

**Holland Independent School District**  
**Holland Elementary School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: B**



# 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.

## Vision

All students feel safe, engaged hourly, respected by everyone, and encouraged to develop to their fullest potential.

## Value Statement

Holland ISD's core beliefs are:

Decisions should be based on what is best for the student(s).

Caring relationships (teacher/student, teacher/parent, school/community, etc.) are the key to success.

Improvement can always be made.

Servant leadership will help maintain our culture.

Small class sizes positively impact student success.

All children can succeed.

All children should be given opportunities to play sports, belong to organizations, and experience the world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Holland Elementary School is a PK4 - 5th grade campus that currently serves approximately 325 students in the rural community of Holland, Texas. Holland Elementary School also houses the Bell County Cooperative's ECSE program.

The CIP is available for review in the front office of Holland Elementary School. It is also available on the district website in both English and Spanish.

### Student Demographics

In the 2023-24 school year, Holland Elementary School had an enrollment of approximately 306 students, compared to 310 students in the 2022-23 school year.

Below is a breakdown of student enrollment, student ethnicity, and special programs at HES from the 2022-23 school year. This data was taken from the 2022-23 TAPR, which has been included as an addendum to this plan.

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	District	State	Count	Percent	District	State
Total Students	310	100.0%	634	5,504,150	310	100.0%	634	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	4	1.3%	0.6%	0.3%	4	1.3%	0.6%	0.5%
Pre-Kindergarten	31	10.0%	4.9%	4.4%	31	10.0%	4.9%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	31	10.0%	4.9%	3.7%	31	10.0%	4.9%	3.7%
Kindergarten	44	14.2%	6.9%	6.7%	44	14.2%	6.9%	6.7%
Grade 1	41	13.2%	6.5%	7.2%	41	13.2%	6.5%	7.2%
Grade 2	46	14.8%	7.3%	7.2%	46	14.8%	7.3%	7.2%
Grade 3	46	14.8%	7.3%	7.2%	46	14.8%	7.3%	7.1%
Grade 4	43	13.9%	6.8%	7.2%	43	13.9%	6.8%	7.1%
Grade 5	55	17.7%	8.7%	7.2%	55	17.7%	8.7%	7.2%

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Ethnic Distribution:</b>								
African American	8	2.6%	2.4%	12.8%	8	2.6%	2.4%	12.8%
Hispanic	76	24.5%	26.8%	53.0%	76	24.5%	26.8%	52.9%
White	215	69.4%	67.8%	25.6%	215	69.4%	67.8%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	5.1%	0	0.0%	0.0%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	11	3.5%	3.0%	3.0%	11	3.5%	3.0%	3.0%
<b>Sex:</b>								
Female	155	50.0%	47.3%	48.8%	155	50.0%	47.3%	48.8%
Male	155	50.0%	52.7%	51.2%	155	50.0%	52.7%	51.2%
<b>Economically Disadvantaged</b>								
Economically Disadvantaged	126	40.6%	41.2%	62.1%	126	40.6%	41.2%	62.0%
Non-Educationally Disadvantaged	184	59.4%	58.8%	37.9%	184	59.4%	58.8%	38.0%
Section 504 Students	20	6.5%	12.8%	7.4%	20	6.5%	12.8%	7.4%
EB Students/EL	13	4.2%	3.3%	23.1%	13	4.2%	3.3%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.7%	1.5%				

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Students w/ Dyslexia	23	7.4%	8.7%	5.5%	23	7.4%	8.7%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	0	0.0%	0.3%	1.3%	0	0.0%	0.3%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	308	99.4%	70.2%	64.6%	308	99.4%	70.2%	64.6%
Military Connected	7	2.3%	1.6%	3.6%	7	2.3%	1.6%	3.6%
At-Risk	116	37.4%	32.2%	53.3%	116	37.4%	32.2%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	13	4.2%	3.3%	23.2%	13	4.2%	3.3%	23.2%
Career and Technical Education	0	0.0%	31.9%	26.5%	0	0.0%	31.9%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	85.5%	72.3%	0	-	85.5%	72.2%
Gifted and Talented Education	11	3.5%	7.1%	8.2%	11	3.5%	7.1%	8.2%
Special Education	47	15.2%	13.4%	12.6%	47	15.2%	13.4%	12.7%
<b>Mobility (2021-22):</b>								
Total Mobile Students	16	6.4%	8.3%	16.8%				
By Ethnicity:								
African American	0	0.0%	0.3%	3.3%				
Hispanic	5	2.0%	2.9%	8.7%				
White	11	4.4%	4.9%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.6%				
Count and Percent of Special Ed Students who are Mobile	2	6.1%	9.8%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	0.0%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	8	7.4%	11.5%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	33	12.5%	13.6%	18.1%				

