

# **DISTRICT IMPROVEMENT PLAN**

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

## **Mission Statement**

*The Holland Independent School District, in partnership with parents and community, will provide a quality education for all students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.*

## DISTRICT DECISION-MAKING COMMITTEE

### **Cindy Gunn, Chairperson**

Shane Downing-Elementary School Principal

Leah Smith-Middle School Principal

Britt Gordon-High School Principal

Melany Cearley- Counselor

Matt McMcray - High School Assistant Principal

Gracie Schlickeisen - Middle School Assistant Principa

Christy Hood-Primary Teacher

Lauren Patterson - Primary Teacher

Donna Lynn-Elementary Teacher

Vicki Malone-Elementary Teacher

Kelly Gordon-Middle School Teacher

Kelly Taisler-Middle School Teacher

Sharon Woodall-High School Teacher

Andrea Ruff-High School Teacher

### **PARENTS**

Randy Evans

Jill Marwitz

### **BUSINESS/COMMUNITY**

Megan Gersbach

Michael Kurtz

Doris Lange

## **COMPREHENSIVE NEEDS ASSESSMENT (TIA 12)**

Holland Independent School District conducted comprehensive needs assessment based on TAPR data such as End of Course Exams/STAAR performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregated STARR/End of Course Data by grade level, subject area, and categories.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). The elementary school is a Title I, Part A School wide campus based on 47% of low income student. The middle school is a Title I, Part A School wide campus based on the feeder pattern.

Surveys were disseminated to all faculty, staff and parents, including business and community representatives serving on the District and Campus Improvement Committees. District and campus improvement plans from the 2016-17 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2017-18 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

**Goal #1**

All student groups taking the STAAR reading, writing, math, science and social studies tests and the End of Course Exams will meet or exceed the state standard of 90% passing by the year 2018. All students will be college and career ready upon graduation.

**Goal #2**

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

| READING INITIATIVES  | PERSONS RESPONSIBLE              | RESOURCES   | FORMATIVE EVALUATIONS                                  | TIMELINES                                      | SUMMATIVE EVALUATIONS |
|--|----------------------------------|---|--|--|-----------------------|
| Disaggregate <b>STAAR Reading</b> objectives for regular and special education students (3-8) that focus on weaknesses as listed below: (TIA13)<br><br><b>(3rd-8th Grade)</b><br><b>English 1, 2, &amp; 3</b><br>Category 1: Understanding and Analysis Across Genres. ES (85%), MS (80%), HS (80%)<br>Category 2: Understanding and Analysis of Literary Texts. ES (80%), MS (80%), HS (80%)<br>Category 3: Understanding and Analysis of Informational Texts. ES (80%), MS (80%), HS (80%) | Classroom Teachers<br>Principals | Eduphoria Data<br>Summary Reports<br>Teachers<br>Target Reading<br>Istation<br>Countdown to STAAR<br><br>AR Assessment<br><br>Comprehension Tool Kit<br><br>Mentoring Minds | Lesson Plans<br>Benchmark Tests<br>TEKS Resource Tests | Weekly<br>June<br>November<br>January<br>March | STAAR Reading         |
| READING STRATEGIES   | PERSONS RESPONSIBLE              | RESOURCES   | FORMATIVE EVALUATIONS                                  | TIMELINES                                      | SUMMATIVE EVALUATIONS |
| <b>Implement the following initiatives/activities to address Reading weaknesses below 85% mastery: (TIA13)</b>   | Literacy Coordinator             |   |  |  | STAAR Reading         |
| * Guided Reading (Elementary)  | Classroom Teachers               | Title I, Part A Funds   |  |  |                       |
| Leveled Literacy Initiative<br>* I-Station   |                                  | Title VI Funds  | I-station Formative Reports                            | 6 Weeks  |                       |
| Comprehension Toolkit  | Classroom Teachers               | Local Funds   |  |  |                       |
| * Reading Recovery (Elementary)<br><br>* Focus on Non-Fiction (ES, MS & HS)<br>*IXL (MS)<br>Vocabulary Work  | Reading Recovery Teachers        | Title I, Part A Funds<br><br>Title II CSR Funds<br>SCE Funds \$15,513<br>FTE=0.5  | Running Records  | 6 Weeks  | ELA EOC               |
| * Literacy Groups (Elementary)   | RR Teachers                      | Title I, Part A Funds   | DRA  | 6 Weeks  |                       |
| * Accelerated Reader (ES)  |                                  | Title I, Part A Funds   | STAAR Report   | 6 Weeks  |                       |

| READING STRATEGIES   | PERSONS RESPONSIBLE               | RESOURCES                                     | FORMATIVE EVALUATIONS  | TIMELINES                  | SUMMATIVE EVALUATIONS              |
|--|-----------------------------------|---|--|----------------------------|------------------------------------|
| <ul style="list-style-type: none"> <li>* Writing Across the Curriculum</li> <li>* Accelerated Vocabulary Program (ES, MS)</li> </ul>   |                                   | SCE \$2,322                                   |  |                            |                                    |
| <ul style="list-style-type: none"> <li>* Critical Thinking Focus (HS, MS, ES)</li> </ul>   |                                   |   |  |                            | STAAR                              |
| <ul style="list-style-type: none"> <li>* Eduphoria &amp; ETS test bank</li> <li>* TEKS Resource System</li> </ul>  |                                   | Comprehension Tool                            |  |                            |                                    |
| <ul style="list-style-type: none"> <li>* Mentoring Minds (ES)</li> <li>* Gifted &amp; Talented Pull out Program</li> </ul>   | ACE Coordinator<br>Principals /AP | 21st Century Grant<br>Local Funds             | Lesson Plans   | 6 Weeks                    | Progress of student<br>Success-May |
| <ul style="list-style-type: none"> <li>* Dyslexia Services</li> <li>* GT Co-Op at ESC 12</li> </ul>  | Dyslexia Teachers                 | Local Funds<br>HS Allotment                   | DIPP Assessment<br>Student Reports<br>Woodcock, GORT                       | 6 Weeks                    | EOC                                |
| <p><b>Staff Development &amp; Follow-up (TIA15)</b></p> <ul style="list-style-type: none"> <li>* Leveled Literacy Initiative Training (ES)</li> <li>* Middle School Conference (MS)</li> <li>Google Classroom Training (ES,MS,HS)</li> <li>* Guided Reading Training (ES)</li> <li>*TCEA Conference</li> <li>*Benchmark Assessment System Training (ES)</li> </ul> | All Teachers                      | SCE Funds<br>\$1,250<br><br>Local/Title Funds | Staff Development<br>calendar<br>Agendas/Sign-in<br>sheets<br>Lesson Plans | August<br><br>As Scheduled |                                    |

| MATH INITIATIVES   | PERSONS RESPONSIBLE               | RESOURCES   | FORMATIVE EVALUATIONS               | TIMELINES   | SUMMATIVE EVALUATIONS |
|--|-----------------------------------|---|-------------------------------------|---|-----------------------|
| Disaggregate <b>STAAR Math</b> objectives for Regular & Special Ed Students (TIA13) <b>(3rd-6th Grade)</b><br>Category 1:<br>Numerical Representations & Relationships (80%) ES,<br>Category 2:<br>Computations & Algebraic Relationships (80%) ES & MS<br>Category 3:<br>Geometry & Measurements (80%) ES & MS<br>Category 4:<br>Data Analysis & Personal Finance Literacy (80%) ES & <b>(7th Grade)</b><br>Category 1: | Classroom Teachers and Principals | Grade-Level Summary Reports<br><br>Eduphoria Data<br><br>Teachers | Lesson Plans<br><br>Benchmark Tests | Weekly<br><br>September<br><br>November, January, | STAAR Math            |
| Probability & Numerical Representation (70%) MS  |                                   |   |                                     |   |                       |
| Category 2:<br>Computations & Algebraic Relationships (70%) MS<br>Category 3:<br>Geometry & Measurements (70%) MS<br>Category 4:<br>Data Analysis & Personal Finance Literacy (70%) MS<br><b>(8th Grade)</b>   |                                   |   |                                     |   |                       |
| Category 1:<br>Probability & Numerical Representation (75%) MS   | Classroom Teachers and Principals | Grade-Level Summary Reports                                       | Lesson Plans                        | Weekly  | STAAR Math            |
| Category 2:<br>Computations & Algebraic Relationships (75%) MS<br><br>Category 3:<br>Geometry & Measurements (70%) MS<br>Category 4:<br>Data Analysis & Personal Finance Literacy (70%) MS   |                                   | Eduphoria Data<br>Teachers  | Benchmark Tests                     | September<br>November, January,<br>March          |                       |

