

CAMPUS IMPROVEMENT PLAN

Holland Elementary School
2017-2018

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.

CAMPUS DECISION-MAKING COMMITTEE

Cindy Gunn, Chairperson

Shane Downing-Elementary School Principal

Julie Ann Evans-Primary Teacher

Cassidy Gilley-Primary Teacher

Misty Allen-Elementary Teacher

Donna Lynn-Elementary Teacher

Lori Kinard-Elementary Assistant Principal

PARENTS

Randy Evans

Jill Marwitz

BUSINESS/COMMUNITY

Megan Gersbach

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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 and science will meet or exceed the state standard of 90% passing by the year 2018.

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

READING INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Reading objectives for regular and special education students (3-8) that focus on weaknesses as listed below: (TIA13) (3rd-5th Grade) Category 1: Understanding and Analysis Across Genres. (80%) Category 2: Understanding and Analysis of Literary Texts. (80%) Category 3: Understanding and Analysis of Informational Texts. (80%)	Classroom Teachers Principals	Eduphoria Data Summary Reports Teachers Target Reading	Lesson Plans Benchmark Tests	Weekly June November January March	STAAR Reading
READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Guided Reading (Elementary)	Classroom Teachers	Title I, Part A Funds			
Leveled Literacy Initiative * I-Station			I-station Formative Reports	6 Weeks	
Comprehension Toolkit	Classroom Teachers	Local Funds			
* Reading Recovery (Elementary) * Focus on Non-Fiction	Reading Recovery Teachers	Title I, Part A Funds Title II CSR Funds	Running Records	6 Weeks	ELA EOC
* Literacy Groups	RR Teachers	Title I, Part A Funds	DRA	6 Weeks	
* Accelerated Reader		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"> * Writing Across the Curriculum * Accelerated Vocabulary Program 		SCE \$2,322			
<ul style="list-style-type: none"> * Critical Thinking Focus 					STAAR
<ul style="list-style-type: none"> * Eduphoria & ETS test bank * TEKS Resource System 		Comprehension Tool			
<ul style="list-style-type: none"> * The ACE After School Program * Gifted & Talented Pull out Program 	ACE Coordinator Principals /AP	21st Century Grant Local Funds	Lesson Plans	6 Weeks	Progress of student Success-May
<ul style="list-style-type: none"> * Dyslexia Services * GT Co-Op at ESC 12 	Dyslexia Teachers	Local Funds HS Allotment	DIPP Assessment Student Reports Woodcock, GORT	6 Weeks	EOC
<p>Staff Development & Follow-up (TIA15)</p> <ul style="list-style-type: none"> * Leveled Literacy Initiative Training Google Classroom Training * Guided Reading Training * Balanced Literacy/Reading Recovery Conference * Benchmark Assessment System Training 	All Teachers	SCE Funds \$1,250	Staff Development calendar Agendas/Sign-in sheets	August As Scheduled	

MATH INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Math objectives for Regular & Special Ed Students (TIA13) (3rd-5th Grade)	Classroom Teachers and Principals	Grade-Level Summary Reports	Lesson Plans	Weekly	STAAR Math
Category 1: Numerical Representations & Relationships (80%)		Eduphoria Data Teachers	Benchmark Tests	September November, January, March	
Category 2: Computations & Algebraic Relationships (80%)					
Category 3: Geometry & Measurements (80%)					
Category 4: Data Analysis & Personal Finance Literacy (80%) * Pearson Math (K-5) * TEKS Resource System		Local Funds	Benchmark Test	September, November	STARR & EOC Exams
* Student Support/Inclusion		Local Funds	Mastery Charts	Daily	
* Math Facts in a Flash		Local Funds Special Ed. Funds	Benchmark Test	September, November January, March	
* Science Applications		Local Funds	Lesson Plans	Weekly	
* Differentiated Instructional Strategies			Lesson Plans Principal Walk-	Weekly & Daily	
* The ACE After School Program		21st Century Grant	Lesson Plans	6 Weeks	Progress of Students
* Lone Star Math		Local Funds	Observations	Daily	
* Mentoring Minds			Lesson Plans	Weekly	
* STAAR Curriculum Support Materials * After School Tutoring for At Risk	Teachers	Local Funds	Quizzes, Classwork,	Weekly	
* Math Improvements TEKS Reinforcement Class & Study Hall (HS) 2nd additional math class available		Supplies SCE Funds \$10,0006 FTE=0.21	Classroom Portfolio Lesson Plans	Weekly & 6 weeks	
* Benchmark testing	Teachers & Principals		Benchmark Test	Semester	STAAR, EOC, TAKS
* Dreambox		SCE Funds \$6,856	Progress Reports	3 Weeks	

