

# **HOLLAND MIDDLE SCHOOL CAMPUS 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 – Middle School Principal

Britt Gordon – High School Principal

Melany Cearley – Asst. Principal/Counselor

Gracie Schlickeisen– Middle School Teacher

Kelly Taisler–Middle 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.

**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>   | <b>PERSONS RESPONSIBLE</b>       | <i>RESOURCES</i>   | <b>FORMATIVE EVALUATIONS</b>  | <i>TIMELINES</i>                                      | <b>SUMMATIVE EVALUATIONS</b> |
|---|----------------------------------|--|---|---|------------------------------|
| Disaggregate STAAR Reading objectives for regular and special education students (6-8) that focus on weaknesses as listed below: (TIA13)<br><br>6 <sup>th</sup> -8 <sup>th</sup> Grade<br>Category 1: Understanding and Analysis Across Genres<br><br>Category 2: Understanding and Analysis of Literary Texts<br><br>Category 3: Understanding and Analysis of Informational Texts | Classroom teachers<br>Principals | AEIS data<br>Summary Reports<br><br>Teachers<br><br>Target Reading | Lesson plans<br><br>AEIS-IT Analysis<br>AWARE Analysis<br><br>Benchmark tests | Weekly<br><br>June<br><br>November,<br>January, March | STAAR Reading                |
| Implement the following initiatives/activities to address Reading weaknesses below 85% mastery: (TIA13)   |                                  |  |   |   |                              |
| <ul style="list-style-type: none"> <li>▪ Focus on Non-Fiction</li> <li>▪ Time for Kids and National Geographic, etc.</li> <li>▪ Cross Curriculum Reading</li> </ul>   | Teachers                         | Title I, Part A<br><br>Title II Part A<br><br>SCE 0.5 FTE          | Lesson Plans<br>Daily Work<br>Grade Book                                      | 6 weeks   | STARR Reading                |
| <ul style="list-style-type: none"> <li>▪ Accelerated Reader</li> <li>▪ Target Writing Short Answers</li> </ul>  | Teachers                         | Title I, Part A<br>SCE \$2,322                                     | STAR Report   | 6 weeks   |                              |

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|   |                        |   |   |  |               |
| <ul style="list-style-type: none"> <li>▪ Accelerated Vocabulary Program</li> <li>▪ Critical Thinking Focus</li> <li>▪ Eduphoria and ETS test bank</li> </ul>  | Teachers<br>Principals |   | STAR Report<br><br>Progress Reports<br><br>Teacher-made tests       | 6 weeks<br><br>3 weeks                   |               |
| <ul style="list-style-type: none"> <li>▪ Dyslexia services</li> </ul>   |                        | Local funds                               | Neihaus Assessment<br>Student Reports                               | 6 weeks                                  | STARR Reading |
| <p>Staff development and follow-up (TIA15)</p> <ul style="list-style-type: none"> <li>• Critical Thinking Workshop (Step Up to TAKS)</li> <li>• Middle School Conference</li> <li>• Responsive Learning STAAR Program</li> <li>• Project Share</li> </ul> |                        | SCE funds<br>\$1,250<br>Local/Title Funds | Staff dev Calendar<br>Agendas<br>Sign-in sheets<br><br>Lesson plans | August<br><br>As scheduled<br><br>Weekly |               |

