

Holland Independent School District
Holland Middle School
2024-2025 Campus Improvement Plan

Accountability Rating: A



Mission Statement

The Holland Independent School District, in partnership with parents and the 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.

Core Beliefs

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

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	11
School Processes & Programs	17
Perceptions	19
Priority Problem Statements	21
Comprehensive Needs Assessment Data Documentation	22
Goals	24
Goal 1: Maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.	24
Goal 2: Ensure a safe and supportive environment conducive to teaching and learning for all students and staff.	27

Goal 3: Engage parents, families, and community members in Holland ISD's events, programs, and students' learning. 28

Goal 4: Engage in transparent, timely communication with all stakeholders to build positive, supportive relationships. 29

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. 31

Policies, Procedures, and Requirements 37

Comprehensive Needs Assessment

Revised/Approved: August 12, 2024

Demographics

Demographics Summary

Holland Middle School is a 6th - 8th grade campus that currently serves approximately 150 students in the rural community of Holland, Texas.

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

Student Demographics

In the 2023-24 school year, Holland Middle School had an enrollment of approximately 145 students, compared to 131 students in the 2022-23 school year.

Below is a breakdown of student enrollment, student ethnicity, and special programs at HMS 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
Total Students	131	100.0%	634	5,504,150	131	100.0%	634	5,518,432
Grade 6	46	35.1%	7.3%	7.3%	46	35.1%	7.3%	7.2%
Grade 7	46	35.1%	7.3%	7.4%	46	35.1%	7.3%	7.4%
Grade 8	39	29.8%	6.2%	7.7%	39	29.8%	6.2%	7.7%

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Ethnic Distribution:								
African American	0	0.0%	2.4%	12.8%	0	0.0%	2.4%	12.8%
Hispanic	37	28.2%	26.8%	53.0%	37	28.2%	26.8%	52.9%
White	89	67.9%	67.8%	25.6%	89	67.9%	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	5	3.8%	3.0%	3.0%	5	3.8%	3.0%	3.0%
Sex:								
Female	61	46.6%	47.3%	48.8%	61	46.6%	47.3%	48.8%
Male	70	53.4%	52.7%	51.2%	70	53.4%	52.7%	51.2%
Economically Disadvantaged	50	38.2%	41.2%	62.1%	50	38.2%	41.2%	62.0%
Non-Educationally Disadvantaged	81	61.8%	58.8%	37.9%	81	61.8%	58.8%	38.0%
Section 504 Students	24	18.3%	12.8%	7.4%	24	18.3%	12.8%	7.4%
EB Students/EL	2	1.5%	3.3%	23.1%	2	1.5%	3.3%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.7%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	14	10.7%	8.7%	5.5%	14	10.7%	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	131	100.0%	70.2%	64.6%	131	100.0%	70.2%	64.6%
Military Connected	1	0.8%	1.6%	3.6%	1	0.8%	1.6%	3.6%
At-Risk	27	20.6%	32.2%	53.3%	27	20.6%	32.2%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	2	1.5%	3.3%	23.2%	2	1.5%	3.3%	23.2%
Career and Technical Education	37	28.2%	31.9%	26.5%	37	28.2%	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	15	11.5%	7.1%	8.2%	15	11.5%	7.1%	8.2%
Special Education	14	10.7%	13.4%	12.6%	14	10.7%	13.4%	12.7%
Mobility (2021-22):								
Total Mobile Students	11	7.7%	8.3%	16.8%				
By Ethnicity:								
African American	2	1.4%	0.3%	3.3%				
Hispanic	6	4.2%	2.9%	8.7%				
White	2	1.4%	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	1	0.7%	0.2%	0.6%				
Count and Percent of Special Ed Students who are Mobile	2	10.0%	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	12.5%	11.5%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	14	15.6%	13.6%	18.1%				