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
*Prodigy		FTE=0.2	Report Cards	6 Weeks	
* Math Tutorials	Classroom Teachers	SCE Funds \$3,000	Progress Reports	3 Weeks	
* Vertical Alignment: HS, MS, ES together for 1/2 day		Local Funds	Lesson Plans , Scope	6 Weeks	STAAR Math
* Analysis of released STAAR test questions	Classroom Teachers			September	
* Neo 2 (2nd-3rd)			Class Data	Daily	
Staff Development & Follow-up (TIA15)		SCE Funds \$1,250 Local/Title Funds	Staff Development Calendar	August	
* Critical Thinking CAMT			Agendas/Sign-in Sheets	As Scheduled	
Dreambox, Prodigy Training			Agendas/Sign-in Sheets	As Scheduled	
*Google, Promethean Board, IPAD Apps		Local Funds			

WRITING INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Disaggregate STAAR Writing Objectives : for students in regular education & Special Education students (Gd. 4)</p> <p>(4th Grade) Reporting Category 1: Composition (60%) Reporting Category 2: Revision (80%) Reporting Category 3: Editing (85%) * Informational Reading to Improve Expository * Writing Across the Curriculum at all grades TEKS Resource System</p>	Campus Principals & Teachers	Grade-level summary report, Teachers, Essay Analysis Class	Lesson Plans, Benchmark Test	Weekly, September, November, January, March Weekly	STAAR Writing
* Curriculum Analysis in all grades to align instruction & prepare for benchmark assessments,		Teachers	Writing Rubric to evaluate mech/voc	August & May	Diagnostic Reading Assessment (DRA)
* The ACE After School Program		21st Century Grant	Lesson Plans	6 weeks	Progress of student success-May
* Benchmark assessments aligned with TEKS for grades not STAAR tested (all levels)		Released State Assessment Teacher-	Benchmark Test	November, January, March	

WRITING INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Consistently implement the pre referral process when necessary		Local Funds	CAP Matrix	Daily	
* HISD Spelling Curriculum and Fountas and Pinnell word study, phonics and spelling for K/1		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
Staff Development & Follow-up (TIA15)					
* Early Literacy Workshops		Local Funds	Staff Development	August	
* Elementary Institutes (1st, 2nd, 4th grades) Google training, Empowering Writers, TCEA Conference			Agenda/Sign In Sheets	As Scheduled	
* Benchmark Assessments using Eduphoria & ETS test banks * Training on Surface Pro 3 Apps		Released STAAR Teacher-made test	Benchmark Test	November, January, March	
* Region XII Writing Trainings					

SCIENCE INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Disaggregated STAAR Science objectives for regular & special education students that focus on weaknesses below the mastery listed below. (TIA13)</p> <p>(3rd-5th Grade) Category 1: Matter and Energy (ES 80%) Category 2: Force, Motion & Energy (ES 85%) Category 3: Earth and Space (ES 85%) Category 4: Organisms & Environments (ES 80%)</p>	Campus Principals & Classroom Teachers	Eduphoria Report, Summary Report & Teachers	Lesson Plans & Benchmark Tests	Weekly, September, November, January, March	STAAR Science
* 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	
* The ACE After School Program		21st Century and local funds	Lesson Plans	6 Weeks	Progress of student success-May
* 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, United Streaming		Teachers	Student projects & Benchmark Test	Weekly/Monthly	STAAR Science
* Vertical Alignment * 1 day per Semester for K-12 science alignment		Teachers	Lesson Plans/Scope & Sequence	Weekly	STAAR Science
Staff Development and follow-up (TIA10)		Advancement of	Staff Development	Weekly	
* Conference for Advancement of Science Teaching * Eduphoria * TEKS Resource System * ESC 12 Science Collaborative		Title II Funds Local Funds ESC Region XII	Lesson Plans Agendas/Sign-in	August AS Scheduled	