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| <i>MATHSTRATEGIES</i>  | <b>PERSONS RESPONSIBLE</b>        | <i>RESOURCES</i>   | <b>FORMATIVE EVALUATIONS</b>  | <i>TIMELINES</i>  | <b>SUMMATIVE EVALUATIONS</b> |
|--|-----------------------------------|--|---|---|------------------------------|
| Disaggregate STAAR Math objectives for Regular and Special Ed Students. (TIA13)<br><br><u>6<sup>th</sup>-8<sup>th</sup> Grade</u><br><br>Category 1:Numbers, Operations, and Quantitative Reasoning<br><br>Category 2:Patterns, Relationships, and Algebraic Reasoning<br><br>Category 3:Geometry and Spatial Reasoning<br><br>Category 4:Measurement<br><br>Category 5:Probability and Statistics | Classroom Teachers and Principals | AEIS data<br><br>Grade-level Summary reports<br><br>Teachers | Lesson plans<br><br>AEIS-IT Analysis<br>AWARE Analysis<br><br>Benchmark tests | Weekly<br><br>September<br><br>November, January, March | STAAR Math                   |
| <ul style="list-style-type: none"> <li>McDougal-Littell Math Course 1, Course 2, Course 3</li> </ul>   | Teachers                          | Local funds  | AEIS-IT Analysis<br>AWARE Analysis<br><br>Benchmark tests                     | September<br><br>November, January, March               | STAAR Math                   |
| <ul style="list-style-type: none"> <li>Student Support/Inclusion</li> </ul>  |                                   | Local funds  | Mastery charts  | Daily   |                              |
| <ul style="list-style-type: none"> <li>Science Application</li> </ul>  |                                   | Local funds  | Lesson plans  | Weekly  |                              |
| <ul style="list-style-type: none"> <li>Differentiated instructional strategies (All levels)</li> </ul>   |                                   |  | Lesson plans<br>Principal walk-throughs                                       | Weekly<br><br>Daily                                     |                              |
| <ul style="list-style-type: none"> <li>Buckle Down and other STAAR curriculum support material</li> <li>After School Tutoring for At Risk</li> </ul>   | Teachers                          | Local  | Quizzes, classwork, lesson plans  | Weekly  |                              |
| <ul style="list-style-type: none"> <li>Math Improvement TEKS Reinforcement Class ("Math</li> </ul>   |                                   | Supplies   | Classroom portfolio   | 6 weeks   |                              |

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| Enrichment?)   |                         | SCE funds<br>\$10,006.<br>FTE=0.21 | Lesson plans                        | Weekly    |            |
| <ul style="list-style-type: none"> <li>Eduphoria and ETS Benchmark testing</li> </ul>  | Teachers and Principals | REAP<br>Title II, Part A           | Benchmark tests                     | Semester  | STAAR Math |
| <ul style="list-style-type: none"> <li>Consistently implement the pre-referral process when necessary</li> </ul>                     |                         | Local funds                        | CAP Matrix                          | Daily     |            |
| <ul style="list-style-type: none"> <li>Math Tutorials</li> </ul>   | Classroom Teachers      | SCE funds<br>\$3,000<br>FTE=1      | Progress reports                    | 3 weeks   |            |
| <ul style="list-style-type: none"> <li>Vertical Alignment: HS, MS, and ES together for ½ day work sessions each six-weeks</li> </ul> |                         | Local                              | Lesson plans and scope and sequence | 6 weeks   | STAAR Math |
| <ul style="list-style-type: none"> <li>Analysis of sample STAAR test questions</li> </ul>  | Classroom Teachers      |                                    |                                     | September |            |

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| <p>Staff development and follow-up (TIA15)</p> <ul style="list-style-type: none"> <li>• Critical Thinking Workshop (Step Up to TAKS)</li> <li>• CAMT Conference</li> <li>• Responsive Learning STAAR Program</li> <li>• Project Share</li> </ul>   |                                | Local/Title Funds  | <p>Staff development calendar<br/>Agendas/sign-in sheets</p> <p>Lesson plans</p>         | <p>August</p> <p>As scheduled</p> <p>Weekly</p>                | STAAR Math                   |
| <b>WRITING STRATEGIES</b>  | <b>PERSONS RESPONSIBLE</b>     | <b>RESOURCES</b>   | <b>FORMATIVE EVALUATIONS</b>   | <b>TIMELINES</b>   | <b>SUMMATIVE EVALUATIONS</b> |
| <p>Disaggregate STAAR Writing objectives: for students in regular education and special education students that is a (7<sup>th</sup> grade)</p> <p>Focus on weaknesses below 90% mastery: (7<sup>th</sup> Grade)</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>AEIS-IT Analysis</p> <p>AWARE Analysis</p> <p>Benchmark tests</p> | <p>Weekly</p> <p>September</p> <p>November, January, March</p> | STAAR Writing                |
| <ul style="list-style-type: none"> <li>• AWARE Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR</li> </ul>   |                                | Teachers   | AWARE Analysis   | August and September   |                              |
| <ul style="list-style-type: none"> <li>• Benchmark assessments aligned with TAKS for grades not STAAR tested</li> </ul>  |                                | Released TAKS<br>Teacher-made tests  | Benchmark tests<br>AWARE   | November, January, March                                       |                              |
| <ul style="list-style-type: none"> <li>▪ Consistently implement the pre-referral process when necessary</li> </ul>   |                                | Local funds  | CAP Matrix   | Daily  |                              |

