Holland Independent School District

Holland High School

2024-2025 Campus Improvement Plan

Accountability Rating: A

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.

Table of Contents

Goals 24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Holland High School is a 9th - 12th grade campus that currently serves approximately 185 students in the rural community of Holland, Texas.

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

Student Demographics

In the 2023-24 school year, Holland High School had an enrollment of approximately 187 students, compared to 193 students in the 2022-23 school year.

Below is a breakdown of student enrollment, student ethnicity, and special programs at HHS 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				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Grade 9	46	23.8%	7.3%	8.7%	46	23.8%	7.3%	8.7%
Grade 10	50	25.9%	7.9%	7.9%	50	25.9%	7.9%	7.9%
Grade 11	47	24.4%	7.4%	7.0%	47	24.4%	7.4%	7.0%
Grade 12	50	25.9%	7.9%	6.6%	50	25.9%	7.9%	6.6%

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Ethnic Distribution:								
African American	7	3.6%	2.4%	12.8%	7	3.6%	2.4%	12.8%
Hispanic	57	29.5%	26.8%	53.0%	57	29.5%	26.8%	52.9%
White	126	65.3%	67.8%	25.6%	126	65.3%	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	3	1.6%	3.0%	3.0%	3	1.6%	3.0%	3.0%
Sex:								
Female	84	43.5%	47.3%	48.8%	84	43.5%	47.3%	48.8%
Male	109	56.5%	52.7%	51.2%	109	56.5%	52.7%	51.2%
Economically Disadvantaged	85	44.0%	41.2%	62.1%	85	44.0%	41.2%	62.0%
Non-Educationally Disadvantaged	108	56.0%	58.8%	37.9%	108	56.0%	58.8%	38.0%
Section 504 Students	37	19.2%	12.8%	7.4%	37	19.2%	12.8%	7.4%
EB Students/EL	6	3.1%	3.3%	23.1%	6	3.1%	3.3%	23.0%
Students w/ Disciplinary Placements (2021-22)	5	2.3%	0.7%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	18	9.3%	8.7%	5.5%	18	9.3%	8.7%	5.5%
Foster Care	1	0.5%	0.2%	0.2%	1	0.5%	0.2%	0.2%
Homeless	2	1.0%	0.3%	1.3%	2	1.0%	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	6	3.1%	70.2%	64.6%	6	3.1%	70.2%	64.6%
Military Connected	2	1.0%	1.6%	3.6%	2	1.0%	1.6%	3.6%
At-Risk	61	31.6%	32.2%	53.3%	61	31.6%	32.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	6	3.1%	3.3%	23.2%	6	3.1%	3.3%	23.2%
Career and Technical Education	165	85.5%	31.9%	26.5%	165	85.5%	31.9%	26.5%
Career and Technical Education (9-12 grades only)	165	85.5%	85.5%	72.3%	165	85.5%	85.5%	72.2%
Gifted and Talented Education	19	9.8%	7.1%	8.2%	19	9.8%	7.1%	8.2%
Special Education	24	12.4%	13.4%	12.6%	24	12.4%	13.4%	12.7%

Mobility (2021-22):				
Total Mobile Students	21	9.5%	8.3%	16.8%
By Ethnicity:				
African American	0	0.0%	0.3%	3.3%
Hispanic	5	2.3%	2.9%	8.7%
White	16	7.3%	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	3	10.7%	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	14	13.3%	11.5%	18.7%
Student Attrition (2021-22):				
Total Student Attrition	23	14.3%	13.6%	18.1%

EB Students had the largest change from the 2022-23 school year to the 2023-24 school year with a 50% increase.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	50	100.0%	50	368,686
By Ethnicity:				
African American	1	2.0%	1	45,227
Hispanic	15	30.0%	15	191,125
White	33	66.0%	33	103,171
American Indian	0	0.0%	0	1,159
Asian	0	0.0%	0	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	1	2.0%	1	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	1	2.0%	1	51,023
Foundation H.S. Program (Endorsement)	1	2.0%	1	14,179
Foundation H.S. Program (DLA)	48	96.0%	48	302,917