SOCIAL STUDIES INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated STAAR Social Studies and focus on weaknesses below 82% mastery. (TIA13)	Classroom Teachers Principals	Eduphoria data, Summary Report & Teachers	Lesson Plans Benchmark Tests	Weekly, September, November, January, March	STAAR Social Studies
* McGraw Hill Benchmark Test * TEKS Resource System	Teachers	Teachers	Lesson Plans	Weekly	Mid-term exam, final exam, STAAR Social Studies
You Tube		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	
* Interactive notebook		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 * Agendas * Sign-in sheets	September	
* Use Neo 2's & 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 Progress Reports	Weekly 3 Weeks	
* the ACE After School Program		21st Century Grant	Lesson Plans	6 Weeks	Progress of student
* Daily Starters		Teachers	Lesson Plans	Weekly	

SOCIAL STUDIES INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Staff Development & Follow-up (TIA13) * Social Studies State Conference * TEKS Resources Systems * ESC 12 Social Studies Collaborative * Surface Pro 3 Training					

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

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

ADDITIONAL STRATEGIES	PERSONS	RESOURCES	FORMATIVE	TIMELINES	SUMMATIVE
<ul style="list-style-type: none"> * Differentiation with depth & complexity * Improve parent participation 					
<p>Provide early school transition to the elementary school : (TIA17)</p> <ul style="list-style-type: none"> * PK & K Round-ups * PK Notification (English & Spanish) <ul style="list-style-type: none"> ** Campus Newsletters ** Flyers 	Principal Counselor	PK & K Teachers PPCD	School Calendar Notification Orientation Round-ups	Fall April May	Observation Survey STAAR Scores
<ul style="list-style-type: none"> * School Readiness * Head Start Orientation * All four-year-olds will be eligible to attend PK * Transition from elementary to middle school and middle School to high School <ul style="list-style-type: none"> ** Class Introduction ** Orientation ** Special ED Orientation & Planning Across Campuses 					
<p>Recruit & Retain Highly Qualified Staff (TIA14)</p> <ul style="list-style-type: none"> * Reading Recovery * Instructional aides * New Teacher Salary Schedule * New Salary Schedule for Paraprofessionals * Provide Surface Pro3's for all teachers 	Superintendent Principals	Mary Hardin Baylor Surrounding Colleges Word-of Mouth Newspaper Ads Region XII ESC	Vacancy Notices Newspaper		
<p>Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)</p>	Principal	Teachers	Committee Meetings	Semester	Assessment Decisions
<p>Provide timely assistance in identifying students' individual needs: (TIA19)</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 ** Consider Modifications * Tutorials		SCE Funds \$12000-Salary	Progress Reports Report Cards Conference Records	3 Weeks 6 Weeks As Needed	
* Extended year * Counseling * Parent/Conferences * Early intervention strategies for Dyslexia * Updated Dyslexia Plan & Services * Reading Recovery Screening * Literacy Groups		8.0 FTE Supplies \$1000 Title I, Part A Funds	Campus Schedules	Semester	
Intergrate technology throughout the instructional program at all grade levels & in all subject areas.	Principal	Technology Plan	Lesson Plans	Weekly	Technology Plan
* STAR Chart Data, 1:1 Chromebook Initiative * Technology workshops ** Surface Pro 3/Chromebooks/IPADS ** Teacher Webpage Design	Technology Instructional	Technology Funds	Staff skill progress	Semester	

Goal # 2

* Student attendance will meet or exceed the 95.8% state standard for attendance.