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| • HISD Spelling Curriculum                    |  | Teachers                | Primary Reading and Writing Assessment | Weekly            | Observation Survey |
| • Writing across the Curriculum               |  | Teachers<br>Local Funds | Lesson Plans<br>Benchmark tests        | Weekly<br>6 weeks | STAAR Writing      |
| • Writing Accountability in all Subjects      |  | Teachers<br>Local Funds | Lesson Plans<br>Benchmark tests        | Weekly<br>6 weeks | STAAR Writing      |
| • Ongoing STAAR-style Writing Practice (3-12) |  | Teachers<br>Local Funds | Lesson Plans<br>Benchmark tests        | Weekly<br>6 weeks | STAAR Writing      |
| ▪ Daily Oral Language (DOL)                   |  | Local                   | Student grades                         | Daily             | STAAR Writing      |
| ▪ Weekly Writing –Chunking                    |  | Local                   | Lesson Plans                           | Weekly            | STAAR Writing      |
| ▪ Peer Writing Tutoring                       |  | Local                   | Lesson Plans                           | Weekly            | STAAR Writing      |

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| <ul style="list-style-type: none"> <li>Utilize writing portfolios to aid in vertical alignment from grade to grade</li> </ul>   |  | Local Funds                                   | Portfolio   | Semester   | STAAR Writing                |
| <p>Staff development and follow-up (TIA15)</p> <ul style="list-style-type: none"> <li>STAAR Writing Workshops</li> <li>Writing In-service for all grades</li> <li>Site-visits to outstanding programs</li> <li>Responsive Learning STAAR Program</li> <li>Project Share</li> </ul>  |  | Teachers<br>Local funds<br>Title funds        | Lesson plans<br>Staff development calendar<br><br>Agendas/sign-in sheets      | Weekly<br>August<br><br>As scheduled                       |                              |
| <ul style="list-style-type: none"> <li>Benchmark Assessments using Eduphoria and ETS test bank</li> </ul>   |  | Released STAAR<br>Teacher-made tests          | Benchmark tests<br>AWARE Analysis   | November,<br>January, March                                | STAAR Writing                |
| <b>SCIENCE STRATEGIES</b>   | <b>PERSONS RESPONSIBLE</b>                     | <b>RESOURCES</b>                              | <b>FORMATIVE EVALUATIONS</b>  | <b>TIMELINES</b>   | <b>SUMMATIVE EVALUATIONS</b> |
| <p>Disaggregate STAAR Science objectives for regular and special education students that (8<sup>th</sup> grade) focus on weaknesses below the mastery listed below. (TIA 13)<br/>(6<sup>th</sup>-8<sup>th</sup> Grade)<br/>Category 1: Matter and Energy<br/>Category 2: Force, Motion, and Energy<br/>Category 3: Earth and Space<br/>Category 4: Organisms and Environments</p> | Campus principals<br>and Classroom<br>Teachers | AEIS Report<br><br>Summary Report<br>Teachers | Lesson plans<br><br>AEIS-IT Analysis<br>AWARE Analysis<br><br>Benchmark tests | Weekly<br><br>September<br><br>November,<br>January, March | STAAR Science                |
| <ul style="list-style-type: none"> <li>5E Model of Instruction</li> <li>Increase number of inquiry based labs</li> </ul>  | Region Service<br>Centers                      | Teachers                                      |   | Yearly   | STAAR Science                |
| <ul style="list-style-type: none"> <li>Increase activities on vocabulary acquisition and retention</li> </ul>   |  | Teachers                                      | Lesson plans  | Semester   | STAAR Science                |
| <ul style="list-style-type: none"> <li>Seek field trips and workshops that focus on critical thinking strategies</li> </ul>   | ESC 12 and area<br>resources                   | Teachers                                      |   | Semester   | STAAR Science                |
| <ul style="list-style-type: none"> <li>Utilize internet in science classrooms</li> </ul>  |  | Teachers                                      | Lesson plans  | Semester   | STAAR Science                |

