-Making Committees	Crisis Drills	Semester	
Provide & Implement a Comprehensive Guidance Plan	Counselor	Teachers	Lesson Plans	Semester	Recognized students (student club)
* Character Education * Decision Making * Self-Esteem Restorative Discipline/Circle Forward					
Provide Drug Education Programs: * Restorative Discipline/Circle Forward * Learn & Serve * Red Ribbon Week	Principal Counselor	Counselor Health Teacher Teachers	Lesson Plans Newspaper Articles School Calendar Calendar of events	Weekly Monthly August As Scheduled	Monthly Checklist
School personnel will stress & reward positive student behavior	Principal	Faculty & Staff	Rewards Given	Weekly	Discipline Referrals
*End of 6 weeks Rewards * End-of-Year Awards Program			Discipline Referrals	Six weeks	Student Awards
* Hornet Hangout *PTO Sponsored Awards					
Provide Alternatives for Discipline Infractions: * ISS; Restorative Discipline; Detention * AEP * Counseling * JJAEP * Corporal Punishment	Principal	Counselor Teachers Title I, Part A Academic Supplies/Materials	Discipline Records	Monthly	Title IV Annual

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Suspension					
Provide & implement and intervention plan to prevent dating violence: * Teacher Observation * Staffing Education of Dating Violence	Principal	Counselor Teachers	Discipline Records Counselor Log	Monthly	Title IV Annual Evaluation Report

Goal #4

* Increase parent & community involvement.

Objectives

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

	<u>2017-18</u>	<u>2018-19</u>
a. Volunteers	35	75
b. PTO	250	350
c. Open House	700	775
d. Special Programs parent meetings	80	120

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide opportunities to increase parental involvement (TIA16) * Communicate through newsletters * Provide after-school programs that include parent training * Provide training for parents in the use of the internet. * Community Dinners * School Garden * Grandparent's Breakfast * Fall Festival & Scholarship Dinners	Principal	PTO Teachers Counselor Technology Coordinator Local Funds PTO/Scholarship Funds	Parent sign-in sheets Newsletter publications	As Scheduled Monthly Christmas/ Thanksgiving September October	Total Parental Involvement Parental Support Increase
Promote Business/Community Involvement through the following (TIA16): * District & Campus Committee Memberships * P-20 Council * School Marquee * Campus Newsletters * Volunteers at athletic events * District/Campus Web Site, Facebook * School Reach Phone System	Principal	Decision-Making Committees PTO Teachers Counselor	Business/ Community Participation records Newsletter	Monthly	Total Business/ Community involvement

Goal #5

* Increase parent & community involvement.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Develop and Implement Family Nights: (TIA16) *Chromebook Training (6-12) * PK-5 Family Literacy * Family Nights (PTO)	Decision-Making Committee /Sub-Committee Principal	Decision-Making Committee Teachers ESC 12 Grant PTO	Calendar of meetings/events Programs developed	August	Total parental involvement
Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)	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)	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)	Principal	Teachers	School Compacts for every student	September/Meet the Teacher Night	Total parental involvement

Goal #6

* School Health Advisory Committee

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Continue a Coordinated School Health Curriculum	Principals	Local Funds		August	Ongoing
Catch Curriculum(PE & Recess K-5th) Health Class (MS) * Physical Education-Open Gym * School Nutrition Guidelines * Safe Place Afterschool Program	Classroom & PE Nutrition Services Principals	Local Funds			
Develop a Staff Wellness Program * Blood Borne Pathogen Training * CPR/AED Training Youth Suicide Training Health Emergency Training * Safety & First Aid Training	School Nurse	Local Funds		August	Ongoing