Objective

* The student attendance rate will improve from 96.7% to 98%

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 third inexcused absence * Telephone calls will be made by School Reach automated system daily * Counseling Truancy Prevention Measures * Saturday school make-up		Teachers	ADA Reports	Monthly	
** Group Counseling * Track all withdrawal & no shows during the second & third weeks of school ** Homebound Service * Saturday School		SCE Funds \$45,000 The Choice Program	Principals Contracts Attendance	Semester (Dec-May)	
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. ** School-based health center**	Nurse	Teachers/Scott & White Hospital	Attendance Reports	Six Weeks/End of Year	Attendance Rule
Provide career counseling & transition planning for all students.	Principals	Counselor	ARD Meetings/IEP's Individual Counseling	End of Semester/ End of year	Course schedule requests/Job Placement

Goal #3

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

Objectives

* Discipline referrals will decrease from 45 in 2015-2016 to 35 in 2016-2017

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 Safety Checklist	Revision Meeting	February	Monthly Checklist
* Suicide Prevention * Violence Prevention Restorative Discipline/Circle Forward	Teachers	Decision-Making	Crisis Drills	Semester	
Provide & Implement a Comprehensive Guidance Plan	Counselor	Teachers	Lesson Plans	Semester	Recognized students (student club)
* Character Education * Decision Making					
* Self-Esteem Restorative Discipline/Circle Forward					
Provide Drug Education Programs:	Principal Counselor	Counselor	Lesson Plans	Weekly	Monthly Checklist
* Restorative Discipline/Circle Forward			Newspaper Articles	Monthly	
* Learn & Serve		Health Teacher	School Calendar	August	
* Red Ribbon Week		Teachers	Calendar of events	As Scheduled	
School personnel will stress & reward positive student behavior	Principal	Faculty & Staff	Rewards Given	Weekly	Discipline Referrals
* Campus Newsletter			Discipline Referrals	Six weeks	Student Awards
* End-of-Year Awards Program					
* Snack Bar					
* Hornet Nest					
* 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
* Counseling * Corporal Punishment * Suspension		Academic			
Provide & implement and intervention plan to prevent dating violence: * Teacher Observation	Principal	Counselor Teachers	Discipline Records Counselor Log	Monthly	Title IV Annual Evaluation Report

Goal #4

* Increase parent & community involvement.

Objectives

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

	<u>2016-17</u>	<u>2017-18</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) * Communicate through newsletters * Provide after-school programs that include parent training * Provide training for parents in the use of the internet. * Community Dinners * ACE Family Garden * Grandparent's Breakfast * Fall Festival & Scholarship Dinners	Principal ACE Coordinator	PTO Teachers Counselor Technology Coordinator Local Funds PTO/Scholarship	Parent sign-in sheets Newsletter publications	As Scheduled Monthly Christmas/Thanksgiving September October	Total Parental Involvement Parental Support Increase
STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Promote Business/Community Involvement through the following (TIA16): * District & Campus Committee Memberships * P-20 Council * School Marquee * Campus Newsletters * Volunteers at athletic events * District/Campus Web Site * School Reach Phone System	Principal	Decision-Making Committees PTO Teachers Counselor	Business/Community Participation records Newsletter	Monthly	Total Business/Community involvement

Goal #5

* Increase parent & community involvement.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Develop and Implement Family Nights: (TIA16) * PK-5 Family Literacy * Family Nights (PTO)	Decision-Making Committee /Sub-Committee Principal	Decision-Making Committee Teachers PTO	Calendar of meetings/events 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 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 #6

* 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 PK-5th) Health Class (MS) * Physical Education-Open Gym * School Nutrition Guidelines * Ace After School Program	Classroom & PE Nutrition Services Ace Coordinator	21st Century Grant			
Develop a Staff Wellness Program * Blood Borne Pathogen Training * CPR/AED Training Stress Management Training Youth Suicide Training Health Emergency Training * Safety & First Aid Training *Autism Awareness Training * Asthma Awareness Training	School Nurse	Local Funds		August	Ongoing
Provide a Community Wellness Program * Flu Vaccines Empowering Health Initiative	School Nurse Principals	Local Funds		August	Ongoing
* School Based Health Center Doctor Visits	Scott & White	S & W Funds			
* Community Health Awareness Program Elementary Garden Project Glasses * Blood Drive (twice a year) * Loosey Tooth Program	Superintendent Lion's Club Leadership Class				
* Dental Hygiene Awareness Day * Asthma Awareness Program * Corn Fest 5K Run * The Backpack Project * Walking Lights on Track	Nurse Comm. Food Bank				