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	94.9%	**94.4%**	96.9%	94.9%	93.9%	-	-	-	*	93.8%	92.7%	*
2020-21	95.0%	96.0%	**95.8%**	95.4%	95.7%	95.9%	-	-	-	*	96.1%	93.9%	*
Chronic Absenteeism													
2021-22	25.7%	15.1%	**19.8%**	0.0%	17.6%	22.3%	-	-	-	*	14.8%	27.1%	*
2020-21	15.0%	10.1%	**10.6%**	0.0%	8.7%	12.0%	-	-	-	*	9.1%	16.7%	*
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
					College, Career, and Military Ready Graduates (Student Achievement)									
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	72.0%	**72.0%**	*	73.3%	69.7%	-	-	-	*	100.0%	61.5%	-
2020-21	65.2%	66.7%	**66.7%**	*	85.7%	61.1%	-	-	-	-	100.0%	75.0%	-
					College Ready Graduates									
College Ready (Annual Graduates)													
2021-22	52.9%	60.0%	**60.0%**	*	60.0%	57.6%	-	-	-	*	0.0%	42.3%	-
2020-21	52.7%	56.9%	**56.9%**	*	78.6%	50.0%	-	-	-	-	0.0%	65.0%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	64.0%	**64.0%**	*	60.0%	63.6%	-	-	-	*	0.0%	46.2%	-
2020-21	56.1%	74.5%	**74.5%**	*	71.4%	77.8%	-	-	-	-	0.0%	80.0%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	46.0%	**46.0%**	*	46.7%	45.5%	-	-	-	*	0.0%	30.8%	-
2020-21	45.7%	47.1%	**47.1%**	*	42.9%	50.0%	-	-	-	-	0.0%	50.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	44.0%	**44.0%**	*	46.7%	42.4%	-	-	-	*	0.0%	26.9%	-
2020-21	40.4%	47.1%	**47.1%**	*	42.9%	50.0%	-	-	-	-	0.0%	50.0%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	21.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	2.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	46.0%	**46.0%**	*	53.3%	42.4%	-	-	-	*	0.0%	26.9%	-
2020-21	25.9%	47.1%	**47.1%**	*	78.6%	36.1%	-	-	-	-	0.0%	55.0%	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	4.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-

	Career / Military Ready Graduates												
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	12.0%	**12.0%**		*	13.3%	12.1%	-	-	-	*	100.0%	19.2%	-
2020-21	24.2%	9.8%	**9.8%**		*	7.1%	11.1%	-	-	-	-	100.0%	10.0%	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	0.0%	**0.0%**		*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	18.4%	0.0%	**0.0%**		*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**		*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
2020-21	0.7%	0.0%	**0.0%**		*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	6.0%	**6.0%**		*	0.0%	9.1%	-	-	-	*	50.0%	11.5%	-
2020-21	2.4%	9.8%	**9.8%**		*	7.1%	11.1%	-	-	-	-	100.0%	10.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	12.0%	**12.0%**		*	13.3%	12.1%	-	-	-	*	100.0%	19.2%	-
2020-21	4.4%	0.0%	**0.0%**		*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-

Staff demographics

Below is the breakdown of staff assignments, staff ethnicities, years of experience, and teacher/student ratio at HMS 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 --------- Count/Average	Percent	District	State
Total Staff	24.7	100.0%	100.0%	100.0%
Professional Staff:	22.7	91.9%	60.8%	64.1%
Teachers	22.7	91.6%	53.6%	48.7%
Professional Support	0.1	0.4%	4.1%	10.9%
Campus Administration (School Leadership)	0.0	0.0%	1.9%	3.3%
Educational Aides:	2.0	8.1%	12.1%	11.3%
Total Minority Staff:	2.0	8.1%	21.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	2.0	8.8%	10.6%	29.6%
White	20.7	91.2%	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	0.0	0.0%	1.5%	1.2%
Teachers by Sex:				
Males	8.8	38.7%	21.2%	24.4%
Females	13.9	61.3%	78.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	17.7	78.3%	88.8%	72.2%
Masters	3.9	17.3%	9.7%	25.0%
Doctorate	1.0	4.4%	1.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.0%	9.7%
1-5 Years Experience	2.0	8.8%	9.1%	26.3%
6-10 Years Experience	7.2	32.0%	30.3%	20.5%
11-20 Years Experience	7.5	33.1%	30.5%	27.2%
21-30 Years Experience	4.0	17.7%	21.2%	13.3%
Over 30 Years Experience	1.9	8.4%	8.9%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent		
Number of Students per Teacher	8.5	n/a	9.6	14.8

Demographics Strengths

Our school is fortunate to have a highly experienced teaching staff, with nearly 60% of our educators possessing over 11 years of experience in the field. This wealth of experience translates into a deep understanding of pedagogical strategies and classroom management techniques, which greatly benefits our students.

