HMS Campus Improvement Plan

Holland Independent School District
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.

DECISION-MAKING COMMITTEE

Leah Smith-Middle School Principal
Gracie Schlickeisen - Middle School Assistant Principal
Melany Cearley - District Counselor
Lauren Harris-Middle School Teacher
Kelly Gordon-Middle School Teacher

PARENTS
Randy Evans
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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, science and social studies tests will meet or exceed the state standard of 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 **STAAR Reading** objectives for regular and special education students (3-8) that focus on weaknesses as listed below: (TIA13) **(3rd-8th Grade)** Category 1: Understanding and Analysis Across Genres. MS (80%) Category 2: Understanding and Analysis of Literary Texts. MS (80%) Category 3: Understanding and Analysis of Informational Texts. MS (80%)	Classroom Teachers Principals	Eduphoria Data Summary Reports Teachers STAAR	Lesson Plans Benchmark Tests	Weekly June November January March	STAAR Reading

READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Reading weaknesses below 85% mastery: (TIA13) * I-Station	Classroom Teachers ACE Coordinator Principals/AP Dyslexia Teachers	Title I, Part A Funds Local Funds Title II CSR Funds SCE Funds $15,513 Title I, Part A Funds SCE $2,322 Comprehension Tool 21st Century Grant Local Funds	I-station Formative Reports STAAR Report Lesson Plans DIPP Assessment Student Reports Woodcock, GORT	6 Weeks	STAAR Reading STAAR Progress of Student Success-May EOC
Comprehension Toolkit					
* Focus on Non-Fiction					
*IXL (MS)					
* Accelerated Reader/STAR					
* Writing Across the Curriculum					
* Accelerated Vocabulary Program					
* Critical Thinking Focus					
* Eduphoria & ETS test bank					
* TEKS Resource System					
* The ACE After School Program					
* Gifted & Talented Program					
* Dyslexia Services					
* GT Co-Op at ESC 12					

Staff Development & Follow-up (TIA15)		SCE Funds	Staff Development calendar	August	
Google Classroom Training					

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

MATH INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Algebra I Category 1: Functional Relations ships (75%) Category 2: Properties & Attributes of Functions (75%) Category 3: Linear Functions (75%) Category 4: Lenear Equations & Inequalities (75%) Category 5: Quadratic & other Nonlinear Functions (75%) * Houghton Mifflin Harcourt * TEKS Resource System		Local Funds	Benchmark Test	September, December March	EOC Math STARR & EOC Exams
* Student Support/Inclusion		Local Funds	Mastery Charts	Daily	
* Science Applications		Local Funds	Lesson Plans	Weekly	
* The ACE After School Program		21st Century Grant	Lesson Plans	6 Weeks	Progress of Students
* STAAR Curriculum Support Materials * After School Tutoring for At Risk	Teachers	Local Funds	Quizzes, Classwork,	Weekly	
* Math Improvements TEKS Reinforcement Class & 2nd additional math class available (MS Math En)		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
*IXL Math (MS)					
* Math Tutorials	Classroom Teachers	SCE Funds $3,000	Progress Reports	3 Weeks	
* Graphing Calculator Applications * Utilize TI 84C-Silver Calculators(8-12)		Local Funds	Lesson Plans Report Cards	Daily	STAAR Math
* Qualifying 8th students take Algebra I		Local Funds	Report Cards	6 Weeks	
* Vertical Alignment: HS, MS, ES together for 1/2 day work sessions each six weeks		Local Funds	Lesson Plans , Scope & Sequence	6 Weeks	STAAR Math
* Analysis of released STAAR test questions	Classroom Teachers			September	