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

	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%	94.8%	*	94.9%	94.9%	*	-	-	95.1%	96.0%	93.4%	*
2020-21	95.0%	96.0%	96.4%	*	97.2%	96.2%	-	-	-	96.3%	97.4%	95.7%	*
Chronic Absenteeism													
2021-22	25.7%	15.1%	14.1%	*	22.2%	11.5%	*	-	-	0.0%	5.0%	23.3%	*
2020-21	15.0%	10.1%	10.3%	*	3.0%	13.5%	-	-	-	0.0%	0.0%	15.5%	*
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
2020-21	0.9%	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 -----		District	State
	Count/Average	Percent		
Total Staff	16.8	100.0%	100.0%	100.0%
Professional Staff:	14.8	88.1%	60.8%	64.1%
Teachers	14.4	86.0%	53.6%	48.7%
Professional Support	0.0	0.0%	4.1%	10.9%
Campus Administration (School Leadership)	0.4	2.1%	1.9%	3.3%
Educational Aides:	2.0	11.9%	12.1%	11.3%
Total Minority Staff:	2.0	11.9%	21.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	2.0	13.9%	10.6%	29.6%
White	12.4	86.1%	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	4.9	34.2%	21.2%	24.4%
Females	9.5	65.8%	78.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	11.9	82.7%	88.8%	72.2%
Masters	2.5	17.3%	9.7%	25.0%
Doctorate	0.0	0.0%	1.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.0%	9.7%
1-5 Years Experience	1.0	6.9%	9.1%	26.3%
6-10 Years Experience	4.4	30.7%	30.3%	20.5%
11-20 Years Experience	5.0	34.6%	30.5%	27.2%
21-30 Years Experience	3.7	25.8%	21.2%	13.3%
Over 30 Years Experience	0.3	1.9%	8.9%	2.9%

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	9.1	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 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.
3. Our school has a student-to-teacher ratio of 9.1, which is significantly lower than the state average of 14.8. This allows our educators to provide more personalized attention and tailored instruction to each student, fostering a more supportive and effective learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance rate is under 97%. **Root Cause:** Chronic absenteeism is increasing in a small number of students.

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 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

	2024 STAAR/EOC Scores			
	Did Not Meet	Approaches	Meets	Masters
6th Grade Reading	18%	82%	61%	22%
State Avg	25%	75%	55%	25%
7th Grade Reading	9%	91%	71%	30%
State Avg	28%	72%	52%	28%
8th Grade Reading	13%	87%	64%	28%
State Avg	21%	79%	54%	28%
6th Grade Math	8%	92%	56%	20%
State Avg	30%	70%	37%	13%
7th Grade Math	22%	78%	56%	26%
State Avg	47%	53%	32%	10%
8th Grade Math	9%	91%	71%	31%
State Avg	30%	70%	40%	15%
8th Grade Science	7%	93%	81%	35%
State Avg	32%	68%	42%	16%
8th Grade Social Studies	20%	80%	50%	24%
State Avg	43%	57%	31%	16%

