

DISTRICT IMPROVEMENT PLAN

Holland Independent School District
2011-2012

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
Janet Frazier – Bowman Middle School Principal
Britt Gordon – High School Principal
Melany Cearley – Asst. Principal/Counselor
Shelley Lum -Primary Teacher
Misty Allen- Elementary Teacher
Gracie Schlickeisen– Middle School Teacher
Kelly Taisler– Middle School Teacher
Kapa Johnson– High School Teacher
Lori Kinard- High School Teacher

PARENTS

Randy Evans
Jill Marwitz

BUSINESS/COMMUNITY

Gabriel Medina
Michael Kurtz
Doris Lange

COMPREHENSIVE NEEDS ASSESSMENT (TIA 12)

Holland Independent School District conducted comprehensive needs assessments based on AEIS data such as TAKS performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating TAKS data by grade level, subject area, and objectives.

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 Schoolwide campus based on 52% of low income students. The middle school is a Title I, Part A Schoolwide 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 2010-11 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2011-12 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

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Goal #1

- **All student groups taking the STAAR reading, writing, math, science and social student tests and the End of Course Exams will meet or exceed a 90% passing standard by the year 2013 to attain a district rating of Exemplary.**
- **One hundred percent of sophomores and juniors will pass the TAKS exit level exam.**

Objectives

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

<i>READING STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	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, English 1, 2, and 3 Category 1: Understanding and Analysis Across Genres Category 2: Understanding and Analysis of Literary Texts Category 3: Understanding and Analysis of Informational Texts	Classroom teachers Principals	AEIS data Summary Reports Teachers Target Reading	Lesson plans Benchmark tests	Weekly June November, January, March	STAAR Reading
Implement the following initiatives/activities to address Reading weaknesses below 85% mastery: (TIA13)	Literacy Coordinator				STAAR Reading
Guided Reading (Elementary) Focus on critical thinking	Classroom teachers				
District spelling curriculum (Elementary)	Classroom teachers	Local funds			
<ul style="list-style-type: none"> ▪ Reading Recovery (Elementary) ▪ Focus on Non-Fiction (MS and HS) ▪ Time for Kids and National Geographic, etc. ▪ Cross Curriculum Reading (HS) 	Reading Recovery Teachers	Title I, Part A Title II Part A	Running records	6 weeks	ELA EOC

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		SCE 0.5 FTE			
<ul style="list-style-type: none"> ▪ Literacy Groups (Elementary) 	RR Teachers	Title I, Part A	DRA	6 weeks	
<ul style="list-style-type: none"> ▪ Accelerated Reader (Elementary, Middle) ▪ Target Writing Short Answer(HS, MS) 		Title I, Part A SCE \$2,322	STAR Report	6 weeks	
<ul style="list-style-type: none"> ▪ Accelerated Vocabulary Program(Elementary, Middle) ▪ Critical Thinking Focus (HS, MS, Elem) ▪ Eduphoria and ETS test bank 	Teachers Principals		STAR Report Progress Reports Teacher-made tests	6 weeks 3 weeks	
<ul style="list-style-type: none"> ▪ Dyslexia services ▪ Study Island (HS) 		Local funds HS Allotment	Neihaus Assessment Student Reports	6 weeks	EOC
<p>Staff development and follow-up (TIA15)</p> <ul style="list-style-type: none"> • Critical Thinking Workshop (Step Up to TAKS) • Middle School Conference • Responsive Learning STAAR Program • Project Share 		SCE funds \$1,250 Local/Title Funds	Staff development calendar Agendas/sign-in sheets Lesson plans	August As scheduled Weekly	

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<i>MATH STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
Disaggregate STAAR Math objectives for Regular and Special Ed Students. (TIA13) <u>3RD-8TH Grade</u> Category 1: Numbers, Operations, and Quantitative Reasoning Category 2: Patterns, Relationships, and Algebraic Reasoning Category 3: Geometry and Spatial Reasoning Category 4: Measurement Category 5: Probability and Statistics <u>Algebra 1</u> Category 1: Functional Relationships Category 2: Properties and Attributes of Functions Category 3: Linear Functions Category 4: Linear Equations and Inequalities Category 5: Quadratic and Other Nonlinear Functions <u>Geometry</u> Category 1: Geometric Structure Category 2: Geometric Patterns and Representations	Classroom Teachers and Principals	AEIS data Grade-level Summary reports Teachers	Lesson plans Benchmark tests	Weekly September November, January, March	STAAR Math EOC Math