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
*Autism Awareness Training * Asthma Awareness Training					
Provide a Community Wellness Program * Flu Vaccines Empowering Health Initiative	School Nurse Principals	Local Funds		August	Ongoing
* School Based Health Center Doctor Visits	Scott & White Doctors	S & W Funds		Each Monday	Ongoing
* Community Health Awareness Program Elementary Garden Project Glasses * Blood Drive * Loosey Tooth Program	Superintendent Lion's Club Leadership Class				
*Fantastic Teeth Program * Asthma Awareness Program * Corn Fest 5K Run * The Backpack Project * Walking Lights on Track	Nurse and Dr. Davis Nurse Comm. Food Bank				
Develop a Student Wellness Program * Tobacco/e-cig Prevention Curriculum in MS including e-cigarettes * Asthma Awareness Program CPR Training for MS and HS students * S &W Athletic Sports Medicine Clinic * Jump Rope for Heart * Run Across Texas Marathon (3-5) * After School Work Out * School Walk for Diabetes * Daycare-Nature Explore Program *Teens in the Driver's Seat * Fitness Gram	Teachers School Nurse Principals Nurse Athletic Director PE Teacher FCCLA	Local Funds		August	Ongoing
Develop an Infection Control Plan * Staphylococcus Awareness & Prevention Techniques * Immunization * Blood Borne Pathogens Provide Hand Sanitizer After School Healthy Snacks	School Nurse Principals Coaches Custodians Cafeteria	Local Funds		August & Ongoing	Ongoing

STRATEGIES	PERSONS	RESOURCES	FORMATIVE	TIMELINES	SUMMATIVE
* Disinfect Weight Room/Athletic Facility				Weekly	
* Disinfect Classrooms with wipes				Weekly	
* Bacterial Meningitis Awareness	Nurse				
* Pandemic Flu Plan					
* Hand Washing Techniques					

Goal #7

Needs Assessment

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
1. How well are students achieving on state assessments-in general, in subgroups & individually? <i>This is addressed each year by teacher groups. Primary focus is on increasing Meets & Masters percentages on STAAR/EOC.</i>	State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS	X		X	X
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 at the ISD website and are available in the campus offices. Hard copies are also available on request.</i>	In-service agendas, ISD Website; Benchmark data, Parent Portal			X	X
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, SIT Meetings, GT Evaluations, At-Risk Identification, InView Testing (2), 504 Meetings, Restorative Practices, LLI, OLSAT (7).</i>	Campus Mtg Agendas, RtI Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles	X		X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
4. What are the student mobility rates? 11% Drop out rates ? 0.0% Economically Disadvantaged ? 46.11% LEP? 1.8% At Risk? 39.7%	Campus records (TxEIS):PEIMS; PBMAS	X			
5. What, if any, significant disciplinary Problems exist in the school? <i>Isolated Bullying situations, Generally specific students rather than behavioral trends.Tardies, PDA by Band Hall.</i>	Campus Discipline Records, Incident Reports, TxEIS Discipline, Restorative Discipline, Guest Speaker				X
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 (Power of 2); Progress Notes, Homework Help; Plato; and the Choice Program; Enrichment Classes; Study Hall, Istation, IXL, ILL, Plato, Comprehension Tool Kits, APEX Learning.</i>	Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results			X	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 (MS, HS); NHS (HS); NJHS (MS) * UIL Academic, OAP, UIL Athletic-participation rates, growth/performance * Overall character/behavior; Citizenship; * FFA/FCCLA; 4H; Leadership Class [participation in organization; participation in competitions] * Service Learning Projects; *Scholarships	Participation Rosters, Community Report (ex: Field Trips), Discipline Records, Record Books		X	X	X
8. Did the school meet standard last year? In prior years? If not, why not? <i>Each campus has met standard every year. The District received "B." If given a letter grade in 2018-2019, the campus would have received a "B."</i>	Title I SIP Requirements, District Status History			X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
<p>9. Demographics of District <i>African American 2.7%</i> <i>Hispanic 27.5%</i> <i>White 68%</i> <i>Asian/Pacific Island 0%</i> <i>Two or more 1.8%</i></p>	TAPR; TeXIS, PEIMS; PBMAS	X			
<p>10. Computer Literacy <i>All students have access to computers. iPads in primary grades are used as instructional centers; second/third grades have grade level iPads; fourth/fifth grades have classroom chromebooks; middle school has 1:1 student to chromebook ratio but chromebooks remain at school; high school students each have their chromebook. Teachers use Surface Pro3's.</i></p>	Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments			X	X
<p>11. College Readiness <i>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); Alg I and Spanish I in 8th Grade.</i></p>	Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards			X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
CURRICULUM & INSTRUCTION NEEDS					
<p>1. How do staff member express high expectations for student achievement? <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements.</i></p> <p>Is the curriculum aligned with the state's challenging academic content ? <i>Curriculum is aligned with TEKS and STAAR and EOC student expectations.</i></p> <p>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></p> <p>Have teachers participated in curriculum alignment process? <i>Yes, Tx Resource System Training and analysis was performed in 2015-2016. Department meetings ar held. TEKS Resource System alignment encouraged and expected.</i></p>	In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.		X	X	X
<p>2. What instructional materials are used in the school? <i>State adoptions as well as supplemental materials.</i></p> <p>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>	Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.			X	X
<p>3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? <i>Yes</i></p>	Publisher websites; TEKS Resource System; iStation, IXL, Prodigy, Dreambox				X
<p>4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? <i>Teacher-made tests. DRA. STAAR, AR Math, released EOC, AR, materials received with state adoptions; TEKS Resource System & Released STAAR Tests. Benchmarks Test, iStation, IXL. TEMI, ESTAR, MSTAR</i></p>	Student Records, Student Grades			X	X