Our school boasts a mobility rate of 9.5%, which is significantly lower than the state's average of 16.8%. This indicates a stable student population, allowing for continuity in education and fostering a strong sense of community among students, teachers, and parents.

Our school prides itself on maintaining a low student-to-teacher ratio, with an average of 8.5 students per teacher. This allows for more personalized attention and tailored instruction, ensuring that each student receives the support they need to thrive academically. In comparison to the state's average of 14.8 students per teacher, our smaller class sizes facilitate a more engaging and interactive learning environment, where teachers can focus on individual student needs and foster a deeper understanding of the curriculum.

Problem Statements Identifying Demographics 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): Our attendance rate was 94.4%, which is below our goal of 97%.   **Root Cause:** Chronic absenteeism increased.

Problem Statement 3 (Prioritized): Our CCMR graduation rate from 2021-22 was 72%.   **Root Cause:** There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

Student Learning

Student Learning Summary

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

Scores below state average	
Scores at or above state average	
Scores at least 10 percent above state average	
Scores at least 20 points above state average	

	2023-2024 STAAR/EOC Scores			
	Did Not Meet	Approaches	Meets	Masters
English 1	**9%**	**91%**	**78%**	**13%**
State Avg	33%	67%	54%	17%
English 2	**7%**	**93%**	**83%**	**7%**
State Avg	26%	74%	60%	9%
Algebra 1-HS	**0%**	**100%**	**69%**	**24%**
State Avg	21%	79%	45%	25%
Biology	**0%**	**100%**	**80%**	**23%**
State Avg	9%	91%	58%	19%
US History	**0%**	**100%**	**82%**	**46%**
State Avg	5%	95%	69%	37%

2021-2022 & 2022-2023 STAAR/EOC Performance - 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	91%	**91%**	*	80%	95%	-	-	-	*	57%	*	95%	80%	83%	*
	2022	65%	77%	**77%**	*	86%	76%	-	-	-	*	10%	*	79%	74%	70%	*
At Meets Grade Level or Above	2023	52%	77%	**77%**	*	50%	85%	-	-	-	*	14%	*	89%	47%	67%	*
	2022	47%	56%	**56%**	*	67%	51%	-	-	-	*	0%	*	60%	48%	49%	*
At Masters Grade Level	2023	13%	28%	**28%**	*	10%	36%	-	-	-	*	0%	*	34%	13%	17%	*
	2022	11%	13%	**13%**	*	5%	18%	-	-	-	*	0%	*	17%	4%	5%	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	87%	**87%**	*	93%	86%	-	-	-	*	33%	*	95%	62%	89%	*
	2022	72%	79%	**79%**	*	84%	75%	-	-	-		36%	*	79%	82%	72%	*
At Meets Grade Level or Above	2023	54%	78%	**78%**	*	79%	81%	-	-	-	*	33%	*	88%	46%	82%	*
	2022	55%	66%	**66%**	*	68%	66%	-	-	-	-	18%	*	67%	64%	50%	*
At Masters Grade Level	2023	9%	22%	**22%**	*	14%	28%	-	-	-	*	0%	*	24%	15%	11%	*
	2022	9%	6%	**6%**	*	0%	9%	-	-	-	-	0%	*	5%	9%	0%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	100%	**100%**	-	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
	2022	76%	97%	**96%**	*	94%	97%	-	-	-	*	75%	*	94%	100%	93%	*
At Meets Grade Level or Above	2023	43%	84%	**81%**	-	75%	85%	-	-	-	*	*	*	81%	78%	68%	*
	2022	43%	70%	**64%**	*	63%	64%	-	-	-	*	25%	*	65%	63%	63%	*
At Masters Grade Level	2023	23%	56%	**56%**	-	38%	65%	-	-	-	*	*	*	63%	33%	37%	*
	2022	27%	43%	**36%**	*	38%	36%	-	-	-	*	13%	*	35%	37%	33%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	96%	**96%**	*	100%	94%	-	-	-	*	*	*	95%	100%	100%	*
	2022	83%	89%	**89%**	*	88%	90%	-	-	-	-	63%	*	92%	78%	77%	-
At Meets Grade Level or Above	2023	56%	79%	**79%**	*	85%	81%	-	-	-	*	*	*	82%	67%	92%	*
	2022	55%	72%	**72%**	*	81%	69%	-	-	-	-	38%	*	74%	67%	62%	-
At Masters Grade Level	2023	21%	27%	**27%**	*	31%	26%	-	-	-	*	*	*	31%	11%	32%	*
	2022	21%	21%	**21%**	*	19%	24%	-	-	-	-	0%	*	24%	11%	8%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	98%	**98%**	*	100%	96%	-	-	-	-	83%	*	97%	100%	100%	-
	2022	89%	94%	**94%**	*	91%	96%	-	-	-	-	83%	-	98%	75%	86%	*
At Meets Grade Level or Above	2023	70%	83%	**83%**	*	88%	79%	-	-	-	-	17%	*	79%	92%	64%	-
	2022	68%	82%	**82%**	*	77%	88%	-	-	-	-	17%	-	83%	75%	68%	*
At Masters Grade Level	2023	38%	46%	**46%**	*	44%	50%	-	-	-	-	17%	*	47%	42%	29%	-
	2022	42%	65%	**65%**	*	55%	77%	-	-	-	-	0%	-	63%	75%	41%	*