| <b>MATH INITIATIVES</b>   | <b>PERSONS</b>             | <b>RESOURCES</b>                        | <b>FORMATIVE</b>                    | <b>TIMELINES</b>                      | <b>SUMMATIVE</b>             |
|---|----------------------------|---|-------------------------------------|---------------------------------------|------------------------------|
| <p style="text-align: center;"><b>Algebra I</b></p> <p>Category 1:<br/>Number and Algebraic Methods (75%)</p> <p>Category 2:<br/>Describe and Graph Linear Functions. (75%)</p> <p>Category 3:<br/>Write and Solve Linear Functions (75%)</p> <p>Category 4:<br/>Quadratic Functions (75%)</p> <p>Category 5:<br/>Exponential Functions (80%)</p> |                            |   |                                     |                                       | EOC Math                     |
| <b>MATH STRATEGIES</b>  | <b>PERSONS</b>             | <b>RESOURCES</b>                        | <b>FORMATIVE</b>                    | <b>TIMELINES</b>                      | <b>SUMMATIVE</b>             |
| * Pearson Math (K-5)<br>* Houghton Mifflin Harcourt (MS)<br>* McGraw Hill (HS)<br>* TEKS Resource System (ES, MS, HS)   |                            | Local Funds                             | Benchmark Test                      | September, November<br>January, March | STARR & EOC Exams            |
| * Student Support/Inclusion (ES, MS, HS)  |                            | Local Funds                             | Mastery Charts                      | Daily                                 |                              |
| * Math Facts in a Flash(ES)   |                            | Local Funds<br>Special Ed. Funds        | Benchmark Test                      | September, November<br>January, March |                              |
| * Science Applications (ES, MS, HS)   |                            | Local Funds                             | Lesson Plans                        | Weekly                                |                              |
| * Differentiated Instructional Strategies (ES, MS, HS)  |                            |   | Lesson Plans<br>Principal Walk-     | Weekly & Daily                        |                              |
| * Lone Star Math (2-5)<br>* Mentoring Minds (ES) (ms)   |                            | Local Funds                             | Observations<br>Lesson Plans        | Daily<br>Weekly                       |                              |
| * STAAR Curriculum Support Materials (ES, MS, HS)<br>* After School Tutoring for At Risk (ES, MS, HS)   | Teachers                   | Local Funds<br>SCE Funds \$10,000       | Quizzes, Classwork,                 | Weekly                                |                              |
| * Math Improvements TEKS Reinforcement Class & Study Hall (HS) 2nd additional math class available  |                            | Supplies SCE Funds<br>\$10,000 FTE=0.21 | Classroom Portfolio<br>Lesson Plans | Weekly & 6 weeks                      |                              |
| * Benchmark testing   | Teachers & Principals      |   | Benchmark Test                      | Semester                              | STAAR, EOC, TAKS             |
| *Dream Box (ES, MS)   |                            | SCE Funds \$6,856                       | Progress Reports                    | 3 Weeks                               |                              |
| <b>MATH STRATEGIES</b>  | <b>PERSONS RESPONSIBLE</b> | <b>RESOURCES</b>                        | <b>FORMATIVE EVALUATIONS</b>        | <b>TIMELINES</b>                      | <b>SUMMATIVE EVALUATIONS</b> |

|   |                    |  |                               |              |                   |
|---|--------------------|--|-------------------------------|--------------|-------------------|
| *Prodigy (ES, MS)<br>*IXL Math (MS)   |                    | FTE=0.2<br>Title VI Funds              | Report Cards                  | 6 Weeks      |                   |
| *SAT Preparation (HS)   |                    | Local Funds                            | CAP Matrix                    | Daily        |                   |
| * Math Tutorials (ES, MS, HS)   | Classroom Teachers | SCE Funds \$3,000                      | Progress Reports              | 3 Weeks      |                   |
| * Graphing Calculator Applications<br>* Utilize TI 84C-Silver Calculators(8-12) |                    | Local Funds                            | Lesson Plans<br>Report Cards  | Daily        | STAAR Math        |
| RTI Intervention  | Principals         |  | TEMI, ESTAR,MSTAR             |              | TEMI, ESTAR,MSTAR |
| * Eye on Mastery (Alg) (MS, HS)   | Classroom Teachers | Local Funds                            |                               | Monthly      |                   |
| * Analysis of released STAAR test questions                                     | Classroom Teachers |  |                               | September    |                   |
| * Neo 2 (2nd-3rd)   |                    |  | Class Data                    | Daily        |                   |
| <b>Staff Development &amp; Follow-up (TIA15)</b>                                |                    | SCE Funds \$1,250<br>Local/Title Funds | Staff Development<br>Calendar | August       |                   |
| * Critical Thinking CAMT (ES, MS, HS)   |                    |  | Agendas/Sign-in<br>Sheets     | As Scheduled |                   |
| SAT and ACT Preperation   |                    |  | Agendas/Sign-in<br>Sheets     | As Scheduled |                   |
| IXL, APEX Training (MS)   |                    |  | Agendas/Sign-in<br>Sheets     | As Scheduled |                   |
| *Google Classroom, IPAD Apps  |                    | Local Funds                            |                               |              |                   |



| WRITING INITIATIVES  | PERSONS RESPONSIBLE            | RESOURCES                                 | FORMATIVE EVALUATIONS                      | TIMELINES                                 | SUMMATIVE EVALUATIONS                      |
|--|--------------------------------|---|--|---|--|
| <p>Disaggregate <b>STAAR Writing Objectives</b> : for <b>(4th &amp; 7th Grade)</b><br/>           Reporting Category 1:<br/>           Composition (60%)<br/>           Reporting Category 2:<br/>           Revision (80%)<br/>           Reporting Category 3:<br/>           Editing (85%)<br/> <b>(English 1, 2, 3)</b><br/>           Reporting Category 4:<br/>           Composition (68%)<br/>           Reporting Category 5:<br/>           Revision (80%)<br/>           Reporting Category 6:<br/>           Editing (80%)</p> <p>* Informational Reading to Improve Expository<br/>           * Writing Across the Curriculum at all grades<br/>           TEKS Resource System</p> | <p>Campus Principals &amp;</p> | <p>Grade-level<br/><br/>Class</p>         | <p>Lesson Plans,</p>                       | <p>Weekly, September,<br/><br/>Weekly</p> | <p>STAAR Writing</p>                       |
| <p>* Curriculum Analysis in all grades to align instruction &amp; prepare for benchmark assessments,</p>   |                                | <p>Teachers</p>                           | <p>Writing Rubric to evaluate mech/voc</p> | <p>August &amp; May</p>                   | <p>Diagnostic Reading Assessment (DRA)</p> |
| <p>* Benchmark assessments aligned with TEKS for grades not STAAR tested (all levels)</p>  |                                | <p>Released State Assessment Teacher-</p> | <p>Benchmark Test</p>                      | <p>November, January, March</p>           |  |