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| <ul style="list-style-type: none"> <li>Keep classroom science portfolio of scientific events</li> </ul>  |  | Teachers                             | Lesson plans  | Semester                                   | STAAR Science |
| <ul style="list-style-type: none"> <li>Brainstorm methods to solve environmental issues for school and community</li> </ul>  |  | Teachers                             | Lesson plans  | Semester                                   | STAAR Science |
| <ul style="list-style-type: none"> <li>Increase district-wide focus on metric principles and conversions</li> </ul>  |  | Teachers                             | Lesson plans  | Semester                                   | STAAR Science |
| <ul style="list-style-type: none"> <li>AWARE Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels)</li> </ul>                                |  | Local funds                          | Faculty meetings<br>Agendas<br>Sign-in sheets<br>Disaggregated data | September                                  |               |
| <ul style="list-style-type: none"> <li>Benchmark assessments aligned with STAAR for grades not STAAR tested (all levels) Eduphoria Aware/ ETS</li> </ul>   |  | Released TAKS                        | Benchmark tests<br><br>Teacher-made tests                           | November,<br>January, March<br><br>6 weeks |               |
| <ul style="list-style-type: none"> <li>Structure Science instruction and expectations to STAAR/TEKS expectations and use project-oriented instruction as the application component (all levels)</li> </ul> |  | Scope and sequence<br><br>STAAR/TEKS | Lesson plans<br><br>Progress reports<br><br>Mastery charts          | Weekly<br><br>3 weeks<br><br>Daily         |               |
| <ul style="list-style-type: none"> <li>Consistently implement the pre-referral process when necessary</li> </ul>   |  | Local funds                          | CAP Matrix  | Daily                                      |               |
| <ul style="list-style-type: none"> <li>Benchmark Testing using Eduphoria and ETS test bank</li> </ul>  |  | Teacher                              | Benchmark Test<br>AWARE Analysis                                    | Semester                                   | STAAR Science |
| <ul style="list-style-type: none"> <li>Using United Streaming, Brainpop, and Science Starters</li> </ul>   |  | Teachers                             | Student projects<br>Benchmark tests                                 | Weekly/Monthly                             | STAAR Science |
| <ul style="list-style-type: none"> <li>Vertical Alignment</li> <li>1 day per semester for K-12 science alignment</li> </ul>  |  | Teachers                             | :Lesson Plans/Scope and Sequence                                    | Weekly                                     | STAAR Science |

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| Staff development and follow-up (TIA13) <ul style="list-style-type: none"> <li>• CAST Conference</li> <li>• Science STAAR Review (“Academy”)</li> <li>• Eduphoria, Responsive Learning</li> </ul> |  | Title II funds<br>Local funds<br><br>ESC Region XII | Lesson plans<br><br>Staff development calendar<br><br>Agendas/sign-in sheets | Weekly<br><br>August<br><br>As scheduled | STAAR Science |
|---|--|---|--|--|---------------|