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	94.9%	<b>95.5%</b>	95.3%	96.1%	95.3%	-	-	-	95.8%	94.8%	94.5%	*
2020-21	95.0%	96.0%	<b>95.9%</b>	*	95.3%	96.3%	*	-	-	93.5%	95.2%	94.0%	*
<b>Chronic Absenteeism</b>													
2021-22	25.7%	15.1%	<b>11.6%</b>	0.0%	12.1%	12.3%	-	-	-	0.0%	15.2%	18.5%	*
2020-21	15.0%	10.1%	<b>9.5%</b>	*	9.3%	8.5%	*	-	-	16.7%	9.7%	15.9%	*

### Staff demographics

Below is the breakdown of staff assignments, staff ethnicities, years of experience, and teacher/student ratio at HES for the 2022-23 school year. This information was extracted from the 2022-23 TAPR, which has been included as an addendum to this plan.

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	40.9	100.0%	100.0%	100.0%
Professional Staff:	30.0	73.3%	60.8%	64.1%
Teachers	29.0	70.9%	53.6%	48.7%
Professional Support	1.0	2.4%	4.1%	10.9%
Campus Administration (School Leadership)	0.0	0.0%	1.9%	3.3%
Educational Aides:	10.9	26.7%	12.1%	11.3%
Total Minority Staff:	8.0	19.5%	21.7%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	3.0	10.3%	10.6%	29.6%
White	25.0	86.2%	87.9%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.4%	1.5%	1.2%
<b>Teachers by Sex:</b>				

Males	0.3	1.1%	21.2%	24.4%
Females	28.7	98.9%	78.8%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	29.0	100.0%	88.8%	72.2%
Masters	0.0	0.0%	9.7%	25.0%
Doctorate	0.0	0.0%	1.5%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	0.0%	9.7%
1-5 Years Experience	3.0	10.3%	9.1%	26.3%
6-10 Years Experience	8.3	28.7%	30.3%	20.5%
11-20 Years Experience	7.6	26.3%	30.5%	27.2%
21-30 Years Experience	6.3	21.7%	21.2%	13.3%
Over 30 Years Experience	3.7	12.8%	8.9%	2.9%

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	10.7	n/a	9.6	14.8

## Demographics Strengths

1. We have a team of experienced teachers, over 60% have 11+ years of experience, who bring a wealth of knowledge and expertise to the classroom, ensuring that every student receives a high-quality education.
2. Our school prides itself on maintaining small class sizes, which allows for more personalized attention and tailored instruction for each student. This intimate learning environment is further enhanced by our team of experienced teachers, who bring a wealth of knowledge and expertise to the classroom, ensuring that every student receives a high-quality education.
3. Our school boasts a mobility rate that is significantly lower than the state's average. This stability allows our students to form lasting relationships with their peers and teachers, fostering a strong sense of community and continuity in their education. It also enables our educators to implement long-term instructional strategies, ensuring that each student receives a consistent and comprehensive learning experience.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our attendance rate is under 97%. **Root Cause:** Students in primary grades spread germs more readily. Chronic absenteeism is increasing.

**Problem Statement 2 (Prioritized):** Our teachers and EB parents need more support. **Root Cause:** Our EB population is growing, especially with students new to the States

# Student Learning

## Student Learning Summary

2023-2024 STAAR/EOC scores and state comparisons are below.

2023-2024 STAAR/EOC Scores				
	Did Not Meet	Approaches	Meets	Masters
<b>Scores below state average</b>				
<b>Scores at or above state average</b>				
<b>Scores at least 10 percent above state average</b>				
<b>Scores at least 20 points above state average</b>				
<b>3rd Grade Reading</b>	<b>9%</b>	<b>91%</b>	<b>67%</b>	<b>30%</b>
State Avg	25%	75%	49%	21%
<b>4th Grade Reading</b>	<b>18%</b>	<b>82%</b>	<b>70%</b>	<b>35%</b>
State Avg	19%	81%	51%	23%
<b>5th Grade Reading</b>	<b>12%</b>	<b>88%</b>	<b>73%</b>	<b>47%</b>
State Avg	22%	78%	54%	29%
<b>3rd Grade Math</b>	<b>13%</b>	<b>87%</b>	<b>53%</b>	<b>15%</b>
State Avg	31%	69%	41%	15%
<b>4th Grade Math</b>	<b>41%</b>	<b>59%</b>	<b>30%</b>	<b>14%</b>
State Avg	32%	68%	45%	21%
<b>5th Grade Math</b>	<b>2%</b>	<b>98%</b>	<b>67%</b>	<b>37%</b>
State Avg	24%	76%	49%	19%
<b>5th Grade Science</b>	<b>12%</b>	<b>88%</b>	<b>61%</b>	<b>33%</b>
State Avg	43%	57%	26%	11%

2021-2022 & 2022-2023 STAAR/EOC Performance - Data taken from the 2022-23 TAPR.