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Category 3: Dimensionality and the Geometry of Location					
Category 4: Congruence and the Geometry of Size					
Category 5: Similarity and the Geometry of Shape					
<u>Algebra 2</u>					
Category 1: Properties and Attributes of Functions					
Category 2: Representational Tools to Solve Problems					
Category 3: Properties of Quadratic Functions					
Category 4: Multiple Representations of Quadratic Relations					
Category 5: Properties of Square Root Functions					
Category 6: Properties of Rational Functions					
Category 7: Properties of Exponential and Logarithmic Functions					

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<ul style="list-style-type: none"> Saxon Math (K-5) 		Local funds	Benchmark tests	September November, January, March	
<ul style="list-style-type: none"> Student Support/Inclusion (All levels) 		Local funds	Mastery charts	Daily	
<ul style="list-style-type: none"> Accelerated Math (Elementary) Math Facts in a Flash 		Local funds Special Ed. funds	Benchmark tests	September November, January, March	
<ul style="list-style-type: none"> Science Application (Elementary, Middle School, High School) 		Local funds	Lesson plans	Weekly	
<ul style="list-style-type: none"> Differentiated instructional strategies (All levels) 			Lesson plans Principal walk-throughs	Weekly Daily	
<ul style="list-style-type: none"> Grand Central Station (H.S) 		Local funds	Lesson Plans	6 weeks	Progress of student success - May
<ul style="list-style-type: none"> Lone Star Math (2-5) Marcy Cook Math (2) 		Local	Observations, Lesson plans	Daily Weekly	
<ul style="list-style-type: none"> Buckle Down and other STAAR curriculum support material After School Tutoring for At Risk 	Teachers	Local	Quizzes, classwork, lesson plans	Weekly	
<ul style="list-style-type: none"> Math Improvement TEKS Reinforcement Class and Activity Period (High School) 2nd Additional math class available (6-11) 		Supplies SCE funds \$10,006. FTE=0.21	Classroom portfolio Lesson plans	6 weeks Weekly	
<ul style="list-style-type: none"> Eduphoria and ETS Benchmark testing 	Teachers and Principals	REAP Title II, Part A	Benchmark tests	Semester	STAAR, EOC, TAKS results
<ul style="list-style-type: none"> Module Applications 		SCE funds	Progress reports	3 weeks	

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<ul style="list-style-type: none"> ○ Low teacher-pupil ratio ○ Frequent assessments ○ Individual learning styles 		\$6,856. FTE=0.2	Report cards	6 weeks	
<ul style="list-style-type: none"> • Consistently implement the pre-referral process when necessary 		Local funds	CAP Matrix	Daily	
<ul style="list-style-type: none"> • Math Tutorials (all campuses) 	Classroom Teachers	SCE funds \$3,000 FTE=1	Progress reports	3 weeks	
<ul style="list-style-type: none"> • Graphing Calculator Applications • Utilize TI 83 or 84 Plus calculators 		9 th Grade Initiative Grant	Lesson Plans Report Cards	6 weeks	STAAR Math
<ul style="list-style-type: none"> • Grand Central Station (High School) 		SCE funds \$2000	Progress Reports	Weekly	STAAR Math
<ul style="list-style-type: none"> • All 9th grade take Algebra I 		Local	Report Card	6 weeks	
<ul style="list-style-type: none"> • Vertical Alignment: HS, MS, and ES together for ½ day work sessions each six-weeks 		Local	Lesson plans and scope and sequence	6 weeks	STAAR Math
<ul style="list-style-type: none"> • Study Island TAKS review (9-11) 		Local/state/federal funds	Progress Reports, T STAAR results	Weekly	STAAR Math
<ul style="list-style-type: none"> • Analysis of released STAAR test questions 	Classroom Teachers			September	
<ul style="list-style-type: none"> • Neo 2 2nd, 3rd 			Class data	daily	
<p>Staff development and follow-up (TIA15)</p> <ul style="list-style-type: none"> • Critical Thinking Workshop (Step Up to TAKS) • CAMT Conference • Responsive Learning STAAR Program • Project Share 		Local/Title Funds	Staff development calendar Agendas/sign-in sheets Lesson plans	August As scheduled Weekly	STAAR Math