| <i>SOCIAL STUDIES STRATEGIES</i>   | <b>PERSONS RESPONSIBLE</b>        | <i>RESOURCES</i>                                    | <b>FORMATIVE EVALUATIONS</b>  | <i>TIMELINES</i>  | <b>SUMMATIVE EVALUATIONS</b>                        |
|--|-----------------------------------|---|---|---|---|
| Disaggregate <b>STAAR Social Studies</b> and focus on weaknesses below 80% mastery. (TIA13)<br><b>(8<sup>th</sup> GRADE)</b><br>Category 1: History<br>Category 2: Geography and Culture<br>Category 3: Government and Citizenship | Classroom Teachers and Principals | AEIS-IT data<br><br>Summary reports<br><br>Teachers | Lesson plans<br><br>AEIS-IT Analysis<br>AWARE Analysis<br><br>Benchmark tests | Weekly<br><br>September<br><br>November, January, March | STAAR Social Studies                                |
| <ul style="list-style-type: none"> <li>• Glenco Benchmark Tests</li> </ul>   | Teachers                          | Teachers  | Lesson plans  | Weekly  | Mid-term exam<br>Final exam<br>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"> <li>• Use historical reference material (all levels)</li> </ul>   |                                   | Teachers  | Lesson plans  | Weekly  | STAAR Social Studies                                |
| <ul style="list-style-type: none"> <li>• Reading assignments should include historical happenings and events</li> </ul>  |                                   | Teachers  | Lesson plans  | Weekly  | STAAR Social Studies                                |
| <ul style="list-style-type: none"> <li>• Vertical alignment in social studies Middle to High School continuing thematic posters- 8<sup>th</sup> grade info. throughout H.S.</li> </ul>   |                                   | Teachers  | Lesson plans  | Weekly  | STAAR Social Studies                                |
| <ul style="list-style-type: none"> <li>• Introduce historical vocabulary (all levels)</li> </ul>   |                                   | Teachers  | Lesson plans  | Weekly  | STAAR Social Studies                                |
| <ul style="list-style-type: none"> <li>• Utilize maps and graphs at all levels</li> </ul>  |                                   | Teachers  | Lesson plans  | Weekly  | STAAR Social Studies                                |
| <ul style="list-style-type: none"> <li>• Provide training for TEKS transfer to STAAR (all levels) Responsive Learning</li> </ul>   |                                   | Title II funds                                      | Registration to Conferences at ServiceCenter                                  | Semester  | STAAR Social Studies                                |
| <ul style="list-style-type: none"> <li>• Promote current event awareness by use of local and national newspapers</li> </ul>  |                                   |   |   | Weekly  | STAAR Social Studies                                |

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| <ul style="list-style-type: none"> <li>Incorporate STAAR questions into each test – 2 to 5 questions</li> </ul>  | Teachers | Step Up to TAKS                                 |  | Weekly                           | STAAR Social Studies |
| <ul style="list-style-type: none"> <li>AEIS-IT and AWARE Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels) Eduphoria</li> </ul>                  |          | Local funds                                     | Faculty meetings<br>Agendas<br>Sign-in sheets<br>Disaggregated data  | September                        |                      |
| <ul style="list-style-type: none"> <li>Use Neo 2's and brain pop to reinforce objectives.</li> </ul>   | Teachers |   | •  | As Needed                        | STAAR Social Studies |
| <ul style="list-style-type: none"> <li>Structure Social Studies instruction and expectations to STAAR /TEKS expectations and use project-oriented instruction as the application component (all levels)</li> </ul> |          | Scope and Sequence<br>TAKS/TEKS                 | Lesson plans<br>Progress reports                                     | Weekly<br>3 weeks                |                      |
| <ul style="list-style-type: none"> <li>Daily Starters</li> </ul>   |          | Teachers  | Lesson Plans   | Weekly                           | STAAR Social Studies |
| Staff development and follow-up (TIA13) <ul style="list-style-type: none"> <li>Social Studies State Conference</li> <li>Social Studies STAAR Review Academy</li> <li>Eduphoria, Responsive Learning</li> </ul>     |          | Title II funds<br>Local funds<br>ESC Region XII | Lesson plans<br>Staff development calendar<br>Agendas/sign-in sheets | Weekly<br>August<br>As scheduled |                      |

| <i>SPECIAL PROGRAM STRATEGIES</i>  | <b>PERSONS RESPONSIBLE</b>    | <i>RESOURCES</i>          | <b>FORMATIVE EVALUATIONS</b>                               | <i>TIMELINES</i>    | <b>SUMMATIVE EVALUATIONS</b>                           |
|--|-------------------------------|---------------------------|--|---------------------|--|
| Improve identification, placement, and services for ESL students: (TIA 13, TIA 19) <ul style="list-style-type: none"> <li>Conduct LPAC training meetings</li> <li>Maintain accurate records               <ul style="list-style-type: none"> <li>Home Language Surveys</li> <li>LPAC Annual Reviews</li> <li>LPAC Exit</li> </ul> </li> <li>Updated documents               <ul style="list-style-type: none"> <li>Entry letters</li> <li>Exit letters</li> </ul> </li> <li>Updated procedures               <ul style="list-style-type: none"> <li>LPAC Meetings</li> </ul> </li> </ul> | Principals<br>ESL Coordinator | ESL teachers<br>ESL funds | LPAC documentation<br>Student schedules<br>Content Mastery | Semester<br>6 weeks | ESL Annual Evaluation Report<br>RPTE and TAKS<br>MAT-8 |