2021-2022 & 2022-2023 STAAR 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	87%	87%	-	91%	86%	-	-	-	-	*	*	86%	90%	86%	-
	2022	70%	81%	81%	-	77%	83%	-	-	-	-	43%	-	86%	57%	71%	-
At Meets Grade Level or Above	2023	52%	59%	59%	-	55%	60%	-	-	-	-	*	*	58%	60%	57%	-
	2022	43%	53%	52%	-	38%	59%	-	-	-	-	0%	-	51%	57%	43%	-
At Masters Grade Level	2023	22%	24%	24%	-	27%	23%	-	-	-	-	*	*	22%	30%	7%	-
	2022	23%	33%	33%	-	15%	41%	-	-	-	-	0%	-	34%	29%	21%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	98%	98%	-	100%	97%	-	-	-	-	*	*	100%	90%	100%	-
	2022	73%	95%	95%	-	92%	97%	-	-	-	-	71%	-	97%	86%	86%	-
At Meets Grade Level or Above	2023	40%	70%	70%	-	55%	74%	-	-	-	-	*	*	69%	70%	50%	-
	2022	39%	74%	74%	-	69%	76%	-	-	-	-	29%	-	74%	71%	57%	-
At Masters Grade Level	2023	16%	26%	26%	-	18%	29%	-	-	-	-	*	*	25%	30%	0%	-
	2022	16%	28%	29%	-	15%	34%	-	-	-	-	0%	-	29%	29%	21%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	87%	87%	-	75%	93%	-	-	-	-	57%	*	89%	80%	85%	-
	2022	80%	93%	93%	-	89%	93%	-	-	-	*	83%	-	97%	82%	84%	*
At Meets Grade Level or Above	2023	55%	67%	67%	-	56%	73%	-	-	-	-	29%	*	67%	70%	50%	-
	2022	56%	60%	60%	-	44%	66%	-	-	-	*	0%	-	65%	45%	42%	*
At Masters Grade Level	2023	27%	22%	22%	-	19%	23%	-	-	-	-	0%	*	28%	0%	15%	-
	2022	37%	50%	50%	-	44%	55%	-	-	-	*	0%	-	55%	36%	32%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	89%	89%	-	81%	93%	-	-	-	-	57%	*	89%	90%	75%	-
	2022	61%	88%	88%	-	75%	90%	-	-	-	*	50%	-	91%	80%	89%	*
At Meets Grade Level or Above	2023	37%	67%	67%	-	56%	73%	-	-	-	-	43%	*	69%	60%	55%	-
	2022	31%	30%	30%	-	38%	29%	-	-	-	*	0%	-	30%	30%	33%	*
At Masters Grade Level	2023	11%	28%	28%	-	31%	27%	-	-	-	-	29%	*	31%	20%	20%	-
	2022	13%	3%	3%	-	0%	0%	-	-	-	*	0%	-	0%	10%	0%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	92%	92%	-	78%	96%	-	-	-	*	60%	-	92%	92%	86%	*
	2022	83%	91%	91%	-	57%	100%	-	-	-	*	*	-	91%	92%	81%	*
At Meets Grade Level or Above	2023	58%	62%	62%	-	44%	71%	-	-	-	*	0%	-	68%	50%	57%	*
	2022	58%	71%	71%	-	57%	78%	-	-	-	*	*	-	70%	75%	62%	*
At Masters Grade Level	2023	28%	24%	24%	-	11%	29%	-	-	-	*	0%	-	20%	33%	14%	*
	2022	37%	42%	42%	-	43%	44%	-	-	-	*	*	-	36%	58%	24%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	90%	90%	-	100%	83%	-	-	-	*	60%	-	95%	80%	100%	*

At Approaches Grade Level or Above																		
	2022	71%	89%	89%	-	71%	97%	-	-	-	*	*	-	88%	91%	80%	*	
At Meets Grade Level or Above	2023	46%	53%	53%	-	38%	61%	-	-	-	*	20%	-	55%	50%	46%	*	
	2022	40%	75%	75%	-	71%	80%	-	-	-	*	*	-	76%	73%	60%	*	
At Masters Grade Level	2023	17%	20%	20%	-	25%	17%	-	-	-	*	0%	-	15%	30%	15%	*	
	2022	14%	39%	39%	-	14%	46%	-	-	-	*	*	-	30%	64%	30%	*	
Grade 8 Science																		
At Approaches Grade Level or Above	2023	74%	92%	92%	-	100%	88%	-	-	-	*	60%	-	96%	83%	100%	*	
	2022	74%	93%	93%	-	71%	100%	-	-	-	*	*	-	94%	92%	86%	*	
At Meets Grade Level or Above	2023	47%	62%	62%	-	67%	67%	-	-	-	*	20%	-	60%	67%	50%	*	
	2022	45%	84%	84%	-	57%	94%	-	-	-	*	*	-	85%	83%	76%	*	
At Masters Grade Level	2023	17%	27%	27%	-	22%	29%	-	-	-	*	0%	-	16%	50%	29%	*	
	2022	24%	56%	56%	-	0%	69%	-	-	-	*	*	-	55%	58%	48%	*	
Grade 8 Social Studies																		
At Approaches Grade Level or Above	2023	62%	78%	78%	-	100%	75%	-	-	-	*	40%	-	76%	83%	86%	*	
	2022	61%	82%	82%	-	57%	89%	-	-	-	*	*	-	79%	92%	71%	*	
At Meets Grade Level or Above	2023	33%	41%	41%	-	33%	50%	-	-	-	*	0%	-	44%	33%	29%	*	
	2022	31%	44%	44%	-	29%	50%	-	-	-	*	*	-	45%	42%	29%	*	
At Masters Grade Level	2023	16%	16%	16%	-	0%	25%	-	-	-	*	0%	-	12%	25%	7%	*	
	2022	18%	31%	31%	-	0%	39%	-	-	-	*	*	-	30%	33%	24%	*	