Goal #7

Needs Assessment

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
1. How well are students achieving on state assessments-in general, in subgroups & individually? <i>This is addressed each year by teacher groups. Primary focus is on increasing Meets & 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? <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? <i>Classroom Performance/Grades, Parent Information, Teachers Observation, Benchmark Testing, STAAR Results, Achievement Testing(Primary Grades), Attendance Records, DRA (Primary Grades), Discipline Records, ARDs, SIT Meetings, GT Evaluations, At-Risk Identification, Insight Testing (2-7), 504 Meetings, Restorative Practices.</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? <i>Elem 11.8%; MS 10.8%; HS 12.08%</i> Drop out rates ? 0.0% Economically Disadvantaged ? 47% LEP? 2% At Risk? 33%	Campus records (TxEIS):PEIMS; PBMAS	X			
5. What, if any, significant disciplinary Problems exist in the school? <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
STUDENT NEEDS					
6. What intervention process is in place to ensure that students' educational needs are met in a timely manner? <i>The 21st Century ACE Program; 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 Kits.</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? * Band Participation * Student Council (MS, HS); NHS (HS); NJHS (MS) * UIL Academic, OAP, UIL Athletic-participation rates, growth/performance * Overall character/behavior; Citizenship; * FFA/FCCLA; 4H; Leadership Class [participation in organization; participation in competitions] * Service Learning Projects; community involvement(Brownies, Boy Scouts, Church Groups)	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? <i>Each campus has met standard every year</i>	Title I SIP Requirements, District Status History			X	X
9. Demographics of District <i>African American 2.5%</i> <i>Hispanic 29.5%</i> <i>White 66.8%</i> <i>Asian/Pacific Island 0%</i> <i>Two or more 1.2%</i>	TAPR; TeXIS, PEIMS; PBMAS	X			