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| <ul style="list-style-type: none"> <li>• Exit criteria <ul style="list-style-type: none"> <li>○ Pass TAKS Reading (and Writing, if available) or</li> <li>○ Score 40<sup>th</sup> percentile or higher on language arts section of norm-referenced test and having a passing score on the TELPAS.</li> </ul> </li> </ul>  |  |  |   |   |  |
| <p>Improve Migrant program through the following (All levels)</p> <ul style="list-style-type: none"> <li>• Identification and placement</li> <li>• Services <ul style="list-style-type: none"> <li>○ Parent Advisory Council (PAC)</li> </ul> </li> </ul>   | Migrant Coordinator                      | Region XII ESC   | <p>NGS Reports</p> <p>Progress reports</p> <p>Report cards</p>                            | <p>August</p> <p>3 weeks</p> <p>6 weeks</p>                     | <p>TAKS</p> <p>Credit accrual</p> <p>Graduation rate</p>                             |
| <p>Improve the Career and Technology Education (CATE) program by addressing the following: (TIA 13)</p> <ul style="list-style-type: none"> <li>• Develop coherent sequence of courses</li> <li>• Expand course offerings</li> <li>• Explore Tech-Prep opportunities with local colleges</li> <li>• Coordinate and integrate planning with distance learning</li> <li>• Integrate Technology into lesson plans and instruction.</li> </ul> | <p>Principal</p> <p>CATE Coordinator</p> | CATE teachers  | <p>Development sessions/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 and supplies to improve the quality of media collection.</p> <ul style="list-style-type: none"> <li>• Class novels</li> <li>• Video software</li> <li>• Computer software</li> <li>• Reference Materials</li> <li>• Guided Reading</li> </ul>   | Librarian                                | <p>Librarian</p> <p>Title VI funds</p>   | <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 Report</p>             |
| <p>Improve the G/T program through the following:</p> <ul style="list-style-type: none"> <li>• Update G/T Plan (TIA 13)</li> <li>• Accessibility to all population groups</li> <li>• Identification/matrix/selection committee</li> <li>• Services provide a weekly program</li> <li>• All teachers will receive 30-hour/6-hour</li> </ul>  | G/T Coordinator                          | <p>Teachers</p> <p>Math, Science, Social Studies, and Language Arts Coordinators</p> | <p>Staff development calendar</p> <p>Master Schedule</p> <p>Staff meetings</p>            | <p>As scheduled</p> <p>Fall</p> <p>Spring</p>                   | <p>G/T Annual Evaluation Report</p> <p>SAT/ACT scores</p> <p>End-of-Course exams</p> |

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| <p>training (TIA 14,15)</p> <ul style="list-style-type: none"> <li>• Differentiation with depth and complexity</li> <li>• Improve parent participation</li> </ul> |  | <p>G/T funds<br/>G/T Facilitator<br/>Region XIII ESC<br/>District trainer of trainers</p> | <p>Development meetings<br/>Lesson plans</p> | <p>Monthly<br/>Monthly<br/>Weekly</p> |  |
|---|--|---|--|---------------------------------------|--|