CURRICULUM & INSTRUCTION NEEDS					
5. What role do teachers play in deciding what assessments will be used to measure student achievement? <i>Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System, SLO's.</i>					X
6. 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>	Lesson plans; ACE Tutoring; tutorial schedules	X		X	X
7. Is instructional technology available to all students? Yes Do Teachers integrate technology into teaching? Yes	STAAR Chart, Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks.		X		X
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			X	X
9. Retention Rates 0% at MS 4.3 % at Elem	Progress Reports, TxEIS, PEIMS, TAPR	X			
10. What roles do paraprofessional play? <i>Support instruction & students' academic success; under the teacher's direction in the the classroom, providing 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 elem. reading lab, to facilitate increased use of the district library, support introduction of Spanish Language Skills and early technology skill, support for dyxlexic students.</i>	Assignment		X	X	X

PROFESSIONAL DEVELOPMENT NEEDS					
FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
1. Are all teachers and instructional paraprofessionals highly qualified? Yes	Personnel Records; Highly Qualified report to TEA				X
2. Is there a process to determine the professional development needs of teachers? <i>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)</i>	CIP; DIP, Staff Development Agenda, Workshop and Conference registrations			X	X
3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff? <i>Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning. Technology Integration, SafeSchools, T-TESS.</i>	Agendas, Conference brochures			X	X
4. Is professional development voluntary or mandatory? <i>Some of both</i>	Sign in Sheets; attendance certificates, Teacher Certification renewal process				X
5. To what degree does staff participate? <i>The staff determines areas of need during planning of the District Improvement Plan</i>	Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.				
6. Is professional development related to classroom instruction? Yes				X	X
7. How Frequently is professional development offered? Annually (school start up, reading conference, K-1 conference, Ag Convention, FFA Convention, 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. 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					X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
PROFESSIONAL DEVELOPMENT NEEDS					
8. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions? <i>Yes</i>	Agendas, sign in sheets, presenter notes, Master Schedules				X
9. Who Provides professional development? <i>Local staff; ESC staff; SpEd CoOp staff; consultant, webinars</i>	Agendas, Sign in sheets, attendance certificates				X
10. Are external resources used to provide staff development for the school? <i>Yes</i> How often does this occur? <i>as needed</i>	Agendas, Sign in sheets, attendance certificates				X
11. Does the <i>daily</i> teacher schedule allow for common planning time across grade levels and content areas? MS Reading Teachers, <i>For some, but not for all. Elementary Science meets once per month. Vertical math teams meets several times per year.</i>	Master Schedules				X
12. How is professional development evaluated and mid-course corrections made if needed? <i>Staff meetings; student performance; student engagement review of gradebooks and lessonplans, administrative observations.</i>				X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
1. Do teachers routinely communicate with parents (informally or formally) about the academic progress of their children? <i>Yes-Varies in forms of communication</i>	PowerSchool Access; webpages; progress notes; parent contact documentation, phone logs, TxEIS Parent Portal access		X	X	X
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</i>	Sign in sheets; agendas				X
3. How does the school involve parents and the community in school governance decisions? <i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys, School Board Meetings</i>	Agendas, sign in sheets, calendars				X
4. Are health and human services available to support students and their families? <i>Yes, School Based Health Center; weekly doctor visits; Starry counselor; vision and hearing screening; Referral Services, Embracing Health Program</i>	Health Center Records, Press Releases, Sign-In Sheets				X