| WRITING INITIATIVES   | PERSONS RESPONSIBLE | RESOURCES                           | FORMATIVE EVALUATIONS                  | TIMELINES                | SUMMATIVE EVALUATIONS |
|---|---------------------|-------------------------------------|--|--------------------------|-----------------------|
| * HISD Spelling Curriculum  |                     | Teachers                            | Primary Reading and Writing Assessment | Weekly                   | Observation Survey    |
| * Writing Accountability in all subjects. Incorporate writing into AR instructional time. |                     | Teachers & Local Funds              | Lesson Plans & Benchmark Test          | Weekly/6 weeks           | STAAR Writing         |
| APEX Computer Program for RTI students  |                     | ESC 12                              | Lesson Plans &                         | Weekly/6 weeks           | STAAR Writing         |
| * Daily Oral Language (DOL)   |                     | Local Funds                         | Student Grades                         | Daily                    | STAAR Writing         |
| * Peer Writing Tutoring   |                     | Local Funds                         | Lesson Plans                           | Weekly                   | STAAR Writing         |
| * Utilize writing portfolios to aid in vertical alignment from grade to grade             |                     | Local Funds                         | Portfolio                              | Semester                 | STAAR Writing         |
| <b>Staff Development &amp; Follow-up (TIA15)</b>  |                     | Teachers                            | Lesson Plans                           | Weekly                   |                       |
| * Early Literacy Workshops (ES)   |                     | Local Funds                         | Staff Development                      | August                   |                       |
| Google training, Empowering Writers, TCEA Conference                                      |                     |                                     | Agenda/Sign In Sheets                  | As Scheduled             |                       |
| * Benchmark Assessments using Eduphoria & ETS test banks                                  |                     | Released STAAR<br>Teacher-made test | Benchmark Test                         | November, January, March |                       |
| * Training on ED-TECH Apps (ES, MS, HS)   | Andrea Ruff         |                                     |  |                          |                       |
| * Region XII Writing Trainings  |                     |                                     |  |                          |                       |

| SCIENCE INITIATIVES   | PERSONS RESPONSIBLE                    | RESOURCES                                   | FORMATIVE EVALUATIONS               | TIMELINES                                   | SUMMATIVE EVALUATIONS |
|---|--|---|-------------------------------------|---|-----------------------|
| Disaggregated <b>STAAR Science</b> objectives for regular & special education students that (Gd 5, 8) focus on weaknesses below the mastery listed below. (TIA13)   | Campus Principals & Classroom Teachers | Eduphoria Report, Summary Report & Teachers | Lesson Plans & Benchmark Tests      | Weekly, September, November, January, March | STAAR Science         |
| <p style="text-align: center;"><b>(3rd-8th Grade)</b></p> Category 1: Matter and Energy (ES 80%), MS (80%)<br>Category 2: Force, Motion & Energy (ES 85%) (MS 75%)<br>Category 3: Earth and Space (ES 85%) (MS 80%)<br>Category 4: Organisms & Environments (ES 80%) (MS 80%) |  |   |                                     |   |                       |
| <b>Biology</b>  |  |   |                                     |   |                       |
| Category 1: Cell Structure & Function (85%)   |  |   |                                     |   |                       |
| Category 2: Mechanisms of Genetics (80%)<br>Category 3: Biological Evolutions & Classification (85%)<br>Category 4: Biological Processes (85%)  |  |   |                                     |   |                       |
| Category 5: Interdependence within Environmental Systems (85%)  |  |   |                                     |   |                       |
| * Journal entries, essay question, short answer in complete sentences with proof  |  | Teachers                                    | Lesson Plans                        | Semester                                    | STAAR Science         |
| *Seek Field trips & workshops that focus on critical thinking strategies  | Region Service Centers & area          | Teachers                                    |                                     | Semester                                    | STAAR Science         |
| * Technology/ Textbooks Integration Technology Integration/Promethean Boards  |  | Teachers                                    | Lesson Plans                        | Semester                                    | STAAR Science         |
| * Brainstorm methods to solve environmental issues for school and community   |  | Teachers                                    | Lesson Plans                        | Semester                                    | STAAR Science         |
| Scientific Minds  |  | Teachers                                    | Lesson Plans                        | Semester                                    | STAAR Science         |
| * Benchmark assessments aligned with STAAR for grades not STAAR tested (all levels) Eduphoria Aware/ETS/TEKS Resource   |  | Released State Assessments                  | Benchmark Tests, Teacher-made tests | November, January, March, 6 weeks           |                       |

| SCIENCE INITIATIVES   | PERSONS RESPONSIBLE              | RESOURCES   | FORMATIVE EVALUATIONS                           | TIMELINES                                   | SUMMATIVE EVALUATIONS |
|---|----------------------------------|---|---|---|-----------------------|
| * Structure Science Instruction & Expectations to STAAR/TEKS Expectations & use project-oriented instruction as the application component (all levels)  |                                  | Scope and Sequence STAAR/TEKS                       | Lesson Plans, Progress Reports & Mastery Charts | Weekly, 3 weeks & Daily                     |                       |
| * Consistently implement the Response to Intervention process when necessary  |                                  | Local Funds   | CAP Matrix                                      | Daily                                       |                       |
| * Frequent Testing  |                                  | Teachers  | Lesson Plans                                    | Weekly                                      | Sample Tests          |
| * Using Brainpop, Scientific Minds  |                                  | Teachers  | Student projects & Benchmark Test               | Weekly/Monthly                              | STAAR Science         |
| * Vertical Alignment<br><br>* 1 day per Semester for K-12 science alignment   |                                  | Teachers  | Lesson Plans/Scope & Sequence                   | Weekly                                      | STAAR Science         |
| <b>Staff Development and follow-up (TIA10)</b>  |                                  | Advancement of                                      | Staff Development                               | Weekly                                      |                       |
| * Conference for Advancement of Science Teaching<br><br>* Eduphoria<br>* TEKS Resource System   |                                  | Title II Funds<br><br>Local Funds<br>ESC Region XII | Lesson Plans<br><br>Agendas/Sign-in             | August<br><br>AS Scheduled                  |                       |
| SOCIAL STUDIES INITIATIVES  | PERSONS RESPONSIBLE              | RESOURCES   | FORMATIVE EVALUATIONS                           | TIMELINES                                   | SUMMATIVE EVALUATIONS |
| Disaggregated <b>STAAR Social Studies</b> and focus on weaknesses below 82% mastery. (TIA13)<br><br><b>8th Grade</b><br>Category 1: History (75%)<br>Category 2: Geography & Culture (75%)<br>Category 3: Government & Citizenship (75%)<br>Category 4: Economics (80%) | Classroom Teachers<br>Principals | Eduphoria data,<br>Summary Report & Teachers        | Lesson Plans<br>Benchmark Tests                 | Weekly, September, November, January, March | STAAR Social Studies  |
| <b>US History</b><br>Category 1:History (70%)   |                                  |   |   |   | EOC History           |

| SOCIAL STUDIES STRATEGIES   | PERSONS RESPONSIBLE | RESOURCES      | FORMATIVE EVALUATIONS                             | TIMELINES         | SUMMATIVE EVALUATIONS                           |
|---|---------------------|----------------|---|-------------------|---|
| Category 2: Geography & Culture (75%)<br>Category 3: Government & Citizenship (80%)<br>Category 4: Economics, Science, Technology & Society (85%)             |                     |                |   |                   |   |
| * McGraw Hill Benchmark Test, Google Digital Files<br><br>* TEKS Resource System  | Teachers            | Teachers       | Lesson Plans                                      | Weekly            | Mid-term exam, final exam, STAAR Social Studies |
| You Tube, Quizlett, Kahoot,   |                     | Teachers       | Lesson Plans                                      | As Needed         | STAAR Social Studies                            |
| * Use Historical reference materials (all levels)   |                     | Teachers       | Lesson Plans                                      | Weekly            |   |
| * Reading assignments should include historical happenings & events   |                     | Teachers       | Lesson Plans                                      | Weekly            |   |
| Tutorials   |                     | Teacher        | Lesson Plans                                      | Weekly            | EOC History                                     |
| Daily History Concept Starters  |                     | Teacher        | Lesson Plans                                      | Weekly            |   |
| * Utilize maps & graphs at all levels   |                     | Teacher        | Lesson Plans                                      | Weekly            |   |
| Google Classroom  |                     | Teacher        | Lesson Plans                                      | Daily             |   |
| * Provide training for TEKS transfer to STAAR (all levels) Responsive Learning  |                     | Title II Funds | Registration to Conferences at                    | Semester          |   |
| * Promote current event awareness by use of local & national newspapers   |                     |                |   | Weekly            |   |
| * Incorporate STAAR questions into each test - 5 to 10 questions  | Teachers            |                |   | Weekly            |   |
| * Eduphoria Data Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels)                          |                     | Local Funds    | Faculty meetings<br>* Agendas<br>* Sign-in sheets | September         |   |
| * Use Chromebooks & Brain Pop to reinforce objectives.  | Teachers            |                |   | As Needed         |   |
| * Structure Social Studies instruction & expectations to STAAR/TEKS expectations & use project-oriented instruction as the application component (all levels) |                     | TEKS           | Lesson Plans<br>Progress Reports                  | Weekly<br>3 Weeks |   |
| * Daily Starters  |                     | Teachers       | Lesson Plans                                      | Weekly            |   |