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<i>WRITING STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
<p>Disaggregate STAAR Writing objectives: for students in regular education and special education students that is a (Gd.4,7)</p> <p>Focus on weaknesses below 90% mastery: <u>(4th and 7th Grade)(English 1, 2 and 3)</u></p> <p>Reporting Category 1: Composition</p> <p>Reporting Category 2: Revision</p> <p>Reporting Category 3: Editing</p>	Campus principals and teachers	<p>AEIS data</p> <p>Grade-level Summary Report</p> <p>Teachers</p> <p>Essay Analysis</p>	<p>Lesson plans</p> <p>Benchmark tests</p>	<p>Weekly</p> <p>September</p> <p>November, January, March</p>	STAAR Writing
<ul style="list-style-type: none"> • Writer’s Academy 		<p>Supplies</p> <p>SCE funds</p> <p>\$1,000.</p>	Primary Reading and Writing Assessment	August and December	Observation Survey
<ul style="list-style-type: none"> • AWARE Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR 		Teachers		August and September	Diagnostic Reading Assessment (DRA)
<ul style="list-style-type: none"> • Benchmark assessments aligned with TAKS for grades not STAAR tested (All levels) 		Released TAKS Teacher-made tests	Benchmark tests	November, January, March	
<ul style="list-style-type: none"> ▪ Consistently implement the pre-referral process when necessary 		Local funds	CAP Matrix	Daily	

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<ul style="list-style-type: none"> HISD Spelling Curriculum 		Teachers	Primary Reading and Writing Assessment	Weekly	Observation Survey
<ul style="list-style-type: none"> Writing across the Curriculum (1-11) 		Teachers Local Funds	Lesson Plans Benchmark tests	Weekly 6 weeks	STAAR Writing
<ul style="list-style-type: none"> Writing Accountability in all Subjects 		Teachers Local Funds	Lesson Plans Benchmark tests	Weekly 6 weeks	STAAR Writing
<ul style="list-style-type: none"> Ongoing STAAR-style Writing Practice (3-12) 		Teachers Local Funds	Lesson Plans Benchmark tests	Weekly 6 weeks	STAAR Writing
<ul style="list-style-type: none"> Grand Central Station (High School) 		SCE funds \$2000	Progress Reports	Weekly	STAAR Writing
<ul style="list-style-type: none"> Daily Oral Language (DOL) 		Local	Student grades	Daily	STAAR Writing
<ul style="list-style-type: none"> Weekly Writing –Chunking 		Local	Lesson Plans	Weekly	STAAR Writing
<ul style="list-style-type: none"> Peer Writing Tutoring 		Local	Lesson Plans	Weekly	STAAR Writing
<ul style="list-style-type: none"> Utilize writing portfolios to aid in vertical alignment from grade to grade 		Local Funds	Portfolio	Semester	STAAR Writing
<p>Staff development and follow-up (TIA15)</p> <ul style="list-style-type: none"> Early Literacy Workshops (5-9 teachers) STAAR Writing Workshops (3-4 people) Writing In-service for all grades Elementary Institutes (1st, 2nd, 4th grades) Site-visits to outstanding programs (4, 7, 10) Responsive Learning STAAR Program Project Share 		Teachers Local funds Title funds	Lesson plans Staff development calendar Agendas/sign-in sheets Primary Reading and Writing Assessment	Weekly August As scheduled	
<ul style="list-style-type: none"> Benchmark Assessments using Eduphoria and ETS test bank 		Released STAAR Teacher-made tests	Benchmark tests	November, January, March	STAAR Writing

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<i>SCIENCE STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
<p>Disaggregate STAAR Science objectives for regular and special education students that (Gd 5,8) focus on weaknesses below the mastery listed below. (TIA 13) (3RD-8TH Grade)</p> <p><u>Category 1: Matter and Energy</u> Category 2: Force, Motion, and Energy Category 3: Earth and Space Category 4: Organisms and Environments</p> <p><u>Biology</u> Category 1: Cell Structure and Function Category 2: Mechanisms of Genetics Category 3: Biological Evolution and Classification Category 4: Biological Processes and Systems Category 5: Interdependence within Environmental Systems</p> <p><u>Chemistry</u> Category 1: Matter and the Periodic Table Category 2: Atomic Structure and Nuclear Chemistry Category 3: Bonding and Chemical Reactions Category 4: Gases and Thermochemistry Category 5: Solutions</p> <p><u>Physics</u> Category 1: Force and Motion Category 2: Gravitational, Electrical, Magnetic, and Nuclear Forces Category 3: Momentum and Energy Category 4: Waves and Quantum Phenomena</p>	Campus principals and Classroom Teachers	<p>AEIS Report</p> <p>Summary Report Teachers</p>	<p>Lesson plans</p> <p>Benchmark tests</p>	<p>Weekly</p> <p>September</p> <p>November, January, March</p>	STAAR Science
<ul style="list-style-type: none"> • 5E Model of Instruction • Increase number of inquiry based labs 	Region Service Centers	Teachers		Yearly	TAKS Science
<ul style="list-style-type: none"> • Increase activities on vocabulary acquisition and retention 		Teachers	Lesson plans	Semester	STAAR Science
<ul style="list-style-type: none"> • Seek field trips and workshops that focus on critical thinking strategies 	ESC 12 and area resources	Teachers		Semester	STAAR Science