Staff Development & Follow-up (TIA15)		SCE Funds $1,250 Local/Title Funds	Staff Development Calendar	August	
* Critical Thinking			Agendas/Sign-in Sheets	As Scheduled	
IXL (MS)			Agendas/Sign-in Sheets	As Scheduled	
Google		Local Funds			
WRITING INITIATIVES	**PERSONS RESPONSIBLE**	**RESOURCES**	**FORMATIVE EVALUATIONS**	**TIMELINES**	**SUMMATIVE EVALUATIONS**
Disaggregate **STAAR Writing** Objectives : for students in regular education & Special Education students (Gd. 4, 7) **(4th & 7th 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	Campus Principals & Teachers	Grade-level summary report, Teachers, Essay Analysis EOC Enrichment Class	Lesson Plans, Benchmark Test	Weekly, September, November, January, March Weekly	STAAR Writing
* Benchmark assessments aligned with TEKS for grades not STAAR tested (all levels)		Released State Assessment Teacher-made test	Benchmark Test	November, January, March	
Google training, Empowering Writers, TCEA Conference			Agenda/Sign In Sheets	As Scheduled	
Benchmark Assessments using Eduphoria & ETS test banks		Released STAAR Teacher-made test Mentoring Minds	Benchmark Test	December, January, March	

SCIENCE INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated **STAAR Science** objectives for regular & special education students that focus on weaknesses below the mastery listed below. (TIA13) **(3rd-8th Grade)** Category 1: Matter and Energy Category 2: Force, Motion & Energy Category 3: Earth and Space Category 4: Organisms & Environments	Campus Principals & Classroom Teachers	Eduphoria Report, Summary Report & Teachers	Lesson Plans & Benchmark Tests	Weekly, September, November, January, March	STAAR Science
* 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	
* Frequent Testing		Teachers	Lesson Plans	Weekly	Sample Tests
* Using Brainpop, Scientific Minds, IXL		Teachers	Student projects & Benchmark Test	Weekly/Monthly	STAAR Science
Staff Development and follow-up (TIA10)		Advancement of Science Teaching	Staff Development Calendar	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 Sheets	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) **8th Grade** Category 1: History Category 2: Geography & Culture Category 3: Government & Citizenship Category 4: Economics	Classroom Teachers Principals	Eduphoria data, Summary Report & Teachers	Lesson Plans Benchmark Tests	Weekly, September, November, January, March	STAAR Social Studies

SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* TEKS Resource System					
You Tube		Teachers	Lesson Plans	As Needed	STAAR Social Studies
* Use Historical reference materials (all levels)		Teachers	Lesson Plans	Weekly	
Tutorials		Teacher	Lesson Plans	Weekly	
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	
* Incorparte STAAR questions into each test - 5 to 10 questions	Teachers			Weekly	
* Eduphoria Data Analysis to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels)		Local Funds	Faculty meetings * Agendas * Sign-in sheets	September	
* Use IXL & 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		TEKS	Lesson Plans Progress Reports	Weekly 3 Weeks	
LANGUAGE INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Staff Development & Follow-up (TIA13)					
* TEKS Resources Systems					
* Google Classroom					
Improve identification, placement & services for ESL students (TIA13, TIA19)	Principals & ESL Coordinator	ESL Teachers & ESL Funds	LPAC documentation Student Schedules Content Mastery	Semester/6 weeks	ESL Annual Evaluation Report, RPTE & STAAR Report & MAT-8
* Maintain accurate records					
** Home Language Surveys					
** LPAC Annual Reviews					

LANGUAGE INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
** LPAC Exit * Updated Documents					

** Entry Letters
 ** Exit Letters
 	
 * Interventions
  ** Imagine Learning Program
  ** I-Station Reading Intervention
 * Exit Criteria
  ** 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
Update library materials & supplies to improve the quality of media collection * Class novels * Computer Software * Reference Materials	Librarian	Librarian	Purchase Orders/Invoices Book Circulation	Semester Monthly	Title VI Annual Evaluation Report Total Circulation
Improve the G/T Program through the following:	G/T Coordinator	Teachers	Staff Development Calendar	As Scheduled	G/T Annual Evaluation Report
* Update G/T Timeline * Accessibility to all population groups * Identification/matrix/selection committee * Provide appropriate services at all levels		G/T Funds G/T Facilitator RegionXII ESC District Trainer or Trainers	Timeline Completion Staff Meetings Development Meetings Lesson Plans	Fall/Spring Monthly Weekly	SAT/ACT Scores EOC Exams
* Develop a plan for all teachers to receive 30-hour/6-hour training (TIA 14-15) * Differentiation with depth & complexity	G/T Coordinator		Professional deveoplment records	December June	
Recruit & Retain Highly Qualified Staff (TIA14)	Superintendent	Mary Hardin Baylor	Vacancy Notices		