	School Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2023	76%	75%	<b>86%</b>	-	89%	84%	-	-	-	*	56%	*	86%	88%	67%	*
	2022	76%	75%	<b>93%</b>	*	78%	97%	-	-	-	*	*	*	94%	89%	88%	*
At Meets Grade Level or Above	2023	50%	47%	<b>66%</b>	-	78%	66%	-	-	-	*	22%	*	67%	63%	47%	*
	2022	51%	48%	<b>65%</b>	*	44%	71%	-	-	-	*	*	*	65%	67%	56%	*
At Masters Grade Level	2023	20%	16%	<b>32%</b>	-	11%	41%	-	-	-	*	0%	*	31%	38%	20%	*
	2022	30%	26%	<b>35%</b>	*	44%	32%	-	-	-	*	*	*	35%	33%	19%	*
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2023	73%	71%	<b>93%</b>	-	100%	91%	-	-	-	*	67%	*	94%	88%	93%	*
	2022	71%	69%	<b>100%</b>	*	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2023	45%	41%	<b>61%</b>	-	78%	59%	-	-	-	*	22%	*	61%	63%	53%	*
	2022	43%	39%	<b>65%</b>	*	67%	68%	-	-	-	*	*	*	68%	56%	38%	*
At Masters Grade Level	2023	19%	16%	<b>23%</b>	-	0%	31%	-	-	-	*	0%	*	25%	13%	13%	*
	2022	21%	18%	<b>40%</b>	*	44%	39%	-	-	-	*	*	*	44%	22%	31%	*
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2023	77%	77%	<b>95%</b>	*	89%	96%	-	-	-	*	*	*	97%	90%	88%	*
	2022	77%	75%	<b>76%</b>	*	75%	82%	-	-	-	*	43%	*	74%	80%	59%	-
At Meets Grade Level or Above	2023	48%	44%	<b>67%</b>	*	67%	74%	-	-	-	*	*	*	66%	70%	47%	*
	2022	54%	51%	<b>49%</b>	*	58%	49%	-	-	-	*	14%	*	54%	40%	26%	-
At Masters Grade Level	2023	22%	17%	<b>28%</b>	*	44%	26%	-	-	-	*	*	*	28%	30%	29%	*
	2022	28%	25%	<b>24%</b>	*	8%	28%	-	-	-	*	0%	*	17%	35%	19%	-
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2023	71%	66%	<b>90%</b>	*	89%	89%	-	-	-	*	*	*	93%	80%	82%	*
	2022	70%	66%	<b>64%</b>	*	67%	67%	-	-	-	*	43%	*	63%	65%	44%	-
At Meets Grade Level or Above	2023	48%	42%	<b>64%</b>	*	67%	70%	-	-	-	*	*	*	66%	60%	47%	*
	2022	43%	38%	<b>36%</b>	*	42%	36%	-	-	-	*	29%	*	37%	35%	26%	-
At Masters Grade Level	2023	22%	17%	<b>38%</b>	*	33%	44%	-	-	-	*	*	*	34%	50%	35%	*
	2022	23%	20%	<b>13%</b>	*	0%	18%	-	-	-	*	0%	*	9%	20%	0%	-
<b>Grade 5 Reading</b>																	
At Approaches Grade Level or Above	2023	81%	83%	<b>83%</b>	*	71%	91%	-	-	-	*	54%	*	83%	84%	79%	*
	2022	81%	98%	<b>98%</b>	-	100%	97%	-	-	-	-	*	-	100%	91%	95%	*

At Meets Grade Level or Above	2023	57%	70%	<b>70%</b>	*	71%	74%	-	-	-	*	23%	*	69%	74%	64%	*
	2022	58%	79%	<b>79%</b>	-	83%	78%	-	-	-	-	*	-	81%	73%	68%	*
At Masters Grade Level	2023	28%	37%	<b>37%</b>	*	14%	46%	-	-	-	*	8%	*	37%	37%	32%	*
	2022	36%	33%	<b>33%</b>	-	33%	33%	-	-	-	-	*	-	35%	27%	26%	*
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2023	80%	91%	<b>91%</b>	*	86%	97%	-	-	-	*	85%	*	91%	89%	86%	*
	2022	77%	98%	<b>98%</b>	-	100%	97%	-	-	-	-	*	-	100%	91%	95%	*
At Meets Grade Level or Above	2023	51%	65%	<b>65%</b>	*	64%	71%	-	-	-	*	23%	*	63%	68%	54%	*
	2022	48%	71%	<b>71%</b>	-	67%	72%	-	-	-	-	*	-	70%	73%	63%	*
At Masters Grade Level	2023	21%	28%	<b>28%</b>	*	21%	34%	-	-	-	*	0%	*	29%	26%	25%	*
	2022	25%	31%	<b>31%</b>	-	17%	36%	-	-	-	-	*	-	30%	36%	32%	*
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2023	65%	89%	<b>89%</b>	*	79%	97%	-	-	-	*	77%	*	91%	84%	82%	*
	2022	66%	92%	<b>92%</b>	-	92%	92%	-	-	-	-	*	-	95%	82%	95%	*
At Meets Grade Level or Above	2023	36%	65%	<b>65%</b>	*	43%	80%	-	-	-	*	38%	*	69%	58%	61%	*
	2022	38%	54%	<b>54%</b>	-	33%	61%	-	-	-	-	*	-	57%	45%	37%	*
At Masters Grade Level	2023	16%	24%	<b>24%</b>	*	14%	29%	-	-	-	*	8%	*	26%	21%	11%	*
	2022	18%	31%	<b>31%</b>	-	25%	33%	-	-	-	-	*	-	30%	36%	26%	*