STAAR 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	48%	48%	-	36%	52%	-	-	-	-	*	*	46%	56%	43%	-
Grade 6 Mathematics	2023	54%	68%	68%	-	50%	74%	-	-	-	-	*	*	67%	75%	36%	-
Grade 7 ELA/Reading	2023	71%	65%	65%	-	63%	67%	-	-	-	-	57%	*	64%	70%	55%	-
Grade 7 Mathematics	2023	56%	74%	74%	-	78%	72%	-	-	-	-	64%	*	74%	75%	60%	-
Grade 8 ELA/Reading	2023	63%	40%	40%	-	22%	48%	-	-	-	*	40%	-	36%	50%	19%	*
Grade 8 Mathematics	2023	74%	86%	86%	-	88%	85%	-	-	-	*	70%	-	90%	78%	88%	*
End of Course Algebra I	2023	76%	89%	71%	-	*	67%	-	-	-	-	-	-	80%	*	*	-
All Grades Both Subjects	2023	64%	71%	63%	-	58%	65%	-	-	-	63%	58%	8%	62%	66%	50%	*
All Grades ELA/Reading	2023	63%	65%	52%	-	44%	56%	-	-	-	*	54%	*	50%	59%	41%	*
All Grades Mathematics	2023	66%	78%	75%	-	72%	75%	-	-	-	*	62%	*	75%	74%	59%	*

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)
6th Grade Reading	Eco. Dis. - Yes	29% (33%)	71% (67%)	43% (43%)	24% (15%)	SpEd - Yes	27% (61%)	73% (39%)	0% (18%)	0% (5%)
	Eco. Dis. - No	10% (12%)	90% (88%)	72% (73%)	21% (40%)	SpEd. - No	15% (19%)	85% (81%)	77% (61%)	28% (28%)
7th Grade Reading	Eco. Dis. - Yes	21% (37%)	79% (63%)	64% (40%)	29% (17%)	SpEd - Yes				
	Eco. Dis. - No	3% (14%)	97% (86%)	75% (71%)	31% (45%)	SpEd. - No				
8th Grade Reading	Eco. Dis. - Yes	11% (28%)	89% (72%)	56% (43%)	28% (17%)	SpEd - Yes	50% (57%)	50% (43%)	33% (16%)	0% (5%)
	Eco. Dis. - No	14% (11%)	86% (89%)	69% (72%)	28% (45%)	SpEd. - No	7% (16%)	93% (84%)	68% (60%)	32% (32%)
6th Grade Math	Eco. Dis. - Yes	10% (39%)	90% (61%)	55% (26%)	15% (6%)	SpEd - Yes	9% (61%)	91% (39%)	18% (11%)	9% (3%)
	Eco. Dis. - No	7% (17%)	93% (83%)	55% (55%)	24% (24%)	SpEd. - No	8% (25%)	92% (75%)	66% (42%)	24% (15%)
7th Grade Math	Eco. Dis. - Yes	14% (56%)	86% (44%)	50% (23%)	21% (5%)	SpEd - Yes				
	Eco. Dis. - No	25% (30%)	75% (70%)	59% (49%)	28% (19%)	SpEd. - No				
8th Grade Math	Eco. Dis. - Yes	8% (37%)	92% (63%)	69% (31%)	31% (8%)	SpEd - Yes	40% (60%)	60% (40%)	40% (14%)	20% (3%)
	Eco. Dis. - No	9% (19%)	91% (81%)	73% (56%)	32% (25%)	SpEd. - No	3% (25%)	97% (75%)	77% (45%)	33% (17%)
8th Grade Science	Eco. Dis. - Yes	6% (42%)	94% (58%)	76% (29%)	35% (8%)	SpEd - Yes	40% (67%)	60% (33%)	40% (12%)	0% (3%)
	Eco. Dis. - No	7% (17%)	93% (83%)	83% (61%)	34% (28%)	SpEd. - No	2% (27%)	98% (73%)	85% (46%)	39% (18%)
8th Grade SS	Eco. Dis. - Yes	24% (54%)	76% (46%)	47% (19%)	24% (8%)	SpEd - Yes	60% (75%)	40% (25%)	20% (9%)	0% (4%)
	Eco. Dis. - No	17% (25%)	83% (75%)	52% (48%)	24% (28%)	SpEd. - No	15% (38%)	85% (62%)	54% (34%)	27% (18%)