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* Instructional aides *Coaches/teachers	Principals	Surrounding Colleges Word-of Mouth Newspaper Ads Region XII ESC	Newspaper Publication		
Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)	Principal	Teachers	Committee Meetings	Semester	Assessment Decisions
* 504 identification & services	Counselor, Teachers, Adminstrators	504 Coordinator	Tutorial Attendance	November, January, April	
** Pre-referral procedures ** Consider Modifications * Tutorials		SCE Funds $12000-Salary	Progress Reports Report Cards Conference Records	3 Weeks 6 Weeks As Needed	
* Counseling * Parent/Conferences * Updated Dyslexia Plan & Services		Supplies $1000 Title I, Part A Funds	Campus Schedules	Semester	
Intergrade 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 Coordinator	Technology Funds	Staff skill progress agendas/sign in sheets	Semester	
* Technology workshops **Google Classroom ** Google Expedition Kit(s)	Instructional Technologist	Technology Grant			

Goal # 2

* Student attendance will meet or exceed the 96% state standard for attendance.

* The district dropout rate will continue to be 0.9% or less by the year 2018.

<u>**Objective**</u>

ADDITIONAL STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis : (TIA19)	Principal		Attendance Reports	Daily	Attendance Rate
* Parent notification letter after third absence * Telephone calls will be made by School Reach automated system daily * Counseling * Saturday school make-up; Truancy Filing	Administrator Administrator	TXEIS Teachers TXEIS	ADA Reports	Monthly	
* Bell County Alternative School					
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
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	Teacher/Councelor	ARD Meetings/IEP's Individual Counseling	End of Semester/ End of year	Course schedule requests/Job Placement Opportunities.

Goal #3

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

Objectives

* Discipline referrals requiring ISS will remain minimal 2017-2018.
* Incidents of violence will be maintained at 0.0% in 2017- 2018.

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	Teachers	Decision-Making Committees	Crisis Drills	Semester	
* Violence Prevention (dating, abuse) Restorative Discipline/Circle Forward	Teachers	Safe School Videos	PD Records		By end of year
Provide & Implement a Comprehensive Guidance Plan * Character Education * Self-Esteem Restorative Discipline/Circle Forward	Counselor	Teachers	Lesson Plans	Semester	Recognized students (student club membership/ Participation)
Provide Drug Education Programs: * Restorative Discipline/Circle Forward * Red Ribbon Week	Principal Counselor	Counselor Teachers	Lesson Plans Newspaper Articles Calendar of events	Weekly Monthly As Scheduled	Monthly Checklist
School personnel will stress & reward positive student behavior * End-of-Year Awards Program	Principal	Faculty & Staff	Rewards Given	Weekly	Discipline Referrals
* Hornet Hangout * PTO Sponsored Awards					
Provide Alternatives for Discipline Infractions: * Parent Conferences, Lunch detention, After School Detention	Principal	Counselor Teachers	Discipline Records	Monthly	Title IV Annual Evaluation Report

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
* AEP * Counseling		Title I, Part A Academic Supplies/Materials			

Goal #4

* Increase parent & community involvement.