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<ul style="list-style-type: none"> Hold science fair night 		Teachers	Parent Participation	February 3 rd	STAAR Science
<ul style="list-style-type: none"> Utilize internet in science classrooms 		Teachers	Lesson plans	Semester	STAAR Science
<ul style="list-style-type: none"> Keep classroom science portfolio of scientific events 		Teachers	Lesson plans	Semester	STAAR Science
<ul style="list-style-type: none"> Brainstorm methods to solve environmental issues for school and community 		Teachers	Lesson plans	Semester	STAAR Science
<ul style="list-style-type: none"> Increase district-wide focus on metric principles and conversions 		Teachers	Lesson plans	Semester	STAAR Science
<ul style="list-style-type: none"> AEIS-IT Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels) 		Local funds	Faculty meetings <ul style="list-style-type: none"> Agendas Sign-in sheets Disaggregated data 	September	
<ul style="list-style-type: none"> Benchmark assessments aligned with STAAR for grades not STAAR tested (all levels) Eduphoria Aware/ ETS 		Released TAKS	Benchmark tests	November, January, March	
			Teacher-made tests	6 weeks	
<ul style="list-style-type: none"> Structure Science instruction and expectations to STAAR/TEKS expectations and use project-oriented instruction as the application component (all levels) 		Scope and sequence STAAR/TEKS	Lesson plans	Weekly	
			Progress reports	3 weeks	
			Mastery charts	Daily	
<ul style="list-style-type: none"> Grand Central Station (High School) 		SCE funds \$2000	Progress Reports	Weekly	STAAR Reading and Science
<ul style="list-style-type: none"> Consistently implement the pre-referral process when necessary 		Local funds	CAP Matrix	Daily	
<ul style="list-style-type: none"> Benchmark Testing using Eduphoria and ETS test bank 		Teacher	Benchmark Test	Semester	STAAR Science

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<ul style="list-style-type: none"> Using United Streaming, Brainpop, and Science Starters 		Teachers	Student projects Benchmark tests	Weekly/Monthly	STAAR Science
<ul style="list-style-type: none"> Vertical Alignment 1 day per semester for K-12 science alignment 		Teachers	:Lesson Plans/Scope and Sequence	Weekly	STAAR Science
Staff development and follow-up (TIA13) <ul style="list-style-type: none"> CAST Conference First Grade Conference Science STAAR Review Classes (HS) Eduphoria, Responsive Learning 		Title II funds Local funds ESC Region XII	Lesson plans Staff development calendar Agendas/sign-in sheets	Weekly August As scheduled	STAAR Science

<i>SOCIAL STUDIES STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
Disaggregate STAAR Social Studies and focus on weaknesses below 80% mastery. (TIA13) <u>(8TH GRADE)</u> Category 1: History Category 2: Geography and Culture Category 3: Government and Citizenship <u>World Geography</u> Category 1: History, Government, and Citizenship Category 2: Geography Category 3: Culture Category 4: Economics, Science, Technology, and Society <u>World History</u> Category 1: History 8000 BC to AD 1750 Category 2: History 1750 to the Present Category 3: Geography and Culture Category 4: Government and Citizenship Category 5: Economics, Science, Technology, and Society <u>US History</u>	Classroom Teachers and Principals	AEIS-IT data Summary reports Teachers	Lesson plans Benchmark tests	Weekly September November, January, March	STAAR Social Studies

