

**HOLLAND ELEMENTARY CAMPUS 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

Jennisty Thomason - Elementary School Principal

Kaycee Christian - Primary Teacher

Samantha Freytag - Primary Teacher

Sara Wendler - Elementary Teacher

Dana Moon - Elementary 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: Primary students will meet and/or exceed state expectations on EOY screeners.								
PRE-KINDERGARTEN	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
90% of Pre-Kindergarten students will know 20 of 26 upper-case letters								
90% of Pre-Kindergarten students will know 20 of 26 lower-case letters								
98% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for phonological awareness.								
*Happy Letters	x			Pre-Kindergarten Teachers	Local Instructional Funds	Quarterly Assessments	Weekly	Final Report Card EOY CIRCLE Test
*Tara West Curriculum	x						Weekly	
*Duo Lingo ABC app	x						Weekly	
*Ready Rosie	x						Weekly	
*Epic	x						Weekly	
*SAVVAS Three Cheers for PK Curriculum	x						Daily	
90% of Pre-Kindergarten students will be able to rote count to 20								
90% of Pre-Kindergarten students will recognize the numbers 0 to 9								
98% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for math								
*Happy Numbers	x			Pre-Kindergarten Teachers	IMAT	Quarterly Assessments	Weekly	Final Report Card EOY CIRCLE Test
*Ready Rosie	x				Weekly			
*Teach Your Monster Number Skills	x				Spring Semester - Weekly			
*Tara West Curriculum	x				Weekly			
*SAVVAS Three Cheers for PK Curriculum	x				Daily			
					Local Instructional Funds			

KINDERGARTEN	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<b>Reading</b>								
94% of Kindergarten students will achieve a "Meets" or "Masters" on the end-of-the-year TPRI								
79% of Kindergarten students will score "Developed" on the end-of-the-year TPRI								
*HMH Curriculum	x			Kindergarten Teachers	Local Instructional Funds	Quarterly Assessments MOY TPRI MOY BAS	Daily	Final Report Card EOY TPRI Test EOY BAS Test
*Teach Your Monster to Read	x						Weekly	
*Guided Reading	x						Daily	
*Phonics Dance	x						Daily	
*Sightword Ninja App	x						Weekly	
*ABC Ninja App	x				Weekly			
*Happy Letters	x				Weekly			
*Lexia	x				IMAT		Spring Semester - Daily	
*Heggerty	x				Local Instructional Funds		Daily	
*Foundations	x						Daily	
*LLI	x			Spring Semester - Daily				
<b>Math</b>								
90% of Kindergarten students will score above the 25th percentile on the end-of-the-year TEMI								
*Happy Numbers	x			Kindergarten Teachers	Local Instructional Funds	Quarterly Assessments MOY TEMI	Weekly	Final Report Card EOY TEMI
*Pearson Curriculum	x						Daily	
*Tunstall Guided Math Curriculum	x						Daily	
*123 Ninja App	x						Weekly	
*Math Lab	x			Math Interventionist	ESSER III		6 Weeks	
1ST-GRADE	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<b>Reading</b>								
75% of 1st-Grade students will achieve a "J" or better on the end-of-the-year BAS								
84% of 1st-Grade students will score "Developed" on the end-of-the-year TPRI								
94% of 1st-Grade students will achieve a "Meets" or "Masters" on the end-of-the-year TPRI								
*Reading Recovery	x			RR Teachers	SCE	Running Records Quarterly Assessments MOY BAS MOY TPRI	20 Weeks	Final Report Card EOY BAS Test EOY TPRI Test
*Accelerated Reader	x			1st Grade Teachers	IMAT		Daily	
*Guided Reading	x				Local Instructional Funds		Daily	
*HMH Curriculum	x						Daily	
*iRead	x						Weekly	
*Lexia	x				IMAT		Daily	
*Phonics Dance	x			Local Instructional Funds	Daily			
*Teach Your Monster to Read	x				Weekly			
*Dyslexia Support	x			Dyslexia Teachers	Local Dyslexia Funds		120 minutes/wk	
*Foundations	x			1st Grade Teachers/ Reading Interventionist	Local Instructional Funds and SCE		Daily	
*LLI	x					Quarterly		