Objectives

* Increase community participation in each of the following:

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/fundraisers * District/Campus Web Site * School Reach Phone System	Principal	Decision-Making Committees PTO Teachers Administrator Mailing	Business/ Community Participation records Newsletter publications	Monthly	Total Business/ Community involvement
* Open House *Incoming 6th Grade parent/Student Night	Principal	Teachers	Sign-in		
Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)	Principal		Parent sign-in sheets /Newsletter publications	May	Total parental involvement
Campus test results will be reviewed in a public forum (TIA16)	Principal	Decision-Making Committee & Teachers	School Board Minutes Newsletter publications	As Scheduled/weekly	Total parental involvement
Signed student/parent school compacts. (TIA16) Registration paperwork completed in TxEIS including registration in Parent Portal	Principal	Teachers	Completed paperwork for every student	August/September Registration	Total parental involvement
* School Health Advisory Committee					

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Continue a Coordinated School Health Curriculum	Principals	Local Funds		August	Ongoing
* School Nutrition Guidelines * Ace After School Program	Nutrition Services Ace Coordinator	 21st Century Grant			
Develop a Staff Wellness Program * Blood Borne Pathogen Training	School Nurse	Local Funds	 Safe Schools Videos	August	Ongoing
* CPR/AED Training Stress Management Training Youth Suicide Training Health Emergency Training * Safety & First Aid Training *Autism Awareness Training * Asthma Awareness Training					
Provide a Community Wellness Program * Flu Vaccines	School Nurse Principals	Local Funds		August	Ongoing
* School Based Health Center Doctor Visits	Scott & White Doctors	S & W Funds			
* Community Health Awareness Program Glasses * Dental Hygiene Awareness Day * Corn Fest 5K Run * The Backpack Project * Walking Lights on Track	Lion's Club Comm. Food Bank				
Develop a Student Wellness Program CPR Training for MS students * S &W Athletic Sports Medicine Clinic * After School Work Out * Fitness Gram	Teachers Nurse	Local Funds		August	Ongoing
Develop an Infection Control Plan * Staphylococcus Awareness & Prevention Techniques * Immunization * Blood Borne Pathogens Provide Hand Sanitizer	School Nurse Principals Coaches Nurse Custodians Principal	Local Funds		August & Ongoing	Ongoing

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
After School Healthy Snacks	Cafeteria				
* Disinfect Weight Room/Athletic Facility				Weekly	
* Disinfect Classrooms with wipes	District Office			Weekly	
* Hand Washing Techniques					