2022-2023 STAAR/EOC Progress - Annual Growth - Data taken from the 2022-23 TAPR.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
Grade 4 ELA/Reading	2023	55%	54%	<b>54%</b>	*	72%	54%	-	-	-	*	*	*	57%	44%	56%	*
Grade 4 Mathematics	2023	63%	63%	<b>63%</b>	*	67%	63%	-	-	-	*	*	*	60%	72%	56%	*
Grade 5 ELA/Reading	2023	65%	78%	<b>78%</b>	*	83%	76%	-	-	-	*	58%	*	75%	85%	77%	*
Grade 5 Mathematics	2023	71%	90%	<b>90%</b>	*	96%	87%	-	-	-	*	96%	*	88%	94%	92%	*
All Grades Both Subjects	2023	64%	71%	<b>73%</b>	70%	81%	72%	-	-	-	58%	73%	63%	71%	79%	73%	92%
All Grades ELA/Reading	2023	63%	65%	<b>68%</b>	60%	79%	67%	-	-	-	*	59%	*	67%	71%	69%	*
All Grades Mathematics	2023	66%	78%	<b>79%</b>	80%	83%	77%	-	-	-	*	88%	*	75%	87%	78%	*

2023-2024 STAAR Performance - Economically Disadvantage and Special Education

2023-2024 STAAR/EOC Special Population Scores										
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
		HISD (State)	HISD (State)	HISD (State)	HISD (State)		HISD (State)	HISD (State)	HISD (State)	HISD (State)
3rd Grade Reading	Eco. Dis. - Yes	16% (33%)	84% (67%)	47% (38%)	21% (13%)	SpEd - Yes	44% (54%)	56% (46%)	33% (20%)	0% (6%)
	Eco. Dis. - No	4% (13%)	96% (87%)	81% (65%)	37% (33%)	SpEd. - No	0% (19%)	100% (81%)	76% (56%)	38% (24%)
4th Grade Reading	Eco. Dis. - Yes	32% (25%)	68% (75%)	59% (39%)	27% (14%)	SpEd - Yes	60% (47%)	40% (53%)	20% (18%)	0% (5%)
	Eco. Dis. - No	7% (9%)	93% (91%)	79% (68%)	41% (37%)	SpEd. - No	8% (12%)	93% (88%)	85% (58%)	45% (27%)
5th Grade Reading	Eco. Dis. - Yes	33% (29%)	67% (71%)	47% (43%)	33% (19%)	SpEd - Yes				
	Eco. Dis. - No	0% (11%)	100% (89%)	86% (71%)	54% (44%)	SpEd. - No				
3rd Grade Math	Eco. Dis. - Yes	20% (39%)	80% (61%)	30% (30%)	10% (9%)	SpEd - Yes	33% (58%)	67% (42%)	22% (18%)	0% (6%)
	Eco. Dis. - No	7% (17%)	93% (83%)	70% (58%)	19% (26%)	SpEd. - No	8% (25%)	92% (75%)	61% (46%)	18% (17%)
4th Grade Math	Eco. Dis. - Yes	50% (40%)	50% (60%)	27% (35%)	14% (13%)	SpEd - Yes	90% (62%)	10% (38%)	10% (18%)	0% (6%)
	Eco. Dis. - No	34% (19%)	66% (81%)	31% (61%)	14% (33%)	SpEd. - No	28% (26%)	73% (74%)	35% (51%)	18% (24%)
5th Grade Math	Eco. Dis. - Yes	7% (31%)	93% (69%)	33% (39%)	20% (11%)	SpEd - Yes				
	Eco. Dis. - No	0% (13%)	100% (87%)	86% (65%)	46% (32%)	SpEd. - No				
5th Grade Science	Eco. Dis. - Yes	33% (54%)	67% (46%)	40% (17%)	13% (5%)	SpEd - Yes				
	Eco. Dis. - No	0% (26%)	100% (74%)	71% (42%)	43% (20%)	SpEd. - No				

### 2023-2024 TELPAS Data on Composite Scores

Four students were exited from ESL and placed on monitor status.