<b>Math</b>								
<b>89% of 1st-Grade students will score above the 25th percentile on the end-of-the-year TEMI</b>								
*Formative Loop	x			1st-Grade Teachers	IMAT	Quarterly Assessments MOY TEMI	Daily	Final Report Card EOY TEMI
*Happy Numbers	x				Local Instructional Funds		Weekly	
*Pearson Curriculum	x						Daily	
*Tunstall Guided Math Curriculum	x						Daily	
*Math Lab	x			Math Interventionist	ESSER III	6 Weeks		
<b>2ND-GRADE</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>
<b>Reading</b>								
<b>85% of 2nd-Grade students will score a GE of 2.9 or higher on the EOY Reading STAR</b>								
<b>83% of 2nd-Grade students will score "Tier 1" on the end-of-the-year TPRI</b>								
<b>93% of 2nd-Grade students will score "Meets" or "Masters" on the end-of-the-year TPRI</b>								
*LLI	x			Reading Interventionist	SCE	Running Records Quarterly Assessments MOY STAR MOY TPRI MOY iReady	Quarterly	Final Report Card EOY Reading STAR EOY TPRI EOY iReady
*HMH Curriculum	x			2nd-Grade Teachers	Local Instructional Funds		Daily	
*i-Ready	x				IMAT		Daily	
*Rooted in Reading	x				Local Instructional Funds		Daily	
*Guided Reading	x				IMAT		Daily	
*Lexia	x						Weekly	
*Brain Pop	x						Monthly	
*Boom Cards	x				Local Instructional Funds		Daily	
*Heggerty	x						Weekly	
*Lalilo	x						Daily	
*Phonics Dance	x						Monthly	
*Dreamscape	x			IMAT	Daily			
*Accelerated Reader	x				120 minutes/wk			
*Dyslexia Support	x			Dyslexia Teachers	Local Dyslexia Funds			
<b>Math</b>								
<b>85% of 2nd-Grade students will score "On Grade Level" or higher on the end-of-the-year i-Ready math screener</b>								
*Boddle	x			2nd-Grade Teachers	Local Instructional Funds	Quarterly Assessments MOY iReady	Monthly	Final Report Card EOY i-Ready Screener
*Pearson Curriculum	x				IMAT		Daily	
*Formative Loop	x				Local Instructional Funds		Monthly	
*Boom Cards	x				IMAT		Monthly	
*Centers from Saddle Up	x						Daily	
*i-Ready	x				Local Instructional Funds		Weekly	
*Math Fact Lab	x				6 Weeks			
*Math Lab	x			Math Interventionist	ESSER III			

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
*Dyslexia Training - Dyslexia Teachers and SpEd Teacher	x			ES Principal	Dyslexia Grant	Certificates	As Scheduled	
*Continuing Contact for Reading Recovery	x			ES Principal	Local Staff Development Funds	Agendas/Sign-in sheets	As Scheduled	
*Reading Recovery Conference	x			ES Principal		Certificates	As Scheduled	
*i-Ready Training	x			ES Principal		Agendas/Sign-in sheets	As Scheduled	
*TCEA Conference	x			ES Principal		Certificates	February	Campus Presentations
*PK Conference	x			ES Principal		Certificates	Summer	
*Elevate	x			ES Principal		Certificates	Summer	

**Performance Objective 2: 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.**

READING									
All reporting categories will be at least 7% above state average Test not meeting goal(state avg/our avg)	ES	MS	HS					SUMMATIVE EVALUATIONS	
Category 1: Reading 5th(64/68)	x		x					Reading STAAR	
Category 2: Writing 3rd(43/49), 4th(45/51), 5th(55/57)	x	x							
Implement the following initiatives/activities to address Reading weaknesses:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS	
* 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	
* Guided Reading	x			Teachers	Local Campus Funds	Daily	Daily	End of Year Assessments	
* i-Ready	x					assessments	BOY, MOY, EOY		
* Lexia	x					assessments	BOY		
* Accelerated Reader	x	x				STAR Report	Quarterly		
* CommonLit.org	x		x						
* Novel Studies	x	x	x			Local Campus Funds			Semester
* Writing Across the Curriculum	x	x	x				writing passages		Weekly
* Critical Thinking Focus	x	x	x				daily lessons		
* Eduphoria	x	x	x				data to create assessments		Quarterly
* TEKS Test Bank	x	x	x			Local Instructional Funds	Local assessments		Quarterly
* TEKS Resource System	x	x	x			Local Staff Development Funds	Scope and Sequence		Semester
* Literacy Groups	x				RR Teachers	SCE	BAS		Quarterly
* Dyslexia Services	x	x	x		Dyslexia Teachers	Local Dyslexia Funds	Reading by Design/Take Flight		Daily