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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	69%	**69%**	-	50%	75%	-	-	-	*	*	-	76%	36%	72%	*
End of Course English II	2023	74%	88%	**88%**	*	89%	89%	-	-	-	*	*	*	92%	75%	91%	*
End of Course Algebra I	2023	76%	89%	**92%**	-	100%	90%	-	-	-	*	*	-	93%	92%	94%	*
All Grades Both Subjects	2023	64%	71%	**83%**	*	81%	84%	-	-	-	80%	67%	*	87%	68%	86%	70%
All Grades ELA/Reading	2023	63%	65%	**79%**	*	75%	82%	-	-	-	*	56%	*	84%	61%	83%	*
All Grades Mathematics	2023	66%	78%	**92%**	-	100%	90%	-	-	-	*	*	-	93%	92%	94%	*

2023-2024 STAAR Performance - Economically Disadvantage and Special Education

2023-2024 STAAR/EOC Special Population Scores									
English 1	**Eco. Dis. - Yes**	**16% (42%)**	**84% (58%)**	**63% (43%)**	**5% (9%)**	**SpEd - Yes**	**33% (70%)**	**67% (30%)**	**50% (16%)**	**0% (2%)**
	Eco. Dis. - No	4% (18%)	96% (82%)	89% (73%)	19% (30%)	SpEd. - No	5% (28%)	95% (72%)	83% (59%)	15% (19%)
English 2	**Eco. Dis. - Yes**	**12% (33%)**	**88% (67%)**	**65% (49%)**	**6% (4%)**	**SpEd - Yes**	**40% (62%)**	**60% (38%)**	**60% (19%)**	**0% (1%)**
	Eco. Dis. - No	3% (14%)	97% (86%)	93% (76%)	7% (16%)	SpEd. - No	2% (22%)	98% (78%)	85% (64%)	7% (10%)
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
Algebra 1-HS	**Eco. Dis. - Yes**	**0% (26%)**	**100% (74%)**	**82% (35%)**	**29% (17%)**	**SpEd - Yes**	**0% (48%)**	**100% (52%)**	**33% (14%)**	**17% (5%)**
	Eco. Dis. - No	0% (12%)	100% (88%)	57% (61%)	19% (39%)	SpEd. - No	0% (17%)	100% (83%)	75% (49%)	25% (28%)
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
Biology	**Eco. Dis. - Yes**	**0% (13%)**	**100% (87%)**	**65% (46%)**	**15% (10%)**	**SpEd - Yes**	**0% (26%)**	**100% (74%)**	**33% (22%)**	**0% (4%)**
	Eco. Dis. - No	0% (5%)	100% (95%)	88% (74%)	27% (32%)	SpEd. - No	0% (7%)	100% (93%)	85% (62%)	26% (21%)
		Did Not Meet	Approaches	Meets	Masters		Did Not Meet	Approaches	Meets	Masters
US History	**Eco. Dis. - Yes**	**0% (6%)**	**100% (94%)**	**74% (60%)**	**35% (26%)**	**SpEd - Yes**	**0% (17%)**	**100% (83%)**	**60% (32%)**	**40% (11%)**
	Eco. Dis. - No	0% (2%)	100% (98%)	89% (82%)	56% (51%)	SpEd. - No	0% (3%)	100% (97%)	84% (73%)	47% (40%)

2023-2024 TELPAS Data on Composite Scores

No students were exited from ESL and placed on monitor status.