Beginning	Intermediate	Advanced	Advanced High
3	5	2	5

### 2023-2024 TPRI Scores

	Kindergarten	1st Grade	2nd Grade
On Track at BOY	70.83%	66.67%	62.5%
On Track at EOY	96.30%	93.88%	88.37%

### Average Class Sizes from 2022-2023 TAPR

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	14.7	14.7	18.7
Grade 1	13.6	13.6	19.1
Grade 2	15.3	15.3	19.1
Grade 3	15.3	15.3	19.3
Grade 4	14.3	14.3	19.4
Grade 5	17.8	17.8	20.8

### Retention Rates from 2022-2023 TAPR

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	3.0%	3.0%	1.5%	0.0%	0.0%	4.5%
Grade 1	2.6%	2.6%	2.5%	16.7%	16.7%	3.6%
Grade 2	2.9%	2.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	0.0%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

## Student Learning Strengths

In the 21 STAAR passing categories (7 tests x 3 passing levels), Holland Elementary School exceeded the state average by 20% or more in 4 categories and by 10-19% in 11 categories.

Our school takes pride in maintaining class sizes that are below the state average, with an average of 13 to 17 students per class. This allows our educators to provide more personalized attention to each student, fostering a supportive and engaging learning environment.

Our primary grades consistently outperform state expectations on their reading and math screeners, demonstrating the effectiveness of our curriculum and teaching methods.

We commit to providing a strong foundational education in the primary grades, ensuring that our students develop essential literacy and numeracy skills early in their academic journey.

We had 4 ESL students exit the program and move to monitor status.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We need to work on finding a balance between fluency and comprehension instruction in the primary grades. **Root Cause:** In 2nd grade, there is a move from learning to read to reading to learn.

**Problem Statement 2 (Prioritized):** We need to increase the percentage of 4th-grade students showing readiness on State testing. **Root Cause:** State scores show 4th-grade students, in general, do not perform well on the 4th-grade tests. We have not had a consistent 4th-grade team in the last four years.

# School Processes & Programs

## School Processes & Programs Summary

Holland Elementary School (HES) is committed to providing a comprehensive education that aligns with the Texas Essential Knowledge and Skills (TEKS) standards. This ensures that our curriculum is both rigorous and relevant, meeting the educational requirements set forth by the state of Texas.

At HES, we pride ourselves on maintaining small class sizes, which allows for more personalized attention and tailored instruction for each student. Additionally, we have dedicated aides who are able to push into classrooms to provide extra support, ensuring that every child receives the assistance they need to succeed.

Holland Elementary School (HES) prioritizes the regular review of data to identify students who may benefit from a multi-tiered system of supports (MTSS). This systematic approach ensures that we can promptly address the needs of students who require additional support.

To assist struggling students, we have implemented a comprehensive support system that includes math and reading interventionists, classroom aides, small group targeted instruction, tutorials, and dedicated intervention time built into the school day. These resources are designed to provide personalized and effective assistance to help students succeed.

HES organizes training sessions focused on emergent bilingual students, ensuring that our educators are adept at supporting students who are learning English as an additional language. Additionally, we provide specialized training in Special Education, enabling our staff to meet the diverse needs of students with disabilities effectively. We also prioritize training in Dyslexia, equipping our teachers with the skills to identify and support students with this learning difference. Our Gifted and Talented training ensures that we can challenge and nurture students who exhibit exceptional abilities. Furthermore, we emphasize health and safety training to create a secure and supportive learning environment for all students.

HES offers counseling services for both students and staff through partnerships with STARRY and Impact Counseling. HES also utilizes the Second Steps program for social and emotional learning. These services provide essential emotional and psychological support, fostering a healthy and supportive school environment.

To enhance learning and ensure equitable access to technology, we provide one-to-one Chromebooks for students in grades 2 through 5 and one-to-one iPads for students in pre-kindergarten through grade 1. This initiative supports digital literacy and prepares our students for the future.

The elementary principal is dedicated to keeping her staff well-informed by sending out weekly newsletters. These newsletters provide important updates, highlight achievements, and share relevant information to support our educators in their roles. She also conducts staff meetings as needed, usually once a month, and meets with grade-level teams during their conference periods.

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

Holland Elementary has made significant investments in enhancing the safety and security of our campus. We have installed advanced door locks to ensure that only authorized individuals can access our buildings, and we have upgraded our surveillance system with high-definition cameras to monitor activity around the clock. Additionally, we have implemented silent panic button technology to provide immediate alerts to law enforcement in case of emergencies. Our campus vestibules have been redesigned to control and monitor visitor access more effectively. We have also employed a School Resource Officer (SRO) to maintain a visible security presence and foster a safe learning environment. Furthermore, we have upgraded our fencing to create a more secure perimeter around our school grounds.

At our school, we place a high value on our employees by providing them with professional development opportunities that enhance their skills and support their career growth. We recognize the dedication and commitment of our staff by offering longevity pay, which acknowledges their continued service and loyalty to our institution. Throughout the year, we make it a priority to show appreciation for our employees' hard work and contributions, ensuring they feel valued and recognized. Additionally, we understand the importance of family and personal time, and we strive to create a supportive environment that respects and values the family commitments of our staff, allowing them to maintain a healthy work-life balance.