| LANGUAGE INITIATIVES  | PERSONS RESPONSIBLE          | RESOURCES                | FORMATIVE EVALUATIONS                                      | TIMELINES        | SUMMATIVE EVALUATIONS                                     |
|---|------------------------------|--------------------------|--|------------------|---|
| <p><b>Staff Development &amp; Follow-up (TIA13)</b></p> <ul style="list-style-type: none"> <li>* Social Studies State Conference</li> <li>* TEKS Resources Systems</li> <li>* ESC 12 Social Studies Collaborative</li> <li>* Surface Pro 3 Training</li> </ul>  |                              |                          |  |                  |   |
| <p><b>Improve identification, placement &amp; services for ESL students (TIA13, TIA19)</b></p> <ul style="list-style-type: none"> <li>* Conduct LPAC training meetings</li> <li>* Maintain accurate records                             <ul style="list-style-type: none"> <li>** Home Language Surveys</li> <li>** LPAC Annual Reviews</li> <li>** LPAC Exit</li> </ul> </li> <li>* Updated Documents</li> </ul>   | Principals & ESL Coordinator | ESL Teachers & ESL Funds | LPAC documentation<br>Student Schedules<br>Content Mastery | Semester/6 weeks | ESL Annual Evaluation Report, RPTE & STAAR Report & MAT-8 |
| <ul style="list-style-type: none"> <li>** Entry Letters</li> <li>** Exit Letters</li> <li>* Interventions                             <ul style="list-style-type: none"> <li>** Imagine Learning Program</li> <li>** I-Station Reading Intervention</li> </ul> </li> <li>* Exit Criteria                             <ul style="list-style-type: none"> <li>** Pass STAAR Reading &amp; Writing, if available</li> <li>** Score 40th percentile or higher on language arts section of norm-referenced test &amp; having a passing score on the TELPAS.</li> </ul> </li> </ul> |                              |                          |  |                  |   |

| ADDITIONAL STRATEGIES   | PERSONS RESPONSIBLE               | RESOURCES   | FORMATIVE EVALUATIONS   | TIMELINES  | SUMMATIVE EVALUATIONS   |
|---|-----------------------------------|---|---|--|---|
| <p><b>Improve Migrant program through the following (all levels)</b></p> <ul style="list-style-type: none"> <li>* Identification &amp; Placement</li> <li>* Service</li> <li>** Nurse</li> <li>** Parent Advisory Council (PAC)</li> </ul>  | Migrant Coordinator               | Region XII ESC  | NGS Reports<br><br>Progress Report<br>Report Cards  | August<br><br>3 Weeks<br>6 Weeks                     | STAAR<br><br>Credit Accrual<br>Graduation Rate                            |
| <p><b>Improve the Career &amp; Technology Education (CATE) program by addressing the following : (TIA13)</b></p> <ul style="list-style-type: none"> <li>* Develop Endorsement Sequences</li> <li>* Expand Course to offer all five endorsements</li> <li>* Explore Tech-Prep opportunities with local colleges</li> <li>* Coordinate &amp; integrate planning with distance learning</li> <li>* Technology Integration into the curriculum</li> </ul> | Principal<br><br>CATE Coordinator | CATE Teachers   | Development Sessions<br><br>Calendar Agendas<br>Planning Sessions<br><br>Lesson Plans           | Spring 2010<br><br>6 Weeks Semester<br>Weekly        | Cate Annual Evaluation Report   |
| <p><b>Update library materials &amp; supplies to improve the quality of media collection</b></p> <ul style="list-style-type: none"> <li>* Class novels</li> <li>* Video Software</li> <li>* Computer Software</li> <li>* Reference Materials</li> <li>* Guided Reading</li> </ul>   | Librarian                         | Librarian   | Purchase Orders/Invoices<br>Book Circulation  | Semester<br><br>Monthly                              | Title VI Annual Evaluation Report<br>Total Circulation                    |
| <p><b>Improve the G/T Program through the following:</b></p> <ul style="list-style-type: none"> <li>* Update G/T Plan (TIA 13)</li> <li>* Accessibility to all population groups</li> <li>* Identification/matrix/selection committee</li> <li>* Services provide a weekly program</li> </ul>   | G/T Coordinator                   | Teachers<br><br>Math, Science, Social<br>G/T Funds<br>G/T Facilitator<br>RegionXII ESC<br>District Trainer or | Staff Development Calendar<br><br>Master Schedule<br>Staff Meetings<br>Development Lesson Plans | As Scheduled<br><br>Fall/Spring<br>Monthly<br>Weekly | G/T Annual Evaluation Report<br><br>SAT/ACT Scores<br>End-Of-Course exams |
| <ul style="list-style-type: none"> <li>* All teachers will receive 30-hour/6-hour training (TIA 14-15)</li> </ul>   |                                   |   |   |  |   |

| ADDITIONAL STRATEGIES   | PERSONS                          | RESOURCES  | FORMATIVE   | TIMELINES                | SUMMATIVE                              |
|---|----------------------------------|--|---|--------------------------|--|
| <ul style="list-style-type: none"> <li>* Differentiation with depth &amp; complexity</li> <li>* Improve parent participation</li> </ul>   |                                  |  |   |                          |  |
| <p><b>Provide early school transition to the elementary school : (TIA17)</b></p> <ul style="list-style-type: none"> <li>* PK &amp; K Round-ups</li> <li>* PK Notification ( English &amp; Spanish)                             <ul style="list-style-type: none"> <li>** Campus Newsletters</li> <li>** Flyers</li> </ul> </li> </ul>   | Principal<br><br>Counselor       | PK & K Teachers<br><br>PPCD  | School Calendar<br><br>Notification<br>Orientation<br>Round-ups | Fall<br><br>April<br>May | Observation Survey<br><br>STAAR Scores |
| <ul style="list-style-type: none"> <li>* School Readiness</li> <li>* Head Start Orientation</li> <li>* All four-year-olds will be eligible to attend PK</li> <li>* Transition from elementary to middle school and middle School to high School                             <ul style="list-style-type: none"> <li>** Class Introduction (ES-MS)</li> <li>** Orientation (ES-MS-HS)</li> <li>** Individual Conferences (MS-HS)</li> <li>** Special ED Orientation &amp; Planning Across Campuses</li> </ul> </li> </ul> |                                  |  |   |                          |  |
| <p><b>Recruit &amp; Retain Highly Qualified Staff (TIA14)</b></p> <ul style="list-style-type: none"> <li>* Reading Recovery</li> <li>* Instructional aides</li> <li>* New Teacher Salary Schedule</li> <li>* New Salary Schedule for Paraprofessionals</li> <li>* Provide Surface Pro3's for all teachers</li> </ul>  | Superintendent<br><br>Principals | Mary Hardin Baylor<br>Surrounding Colleges<br>Word-of Mouth<br>Newspaper Ads<br>Region XII ESC | Vacancy Notices<br><br>Newspaper                                |                          |  |
| <p><b>Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)</b></p>   | Principal                        | Teachers   | Committee Meetings  | Semester                 | Assessment Decisions                   |
| <p><b>Provide timely assistance in identifying students' individual needs: (TIA19)</b></p>  | Principal                        | Teachers   | Counselor's log   | Semester                 | Eduphoria                              |