Beginning	Intermediate	Advanced	Advanced High
0	2	5	2

CCMR Graduate Data from 2023-2024 - Local Data Tracker

CCMR Graduate	41 students / 87%
Dual Credit	19 students / 46%
Passed TSIA2	23 students/ 50%

CCMR Graduate Data from 2022-2023 TAPR

Academic Year	State	Region 12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	69.7%	**72.0%**	*	73.3%	69.7%	-	-	-	*	100.0%	61.5%	-
2020-21	65.2%	64.1%	**66.7%**	*	85.7%	61.1%	-	-	-	-	100.0%	75.0%	-

Average Class Sizes from 2022-2023 TAPR

Secondary:			
English/Language Arts	6.8	7.7	16.2
Foreign Languages	11.9	11.9	18.8
Mathematics	8.9	10.2	17.5
Science	9.0	10.1	18.5
Social Studies	9.3	10.2	18.9

Class Size Information	Campus	District	State

Student Learning Strengths

Our school takes immense pride in the fact that 100% of our students have successfully passed the End-of-Course (EOC) assessments in Algebra I, Biology, and US History. This achievement is a testament to the dedication and hard work of both our students and our teaching staff.

Our school prides itself on maintaining smaller class sizes, with an average range of 7 to 12 students per class. This allows for a more personalized and focused educational experience, where teachers can give individual attention to each student, catering to their unique learning needs and styles. In comparison to the state's average class size of 16 to 19 students, our approach fosters a more intimate and engaging classroom environment, promoting better student-teacher interactions and enhancing overall academic performance.

Problem Statements Identifying Student Learning 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): Our CCMR graduation rate from 2021-22 was 72%.   **Root Cause:** There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

Problem Statement 3 (Prioritized): At the "masters" performance level on the EOC tests, we were at or below the state level.   **Root Cause:** We have not been focusing on this specific subgroup for improvement.

School Processes & Programs

School Processes & Programs Summary

At our campus, we prioritize 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 classroom aides, small group targeted instruction, tutorials, and dedicated intervention time built into the individual student's schedule. These resources are designed to provide personalized and effective assistance to help students succeed.

Each year, HISD 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.

Holland ISD offers counseling services for both students and staff through partnerships with STARRY and Impact Counseling. 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. This initiative supports digital literacy and prepares our students for the future.

As part of our commitment to maintaining effective communication and organization, our administrators convene on a weekly basis to update calendars, plan for upcoming events, and address any issues that may arise. This ensures that our school operations run smoothly and that we are prepared for any challenges.

In addition, the high school principal keeps his staff well-informed by sending out newsletters as needed. These newsletters provide important updates, highlight achievements, and share relevant information to support our educators in their roles.

We prioritize clear and consistent communication with parents through various platforms, including Remind, 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 High School is proud to offer a wide range of extra-curricular activities to our students. These include football, volleyball, track, cross country, basketball, baseball, softball, powerlifting, golf, student council, academic UIL, FFA, FCCLA, and NHS. These programs provide students with opportunities to develop their skills, pursue their interests, and engage in meaningful experiences outside the classroom.

Holland High School has made significant investments in enhancing the safety and security of our campuses. 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 vestibule has 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.

Our athletic director is implementing a social and emotional learning (SEL) program with our student athletes.

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

We have a strong MTSS in place that ensures we can promptly address the needs of students who require additional support.

Our students are encouraged to take part in a wide range of extracurricular activities, which helps them become well-rounded individuals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our attendance rate was 94.4%, which is below our goal of 97%.   **Root Cause:** Chronic absenteeism increased.

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

Problem Statement 3 (Prioritized): At the "masters" performance level on the EOC tests, we were at or below the state level.   **Root Cause:** We have not been focusing on this specific subgroup for improvement.

Problem Statement 4 (Prioritized): Our CCMR graduation rate from 2021-22 was 72%.   **Root Cause:** There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

Problem Statement 5 (Prioritized): 70% of the parents reported timely and helpful communication from the teachers and campus.   **Root Cause:** There is not one place to go and get all the information. Our district webpage needs to be redone. Game times often are changed with short notice.