Goal #5

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? *This is addressed each year by teacher groups. Primary focus is on increasing Meets & Masters percentages on STAAR/EOC.*	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? *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.*	In-service agendas, ISD Website; Benchmark data, Parent Portal			X	X
3. How does the school identify individual students needs? *Classroom Performance/Grades, Parent Information. Teachers Observation, Benchmark Testing, STAAR Results, OLSAT at 7th grade. Attendance Records, TMSFA at 7th grade, Discipline Records, ARDs, SIT Meetings, GT Evaluations, At-Risk Identification, 504 Meetings, Restorative Practices, Istation result, STAR Renassaince Results*	Campus Mtg Agendas, , Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles	X		X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
4. What are the student mobility rates? *7%* Drop out rates *0.0%* Economically Disavantaged 45.9*%* LEP 2*%* At Risk 29*%*	Campus records (TxEIS):PEIMS; PBMAS	X			
5. What, if any, significant disciplinary Problems exist in the school? *Isolated Bullying situations, Generally specific students rather than behavioral trend, and only on rare occasios.*	Campus Discipline Records, Incident Reports, TeXIS Discipline, Restorative Discipline				X
6. What intervention process is in place to ensure that students' educational needs are met in a timely manner? *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); Inclusion; Progress Notes, Homework Help; Enrichment Classes; Istation, IXL, Comprehension Kits.*	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; NJHS * *UIL Academic, OAP, UIL Athletic-participation rates, growth/performance* * *Overall character/behavior; Citizenship*	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? *Each campus has met standard every year*	Title I SIP Requirements, District Status History			X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
STUDENT NEEDS					
9. Demographics of District *African American 2%* *Hispanic 29.1%* *White 67.6%* *Asian/Pacific Island 0%* *Two or more 1.4%*	TAPR; TeXIS, PEIMS; PBMAS	X			
10. Computer Literacy *All students have access to computers. The middle school has 1:1 student to Chromebook ratio but chromebooks remain at school; have their chromebook. Teachers use Surface Pro3's and Chromebooks. Google Suite has been implemented.*	Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments			X	X
11. College Readiness *8th grade Algebra for HS credit; All 8th graders take Professional Communication for HS credit. MS Career/HS Prep Class; Duke Tip qualifiers are eligible to take the ACT or SAT in the 7th grade,some 8th graders take Spanish 1 for HS credit*	Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards			X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
CURRICULUM & INSTRUCTION NEEDS					
1. How do staff member express high expectations for student achievement? *Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements.* Is the curriculum aligned with the state's challenging academic content ? *Curriculum is aligned with TEKS and STAAR student expectations.* How are high expectations set in subjects for which the state has not established standards? *Strive for band awards; Strive for top scores at UIL competitions; Recognition and celebration of achievements; Cross-curricular projects; Sttrive for athletic/physical education goals.* Have teachers participated in curriculum alignment process? *Yes, Tx Resource System Training and analysis was performed in 2015-2016. Data dig was performed in August 2017. Department meetings are held.TEKS Resource System alignment encouraged and expected.*	In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.		X	X	X
2. What instructional materials are used in the school? *State adoptions as well as supplemental materials.* Are they up-to-date? Do they reflect the state's academic content standards? *Yes, During curriculum alignment, teachers and administrators identified TEKS and STAAR student expectation within the instructional materials. TX Resource System is aligned with State Standards and updated in real time.*	Textbook records; purchasing records; grades; STAAR results			X	X
3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? *Yes*	Publisher websites; TX Resource System; Istation, IXL, Mentoring Minds, Dave Ramsey				X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
CURRICULUM & INSTRUCTION NEEDS					
4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? *Teacher-made tests. STAAR, AR, STAR, materials received with state adoptions; TEKS Resource System, Released STAAR Tests, Benchmarks Test, Istation, IXL.*	Student Records, Student Grades			X	X
5. What role do teachers play in deciding what assessments will be used to measure student achievement? *Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System.*					X
6. How are assessment results used? *Identify areas of needed instruction (across populations and at individual level), Grouping for targeted instruction; remediationand acceleration.*	Lesson plans; ACE Tutoring; tutorial schedules	X		X	X
7. Is instructional technology available to all students? *Yes* Do Teachers integrate technology into teaching? Yes	STAAR Chart, Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks.		X		X
PROFESSIONAL DEVELOPMENT NEEDS					
8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?	STAAR Reports , Report Cards & Failure Lists, Textbook Selection			X	X
9. Retention Rates *0% at MS (1 student one at end of 2016-17)*	Progress Reports, TxEIS, PEIMS, TAPR	X			