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

**Goal # 2**

- \* Student attendance will meet or exceed the 95.8% state standard for attendance.
- \* The district dropout rate will continue to be 0.9% or less by the year 2017. 2018

**Objective**

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

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

| ADDITIONAL STRATEGIES   | PERSONS RESPONSIBLE | RESOURCES   | FORMATIVE EVALUATIONS   | TIMELINES                            | SUMMATIVE EVALUATIONS                  |
|---|---------------------|---|---|--------------------------------------|--|
| <ul style="list-style-type: none"> <li>* Counseling</li> <li>* Saturday school make-up</li> </ul>   |                     |   |   |                                      |  |
| Provide Dropout prevention & recovery through:<br><br><ul style="list-style-type: none"> <li>* Counseling Services</li> <li>** Individual Counseling</li> </ul>   | Principal           | Counselor<br><br>TECS<br>SCE \$2,902                                  | Withdrawal tracking records<br><br>Counselor's log<br>Plato Reports | September<br><br>Daily<br>Weekly     | Drop -Out Rate                         |
| <ul style="list-style-type: none"> <li>** Group Counseling</li> <li>* Track all withdrawal &amp; no shows during the second &amp; third weeks of school</li> <li>* Pregnancy-Related Services</li> <li>** Homebound Service</li> <li>** PEP Program</li> <li>* Service for School Age Parents</li> <li>** Homebound Service</li> <li>** Individual Counseling</li> <li>** Career Night</li> <li>* Saturday School</li> <li>* Credit Recovery</li> </ul> |                     | SCE Funds \$45,000<br><br>The Choice Program<br><br>PEIMS Coordinator | Principals Contracts<br><br>Attendance<br><br>Progress Reports      | Semester (Dec-May)                   |  |
| <ul style="list-style-type: none"> <li>* Bell County Alternative School</li> </ul>  |                     |   |   |                                      |  |
| Incentives will be provided to students in all grades for perfect attendance (announcements, posters, certificates, t-shirts, classroom activities, etc.)   | Classroom Teachers  | Teachers  | Attendance Reports  | Six Weeks/End of Year                | Attendance Rule                        |
| The nurse will visit all classrooms & stress good hygiene in effort to decrease illness.<br><br>** School-based health center**   | Nurse               | Teachers/Scott & White Hospital                                       | Attendance Reports  | Six Weeks/End of Year                | Attendance Rule                        |
| Encourage Special education student participation in all extra-curricular activities  | Principals          | Sponsor/Teacher   | Class Rosters   | Beginning of year scheduling process | Class Rosters                          |
| Provide career counseling & transition planning for all students.   | Principals          | Counselor   | ARD Meetings/IEP's<br>Individual Counseling                         | End of Semester/ End of year         | Course schedule requests/Job Placement |

**Goal #3**

\* The district will meet or exceed state average of student performance for SAT/ACT testing

**Objectives**

\* The district will increase the percent of students taking the SAT/ACT from 60.5% to 68%.

\* The district will increase the percent of students scoring above the criterion on the SAT/ACT from 12.5% to 25%.

| STRATEGIES  | PERSONS RESPONSIBLE     | RESOURCES                  | FORMATIVE EVALUATIONS                     | TIMELINES            | SUMMATIVE EVALUATIONS  |
|---|-------------------------|----------------------------|---|----------------------|------------------------|
| Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following:<br>* Dual Credit | Principal               | Counselor<br><br>Teachers  | Class Rosters<br><br>Registration Records | Fall<br><br>Semester | PLATO<br><br>(SAT/ACT) |
| * PLATO (SAT/ACT Prep)<br>* PSAT (SAT) and PLAN (ACT)<br>*SAT Prep Class<br>* Fee Waivers<br>* Scholarship notifications deadlines    |                         | Temple College Scholarship |   | Weekly               |                        |
| Create a pamphlet for parents with pertinent cut off scores for college entrance as well as scores needed for department acceptance.  | Principal/<br>Counselor | Local                      |   |                      |                        |
| Implement the Graduation Plans with the Endorsements  | Principal/<br>Counselor | Local                      |   |                      |                        |

**Goal #4**

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

**Objectives**

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

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

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

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

| STRATEGIES  | PERSONS RESPONSIBLE | RESOURCES                   | FORMATIVE EVALUATIONS                   | TIMELINES | SUMMATIVE EVALUATIONS             |
|---|---------------------|-----------------------------|---|-----------|-----------------------------------|
| * AEP<br>* Counseling<br>* JJAEP<br>* Corporal Punishment<br>* Suspension   |                     | Title I, Part A<br>Academic |   |           |                                   |
| Provide & implement and intervention plan to prevent dating violence:<br>* Teacher Observation<br>* Dating Violence Awareness Training<br>* Staffing Education of Dating Violence | Principal           | Counselor<br><br>Teachers   | Discipline Records<br><br>Counselor Log | Monthly   | Title IV Annual Evaluation Report |

**Goal #5**

\* Increase parent & community involvement.

**Objectives**

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

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

| STRATEGIES  | PERSONS RESPONSIBLE                          | RESOURCES  | FORMATIVE EVALUATIONS                                | TIMELINES   | SUMMATIVE EVALUATIONS                                   |
|---|--|--|--|---|---|
| Provide opportunities to increase parental involvement (TIA16)<br>* Communicate through newsletters<br><br>* Provide after-school programs that include parent training<br>* Provide training for parents in the use of the internet.<br>* Community Dinners<br>* School Garden<br>* Grandparent's Breakfast<br>* Fall Festival & Scholarship Dinners | Principal<br><br><br><br><br>ACE Coordinator | PTO<br><br>Teachers<br><br>Counselor<br><br>Technology Coordinator<br>Local Funds<br><br>PTO/Scholarship | Parent sign-in sheets<br><br>Newsletter publications | As Scheduled<br><br>Monthly<br><br>Christmas/<br>Thanksgiving<br><br>September<br><br>October | Total Parental Involvement<br>Parental Support Increase |

| STRATEGIES   | PERSONS RESPONSIBLE | RESOURCES  | FORMATIVE EVALUATIONS                                      | TIMELINES | SUMMATIVE EVALUATIONS                |
|--|---------------------|--|--|-----------|--------------------------------------|
| Promote Business/Community Involvement through the following (TIA16):<br><br>* District & Campus Committee Memberships<br>* P-20 Council<br>* School Marquee<br>* Campus Newsletters<br>* Volunteers at athletic events<br>* District/Campus Web Site, Facebook<br>* School Reach Phone System | Principal           | Decision-Making Committees<br><br>PTO<br><br>Teachers<br>Counselor | Business/Community Participation records<br><br>Newsletter | Monthly   | Total Business/Community involvement |

**Goal #6**

\* Increase parent & community involvement.

| STRATEGIES   | PERSONS RESPONSIBLE                                       | RESOURCES  | FORMATIVE EVALUATIONS                                 | TIMELINES                        | SUMMATIVE EVALUATIONS      |
|--|---|--|---|----------------------------------|----------------------------|
| Develop and Implement Family Nights: (TIA16)<br><br>*Chromebook Training (6-12)<br>* PK-5 Family Literacy<br>* Family Nights (PTO) | Decision-Making Committee /Sub-Committee<br><br>Principal | Decision-Making Committee<br><br>Teachers<br>ESC 12 Grant<br><br>PTO | Calendar of meetings/events<br><br>Programs developed | August                           | Total parental involvement |
| Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)                      | Principal   | Counselor, Decision-Making Committee & Teachers                      | Parent sign-in sheets /Newsletter publications        | May & Monthly                    | Total parental involvement |
| Campus report cards & test results will be reviewed in a public forum (TIA16)  | Principal   | Counselor, Decision-Making Committee & Teachers                      | School Board Minutes<br>Newsletter publications       | As Scheduled/weekly              | Total parental involvement |
| Homeroom teachers will submit signed student/parent school compacts. (TIA16)   | Principal   | Teachers   | School Compacts for every student                     | September/Meet the Teacher Night | Total parental involvement |