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
<p>10. Computer Literacy <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>²⁴</p>	<p>Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments</p>			X	X
<p>11. College Readiness <i>Students in 11th grade have access to distance learning dual credit class. Juniors & Seniors may attend TC or TSTC for dual credit. Students take college entrance exams while in 11th-12th grade. ACT 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 Career Class; SAT & ACT Test Preperation.</i></p>	<p>Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards</p>			X	X
CURRICULUM & INSTRUCTION NEEDS					
<p>1. How do staff member express high expectations for student achievement? <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements.</i> Is the curriculum aligned with the state's challenging academic content ? <i>Curriculum is aligned with TEKS and STAAR and EOC student expectations.</i> 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
CURRICULUM & INSTRUCTION NEEDS					
<p>2. What instructional materials are used in the school? <i>State adoptions as well as supplemental materials.</i> Are they up-to-date? Do they reflect the state's academic content standards? <i>Yes, During curriculum alignment, teachers and administrators identified TEKS and STAAR/EOC student expectation within the instructional materials. TX Resource System is aligned with State Standards and updated in real time.</i></p>	Textbook records; purchasing records; grades; STAAR results			X	X
<p>3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? <i>Yes</i></p>	Publisher websites; TX Resource System; iStation, IXL				X
<p>4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? <i>Teacher-made tests. DRA. STAAR, AR Math, released EOC, AR, materials received with state adoptions; TEKS Resource System & Released STAAR Tests. Benchmarks Test, iStation, IXL.</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? <i>Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System.</i></p>					X
<p>6. How are assessment results used? <i>Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation and acceleration.</i></p>	Lesson plans; ACE Tutoring; tutorial schedules	X		X	X
<p>7. Is instructional technology available to all students? <i>Yes</i> Do Teachers integrate technology into teaching? <i>Yes</i></p>	STAAR Chart, Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks.		X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
PROFESSIONAL DEVELOPMENT NEEDS					
8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students? Yes	STAAR Reports , Report Cards & Failure Lists, Textbook Selection			X	X
9. Retention Rates 0% at MS (1 student at end of 2015-16 and one at end of 2016-17) 2.6% at Elem (5th grade)	Progress Reports, TxEIS, PEIMS, TAPR	X			
10. What roles do paraprofessional play? <i>Support instruction & 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 skills.</i>	Assignment		X	X	X
1. Are all teachers and instructional paraprofessionals highly qualified? Yes	Personnel Records; Highly Qualified report to TEA				X
2. Is there a process to determine the professional development needs of teachers? <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? <i>Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning. Technology Integration, SafeSchools, T-TESS.</i>	Agendas, Conference brochures			X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
PROFESSIONAL DEVELOPMENT NEEDS					
4. Is professional development voluntary or mandatory? <i>Some of both</i>	Sign in Sheets; attendance certificates				X
5. To what degree does staff participate? <i>The staff determines areas of need during planning of the District Improvement Plan</i>					
6. Is professional development related to classroom instruction? <i>Yes</i>				X	X
7. How Frequently is professional development offered? 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) What follow-up activities take place? Reports at campus meetings: sharing of information and implementation of the District Plan. Is the professional development ongoing and incorporated into the day-to-day routine of the staff? <i>Yes, In addition to reporting/sharing with coworkers, DVDs, CDs and book excerpts are shared routinely. Professional collaborations often happens without planning (i.e.: training/review use of classroom technology; classroom management)</i>					X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
PROFESSIONAL DEVELOPMENT NEEDS					
8. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions? <i>Yes</i>	Agendas, sign in sheets, presenter notes				X
9. Who Provides professional development? <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? <i>Yes</i> How often does this occur? <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>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? <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
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
1. Do teachers routinely communicate with parents (informally and formally) about the academic progress of their children? <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? <i>School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; ACE; District Improvement Teams; SHAC</i>	Sign in sheets; agendas				X
3. How does the school involve parents and the community in school governance decisions? <i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys</i>	Agendas, sign in sheets, calendars				X
4. Are health and human services available to support students and their families? <i>Yes, School Based Health Center; flu shots; vaccinations; weekly doctor visits; Starry counselor; vision and hearing screening; mobile dentist, 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? <i>Yes (Spanish)</i>			X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
6. Does the school or district offer adult education programs? <i>No (Some parent info/training at Family Night and in campus newsletters).</i>					
7. Are staff and students involved in community activities? <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? <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 & White, Wal-Mart, HEB (All local business help with yearbook and football programs)</i>			X		X
9. How does the community view the school? <i>Generally very positive. Enough, so that members of neighboring communities hear about our accomplishments related to individual student success and at the campus and district level.</i>	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? <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
FAMILY & COMMUNITY INVOLVEMENT NEEDS					
11. What types of materials are made available to parents and community? <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, 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? <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? <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
SCHOOL CONTEXT & ORGANIZATION					
<p>1. Does the school have a vision and a mission statement? Yes Are they widely known and understood? <i>Reviewed at staff development; posted on website</i> Is the vision periodically reviewed to determine if it meets the needs of the school? Yes</p>					
<p>2. Is the entire school staff involved in decisions about school operations? Yes How? <i>Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC</i></p>					
<p>3. Is the school safe and orderly? <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 policies exist and how are they enforced? <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? <i>Student Centered</i> Are staff and student morale high? <i>Yes, Teacher turnover is very low.</i></p>					

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

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		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
<p>11. Does the school currently operate with one written plan? <i>Voters approved a \$4.5 million bond package with 82% approval rating in May 2017.</i></p> <p>What the plan developed collaboratively? <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? <i>District has:</i> <i>* Using the HISD Facility Plan, prepared for and passed a bond package; 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.</i></p>					
<p>13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. <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 <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.</i></p>					