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
PROFESSIONAL DEVELOPMENT NEEDS					
10. What roles do paraprofessional play? *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.*	Assignment		X	X	X
1. Are all teachers and instructional paraprofessionals highly qualified? *Yes*	Personnel Records; Records on file with TEA				X
2. Is there a process to determine the professional development needs of teachers? *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)T-Tess goal setting*	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? *Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning.Technology Integration, SafeSchools, T-TESS.*	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? *Some of both*	Sign in Sheets; attendance certificates				X
5. To what degree does staff participate? *The staff determines areas of need during planning of the District Improvement Planand during T-TESS goal setting*					
6. Is professional development related to classroom instruction? *Yes*				X	X
7. How Frequently is professional development offered? Annually (school start-up) 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 incorprated into the day-to-day routine of the staff? Yes					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? *Yes*	Agendas, sign in sheets, presenter notes				X
9. Who Provides professional development? *Local staff; ESC staff; SpEd CoOp staff; consultant, webinars*	Agendas, Sign in sheets, attendance certificates				X
10. Are external resources used to provide staff development for the school? *Yes* How often does this occur? *as needed*	Agendas, Sign in sheets, attendance certificates				X
11. Does the *daily* teacher schedule allow for common planning time across grade levels and content areas? *For some, but not for all.*	Master Schedules				X
12. How is professional development evaluated and mid-course corrections made if needed? *Staff meetings; student performance; student engagement review of gradebooks and lessonplans, administrative observations.*				X	X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNTIY INVOLVEMENT NEEDS					
1. Do teachers routinely communicate with parents (informally an formally) about the academic progress of their children? *Yes-Varies in forms of communication*	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? *School-Parent Compact; Book Fairs, Open House; Parent Night; ACE; District Improvement Teams; SHAC; field trips*	Sign in sheets; agendas				X
3. How does the school involve parents and the community in school governance decisions? *Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys*	Agendas, sign in sheets, calendars				X
4. Are health and human services available to support students and their families? *Yes, School Based Health Center; flu shots; vaccinations; weekly doctor visits; Starry counselor; vision and hearing screening; mobile dentist, Referral Services, Embracing Health Program*	Health Center Records, Press Releases, Sign-In Sheets				X
5. Are translators and written communications available for families who speak languages other than English? *Yes (Spanish)*			X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNTIY INVOLVEMENT NEEDS					
6. Does the school or district offer adult education programs? *No (Some parent info/training in campus mailouts).*					X
7. Are staff and students involved in community activities? *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.*	Published board memberships; organization rosters, local newspaper		X	X	X
8. Does the school partner with local businesses to enhance its educational programs? *Yes, Service Learning, Leadership, Student Council, STEM Camp*			X		X
9. How does the community view the school? *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.*	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? *Parent Surveys, informal community input (to teachers and to administrators). Reviewed at campus meetings, administration meetings*	Engagement Survey Results		X	X	X

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		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
FAMILY & COMMUNTIY INVOLVEMENT NEEDS					
11. What types of materials are made available to parents and community? *HISD Website: TxEIS (including Daily Bulletin); emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; social media(Holland Hornets Facebook Pages), regular mail outs of necessary information, School Reach, and Parent Portal.*					X
12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not? *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.) 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.*			X		X
13. Facilities available/accessible to parents and community? *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.*	Reservation Log		X		X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
1. Does the school have a vision and a mission statement? *Yes* Are they widely known and understood? *Reviewed at staff development; posted on website* Is the vision periodically reviewed to determine if it meets the needs of the school? *Yes*					X
2. Is the entire school staff involved in decisions about school operations? *Yes* How? *Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC*					X
3. Is the school safe and orderly? *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.New locking systems for middle school classroom have been ordered and will be replaced.*			X		X
4. What is the school climate? *Student Centered* Are staff and student morale high? *Yes, Teacher turnover is **very** low.*		X			X

FACTOR	DATA SOURCE(S)	TYPE OF DATA			
		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
5. How is the school managed? *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.*					X
6. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian? *Varies by situation-our campuses are small enough that the principals wear many hats throughout the day.*			X		
6. How is the school budget determined and how are priorities set? *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.*				X	X
8. How are all resources (funds, time, personnel) currently allocated? *Based on student need (numbers, performance, space, facilities, safety)*				X	X
9. How are the financial recourses prioritized to meet the needs of the school? *Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance.*				X	X

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		DEMOGRAPHICS	PERCEPTIONS	STUDENT LEARNING	SCHOOL PROCESSES
SCHOOL CONTEXT & ORGANIZATION					
11. Does the school currently operate with one written plan? *Voters approved a $4.5 million bond package with 82% approval rating in May 2017.* What the plan developed collaboratively? *The superintendent, school board members, and administrators worked withteachers, parents and the community to develop the building package in order to benefit all students.*			X		X
12. Overall how much progress has the school made in the last year? In the last two years? *District has:* ** 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*		X			
13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. *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 School Study Lounge; A Practice Gym to replace the Old Gym; and, upgrading the Cafeteria Stage area.*			X		X
14. Gyms and Playgrounds *The Old Gym has been demolished with a Practice Gym to be completed in December of 2018. Current use of thenewest gym is constant, as well as use of the field house weight lifting area. Middle school alsos utilizes the the current track and field areas.*				X	X