2023-2024 TELPAS Data on Composite Scores

No middle school students were exited from ESL.

Beginning	Intermediate	Advanced	Advanced High
1	2	1	0

Average Class Sizes from 2022-2023 TAPR

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	14.7	18.7
Grade 1	-	13.6	19.1
Grade 2	-	15.3	19.1
Grade 3	-	15.3	19.3
Grade 4	-	14.3	19.4
Grade 5	-	17.8	20.8
Grade 6	13.2	13.2	19.2
Secondary:			
English/Language Arts	12.8	7.7	16.2
Foreign Languages	-	11.9	18.8
Mathematics	12.3	10.2	17.5
Science	14.0	10.1	18.5
Social Studies	14.0	10.2	18.9

Retention Rates from 2022-2023 TAPR

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.0%	1.5%	-	0.0%	4.5%
Grade 1	-	2.6%	2.5%	-	16.7%	3.6%
Grade 2	-	2.9%	1.6%	-	0.0%	2.0%
Grade 3	-	0.0%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	1.9%	8.7%	-	0.0%	12.6%

Student Learning Strengths

In the 24 STAAR passing categories (8 tests x 3 passing levels), Holland Middle School exceeded the state average by 20% or more in 8 categories and by 10-19% in 8 categories.

Our school takes pride in maintaining class sizes that are below the state average, with an average of 12 to 14 students per class. This allows our educators to provide more personalized attention to each student, fostering a supportive and engaging learning environment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our subgroups have not reached our target of 90% at the approaching level, 60% at the meets level, and 30% at the masters level on the STAAR tests. **Root Cause:** We have not been focusing on these specific subgroups for improvement.

Problem Statement 2 (Prioritized): Parents indicated they did not have sufficient information about our special programs or how their child is being served. **Root Cause:** Information is not easily available to parents. We have few meetings dedicated to our special programs' parents.

Problem Statement 3 (Prioritized): 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

School Processes & Programs Summary

Holland Middle School prioritizes the 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 reading intervention, 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.

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 for students. This initiative supports digital literacy and prepares our students for the future.

As part of our commitment to maintaining effective communication and organization, all administrators in the district convene weekly 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.

The middle school principal keeps her staff well informed by sending out weekly newsletters and holding a monthly in-person meeting. The newsletters provide important updates, highlight achievements, and share relevant information to support our educators in their roles.

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

Holland Middle School is proud to offer a wide range of extra-curricular activities to our students. These include football, volleyball, track, cross country, basketball, student council, academic UIL, FFA, and NJHS. These programs provide students with opportunities to develop their skills, pursue their interests, and engage in meaningful experiences outside the classroom.

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.

At our middle school, students are organized into five distinct teams that participate in an engaging and competitive event known as the "Hornet Games." This initiative is designed to foster a sense of community and healthy competition among students. Points are awarded to teams based on a variety of criteria, including exemplary behavior, consistent attendance, and academic performance. At the conclusion of each quarter, the team that has accumulated the highest number of points is recognized and rewarded for their collective efforts. This system not only motivates students to excel in multiple areas but also encourages teamwork and school spirit.

Our teachers input their grades into our teacher grade book portal. This system allows parents to log in to their own parent portal, where they can conveniently view their child's grades and set personalized alerts to receive notifications about their child's academic progress. This seamless integration of technology fosters transparent communication and active parental involvement in their child's education.