When planning activities and events, we are mindful of the amount of instructional time they may take away from our students. We strive to protect this valuable instructional time by meticulously planning and organizing events in a manner that minimizes disruption to the academic schedule.

## **School Processes & Programs Strengths**

HES maintains small class sizes, which allows for more personalized attention and tailored instruction for each student.

HES has dedicated aides who can push into classrooms to provide extra support, ensuring that every child receives the assistance they need to succeed

Holland Elementary School prioritizes the regular review of data to identify students who may benefit from a multi-tiered system of supports (MTSS). This systematic approach ensures that we can promptly address the needs of students who require additional support.

HES prioritizes intervention in the early grades because we believe these grades are where the most significant impact can be achieved.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Our teachers and EB parents need more support. **Root Cause:** Our EB population is growing, especially with students new to the States

# Perceptions

## Perceptions Summary

Results from our end-of-the-year parent survey indicate that at least 85% of parents feel they are greeted in a friendly manner when they visit the school. This positive interaction sets a welcoming tone and fosters a sense of community. Additionally, parents have expressed satisfaction with the timeliness and helpfulness of communication from both the office and the teachers, which is crucial for maintaining transparency and addressing any concerns promptly.

Furthermore, the survey highlights that parents recognize and appreciate the high standards set by our teachers. They believe that our educators are deeply committed to seeing students succeed, which is a testament to the dedication and hard work of our teaching staff. This commitment to excellence is fundamental to our mission of providing a high-quality education for all students.

The survey results indicate that there is a need for us to enhance our efforts in educating parents about the various special programs we offer. It is essential that we provide comprehensive information and resources to ensure parents are fully aware of the opportunities available to their children.

Parents also indicated that they would like to see more Social Emotional Learning (SEL) being offered.

Additionally, parents of Gifted and Talented (GT) students have expressed a desire for further development within the GT program. We must explore ways to enrich the curriculum and provide additional support to meet the unique needs of these students, ensuring they are challenged and engaged in their learning.

## Perceptions Strengths

As a school, we pride ourselves on maintaining open and effective lines of communication between our elementary teachers and parents. This commitment ensures that parents are consistently informed about their children's progress, school events, and any concerns that may arise. By fostering a transparent and collaborative environment, we empower parents to be active participants in their child's education, which is crucial for student success.

Furthermore, our teachers are dedicated to setting high expectations for all students, encouraging them to reach their full potential. By challenging students to excel and providing the necessary support to meet these expectations, we cultivate a culture of excellence and resilience. This approach not only enhances academic achievement but also instills a strong work ethic and a sense of accomplishment in our students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our teachers and EB parents need more support. **Root Cause:** Our EB population is growing, especially with students new to the States

**Problem Statement 2 (Prioritized):** Parents get frustrated with the amount of communication and the numerous avenues we use to communicate with them. **Root Cause:** Our district website needs to be updated and made more user-friendly. The district, campus, and teachers need to coordinate better when sending out information.

**Problem Statement 3 (Prioritized):** Our students need more SEL lessons. **Root Cause:** Lack of time.

# Priority Problem Statements

**Problem Statement 1:** Our attendance rate is under 97%.

**Root Cause 1:** Students in primary grades spread germs more readily. Chronic absenteeism is increasing.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our teachers and EB parents need more support.

**Root Cause 2:** Our EB population is growing, especially with students new to the States

**Problem Statement 2 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 3:** We need to work on finding a balance between fluency and comprehension instruction in the primary grades.

**Root Cause 3:** In 2nd grade, there is a move from learning to read to reading to learn.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** We need to increase the percentage of 4th-grade students showing readiness on State testing.

**Root Cause 4:** State scores show 4th-grade students, in general, do not perform well on the 4th-grade tests. We have not had a consistent 4th-grade team in the last four years.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Parents get frustrated with the amount of communication and the numerous avenues we use to communicate with them.

**Root Cause 5:** Our district website needs to be updated and made more user-friendly. The district, campus, and teachers need to coordinate better when sending out information.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Our students need more SEL lessons.

**Root Cause 6:** Lack of time.

**Problem Statement 6 Areas:** Perceptions

# Goals

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

**Performance Objective 1:** Increase the overall attendance rate from 95.5% to 97% by May 2025.

**Evaluation Data Sources:** Attendance data, Cleaning logs, Educational information/posters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a handwashing campaign in primary grades, including daily reminders and visual aids in restrooms and classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will not spread germs as easily.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Nurses</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train parents on the importance of attendance and strategies to prevent illness, such as proper hygiene and nutrition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will not get sick as often.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, nurses</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a cleaning campaign in the primary grades during the fall and winter months, including spraying the classrooms and mopping more often.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will not get sick as often.</p> <p><b>Staff Responsible for Monitoring:</b> Cleaning staff, teachers, principal</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Our attendance rate is under 97%. <b>Root Cause:</b> Students in primary grades spread germs more readily. Chronic absenteeism is increasing.