Holland ISD District Improvement Plan  
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|   |                                     |   |  |  |  |
|---|-------------------------------------|---|--|--|--|
| <p>Provide transition to Middle School and to High School: (TIA17)</p> <ul style="list-style-type: none"> <li>• Transition from elementary to middle and middle to high <ul style="list-style-type: none"> <li>○ Class introductions</li> <li>○ Orientation</li> <li>○ Individual conferences</li> </ul> </li> </ul>  | <p>Principals<br/>Counselor</p>     | <p>Brochures<br/>Newsletters</p>  | <p>School calendar<br/>Orientation<br/>Class Meetings<br/>Parent Meetings</p>  | <p>Fall<br/>April<br/>May<br/>May</p>  | <p>Observation Survey<br/>STARR scores</p>                 |
| <p>Recruit and retain highly qualified staff. (TIA 14)</p> <ul style="list-style-type: none"> <li>• Reading Recovery</li> <li>• Instructional aides</li> <li>• Offer incentives</li> <li>• Contact various universities</li> </ul>  | <p>Superintendent<br/>Principal</p> | <p>Mary Hardin Baylor<br/>Surrounding colleges<br/>Word-of-Mouth<br/>Newspaper ads<br/>Region XII ESC</p>   | <p>Vacancy notices<br/>Newspaper publications<br/>Interview schedules</p>  | <p>As needed<br/>Semester<br/>Semester</p>   | <p>Personnel Files<br/>Applications<br/>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"> <li>• 504 identification and services <ul style="list-style-type: none"> <li>○ Pre-referral procedure</li> <li>○ Consider modifications</li> </ul> </li> <li>• Tutorials</li> <li>• TAKS classes</li> <li>• Extended year</li> <li>• Counseling</li> <li>• Parent/conferences</li> <li>• Pre-referral (special education)</li> <li>• Early intervention strategies for Dyslexia</li> <li>• Updated Dyslexia Plan and services</li> <li>• Reading Recovery screening</li> <li>• Literacy groups</li> </ul> | <p>Principal<br/>Counselor</p>      | <p>Teachers<br/>504 Coordinator<br/><br/>Accelerated Reading<br/>Instruction funds<br/>SCE Funds<br/>\$12000 -Salary<br/>8.0 FTE<br/>SCE Funds<br/>Supplies</p> | <p>Counselor's log<br/>Tutorial attendance<br/>Progress reports<br/>Report cards<br/>Conference records<br/>Campus schedules</p> | <p>Semester<br/>September, January, April<br/>3 weeks<br/>6 weeks<br/>As needed<br/>Semester</p> | <p>AEIS Report</p>   |

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|---|---|--|--|------------------------|-----------------|
|   |   | \$1000<br>Title I, Part A<br>funds<br><br>OEY        |  |                        |                 |
| Integrate technology throughout the instructional program at all grade levels and in all subject areas. <ul style="list-style-type: none"> <li>• Technology workshops <ul style="list-style-type: none"> <li>○ Level one: Beginner</li> <li>○ Level two: Intermediate</li> <li>○ Level three: Advanced</li> </ul> </li> </ul> | Principal<br><br>Technology Coordinator | Technology Plan<br><br>TIF Grant<br>Technology funds | Lesson plans<br><br>Staff skill progress<br>Agendas/sign in sheets | Weekly<br><br>Semester | Technology Plan |

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.

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)]

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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%.**

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| <i>STRATEGIES</i>  | <b>PERSONS RESPONSIBLE</b> | <i>RESOURCES</i>   | <b>FORMATIVE EVALUATIONS</b>  | <i>TIMELINES</i>  | <b>SUMMATIVE EVALUATIONS</b> |
|--|----------------------------|--|---|---|------------------------------|
| Monitor attendance on a daily basis: (TIA 19) <ul style="list-style-type: none"> <li>• Parent notification letter upon student’s sixth absence will be mailed</li> <li>• Telephone calls will be made by School Reach automated system daily</li> <li>• Counseling</li> <li>• Saturday school make-up</li> </ul>   | Principal                  | Counselor<br><br>Teachers  | Attendance reports<br><br>ADA reports   | Daily<br><br>Monthly  | Attendance rate              |
| Provide dropout prevention and recovery through the following: (TIA 19) <ul style="list-style-type: none"> <li>• Counseling services               <ul style="list-style-type: none"> <li>○ Individual counseling</li> <li>○ Group counseling</li> </ul> </li> <li>• Track all withdrawal and no shows during the second and third weeks of school</li> <li>• Pregnancy-related services               <ul style="list-style-type: none"> <li>○ Homebound services</li> <li>○ PEP Program</li> </ul> </li> <li>• Services for school age parents               <ul style="list-style-type: none"> <li>○ Homebound services</li> <li>○ Individual counseling</li> <li>○ Career night</li> </ul> </li> <li>• Saturday School</li> <li>• Credit recovery</li> <br/> <li>• Bell County Alternative School</li> </ul> | Principal                  | Counselor<br><br>CTYSB<br><br>PEP Grant<br><br>TECS<br>SCE \$2,902<br><br>PEP Grant<br><br><br>Odyssey Ware<br>9 <sup>th</sup> Grade Success Initiative<br><br>SCE funds \$45,000.<br>The Choice Program | Withdrawal tracking records<br><br>Counselor’s log<br><br><br><br><br>Plato Reports<br><br>Principal contacts<br>Attendance<br>Progress reports | September<br><br>Daily<br><br><br><br>Weekly<br><br>Weekly<br><br>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<br><br>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"> <li>○ School-based health center</li> <li>○ Clinics</li> </ul> <p>The nurse will provide posters and announcements for posting on campus.</p> |            | Scott & White Hospital |  | End of Year                             |  |
| Encourage special education student participation in all extra-curricular activities   | Principals | Sponsors<br>Teachers   | Class rosters                                  | Beginning of year<br>Scheduling Process | Class rosters  |
| Provide career counseling and transition planning for all students.  | Principals | Counselor              | ARD Meetings<br>IEP's<br>Individual counseling | End of semester<br>End of year          | Course schedule requests<br>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 NationalCenter 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%.**