**Goal #7**

\* School Health Advisory Committee

| STRATEGIES   | PERSONS RESPONSIBLE                                    | RESOURCES   | FORMATIVE EVALUATIONS | TIMELINES   | SUMMATIVE EVALUATIONS |
|--|--|-------------|-----------------------|-------------|-----------------------|
| Continue a Coordinated School Health Curriculum  | Principals   | Local Funds |                       | August      | Ongoing               |
| Catch Curriculum(PE & Recess K-5th)<br>Health Class (MS)<br>* Physical Education-Open Gym<br>* School Nutrition Guidelines<br>* Safe Place Afterschool Program   | Classroom & PE<br><br>Nutrition Services<br>Principals | Local Funds |                       |             |                       |
| Develop a Staff Wellness Program<br>* Blood Borne Pathogen Training<br>* CPR/AED Training<br>Youth Suicide Training<br>Health Emergency Training<br>* Safety & First Aid Training<br>*Autism Awareness Training<br>* Asthma Awareness Training | School Nurse   | Local Funds |                       | August      | Ongoing               |
| Provide a Community Wellness Program<br>* Flu Vaccines<br>Empowering Health Initiative   | School Nurse<br>Principals                             | Local Funds |                       | August      | Ongoing               |
| * School Based Health Center Doctor Visits   | Scott & White  | S & W Funds |                       | Each Monday | Ongoing               |
| * Community Health Awareness Program<br>Elementary Garden Project<br>Glasses<br>* Blood Drive<br>* Loosey Tooth Program  | Superintendent<br>Lion's Club<br>Leadership Class      |             |                       |             |                       |
| *Fantastic Teeth Program<br>* Asthma Awareness Program<br>* Corn Fest 5K Run<br>* The Backpack Project<br>* Walking Lights on Track  | Nurse and Dr. Davis<br>Nurse<br><br>Comm. Food Bank    |             |                       |             |                       |

| STRATEGIES   | PERSONS RESPONSIBLE   | RESOURCES   | FORMATIVE EVALUATIONS | TIMELINES                                | SUMMATIVE EVALUATIONS |
|--|---|-------------|-----------------------|--|-----------------------|
| Develop a Student Wellness Program<br>* Tobacco/e-cig Prevention Curriculum in MS including e-cigarettes<br>* Asthma Awareness Program<br>CPR Training for MS and HS students<br>* S & W Athletic Sports Medicine Clinic<br>* Jump Rope for Heart<br>* Run Across Texas Marathon (3-5)<br>* After School Work Out<br>* School Walk for Diabetes<br>* Daycare-Nature Explore Program<br>*Teens in the Driver's Seat<br>* Fitness Gram | Teachers<br>School Nurse<br>Principals<br>Nurse<br>Athletic Director<br>PE Teacher<br>FCCLA | Local Funds |                       | August                                   | Ongoing               |
| Develop an Infection Control Plan<br>* Staphylococcus Awareness & Prevention Techniques<br>* Immunization<br>* Blood Borne Pathogens<br>Provide Hand Sanitizer<br>After School Healthy Snacks<br>* Disinfect Weight Room/Athletic Facility<br>* Disinfect Classrooms with wipes  | School Nurse<br>Principals<br>Coaches<br>Custodians<br>Cafeteria                            | Local Funds |                       | August & Ongoing<br><br>Weekly<br>Weekly | Ongoing               |
| * Bacterial Meningitis Awareness<br>* Pandemic Flu Plan<br>* Hand Washing Techniques   | Nurse   |             |                       |  |                       |



**Goal #8**

Needs Assessment

| FACTOR   | DATA SOURCE(S)   | TYPE OF DATA |             |                  |                  |
|--|--|--------------|-------------|------------------|------------------|
|  |  | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>STUDENT NEEDS</b>   |  |              |             |                  |                  |
| 1. How well are students achieving on state assessments-in general, in subgroups & individually?<br><i>This is addressed each year by teacher groups. Primary focus is on increasing Meets &amp; Masters percentages on STAAR/EOC.</i>   | State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS  | X            |             | X                | X                |
| 2. Are there measurable goals for achievement that are known by parents, teachers and students?<br><i>Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are posted at the ISD website and are available in the campus offices. Hard copies are also available on request.</i>  | In-service agendas, ISD Website; Benchmark data, Parent Portal   |              |             | X                | X                |
| 3. How does the school identify individual students needs?<br><i>Classroom Performance/Grades, Parent Information, Teacher Observation, Benchmark Testing, STAAR Results, Achievement Testing(Primary Grades), Attendance Records, BAS, TEMI, ESTAR, MSTAR, Discipline Records, ARDs, SIT Meetings, GT Evaluations, At-Risk Identification, InView Testing (2-7), 504 Meetings, Restorative Practices, LLI, OLSAT.</i> | Campus Mtg Agendas, RtI Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles | X            |             | X                | X                |
| 4. What are the student mobility rates? 11%<br>Drop out rates ? 0.0%<br>Economically Disadvantaged ? 46.11%<br>LEP? 1.8%<br>At Risk? 39.7%   | Campus records (TxEIS):PEIMS; PBMAS  | X            |             |                  |                  |
| 5. What, if any, significant disciplinary Problems exist in the school?<br><i>Isolated Bullying situations, Generally specific students rather than behavioral trends.Tardies, PDA by Band Hall.</i>   | Campus Discipline Records, Incident Reports, TeXIS Discipline, Restorative Discipline, Guest Speaker                             |              |             |                  | X                |

| FACTOR   | DATA SOURCE(S)   | TYPE OF DATA |             |                  |                  |
|--|--|--------------|-------------|------------------|------------------|
|  |  | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>STUDENT NEEDS</b>   |  |              |             |                  |                  |
| 6. What intervention process is in place to ensure that students' educational needs are met in a timely manner?<br><i>Tutorials/Remediation before and after school; Tutorials/Remediation during the school day (as a daily class and by special arrangements); Reading Recovery; Literacy Groups; Inclusion (Power of 2); Progress Notes, Homework Help; Plato; and the Choice Program; Enrichment Classes; Study Hall, Istation, IXL, ILL, Plato, Comprehension Tool Kits, APEX Learning.</i> | Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results |              |             | X                | X                |
| 7. Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed?<br>* Band Participation<br>* Student Council (MS, HS); NHS (HS); NJHS (MS)<br>* UIL Academic, OAP, UIL Athletic-participation rates, growth/performance<br>* Overall character/behavior; Citizenship;<br>* FFA/FCCLA; 4H; Leadership Class [participation in organization; participation in competitions ]<br>* Service Learning Projects;<br>* Scholarships       | Participation Rosters, Community Report (ex: Field Trips), Discipline Records, Record Books                            |              | X           | X                | X                |
| 8. Did the school meet standard last year? In prior years? If not, why not?<br><i>Each campus has met standard every year. The District received "B"</i>   | Title I SIP Requirements, District Status History  |              |             | X                | X                |
| 9. Demographics of District<br><i>African American 2.7%</i><br><i>Hispanic 27.5%</i><br><i>White 68%</i><br><i>Asian/Pacific Island 0%</i><br><i>Two or more 1.8%</i>  | TAPR; TeXIS, PEIMS; PBMAS  | X            |             |                  |                  |