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

**Performance Objective 2:** By May 2025, formative assessment results will show a better balance between fluency and comprehension in the primary grades.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement regular formative assessments that measure both fluency and comprehension to inform instruction.  <b>Strategy's Expected Result/Impact:</b> Will show if we are balancing our instruction in fluency and comprehension.  <b>Staff Responsible for Monitoring:</b> Teachers, principals</p> <p><b>Title I:</b> 2.4, 2.6  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development to primary teachers on fluency and comprehension.  <b>Strategy's Expected Result/Impact:</b> Teachers will learn more strategies for teaching fluency and comprehension.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize programs, such as Heggerty and Foundations, in all primary grades to increase our students' fluency and comprehension  <b>Strategy's Expected Result/Impact:</b> Students' fluency and comprehension will grow.  <b>Staff Responsible for Monitoring:</b> Teachers, principals</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** We need to work on finding a balance between fluency and comprehension instruction in the primary grades. **Root Cause:** In 2nd grade, there is a move from learning to read to reading to learn.

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

**Performance Objective 3:** By May 2025, 4th-grade students will score 10% above the State average at the approaches, meets, and masters performance levels on the state assessment.

**Evaluation Data Sources:** STAAR scores, Scope & Sequence for school year

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement vertical alignment meetings and collaborative planning sessions for 3rd, 4th, and 5th-grade teachers to align curriculum and share effective instructional strategies</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent teaching methods and strategies in all the elementary grades.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze TEKS and student expectations and create a scope &amp; sequence for the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Will ensure that teachers cover the TEKS in the required order and spend the necessary amount of time on each.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, principals</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> We need to increase the percentage of 4th-grade students showing readiness on State testing. <b>Root Cause:</b> State scores show 4th-grade students, in general, do not perform well on the 4th-grade tests. We have not had a consistent 4th-grade team in the last four years.</p>

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

**Performance Objective 4:** By May 2025, students in the primary grades will exceed state expectations on reading and math screeners.

**Evaluation Data Sources:** TPRI data, TxKEA data, BAS data, TEMI data, CIRCLE data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain class sizes of 18 or fewer students in each class.  <b>Strategy's Expected Result/Impact:</b> Students will be able to receive the help they need  <b>Staff Responsible for Monitoring:</b> Superintendent, Principal</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide an educational aide during key times of learning in each classroom.  <b>Strategy's Expected Result/Impact:</b> Students will be able to receive the help they need  <b>Staff Responsible for Monitoring:</b> Superintendent, Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Ensure a safe and supportive environment conducive to teaching and learning for all students and staff.

**Performance Objective 1:** By May 2025, in addition to our Second Steps program, we will incorporate class and grade-level discussions focused on social and emotional learning (SEL) topics as they arise. This will include teaching students how to be good classmates and how to effectively communicate their feelings.

**Evaluation Data Sources:** Calendar with lesson dates on it, information used

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use the lessons in the Second Steps program to conduct a SEL lesson weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use what they learn to help them navigate their responses/actions when various social/emotional issues arise.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, principals</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule additional SEL lessons for grade levels and classes when the need arises.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use what they learn to help them navigate their responses/actions when various social/emotional issues arise.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, principal</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 3:</b> Our students need more SEL lessons. <b>Root Cause:</b> Lack of time.</p>

**Goal 2:** Ensure a safe and supportive environment conducive to teaching and learning for all students and staff.

**Performance Objective 2:** Ensure all students and staff are familiar with safety procedures in various locations within the school.

**Evaluation Data Sources:** Drill log, Safety Procedures

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct classroom or school-wide discussions and Q&amp;A sessions about safety procedures in different locations and in different situations, ensuring students understand what to do in each scenario.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand what they need to do in various situations to be safe.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Principal; Safety Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct walkthroughs and drills with students and staff using the Raptor app to review safety procedures at various locations and times, ensuring everyone knows the protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will be more confident about how to react in an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Principal; Safety Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** 95% of elementary school parents/guardians/family members will participate in at least one academic school-sponsored on-campus opportunity.

**Evaluation Data Sources:** Sign-in sheets, End-of-the-year survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Send out invitations to parents and advertise the events on social media and our district website. <b>Strategy's Expected Result/Impact:</b> Parents will attend events. <b>Staff Responsible for Monitoring:</b> Teachers; Principals; Director of Student Services; Technology Director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide trainings on topics that parents suggested in our end-of-the-year survey. <b>Strategy's Expected Result/Impact:</b> Parents will attend events <b>Staff Responsible for Monitoring:</b> Director of Student Services	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Engage in transparent, timely communication with all stakeholders to build positive, supportive relationships.