Problem Statement 6 (Prioritized): Students do not feel like our safety drills cover all possible locations where they may be when an event happens.   **Root Cause:** Not conducting drills at various times of the day.

Perceptions

Perceptions Summary

Our end-of-year student survey revealed that a significant majority, at least 85%, of our students feel safe within the school environment. This statistic is a testament to the dedication and care our staff provide, as students also reported feeling that the staff genuinely cares about their well-being. Additionally, it is heartening to know that students have identified at least one adult in the school with whom they feel comfortable discussing their concerns or problems, indicating strong, supportive relationships between students and staff.

However, the survey also highlighted areas needing improvement. Students expressed that they do not feel adequately prepared for emergencies through our current drill procedures. This feedback is crucial as it underscores the need for us to review and enhance our emergency preparedness protocols to ensure that all students feel confident and secure in their ability to respond to potential emergencies. Furthermore, the survey indicated a lack of awareness among students regarding the counseling options available to them. This points to a need for better communication and education about the mental health resources and support systems we have in place, ensuring that every student knows how to access the help they need.

Our end-of-the-year student survey revealed that students perceive our staff as friendly, which is a testament to the welcoming and supportive environment we strive to create. Additionally, students recognize that our staff maintains high expectations, pushing them to achieve their best, and they appreciate the hard work our educators put in to ensure their success.

However, the survey also highlighted areas for improvement. Students feel that communication from teachers could be enhanced, suggesting a need for more consistent and clear interactions regarding academic progress and expectations. Furthermore, feedback indicated that the district website requires improvement, pointing to a need for a more user-friendly and informative online resource for students and parents alike.

Our end-of-the-year parent survey revealed that parents appreciate the high standards our teachers set for students, recognizing the dedication and commitment our educators have toward ensuring student success. It is gratifying to know that parents feel their children's needs are being met, which is a testament to the hard work and dedication of our teaching staff.

However, the survey also highlighted areas where we need to improve. Parents expressed concerns about the lack of communication from both teachers and the school, indicating a need for better information dissemination. Additionally, there is a clear gap in parents' understanding of high school topics and processes, which suggests that we need to provide more resources and guidance in this area. Furthermore, parents indicated that they are unaware of the tutoring options available, pointing to a need for better communication and promotion of these support services.

Perceptions Strengths

Parents and students believe that our staff establishes high expectations for the students and genuinely cares about them.

Our students feel safe while at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 70% of the parents reported timely and helpful communication from the teachers and campus.   **Root Cause:** There is not one place to go and get all the information. Our district webpage needs to be redone. Game times often are changed with short notice.

Problem Statement 2 (Prioritized): Students do not feel like our safety drills cover all possible locations where they may be when an event happens.   **Root Cause:** Not conducting drills at various times of the day.

Priority Problem Statements

Problem Statement 1: Our teachers and EB parents need more support.
Root Cause 1: Our EB population is growing, especially with students new to the States
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Our attendance rate was 94.4%, which is below our goal of 97%.
Root Cause 2: Chronic absenteeism increased.
Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Our CCMR graduation rate from 2021-22 was 72%.
Root Cause 3: There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.
Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: At the "masters" performance level on the EOC tests, we were at or below the state level.
Root Cause 4: We have not been focusing on this specific subgroup for improvement.
Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: 70% of the parents reported timely and helpful communication from the teachers and campus.
Root Cause 5: There is not one place to go and get all the information. Our district webpage needs to be redone. Game times often are changed with short notice.
Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Students do not feel like our safety drills cover all possible locations where they may be when an event happens.
Root Cause 6: Not conducting drills at various times of the day.
Problem Statement 6 Areas: School Processes & Programs - 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 94.4% to 97% by May 2025.

    Evaluation Data Sources: Attendance reports; Resources used to educate parents; Incentive program reports

Strategy 1 Details		Reviews			
Strategy 1: Implement an attendance tracking system to identify students with chronic absenteeism and provide timely interventions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Chronic absenteeism will decrease **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Attendance Secretary **Problem Statements:** Demographics 2 - School Processes & Programs 1		**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Engage parents and guardians through regular communication about the importance of attendance and provide resources to help them support their child's attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will increase **Staff Responsible for Monitoring:** Principal, Assistant Principal, Director of Student Services **Problem Statements:** Demographics 2 - School Processes & Programs 1		**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Organize quarterly attendance recognition events to celebrate students with perfect or improved attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will increase **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Secretary **Problem Statements:** Demographics 2 - School Processes & Programs 1		**Nov**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our attendance rate was 94.4%, which is below our goal of 97%.   **Root Cause**: Chronic absenteeism increased.