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<ul style="list-style-type: none"> Category 1: History Category 2: Geography and Culture Category 3: Government and Citizenship Category 4: Economics, Science, Technology, and Society 					
<ul style="list-style-type: none"> Glenco Benchmark Tests 	Teachers	Teachers	Lesson plans	Weekly	Mid-term exam Final exam STAAR Social Studies
Use United Streaming to reinforce concepts and supplement textbooks		Teachers	Lesson plans	As Needed	STAAR Social Studies
<ul style="list-style-type: none"> Use historical reference material (all levels) 		Teachers	Lesson plans	Weekly	STAAR Social Studies
<ul style="list-style-type: none"> Reading assignments should include historical happenings and events 		Teachers	Lesson plans	Weekly	STAAR Social Studies
<ul style="list-style-type: none"> Vertical alignment in social studies (all grades) Middle to High School continuing thematic posters- 8th grade info. Throughout H.S. 		Teachers	Lesson plans	Weekly	STAAR Social Studies
<ul style="list-style-type: none"> Introduce historical vocabulary (all levels) 		Teachers	Lesson plans	Weekly	STAAR Social Studies
<ul style="list-style-type: none"> Utilize maps and graphs at all levels 		Teachers	Lesson plans	Weekly	STAAR Social Studies
<ul style="list-style-type: none"> Provide training for TEKS transfer to STAAR (all levels) Responsive Learning 		Title II funds	Registration to Conferences at Service Center	Semester	STAAR Social Studies
<ul style="list-style-type: none"> Promote current event awareness by use of local and national newspapers 				Weekly	STAAR Social Studies
<ul style="list-style-type: none"> Incorporate STAAR questions into each test – 2 to 5 questions 	Teachers	Step Up to TAKS		Weekly	STAAR Social Studies
<ul style="list-style-type: none"> AEIS-IT Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels) Eduphoria 		Local funds	Faculty meetings <ul style="list-style-type: none"> Agendas Sign-in sheets Disaggregated data	September	
<ul style="list-style-type: none"> Use Neo 2's and brain pop to reinforce objectives. 	Teachers		<ul style="list-style-type: none"> 	As Needed	STAAR Social Studies
<ul style="list-style-type: none"> Structure Social Studies instruction and expectations to STAAR /TEKS expectations and use project-oriented 		Scope and Sequence TAKS/TEKS	Lesson plans Progress reports	Weekly 3 weeks	

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instruction as the application component (all levels)					
<ul style="list-style-type: none"> Grand Central Station (High School) 		SCE funds \$2000	Progress Reports	Weekly	STAAR Reading
<ul style="list-style-type: none"> Daily Starters 		Teachers	Lesson Plans	Weekly	STAAR Social Studies
Staff development and follow-up (TIA13) <ul style="list-style-type: none"> Social Studies State Conference Social Studies STAAR Review Classes (HS) Eduphoria, Responsive Learning 		Title II funds Local funds ESC Region XII	Lesson plans Staff development calendar Agendas/sign-in sheets	Weekly August As scheduled	

<i>SPECIAL PROGRAM STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
Improve identification, placement, and services for ESL students: (TIA 13, TIA 19) <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 <ul style="list-style-type: none"> Entry letters Exit letters Updated procedures <ul style="list-style-type: none"> LPAC Meetings Exit criteria <ul style="list-style-type: none"> Pass TAKS Reading (and Writing, if available) or Score 40th percentile or higher on language arts section of norm-referenced test and having a passing score on the TELPAS. 	Principals ESL Coordinator	ESL teachers ESL funds	LPAC documentation Student schedules Content Mastery	Semester 6 weeks	ESL Annual Evaluation Report RPTE and TAKS MAT-8
Improve Migrant program through the following (All levels) <ul style="list-style-type: none"> Identification and placement 	Migrant Coordinator	Region XII ESC	NGS Reports Progress reports	August 3 weeks	TAKS Credit accrual

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<ul style="list-style-type: none"> • Services <ul style="list-style-type: none"> ○ Parent Advisory Council (PAC) 			Report cards	6 weeks	Graduation rate
<p>Improve the Career and Technology Education (CATE) program by addressing the following: (TIA 13)</p> <ul style="list-style-type: none"> • Develop coherent sequence of courses • Expand course offerings • Explore Tech-Prep opportunities with local colleges • Coordinate and integrate planning with distance learning • Integrate Technology into lesson plans and instruction. 	Principal CATE Coordinator	CATE teachers	Development sessions/calendar/Agendas Planning sessions Lesson plans	Spring 2010 6 weeks Semester Weekly	CATE Annual Evaluation Report
<p>Update library materials and 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 Title VI funds	Purchase orders/invoices Book circulation	Semester Monthly	Title VI Annual Evaluation Report Total Circulation Report
<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 • All teachers will receive 30-hour/6-hour training (TIA 14,15) • Differentiation with depth and complexity • Improve parent participation 	G/T Coordinator	Teachers Math, Science, Social Studies, and Language Arts Coordinators G/T funds G/T Facilitator Region XIII ESC District trainer of trainers	Staff development calendar Master Schedule Staff meetings Development meetings Lesson plans	As scheduled Fall Spring Monthly Monthly Weekly	G/T Annual Evaluation Report SAT/ACT scores End-of-Course exams