Implement the following initiatives/activities to address Writing weaknesses:	ES	MS	HS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Writing Across the Curriculum	x	x	x		Campus Instructional Funds	Quarterly writing samples	Quarterly	Diagnostic Reading Assessment (DRA)
* 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	
* 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	
* Daily Oral Language (DOL)	x	x				Student Grades	Daily	
<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>
* i-Ready Training	x			ES Principal	IMA	Agendas/Sign-in sheets	As Scheduled	T-TESS
* TCEA Conference-	x	x	x	Principals	Local Staff Development Funds	Certificates	February	Campus Presentations
<b>MATH</b>	<b>ES</b>	<b>MS</b>	<b>HS</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>3rd - 5th Grade</b>								
Category 1: Numerical Representations & Relationships 4th(58/63), 5th(62/67),								
Category 2: Computations & Algebraic Relationships								
Category 3: Geometry & Measurements 5th(49/51)	x							Math STAAR
Category 4: Data Analysis & Personal Finance Literacy 3rd(68/73),	x							





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		Semester
* 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		
* Texas Farm Bureau Guest Speaker	x			Lesson Plans			Weekly		
* Frequent Testing	x	x	x	Lesson Plans			Weekly		
* Vertical Alignment	x	x	x	Lesson Plans					
*Brainpop	x	x					Student projects & Benchmark Test		
*Eduphoria Data	x	x	x	Local Instructional Funds			Lesson Plans		Weekly/Monthly
*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>Implement the following initiatives/activities to address Social Studies weaknesses:</b>									
* TEKS Resource System	x	x	x	Teachers	Local Staff Development Funds	Lesson Plans	Weekly/Monthly	Mid-term exam, final exam, STAAR Social Studies	
* Eduphoria	x	x	x		Local Instructional Funds		Weekly/Monthly		
* McGraw Hill Benchmark Test, Google Digital Files	x	x	x		IMAT		Weekly		
* 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		
* Utilize maps & graphs	x	x	x	IMAT		Weekly			
* Promote current event awareness	x	x	x	Teachers	Lesson Plans	Monthly			
* Use Chromebooks & Brain Pop to reinforce objectives.	x	x	x		Assignments	As Needed			
* Structure Social Studies instruction & expectations to STAAR/STAAR EOC/TEKS expectation	x	x	x		Lesson Plans Progress Reports	Weekly 3 Weeks			

Staff Development & Follow-up (TIA15)	ES	MS	HS	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
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 district dropout rate will continue to be less than one percent.</b>								
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
*Tutor for Ukrainian students	x	x		Superintendent	Local ESL	Time Sheets	Entire Year	
*Lexia English	x	x		Director or Student Services and teachers	IMAT	Lexia Reports	Weekly	
*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: 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	

## 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
* School Based Health Center	x	x	x	Nurse	Local Health Center Funds		Daily	
* Kid Account - Visitor checks	x			Office Staff	Local Safety Funds			
* Truama Counseling services - Impact Counseling	x	x	x	Principal/Assistant Principal/Counselor	Local Counseling Funds			
* Character Education/Decision Making	x			Teachers	Local Safety Funds			
* Partner with law enforcement at selected student activities	x	x	x	Admin	Local Safety Funds			
* 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
* Open House/Meet the Teacher	x	x		Principals/Director of Student Services	Local Funds, SCE, and Title 1, Part A	Sign In Sheets	Beginning of the Year	Total parental involvement
* Family Night	x				Local Funds, SCE, and Title 1, Part A	Sign-in Sheets/Agendas	Beginning of the Year	
* Conduct Parent Meetings for all Title Programs. (TIA16)	x				Local Funds, SCE, and Title 1, Part A	Sign-in Sheets/Agendas	Entire Year	
* Elementary Parent-Teacher Conferences	x				Local Funds, SCE, and Title 1, Part A	School Compacts/Sign-in Sheets	October	

## **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?  <i>Yes.</i>  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?  <i>Yes.</i></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?  Yes, <i>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>	<p>Visitor Logs</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>	<p>TxEIS Log Entries; Discipline Records</p>		
<p>5. What is the school climate?  <i>Student Centered</i>  Are staff and student morale high?  Yes, <i>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?  Yes, <i>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>			