School Processes & Programs
Problem Statement 1: Our attendance rate was 94.4%, which is below our goal of 97%.   **Root Cause**: Chronic absenteeism increased.

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

Performance Objective 2: By May 2025, 60% of the graduates will achieve CCMR through dual credit classes.

HB3 Goal

Evaluation Data Sources: CCMR local data tracker, Transcripts, Class enrollments

Strategy 1 Details			Reviews			
Strategy 1: Expand early dual credit course offerings by partnering with local community colleges to provide more options for students.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: More students will graduate with dual credit
    Staff Responsible for Monitoring: Principal, Counselor
 	
    Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4						

0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Our CCMR graduation rate from 2021-22 was 72%. **Root Cause**: There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

Student Learning
Problem Statement 2: Our CCMR graduation rate from 2021-22 was 72%. **Root Cause**: There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

School Processes & Programs
Problem Statement 4: Our CCMR graduation rate from 2021-22 was 72%. **Root Cause**: There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

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

Performance Objective 3: By May 2025, 60% of the graduates will achieve CCMR through their TSIA2 scores.

HB3 Goal

Evaluation Data Sources: CCMR local data tracker, Test results

Strategy 1 Details	Reviews			
Strategy 1: Incorporate TSIA2 test practice into individual students' schedules to familiarize students with the test format and question types.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: More students will pass the TSIA2 test **Staff Responsible for Monitoring:** Principal, Conselor **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 4				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Our CCMR graduation rate from 2021-22 was 72%.   **Root Cause**: There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

Student Learning
Problem Statement 2: Our CCMR graduation rate from 2021-22 was 72%.   **Root Cause**: There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

School Processes & Programs
Problem Statement 4: Our CCMR graduation rate from 2021-22 was 72%.   **Root Cause**: There are limited opportunities for dual credit, and students are struggling with the TSIA2 test.

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

Performance Objective 4: By May 2025, 30% of students will achieve the "masters" performance level on the EOC tests.

    Evaluation Data Sources: EOC scores

Strategy 1 Details	Reviews			
Strategy 1: Identify students who are close to achieving the "masters" performance level and provide targeted instruction focusing on their specific gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The number of students receiving "masters" on their EOC will increase **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **Problem Statements:** Student Learning 3 - School Processes & Programs 3	**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: At the "masters" performance level on the EOC tests, we were at or below the state level. **Root Cause**: We have not been focusing on this specific subgroup for improvement.

School Processes & Programs
Problem Statement 3: At the "masters" performance level on the EOC tests, we were at or below the state level. **Root Cause**: We have not been focusing on this specific subgroup for improvement.

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

Performance Objective 1: By May 2025, all students and staff will be familiar with safety procedures in various locations within the school.

    Evaluation Data Sources: End-of-the-year survey, Drill log, Safety procedure guides

Strategy 1 Details		Reviews			
Strategy 1: Conduct classroom or school-wide discussions and Q&A sessions about safety procedures using different scenarios to ensure students feel confident about how to respond in an emergency.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Students will be more confident about what to do in an emergency
     Staff Responsible for Monitoring: Principal, Safety Coordinator, Teachers
 	
     Problem Statements: School Processes & Programs 6 - Perceptions 2
		Nov	**Feb**	**Apr**	**June**

Strategy 2 Details		**Reviews**			
Strategy 2: Conduct walkthroughs and drills using the Raptor app with students and staff to review safety procedures at various locations and times, ensuring everyone knows the protocols.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Students will be more confident about what to do in an emergency
     Staff Responsible for Monitoring: Principal, Safety Coordinator, Teachers
 	
     Problem Statements: School Processes & Programs 6 - Perceptions 2
		Nov	**Feb**	**Apr**	**June**

0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: Students do not feel like our safety drills cover all possible locations where they may be when an event happens. **Root Cause**: Not conducting drills at various times of the day.
Perceptions
Problem Statement 2: Students do not feel like our safety drills cover all possible locations where they may be when an event happens. **Root Cause**: Not conducting drills at various times of the day.