| FACTOR  | DATA SOURCE(S)   | TYPE OF DATA |             |                  |                  |
|---|--|--------------|-------------|------------------|------------------|
|   |  | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>STUDENT NEEDS</b>  |  |              |             |                  |                  |
| <p>10. Computer Literacy<br/> <i>All students have access to computers. iPads in primary grades are used as instructional centers; second/third grades have grade level IPADs; fourth/fifth grades have classroom chromebooks; middle school has 1:1 student to chrombook ratio but chromebooks remain at school; high school students each have their chromebook. Teachers use Surface Pro3's.</i><sup>24</sup></p>  | <p>Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments</p>  |              |             | X                | X                |
| <p>11. College Readiness<br/> <i>Students in 11th grade have access to distance learning dual credit class. Juniors &amp; Seniors may attend TC for dual credit. Students take college entrance exams while in 11th-12th grade. SAT preparation/Review Class; Vertical Alignments (5th-12th grades); Achieve Texas; CTE course; Pre SAT for 10th graders; Engineering your World Course; Principles of Technology; 8th grade Algebra for HS credit; MS (HS Prep Class); Alg I and Spanish I in 8th Grade.</i></p>                     | <p>Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards</p>  |              |             | X                | X                |
| <b>CURRICULUM &amp; INSTRUCTION NEEDS</b>   |  |              |             |                  |                  |
| <p>1. How do staff member express high expectations for student achievement?<br/> <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate &amp; reward achievements.</i><br/>                     Is the curriculum aligned with the state's challenging academic content ?<br/> <i>Curriculum is aligned with TEKS and STAAR and EOC student expectations.</i><br/>                     How are high expectations set in subjects for which the state has not established standards?</p> | <p>In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.</p> |              | X           | X                | X                |

| FACTOR  | DATA SOURCE(S)  | TYPE OF DATA |             |                  |                  |
|---|---|--------------|-------------|------------------|------------------|
|   |   | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>CURRICULUM &amp; INSTRUCTION NEEDS</b>   |   |              |             |                  |                  |
| <p>2. What instructional materials are used in the school?<br/><i>State adoptions as well as supplemental materials.</i><br/>Are they up-to-date? Do they reflect the state's academic content standards?<br/><i>Yes, During curriculum alignment, teachers and administrators identified TEKS and STAAR/EOC student expectation within the instructional materials. TX Resource System is aligned with State Standards and updated in real time.</i></p> | Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses. |              |             | X                | X                |
| <p>3. Is there scientifically-based research that supports the curriculum &amp; the instructional program being used in the school?<br/><i>Yes</i></p>  | Publisher websites; TEKS Resource System; iStation, IXL, Prodigy, Dreambox                                |              |             |                  | X                |
| <p>4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement?<br/><i>Teacher-made tests. DRA. STAAR, AR Math, released EOC, AR, materials received with state adoptions; TEKS Resource System &amp; Released STAAR Tests. Benchmarks Test, iStation, IXL, TEMI, ESTAR, MSTAR</i></p>   | Student Records, Student Grades   |              |             | X                | X                |
| <p>5. What role do teachers play in deciding what assessments will be used to measure student achievement?<br/><i>Recommendations to campus principals &amp; to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System, SLO's.</i></p>   |   |              |             |                  | X                |
| <p>6. How are assessment results used?<br/><i>Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation and acceleration.</i></p>   | Lesson plans; ACE Tutoring; tutorial schedules  | X            |             | X                | X                |

|   |  |  |   |  |   |
|---|--|--|---|--|---|
| 7. Is instructional technology available to all students?<br>Yes<br>Do Teachers integrate technology into teaching? Yes | STAAR Chart, Classroom Observations,<br>Walk Throughs, Google Classroom, Google<br>Expedition, online textbooks. |  | X |  | X |
|---|--|--|---|--|---|

| FACTOR   | DATA SOURCE(S)  | TYPE OF DATA |             |                  |                  |
|--|---|--------------|-------------|------------------|------------------|
|  |   | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>PROFESSIONAL DEVELOPMENT NEEDS</b>  |   |              |             |                  |                  |
| 8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?<br>Yes   | STAAR Reports , Report Cards & Failure Lists, Textbook Selection          |              |             | X                | X                |
| 9. Retention Rates<br>0% at MS<br>4.3 % at Elem  | Progress Reports, TxEIS, PEIMS, TAPR                                      | X            |             |                  |                  |
| 10. What roles do paraprofessional play?<br><i>Support instruction &amp; students' academic success; under the teacher's direction in the the classroom, providing small group or individual review, drill and practice, reteach and remediation; student support needed to enable the student to remain in the classroom. Support in the elem. reading lab, to facilitate increased use of the district library, support introduction of Spanish Language Skills and early technology skill, support for dyxlexic students.</i> | Assignment  |              | X           | X                | X                |
| 1. Are all teachers and instructional paraprofessionals highly qualified?<br>Yes   | Personnel Records; Highly Qualified report to TEA                         |              |             |                  | X                |
| 2. Is there a process to determine the professional development needs of teachers?<br><i>During development of district/campus improvement plans-training targeted to support improvement addressed in DIP and CIPs. Teachers, Principals, and Superintendent identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level)</i>  | CIP; DIP, Staff Development Agenda, Workshop and Conference registrations |              |             | X                | X                |
| 3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff?<br><i>Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning. Technology Integration, SafeSchools, T-TESS.</i>   | Agendas, Conference brochures   |              |             | X                | X                |

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|---|---|--------------|-------------|------------------|------------------|
|   |   | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>PROFESSIONAL DEVELOPMENT NEEDS</b>   |   |              |             |                  |                  |
| 4. Is professional development voluntary or mandatory?<br><i>Some of both</i>   | Sign in Sheets; attendance certificates, Teacher Certification renewal process                            |              |             |                  | X                |
| 5. To what degree does staff participate?<br><i>The staff determines areas of need during planning of the District Improvement Plan</i>   | Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses. |              |             |                  |                  |
| 6. Is professional development related to classroom instruction?<br><i>Yes</i>  |   |              |             | X                | X                |
| 7. How Frequently is professional development offered?<br>Annually (school start up, reading conference, K-1 conference, Ag Convention, FFA Convention, FCCLA Convention) As needed (campus level meetings, subject area specific, ESC workshops, SAMA training)<br>What follow-up activities take place?<br>Reports at campus meetings: sharing of information and implementation of the District Plan.<br>Is the professional development ongoing and incorporated into the day-to-day routine of the staff?<br>Yes, In addition to reporting/sharing with coworkers, videos and book excerpts are shared routinely. Professional collaborations often happens without planning (i.e.: training/review use of classroom technology; classroom management) |   |              |             |                  | X                |

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



| FACTOR   | DATA SOURCE(S)   | TYPE OF DATA |             |                  |                  |
|--|--|--------------|-------------|------------------|------------------|
|  |  | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>FAMILY &amp; COMMUNITY INVOLVEMENT NEEDS</b>  |  |              |             |                  |                  |
| 1. Do teachers routinely communicate with parents (informally and formally) about the academic progress of their children?<br><i>Yes-Varies in forms of communication</i>  | PowerSchool Access; webpages; progress notes; parent contact documentation, phone logs, TxEIS Parent Portal access |              | X           | X                | X                |
| 2. How are parents and community involved in activities that support student learning?<br><i>School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; District Improvement Teams; SHAC</i>   | Sign in sheets; agendas  |              |             |                  | X                |
| 3. How does the school involve parents and the community in school governance decisions?<br><i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys, School Board Meetings</i>        | Agendas, sign in sheets, calendars   |              |             |                  | X                |
| 4. Are health and human services available to support students and their families?<br><i>Yes, School Based Health Center; flu shots; vaccinations; weekly doctor visits; Starry counselor; vision and hearing screening; Referral Services, Embracing Health Program</i> | Health Center Records, Press Releases, Sign-In Sheets  |              |             |                  | X                |
| 5. Are translators and written communications available for families who speak languages other than English?<br><i>Yes (Spanish)</i>   |  |              | X           |                  | X                |