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<p>Provide early school transition to the elementary school: (TIA17)</p> <ul style="list-style-type: none"> • PK and K Round-ups • PK Notification (English and Spanish) <ul style="list-style-type: none"> ○ Campus Newsletter ○ Flyers • School Readiness • Head Start orientation • All four-year-olds will be eligible to attend PK • Transition from elementary to middle and middle to high <ul style="list-style-type: none"> ○ Class introductions (E-M) ○ Orientation (E-M-H) ○ Individual conferences (M-H) 	<p>Principal Counselor</p>	<p>PK and K teachers Readiness baskets/packets PPCD</p>	<p>School calendar Notification Orientation Round-ups</p>	<p>Fall April May May</p>	<p>Observation Survey TAKS scores</p>
<p>Recruit and retain highly qualified staff. (TIA 14)</p> <ul style="list-style-type: none"> • Reading Recovery • Instructional aides • Offer incentives • Contact various universities 	<p>Superintendent Principal</p>	<p>Mary Hardin Baylor Surrounding colleges Word-of-Mouth Newspaper ads Region XII ESC</p>	<p>Vacancy notices Newspaper publications Interview schedules</p>	<p>As needed Semester Semester</p>	<p>Personnel Files Applications Retention rate</p>
<p>Continue to involve teachers in assessment decisions and the use of assessment data. (TIA 18)</p>	<p>Principal</p>	<p>Teachers</p>	<p>Committee meetings</p>	<p>Semester</p>	<p>Assessment decisions</p>
<p>Provide timely assistance in identifying students' individual needs: (TIA 19)</p> <ul style="list-style-type: none"> • 504 identification and services <ul style="list-style-type: none"> ○ Pre-referral procedure ○ Consider modifications • Tutorials • TAKS classes 	<p>Principal Counselor</p>	<p>Teachers 504 Coordinator</p>	<p>Counselor's log Tutorial attendance Progress reports Report cards</p>	<p>Semester September, January, April 3 weeks</p>	<p>AEIS Report</p>

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<ul style="list-style-type: none"> • Extended year • Counseling • Parent/conferences • Pre-referral (special education) • Early intervention strategies for Dyslexia • Updated Dyslexia Plan and services • Reading Recovery screening • Literacy groups 		<p>Accelerated Reading Instruction funds SCE Funds \$12000 -Salary 8.0 FTE SCE Funds Supplies \$1000 Title I, Part A funds</p> <p>OEY</p>	<p>Conference records</p> <p>Campus schedules</p>	<p>6 weeks</p> <p>As needed</p> <p>Semester</p>	
<p>Integrate technology throughout the instructional program at all grade levels and in all subject areas.</p> <ul style="list-style-type: none"> • Technology workshops <ul style="list-style-type: none"> ○ Level one: Beginner ○ Level two: Intermediate ○ Level three: Advanced 	<p>Principal</p> <p>Technology Coordinator</p>	<p>Technology Plan</p> <p>TIF Grant Technology funds</p>	<p>Lesson plans</p> <p>Staff skill progress Agendas/sign in sheets</p>	<p>Weekly</p> <p>Semester</p>	<p>Technology Plan</p>

ESEA Performance Goal

By 2013-2014, all students will reach high standards at a minimum proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant Status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State's assessment. *

Performance indicator: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant Status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in mathematics on the State's assessment. *

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

ESEA Performance Goal

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. (Proficiency Chart)

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1 *

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2. *

ESEA Performance Goal

By 2010-11, all students will be taught by highly qualified teachers. [Section 9101(23) of ESEA] [Section 1111(h)(1)(C)(viii)]

Performance indicator: The percentage of classes being taught by "highly qualified" teachers in the aggregate and in "high-poverty" schools quartile of schools ranked by low-income population).

Performance indicator: The percentage of teachers receiving high-quality professional development. [Section 9101(34)]

Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.[Section 1119(c) and (d)]

Performance Targets Performance targets define the progress the STATE expects to make at specified points in time with respect to each indicator as determined by the Texas Education Agency (TEA), effective July 1, 2011 for the 2011-2012 school years.