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

Performance Objective 2: By May 2025, high school students will receive education on various social and emotional learning (SEL) topics at least once a month.

    Evaluation Data Sources: Calendar of topics, SEL lessons

Strategy 1 Details	Reviews			
Strategy 1: High school students will research topics and create presentations, announcements, one-pagers, etc. to present to their peers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will gain information and resources on various SEL topics	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, Teachers				
Strategy 2 Details	Reviews			
Strategy 2: The Athletic Director will present SEL lessons to athletes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will gain information and resources on various SEL topics	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, Athletic Director				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: By May 2025, 75% of high 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 surveys, Fliers

Strategy 1 Details		Reviews		
Strategy 1: Send out invitations to parents and advertise the events on social media and our district website.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Parents will attend events		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers; Principals; Director of Student Services; Technology Director					
Strategy 2 Details		**Reviews**		
Strategy 2: Provide trainings on topics that parents suggested in our end-of-the-year survey.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Parents will attend events		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Student Services					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: By May 2025, at least 93% of high school parents will strongly agree or agree on the end-of-the-year survey that communication with teachers and the campus was timely and helpful.

    Evaluation Data Sources: End-of-the-year survey, Newsletters, Communication logs, Social media posts

Strategy 1 Details		Reviews			

Strategy 1: Utilize our updated website to ensure all school-related information, including announcements, schedules, and updates, is easily accessible to parents.
    Strategy's Expected Result/Impact: Provide a location where all information can be found
    Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Director of Student Services, Technology Director
 	
    Problem Statements: School Processes & Programs 5 - Perceptions 1
		Formative			**Summative**

		Nov	**Feb**	**Apr**	**June**
Strategy 2 Details		Reviews			

Strategy 2: Establish a communication plan to coordinate the timing and content of messages from the district, campus, and teachers.
    Strategy's Expected Result/Impact: Parents will not feel overwhelmed with too much information at once
    Staff Responsible for Monitoring: Principals, Teachers, Technology Director
		Formative			**Summative**

		Nov	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: 70% of the parents reported timely and helpful communication from the teachers and campus. **Root Cause**: There is not one place to go and get all the information. Our district webpage needs to be redone. Game times often are changed with short notice.

Perceptions
Problem Statement 1: 70% of the parents reported timely and helpful communication from the teachers and campus. **Root Cause**: There is not one place to go and get all the information. Our district webpage needs to be redone. Game times often are changed with short notice.

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			
Strategy 1: 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.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will have a resource to use when they have questions about special programs. **Staff Responsible for Monitoring:** Director of Student Services							
Strategy 2 Details				**Reviews**			
Strategy 2: 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.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will have a resource to use when they have questions about special programs. **Staff Responsible for Monitoring:** Director of Student Services							
Strategy 3 Details				**Reviews**			
Strategy 3: Have individualized meetings, newsletters, or emails for parents of students being served in special programs				**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be better informed about the special program				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Student Services, Special Programs Coordinators and Teachers							
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

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-the-year survey, Professional development logs/opportunities, Resource list

Strategy 1 Details				Reviews			
Strategy 1: Provide teachers with access to resources and materials specifically designed for EB students, such as Summit K12, Non-Visual Glossary, and translators.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will have more resources to use when teaching EB students
    Staff Responsible for Monitoring: Director of Student Services, Teachers
 	
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2							

Strategy 2 Details				Reviews			
Strategy 2: Offer professional development that addresses educating EB students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have more resources to use when teaching EB students				**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Student Services, Principal, Teachers **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2							

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

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

School Processes & Programs
Problem Statement 2: Our teachers and EB parents need more support.   **Root Cause**: Our EB population is growing, especially with students new to the States

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, 85% of EB parents will engage in EB programs and support offered.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct, at minimum, 3 EB parent nights to discuss parent, family, and community engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be better informed about their child's education and the services/ programs that are available to students and families.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Student Services				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Send out a quarterly newsletter to EB parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be better informed about their child's education and the services/ programs that are available to students and families.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Director of Student Services				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

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

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

School Processes & Programs
Problem Statement 2: Our teachers and EB parents need more support.   **Root Cause**: Our EB population is growing, especially with students new to the States

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:

Title	Person Responsible	Review Date	Addressed By	Addressed On
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