**Performance Objective 1:** By May 2025, streamline communication to reduce parent frustration by consolidating information dissemination methods.

**Evaluation Data Sources:** End-of-the-year survey, communication logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that parents are informed about how to use the new district website and where to locate information.  <b>Strategy's Expected Result/Impact:</b> The district will not need to send communication via so many platforms. It will be user-friendly and information will be easy to find.  <b>Staff Responsible for Monitoring:</b> Technology director, principals, teachers   <b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish a communication plan to coordinate the timing and content of messages from the district, campus, and teachers.  <b>Strategy's Expected Result/Impact:</b> "Communication will be more purposeful and not repetitive."  <b>Staff Responsible for Monitoring:</b> Principals, Teachers, Technology Director   <b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Parents get frustrated with the amount of communication and the numerous avenues we use to communicate with them. <b>Root Cause:</b> Our district website needs to be updated and made more user-friendly. The district, campus, and teachers need to coordinate better when sending out information.</p>

**Goal 5:** Ensure that our instructional programs including but not limited to Title 1, Special Education, Dyslexia, Section 504, State Compensatory Education, English as a Second Language, Migrant Program, Career and Technical Education, and Gifted and Talented, meet all students' needs and meet program expectations.

**Performance Objective 1:** On the end-of-the-year survey, 85% of parents in special programs will agree or strongly agree that they understand the program's intent and that it meets their child's needs.

**Evaluation Data Sources:** End-of-the-year survey; guidebook; website screenshots

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and publish a guidebook detailing all special programs and resources, including contact information for program coordinators, to be available on the school website or provided to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a resource to use when they have questions about special programs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a dedicated section on the school website for special programs, including FAQs, program descriptions, and steps to obtain help, ensuring it is easily accessible and regularly updated.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a resource to use when they have questions about special programs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, Technology Director</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Ensure that our instructional programs including but not limited to Title 1, Special Education, Dyslexia, Section 504, State Compensatory Education, English as a Second Language, Migrant Program, Career and Technical Education, and Gifted and Talented, meet all students' needs and meet program expectations.

**Performance Objective 2:** By May 2025, teacher end-of-the-year surveys will indicate that 85% of the teachers strongly agree or agree that they had sufficient support and resources provided to them for effectively instructing EB students.

**Evaluation Data Sources:** end-of-year survey; professional development logs/opportunities; resource list

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with access to resources and materials specifically designed for EB students, such as Summit K12, Non-Visual Glossary, and translators. <b>Strategy's Expected Result/Impact:</b> Teachers will have more resources to use when teaching EB students. <b>Staff Responsible for Monitoring:</b> Director of Student Services; Principal; Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer professional development that addresses educating EB students. <b>Strategy's Expected Result/Impact:</b> Teachers will have more resources to use when teaching EB students. <b>Staff Responsible for Monitoring:</b> Director of Student Services; Principal; Teachers	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Ensure that our instructional programs including but not limited to Title 1, Special Education, Dyslexia, Section 504, State Compensatory Education, English as a Second Language, Migrant Program, Career and Technical Education, and Gifted and Talented, meet all students' needs and meet program expectations.

**Performance Objective 3:** By May 2025, increase engagement and support for EB parents to 85% as measured by participation in school events and parent feedback surveys.

**Evaluation Data Sources:** End-of-the-year survey; sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct, at minimum, 3 ESL parent nights to discuss parent, family, and community engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be better informed about their child's education and the services/ programs that are available to students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Send out a quarterly newsletter to EB parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be better informed about their child's education and the services/ programs that are available to students and families.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Ensure that our instructional programs including but not limited to Title 1, Special Education, Dyslexia, Section 504, State Compensatory Education, English as a Second Language, Migrant Program, Career and Technical Education, and Gifted and Talented, meet all students' needs and meet program expectations.

**Performance Objective 4:** By May 2025, 85% of parents of GT students surveyed will strongly agree or agree that their child is being well served.

**Evaluation Data Sources:** End-of-the-year surveys, GT showcase

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GT students will be pulled weekly to engage in GT activities. <b>Strategy's Expected Result/Impact:</b> The amount of time GT students are being served will increase. <b>Staff Responsible for Monitoring:</b> Teachers, principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct an end-of-the-year GT showcase for parents to attend. <b>Strategy's Expected Result/Impact:</b> Parents will have access to view the GT activities their child has been working on. <b>Staff Responsible for Monitoring:</b> Teachers, principal	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mollie Walker	Educational Aide		1
Savannah Swoda	Educational Aide		1
Victoria Brothers	2nd Grade Teacher		1

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Shane Downing		Lori Kinard	10/9/2024
Decision-Making and Planning Policy Evaluation			Lori Kinard	10/10/2024
Disciplinary Alternative Education Program (DAEP)	Shane Downing		Lori Kinard	10/9/2024
Pregnancy Related Services			Lori Kinard	10/10/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Shane Downing		Lori Kinard	10/9/2024