Goal #2

- **Student attendance will meet or exceed the 95.6% state standard for attendance.**
- **The district dropout rate will continue to be 0.9% or less by the year 2012.**

Objectives

- **The student attendance rate will improve from 95.6% to 96.6%.**
- **The district dropout rate will continue to be less than one percent**
- **The district completion rate will be greater than 95%.**

Holland ISD District Improvement Plan
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<i>STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis: (TIA 19) <ul style="list-style-type: none"> • Parent notification letter upon student's sixth absence will be mailed • Telephone calls will be made by School Reach automated system daily • Counseling • Saturday school make-up 	Principal	Counselor Teachers	Attendance reports ADA reports	Daily Monthly	Attendance rate
Provide dropout prevention and recovery through the following: (TIA 19) <ul style="list-style-type: none"> • Counseling services <ul style="list-style-type: none"> ○ Individual counseling ○ Group counseling • Track all withdrawal and no shows during the second and third weeks of school • Pregnancy-related services <ul style="list-style-type: none"> ○ Homebound services ○ PEP Program • Services for school age parents <ul style="list-style-type: none"> ○ Homebound services ○ Individual counseling ○ Career night • Saturday School • Credit recovery • Bell County Alternative School 	Principal	Counselor CTYSB PEP Grant TECS SCE \$2,902 PEP Grant Odyssey Ware 9 th Grade Success Initiative SCE funds \$45,000. The Choice Program	Withdrawal tracking records Counselor's log Plato Reports Principal contacts Attendance Progress reports	September Daily Weekly Weekly Semester (December May)	Dropout rate
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 Rate
The nurse will visit all classrooms and stress good hygiene in effort to decrease illness.	Nurse	Teachers	Attendance reports	Six Weeks	Attendance Rate

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<ul style="list-style-type: none"> School-based health center Clinics 		Scott & White Hospital		End of Year	
Encourage special education student participation in all extra-curricular activities	Principals	Sponsors Teachers	Class rosters	Beginning of year Scheduling Process	Class rosters
Provide career counseling and transition planning for all students.	Principals	Counselor	ARD Meetings IEP's Individual counseling	End of semester End of year	Course schedule requests Job Placement opportunities.

ESEA Performance Goal

All students will graduate from high school.

Performance indicator The percentage of students who graduate from high school, with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, calculated in the same manner as used National Center for Education Statistics reports on Common Core of Data

Performance Target

Performance targets as defined by the TEA, effective July 1, 2011 for the 2011-2012 school year.

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 64% to 66%.**
- The district will increase the percent of students scoring above the criterion on the SAT/ACT from 19% to 22%.**

Holland ISD District Improvement Plan
2011-2012

<i>STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
<p>Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following:</p> <ul style="list-style-type: none"> • Dual credit • Odyssey ware (SAT/ACT Prep) • PSAT (SAT) and PLAN (ACT) • SAT vocabulary words (English III, IV) • Fee waivers • Scholarship Notification deadlines 	Principal	Counselor Teachers Temple College Scholarship opportunities	Class rosters Registration records	Fall Semester Weekly	AEIS Report (SAT/ACT)
Create a College Readiness Room in the high school that will include 5% of the 10,11,12 graders at the ESC 12	Principal Counselor Teachers	Transportation to Region 12 -Registration Fees			Attendance Rosters Sign in Sheets
Inform juniors and seniors that the top 10% of the graduating class receives automatic admission to state colleges and universities.	Counselor Senior Class Sponsor	Posters Letters Handbooks	Letters to parents	Fall Spring	Graduation rankings College admissions records TEA report
<p>Increase the number of students in the Recommended High School Program: (TIA 13)</p> <ul style="list-style-type: none"> • Weighted Valedictorian and Salutatorian Policy • Class meetings/Parent meetings (8th graders) • Default High School Plan (Parent approval for alternative plan) 	Principal Counselor	Scholarship opportunities Counselor's Communications Valedictorian/ Salutatorian criteria	Credit accrual 4-year plan Class rosters	Semester Spring August	Graduation rate Participation rate in Recommended High School Program

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ESEA Performance Goal

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Target:

Performance targets as defined by the TEA, effective July 1, 2011 for the 2011-2012 school year.