School Processes & Programs Strengths

We have a strong MTSS in place to ensure that students receive the help they need.

We strive to protect valuable instructional time by meticulously planning and organizing events in a manner that minimizes disruption to the academic schedule.

At our school, we place a strong emphasis on motivating and rewarding our students for both good behavior and academic performance. By recognizing and celebrating their achievements, we foster a positive learning environment that encourages students to strive for excellence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 68% of the parents reported timely and helpful communication from teachers, while 86% reported the same from the office. **Root Cause:** Teachers use paper grade books to record grades before entering them into the computer. This means that teachers only input grades into the computer every few weeks instead of weekly, which delays parent notification. Additionally, late and missing work from students can also contribute to the delay in the grading process.

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.

Problem Statement 3 (Prioritized): Parents indicated they did not have sufficient information about our special programs or how their child is being served. **Root Cause:** Information is not easily available to parents. We have few meetings dedicated to our special programs' parents.

Problem Statement 4 (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 5 (Prioritized): Our attendance rate is under 97%. **Root Cause:** Chronic absenteeism is increasing in a small number of students.

Perceptions

Perceptions Summary

The results of our recent student survey are highly encouraging, with over 85% of our students reporting that they feel safe within the school environment. This sense of security is fundamental to their ability to learn and thrive. Additionally, an overwhelming majority of students feel that our staff genuinely cares about their well-being, which is a testament to the dedication and compassion of our educators and support personnel. Furthermore, it is heartening to note that students have identified at least one adult in the school with whom they feel comfortable discussing their problems and struggles. This indicates that our efforts to build strong, supportive relationships are making a significant impact on our students' lives.

The results of the end-of-year student survey indicate that our students feel less confident about the effectiveness of our safety drills in preparing them for emergencies. This feedback suggests a need to review and possibly enhance our current safety protocols and drill procedures to ensure that students feel adequately prepared and secure. Additionally, the survey highlights a gap in student awareness regarding the counseling options available to them. It is imperative that we improve our communication strategies to ensure that all students are well-informed about the mental health resources and support services we offer.

Reflecting on the end-of-year student survey, it is heartening to note that at least 90% of our students perceive our teachers as friendly and courteous. This positive feedback underscores the importance of fostering a welcoming and respectful classroom environment, which is essential for effective learning.

Additionally, students have highlighted that communication from teachers is both timely and helpful. This indicates that our efforts to maintain clear and consistent lines of communication are being recognized and appreciated, facilitating a more supportive educational experience.

Furthermore, the survey results show that teachers are setting high standards for their students. This commitment to academic excellence is crucial in preparing our students for future challenges and ensuring they reach their full potential.

Lastly, it is evident that our teachers are dedicated to helping students succeed, as reflected by the high percentage of students acknowledging their hard work. This dedication is a testament to the passion and commitment of our teaching staff, who go above and beyond to support student achievement.

Our end-of-year parent survey results indicate that over 85% of parents feel welcomed with a friendly greeting upon entering the school, and they find the communication from the office to be both timely and helpful. Additionally, parents recognize that our teachers set high expectations and are deeply committed to the success of their students.

However, the survey also highlighted some areas for improvement. There is a need to enhance teacher-parent communication to ensure that parents are more consistently informed about their child's progress and school activities. Furthermore, many parents are unaware of the tutoring options available to their children, indicating a gap in our communication about these resources. Lastly, there is a significant number of parents who do not fully understand the special programs their children are enrolled in, suggesting that we need to provide clearer and more comprehensive information about these programs.

Perceptions Strengths

Students feel safe, supported, and understand that the teachers have high expectations, yet are ready to assist them in achieving those expectations.

Parents feel welcomed, receive timely and helpful communication from the office, and are confident that teachers are working hard to bring out the best in their students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 68% of the parents reported timely and helpful communication from teachers, while 86% reported the same from the office. **Root Cause:** Teachers use paper grade books to record grades before entering them into the computer. This means that teachers only input grades into the computer every few weeks instead of weekly, which delays parent notification. Additionally, late and missing work from students can also contribute to the delay in the grading process.