| FACTOR   | DATA SOURCE(S)   | TYPE OF DATA |             |                  |                  |
|--|--|--------------|-------------|------------------|------------------|
|  |  | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>FAMILY &amp; COMMUNITY INVOLVEMENT NEEDS</b>  |  |              |             |                  |                  |
| 6. Does the school or district offer adult education programs?<br><i>No (Some parent info/training at Family Night and in campus newsletters).</i>   |  |              |             |                  |                  |
| 7. Are staff and students involved in community activities?<br><i>City Council; Library Board; Youth Sports Leagues (Soccer, Football, Baseball, Softball, Basketball); Community Christmas; EMS Stations; Corn Fest; Churches; 4H; PTO; Holland Youth Boosters; Bell County Youth Fair Board and fair volunteers; Service Learning projects; Project Celebration, Global Issues Class, Go Texan, Teen in the Driver's Seat Program.</i> | Published board memberships; organization rosters, local newspaper                 |              | X           | X                | X                |
| 8. Does the school partner with local businesses to enhance its educational programs?<br><i>Yes, Service Learning, Leadership, Student Council, FFA, FCCLA, Senior Class, Hornet Yearbook, Cheerleaders, Scholarship Committee: Lowe's, Home Depot, SPJST, American Legion, Corn Fest Committee, City of Holland, Wolf Farms. Scott &amp; White, Wal-Mart, HEB (All local business help with yearbook and football programs)</i>         |  |              | X           |                  | X                |
| 9. How does the community view the school?<br><i>Generally very positive. Enough, so that members of neighboring communities hear about our accomplishments related to individual student success and at the campus and district level.</i>  | Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys |              | X           |                  |                  |
| 10. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?<br><i>Parent Surveys, informal community input (to teachers and to administrators). Reviewed at campus meetings, administration meetings</i>   | Engagement Survey Results  |              | X           | X                | X                |

| FACTOR  | DATA SOURCE(S)  | TYPE OF DATA |             |                  |                  |
|---|-----------------|--------------|-------------|------------------|------------------|
|   |                 | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>FAMILY &amp; COMMUNITY INVOLVEMENT NEEDS</b>   |                 |              |             |                  |                  |
| 11. What types of materials are made available to parents and community?<br><i>HISD Website: TxEIS (including Daily Bulletin); emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; college tutoring resource/reference books and articles, social media(Band, FFA, FCCLA, Holland Hornets Facebook Page), regular mail outs of necessary information, School Reach, and Parent Portal.</i>  |                 |              |             |                  |                  |
| 12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not?<br><i>No, Participation wanes as the student ages (many elementary parent in PTO, fewer MS and HS): Parents of SpEd Student are involved at lower rate. Parents who are not comfortable speaking English are often involved at lower rates (Translators are provided, but the patents often sit off to one side and do not interact). Registration forms are provide in Spanish and parents who are not comfortable speaking English are provided an opportunity to meet with translator to facilitate completion of registration packets.Parent contact for the 1:1 Chromebook Initiative in high school had a 95% parental involvement rate.</i> |                 |              | X           |                  | X                |
| 13. Facilities available/accessible to parents and community?<br><i>Yes, Elementary commons, "HomeEc" room, cafeteria/auditorium, gyms, track, football, baseball and softball fields, middle school commons. Some community meetings have met in the classroom of one the group's members.</i>   | Reservation Log |              | X           |                  | X                |

| FACTOR   | DATA SOURCE(S)                        | TYPE OF DATA |             |                  |                  |
|--|---------------------------------------|--------------|-------------|------------------|------------------|
|  |                                       | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>SCHOOL CONTEXT &amp; ORGANIZATION</b>   |                                       |              |             |                  |                  |
| <p>1. Does the school have a vision and a mission statement?<br/>Yes<br/>Are they widely known and understood?<br/><i>Reviewed at staff development; posted on website</i><br/>Is the vision periodically reviewed to determine if it meets the needs of the school?<br/>Yes</p> |                                       |              |             |                  |                  |
| <p>2. Is the entire school staff involved in decisions about school operations?<br/>Yes<br/>How?<br/><i>Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC</i></p>  |                                       |              |             |                  |                  |
| <p>3. Is the school safe and orderly?<br/><i>Yes, since passage of the \$4.5 million bond package, construction issues require extreme diligence for student mobility. Student Pick-up and Drop-off processes have been updated to address the construction.</i></p>             |                                       |              |             |                  |                  |
| <p>4. What disciplinary polices exist and how are they enforced?<br/><i>As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct</i></p>   | TxEIS Log Entries; Discipline Records |              |             |                  |                  |
| <p>5. What is the school climate?<br/><i>Student Centered</i><br/>Are staff and student morale high?<br/><i>Yes, Teacher turnover is <b>very</b> low.</i></p>  |                                       |              |             |                  |                  |

| FACTOR  | DATA SOURCE(S) | TYPE OF DATA |             |                  |                  |
|---|----------------|--------------|-------------|------------------|------------------|
|   |                | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>SCHOOL CONTEXT &amp; ORGANIZATION</b>  |                |              |             |                  |                  |
| <p>6. How is the school managed?<br/> <i>Much input is provided to administrators through Campus and District Improvement Plans, campus meetings and one-on-one meetings. Superintendent is aware and involved but does not micro-manage. Superintendent and Board have an eye on the future and a vision for the students, district and community.</i></p> |                |              |             |                  |                  |
| <p>7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian?<br/> <i>Varies by situation-our campuses are small enough that the principals wear many hats throughout the day.</i></p>   |                |              |             |                  |                  |
| <p>8. How is the school budget determined and how are priorities set?<br/> <i>Monies available per TEA and local taxes. District Improvement Plan. Informal input from staff and community is considered. Students and student learning are always top priority.</i></p>  |                |              | X           | X                |                  |
| <p>9. How are all resources (funds, time, personnel) currently allocated?<br/> <i>Based on student need (numbers, performance, space, facilities, safety)</i></p>   |                |              | X           | X                |                  |
| <p>10. How are the financial resources prioritized to meet the needs of the school?<br/> <i>Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance.</i></p>  |                |              | X           | X                |                  |

| FACTOR   | DATA SOURCE(S) | TYPE OF DATA |             |                  |                  |
|--|----------------|--------------|-------------|------------------|------------------|
|  |                | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| <b>SCHOOL CONTEXT &amp; ORGANIZATION</b>   |                |              |             |                  |                  |
| <p>11. Does the school currently operate with one written plan?<br/><i>Voters approved a \$4.5 million bond package with 82% approval rating in May 2017.</i></p> <p>What the plan developed collaboratively?<br/><i>The superintendent, school board members, and administrators worked with teachers, parents and the community to develop the building package in order to benefit all students.</i></p>  |                |              | X           |                  | X                |
| <p>12. Overall how much progress has the school made in the last year? In the last two years?<br/><i>District has:</i><br/><i>* Using the HISD Facility Plan, Construction of Student Center and Elementary Gym; Upgraded fiber infrastructure for internet connectivity; upgraded school phone system; demolished old gym; relocated garden area and greenhouses, Created a "Nature Explore" Playground for Daycare; Installed Vent-a-Hoods in FCCLA classroom, Floor Coor for Floral Design Class.</i></p> |                |              |             |                  |                  |
| <p>13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage.<br/><i>As the results of the Facility Needs Assessment were analyzed, a building plan was created to address the facility needs. The bond package included: Student Center for a band hall, library, and classrooms as well as a High School Study Lounge; An Elementary/Practice Gym to replace the Old Gym; and, upgrading the Cafeteria Stage area.</i></p>             |                |              | X           |                  | X                |

| FACTOR  | DATA SOURCE(S) | TYPE OF DATA |             |                  |                  |
|---|----------------|--------------|-------------|------------------|------------------|
|   |                | DEMOGRAPHICS | PERCEPTIONS | STUDENT LEARNING | SCHOOL PROCESSES |
| SCHOOL CONTEXT & ORGANIZATION   |                |              |             |                  |                  |
| <p>14. Gyms and Playgrounds<br/> <i>The elementary playground has four additional swings and a new border with mulch for safety. Soccer goals have been added as well as a backstop and bases for kickball. Benches with shade have been placed around the playground area for better teacher supervision. The Daycare playground is a Nature Explore Playground with many nice features for the children to enjoy the outdoors. The Old Gym has been demolished with an Elementary/Practice Gym to be completed in December of 2018. Construction project will be complete in Spring 2019.</i></p> |                |              |             |                  |                  |