Goal #4

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

Objectives

- **Discipline referrals will decrease from 25 in 2011 to 20 in 2012.**
- **Tobacco, Alcohol, and Drug (TAOD) offenses will be decreased to 0.0% in 2012.**
- **Incidents of violence will be maintained at 0.0% in 2012.**

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<i>STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
Review, revise, and implement the district and campus Emergency Plan (Crisis Management Plan). <ul style="list-style-type: none"> • Suicide prevention • Violence prevention • Conflict resolution • • Develop plan of action for emergencies on the playground 	Principals Teachers	Faculty and staff Safety Checklist Decision-Making Committees Nurse Paraprofessionals	Revision meetings Crisis drills	February Semester	Monthly checklist
Provide and implement a Comprehensive Guidance Plan. <ul style="list-style-type: none"> • Character education • Decision making • Self-esteem 	Counselor	Teachers Title IV funds	Lesson Plans	Semester	Recognized students (Student club membership/ Participation) Discipline Referrals
Provide Drug Education program: <ul style="list-style-type: none"> • DAVE • Learn and Serve • Red Ribbon Week 	Principal Counselor	Counselor Title IV funds Health Teacher Title IV funds Teachers	Lesson plans Newspaper articles School calendar Calendar events	Weekly Monthly August As scheduled	Monthly Checklist

Goal #5

- **Increase parent and community involvement.**

Objective

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

	2010-11	2011-12
a. Volunteers	130	145
b. PTO	330	345
c. Open House	500	525
d. Special programs parent meetings	160	170

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<i>STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATIONS
Provide opportunities to increase parental involvement (TIA 16): <ul style="list-style-type: none"> • Communicate through newsletters. • Provide after-school programs that include parenting training. • Provide training for parents in the use of the Internet. • Community Dinners • Grandparent’s Breakfasts • Fall Festival and Scholarship Dinners 	Principal	PTO Teachers Counselor Technology Coordinator Local Funds PTO/Scholarship Funds	Parent sign-in sheets Newsletter publications	As scheduled Monthly Christmas/Thanksgiving September October	Total parental involvement Parental support increases
Promote business/community involvement through the following (TIA 16): <ul style="list-style-type: none"> • District and campus committee membership • School marquee • Campus newsletters • Volunteers at athletic events • District/Campus Web site • School Reach phone system • Powerschool online grading system 	Principal	PTO Teachers Decision-Making Committees Counselor	Business/community participation records Newsletter publications	Monthly Monthly	Total business/community involvement
Develop and implement Family Literacy and Math nights: (PK – 6), (TIA16) <ul style="list-style-type: none"> • Develop Committee • Announce plans • PK-5 Family Literacy • Family Nights (PTO) 	Principal Decision-Making Committee Sub-committee	Decision-Making Committee Teachers PTO	Programs developed Calendar of meetings/events	August	Total parental involvement
Conduct parent meetings for all Title programs. Bullet agenda items to be discussed at these meetings (TIA16)	Principal	Counselor	Parent sign-in sheets Newsletter publications	May	Total parental involvement

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		Decision-Making Committee Teachers		Monthly	
Campus report card and 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**

Objective

- **Improve the health and well-being of students and faculty**

<i>SHAC STRATEGIES</i>	PERSONS RESPONSIBLE	<i>RESOURCES</i>	FORMATIVE EVALUATIONS	<i>TIMELINES</i>	SUMMATIVE EVALUATONS
Continue a Coordinated School Health Curriculum -Healthy & Wise Curriculum(Pre-K-6) -Physical Education -School Nutrition Guidelines	Principals Classroom and PE teachers Nutrition Services	Local Funds		August	Ongoing

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<p>Develop a Staff Wellness Program</p> <ul style="list-style-type: none"> -Blood Borne Pathogen Training -CPR/AED Training -Safety and First Aid Training 	<p>School Nurse</p>	<p>Local Funds</p>		<p>August</p>	<p>Ongoing</p>
<p>Provide a Community Wellness Program</p> <ul style="list-style-type: none"> -Flu Vaccines -School Based Health Center Doctor Visits -Blood Pressure Monitoring The STING Backpack Program Rural Health Rotation for Pre-Med Students 	<p>School Nurse Principals Teachers Scott & White Doctors</p>	<p>Local Funds</p>		<p>August</p>	<p>Ongoing</p>
<p>Develop a Student Wellness Program</p> <ul style="list-style-type: none"> -Smoking Prevention Curriculum in MS -Healthy and Wise Curriculum -Jump Rope for Heart -School Walk for Diabetes -Fitness Gram 	<p>Teachers School Nurse Principals PE Teacher</p>	<p>Local Funds REAP</p>		<p>August</p>	<p>Ongoing</p>
<p>Develop an Infection Control Plan</p> <ul style="list-style-type: none"> -Staphylococcus Awareness and Prevention Techniques -Immunization -Blood Borne Pathogens -Flu and Cold Prevention -Bacterial Meningitis Awareness -Pandemic Flu Plan -Hand Washing Techniques 	<p>School Nurse Principals Coaches Custodians</p>	<p>Local Funds</p>		<p>August and ongoing</p>	<p>Ongoing</p>