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| <i>STRATEGIES</i>   | <b>PERSONS RESPONSIBLE</b> | <i>RESOURCES</i>  | <b>FORMATIVE EVALUATIONS</b>                   | <i>TIMELINES</i>             | <b>SUMMATIVE EVALUATIONS</b>   |
|---|----------------------------|---|--|------------------------------|--|
| Increase the number of students taking the SAT/ACT and the number scoring above the criterion through the following: <ul style="list-style-type: none"> <li>8<sup>th</sup> graders will take PLAN (ACT)</li> </ul>  | Principal                  | Counselor<br>Teachers<br>Temple College<br>Scholarship opportunities                            | Class rosters<br>Registration records          | Fall<br>Semester<br>Weekly   | AEIS Report (SAT/ACT)  |
| Increase the number of students in the Recommended High School Program: (TIA 13) <ul style="list-style-type: none"> <li>Class meetings/Parent meetings (8<sup>th</sup> graders)</li> <li>Default High School Plan (Parent approval for alternative plan)</li> </ul> | Principal<br>Counselor     | Scholarship opportunities<br>Counselor's Communications<br>Valedictorian/ Salutatorian criteria | Credit accrual<br>4-year plan<br>Class rosters | Semester<br>Spring<br>August | Graduation rate<br>Participation rate in Recommended High School Program |

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.**

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

|                                   | <b>2010-11</b> | <b>2011-12</b> |
|-----------------------------------|----------------|----------------|
| <b>a. Volunteers</b>              | <b>130</b>     | <b>145</b>     |
| <b>b. PTO</b>                     | <b>330</b>     | <b>345</b>     |
| <b>c. Open House</b>              | <b>500</b>     | <b>525</b>     |
| <b>d. Sp programs parent mtgs</b> | <b>160</b>     | <b>170</b>     |

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

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|---|-----------|--|---|---|----------------------------|
| Campus report card and test results will be reviewed in a public forum. (TIA16) | Principal | Counselor<br><br>Decision-Making Committee<br><br>Teachers | School board minutes<br><br>Newsletter publications | As scheduled<br><br>Weekly              | Total parental involvement |
| Homeroom teachers will submit signed student/parent school compacts. (TIA16)    | Principal | Teachers   | School Compacts for every student                   | September<br><br>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>  | <b>PERSONS RESPONSIBLE</b>                                    | <i>RESOURCES</i> | <b>FORMATIVE EVALUATIONS</b> | <i>TIMELINES</i> | <b>SUMMATIVE EVALUATIONS</b> |
|---|---|------------------|------------------------------|------------------|------------------------------|
| Continue a Coordinated School Health Curriculum<br>-Healthy & Wise Curriculum(Pre-K-6)<br>-Physical Education<br>-School Nutrition Guidelines | Principals<br>Classroom and PE teachers<br>Nutrition Services | Local Funds      |                              | August           | Ongoing                      |

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