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.

Problem Statement 3 (Prioritized): Parents indicated they did not have sufficient information about our special programs or how their child is being served. **Root Cause:** Information is not easily available to parents. We have few meetings dedicated to our special programs' parents.

Priority Problem Statements

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

Root Cause 1: Chronic absenteeism is increasing in a small number of students.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: 68% of the parents reported timely and helpful communication from teachers, while 86% reported the same from the office.

Root Cause 2: Teachers use paper grade books to record grades before entering them into the computer. This means that teachers only input grades into the computer every few weeks instead of weekly, which delays parent notification. Additionally, late and missing work from students can also contribute to the delay in the grading process.

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Students do not feel like our safety drills cover all possible locations where they may be when an event happens.

Root Cause 3: Not conducting drills at various times of the day.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: Parents indicated they did not have sufficient information about our special programs or how their child is being served.

Root Cause 4: Information is not easily available to parents. We have few meetings dedicated to our special programs' parents.

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Our subgroups have not reached our target of 90% at the approaching level, 60% at the meets level, and 30% at the masters level on the STAAR tests.

Root Cause 5: We have not been focusing on these specific subgroups for improvement.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our teachers and EB parents need more support.

Root Cause 6: Our EB population is growing, especially with students new to the States.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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 94.8% to 97% by May 2025.

Evaluation Data Sources: Attendance reports; Incentive program reports; resources used concerning attendance

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus-wide attendance incentive program that rewards students for improved and perfect attendance. Strategy's Expected Result/Impact: Student attendance will improve Staff Responsible for Monitoring: Principal, Assistant Principal Problem Statements: Demographics 1 - School Processes & Programs 5	Formative			Summative
	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. Strategy's Expected Result/Impact: Student attendance will improve Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Student Services Problem Statements: Demographics 1 - School Processes & Programs 5	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our attendance rate is under 97%. Root Cause: Chronic absenteeism is increasing in a small number of students.
School Processes & Programs
Problem Statement 5: Our attendance rate is under 97%. Root Cause: Chronic absenteeism is increasing in a small number of students.

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

Performance Objective 2: Increase the percentage of students in subgroups reaching the approaches/meets/masters performance levels on the state assessment to 90%/60%/30% by May 2025.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Identify students in each subgroup who scored below the "approaches" performance level last year and provide targeted intervention sessions during designated times. Strategy's Expected Result/Impact: Students will meet the state's readiness standard by scoring "approaches" or better. Staff Responsible for Monitoring: Principal, Core Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Identify students in each subgroup whose performance level was "masters" or "meets" last year and provide targeted sessions during designated times. Strategy's Expected Result/Impact: Students will meet the state's readiness standard by scoring "masters." Staff Responsible for Monitoring: Principal, Core Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a data-driven instruction approach where teachers analyze subgroup performance after interims and adjust their instruction to provide additional support. Strategy's Expected Result/Impact: Students will show growth in their STAAR scores. Staff Responsible for Monitoring: Principal, Core Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Our subgroups have not reached our target of 90% at the approaching level, 60% at the meets level, and 30% at the masters level on the STAAR tests. **Root Cause:** We have not been focusing on these specific subgroups for improvement.

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

Performance Objective 1: Ensure all students and staff are familiar with safety procedures in various locations within the school.

Evaluation Data Sources: End-of-the-year surveys; drill log; safety procedure guides

Strategy 1 Details	Reviews			
Strategy 1: Conduct classroom or school-wide discussions and Q&A sessions about safety procedures in different locations, ensuring students understand what to do in each scenario. 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 2 - Perceptions 2	Formative			Summative
	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. Strategy's Expected Result/Impact: Students will be more confident about what to do in an emergency. Staff Responsible for Monitoring: Principal; Safety Coordinator	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
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.
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 3: Engage parents, families, and community members in Holland ISD's events, programs, and students' learning.

Performance Objective 1: By May 2025, 75% of middle school parents/guardians/family members will participate in at least one academic school-sponsored on-campus opportunity.