5. Are translators and written communications available for families who speak languages other than English? <i>Yes (Spanish)</i>			X		X
6. Does the school or district offer adult education programs? <i>No (Some parent info/training at Family Night and in campus newsletters).</i>					
7. Are staff and students involved in community activities? <i>City Council; Library Board; Youth Sports Leagues (Soccer, Football, Baseball, Softball, Basketball); Community Christmas; EMS Stations; Corn Fest; Churches; 4H; PTO; Holland Youth Boosters; Bell County Youth Fair Board and fair volunteers; Service Learning projects; Project Celebration, Global Issues Class, Go Texan, Teen in the Driver's Seat Program.</i>	Published board memberships; organization rosters, local newspaper		X	X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
8. Does the school partner with local businesses to enhance its educational programs? <i>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)</i>			X		X
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>	Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys		X		
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). Reviewed at campus meetings, administration meetings</i>	Engagement Survey Results		X	X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
11. What types of materials are made available to parents and community? <i>HISD Website: TxEIS ; emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; social media(Band, FFA, Holland Hornets Facebook Page), regular mail outs of necessary information, School Reach, and Parent Portal.</i>					
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.Parent contact for the 1:1 Chromebook Initiative in high school had a 95% parental involvement rate.</i>			X		X
13. Facilities available/accessible to parents and community? <i>Yes, Elementary commons, "HomeEc" room, cafeteria/auditorium, gyms, track, football, baseball and softball fields, middle school commons. Some community meetings have met in the classroom of one the group's members.</i>	Reservation Log		X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
<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</i></p>					
<p>3. Is the school safe and orderly? <i>Yes, since passage of the \$4.5 million bond package, construction issues require extreme diligence for student mobility. Student Pick-up and Drop-off processes have been updated to address the construction.</i></p>					
<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 very low.</i></p>					

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
<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.</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.</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.</i></p>			X	X	
<p>9. How are all resources (funds, time, personnel) currently allocated? <i>Based on student need (numbers, performance, space, facilities, safety)</i></p>			X	X	
<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>			X	X	

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
<p>11. Does the school currently operate with one written plan? <i>Voters approved a \$4.5 million bond package with 82% approval rating in May 2017.</i></p> <p>What the plan developed collaboratively? <i>The superintendent, school board members, and administrators worked with teachers, parents and the community to develop the building package in order to benefit all students.</i></p>			X		X
<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 Student Center and Elementary Gym; Upgraded fiber infrastructure for internet connectivity; upgraded school phone system; demolished old gym; relocated garden area and greenhouses, Created a "Nature Explore" Playground for Daycare; Installed Vent-a-Hoods in FCCLA classroom, Floor Coorer for Floral Design Class.</i></p>					
<p>13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. <i>As the results of the Facility Needs Assessment were analyzed, a building plan was created to address the facility needs. The bond package included: Student Center for a band hall, library, and classrooms as well as a High School Study Lounge; An Elementary/Practice Gym to replace the Old Gym; and, upgrading the Cafeteria Stage area.</i></p>			X		X
<p>14. Gyms and Playgrounds <i>The Old Gym has been demolished with a Practice Gym to be completed in December of 2018. Construction project will be complete in Spring 2019.</i></p>					