Evaluation Data Sources: Sign in sheets from Meet the Teacher, Parent Night, Teacher Conferences, 9th Grade Orientation

Strategy 1 Details	Reviews			
Strategy 1: Send out invitations to parents and advertise the events on social media and our district website. Strategy's Expected Result/Impact: Parents will attend events Staff Responsible for Monitoring: Teachers; Principals; Director of Student Services; Technology Director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide trainings on topics that parents suggested in our end-of-the-year survey. Strategy's Expected Result/Impact: Parents will attend events Staff Responsible for Monitoring: Director of Student Services	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 1: On the end-of-the-year survey, at least 93% of Middle School parents will strongly agree or agree that communication from the campus and teachers was timely and helpful.

Evaluation Data Sources: End-of-the-year survey; newsletters; communication logs; social media posts

Strategy 1 Details	Reviews			
Strategy 1: By May 2025, teachers will adhere to district policy about entering grades into the online gradebook. Strategy's Expected Result/Impact: Parents will receive regular updates on their child's academic performance. Staff Responsible for Monitoring: Principal; Teachers Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The middle school principal will send out a monthly newsletter to parents and guardians. Strategy's Expected Result/Impact: Parents feel informed about upcoming events, dates, and activities. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The middle school assistant principal will maintain social media platforms. Strategy's Expected Result/Impact: Parents feel informed about upcoming events, dates, and activities. Staff Responsible for Monitoring: Assistant Principal Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 68% of the parents reported timely and helpful communication from teachers, while 86% reported the same from the office. Root Cause: Teachers use paper grade books to record grades before entering them into the computer. This means that teachers only input grades into the computer every few weeks instead of weekly, which delays parent notification. Additionally, late and missing work from students can also contribute to the delay in the grading process.
Perceptions
Problem Statement 1: 68% of the parents reported timely and helpful communication from teachers, while 86% reported the same from the office. Root Cause: Teachers use paper grade books to record grades before entering them into the computer. This means that teachers only input grades into the computer every few weeks instead of weekly, which delays parent notification. Additionally, late and missing work from students can also contribute to the delay in the grading process.

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. 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 Special Programs Problem Statements: Student Learning 2 - School Processes & Programs 3 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
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. 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 Special Programs, Technology Director Problem Statements: Student Learning 2 - School Processes & Programs 3 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Parents indicated they did not have sufficient information about our special programs or how their child is being served. Root Cause: Information is not easily available to parents. We have few meetings dedicated to our special programs' parents.

School Processes & Programs
Problem Statement 3: Parents indicated they did not have sufficient information about our special programs or how their child is being served. Root Cause: Information is not easily available to parents. We have few meetings dedicated to our special programs' parents.
Perceptions
Problem Statement 3: Parents indicated they did not have sufficient information about our special programs or how their child is being served. Root Cause: Information is not easily available to parents. We have few meetings dedicated to our special programs' parents.

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			
Strategy 1: Provide teachers with access to resources and materials specifically designed for EB students, such as Summit K12, Non-Visual Glossary, and translators. Strategy's Expected Result/Impact: Teachers will have more resources to use when teaching EB students. Staff Responsible for Monitoring: Director of Student Services; Principal; Teachers Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Offer professional development that addresses educating EB students. Strategy's Expected Result/Impact: Teachers will have more resources to use when teaching EB students. Staff Responsible for Monitoring: Director of Student Services; Principal; Teachers Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
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.
Student Learning
Problem Statement 3: 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 4: 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, 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			
Strategy 1: Conduct, at minimum, 3 ESL parent nights to discuss parent, family, and community engagement. 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. Staff Responsible for Monitoring: Director of Student Services Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Send out a quarterly newsletter to EB parents. 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. Staff Responsible for Monitoring: Director of Student Services Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Performance Objective 3 Problem Statements:

Demographics
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.
Student Learning
Problem Statement 1: Our subgroups have not reached our target of 90% at the approaching level, 60% at the meets level, and 30% at the masters level on the STAAR tests. Root Cause: We have not been focusing on these specific subgroups for improvement.

Student Learning
Problem Statement 3: 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 4: 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