

HOLLAND INDEPENDENT SCHOOL DISTRICT
HOLLAND BOARD OF TRUSTEES
HOLLAND, TEXAS 76534

NOTICE OF DISTRICT SCHOOL BOARD REGULAR MEETING

DATE: WEDNESDAY, OCTOBER 14, 2020

TIME: 7:00 PM

PLACE: HOLLAND ISD CINDY GUNN STUDENT CENTER
105 SOUTH ROSE LANE
HOLLAND, TX 76534

AGENDA

1. Call to Order
2. Public Comments/Open Forum
3. Campus Administrators' Reports
A. Campus Activities 3
4. Superintendent's Report
5. Consent Agenda
A. Minutes from Regular Board Meeting of September 9, 2020.
B. Payment of Expenditures
6. New Business
A. Consider approving District/Campus Plans. 42
B. Consider appointing appraisers and setting the teachers appraisal cycle for the 2020-2021 school year.
C. Consider Approving Revised Memorandum of Understanding with Juvenile Justice Alternative Education Program (JJAEP). 160
D. Discuss Changing Grade for the High School National Honor Society from 93 to 95.
E. Discuss Waiver for Attestation Statement for ADA Hold Harmless Beyond the First Two Six-Week Reporting Periods.
F. Discuss IDEAL Impact
G. Discuss TASB School Board Convention Topics.
7. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Gov't Code, Chapter 551 Subchapters D & E, or Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC LEGAL]

This notice was posted in compliance with Texas Meetings on

For the Board of Trustees



Holland ISD Instructional Continuity Asynchronous Plan

Objective/Goal of the Plan:

The goal of this plan is to provide ongoing rich and robust TEKS-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. We realize that learning will be modified in a remote and digital environment. Holland ISD will provide access, resources, and academic learning opportunities for all students in the “at home learning” setting through an asynchronous model.

Guiding Principles

1. Supporting students’ academic and emotional wellness while maintaining home and school balance.
2. All students and families will have access to quality educational materials aligned to the TEKS and the supports needed to successfully access those materials.
3. Empower educators to design learning experiences in order to continually assess and meet the individual learning needs of each student.
4. Educators, students, and parents need support, encouragement, and compassion to ensure their success.

Proposed Methods of Implementation

HISD will temporarily offer asynchronous instruction which is self-paced instruction where students engage in the learning materials on their own time during the school day, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. Students engaged in the day will be marked as asynchronous present. Engagement is defined as one of the following: progress in the Learning Management System (Google Classroom) made that day; Progress from teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

HISD campus staff will have virtual and on-campus students assigned to their classrooms. As the number of students may change over the course of the year “at home” or “in-class” instruction, teachers will accommodate the students by adjusting their instruction to serve each student in either “at home” or “in-class” instruction. The schedules provided and the use of a Learning Management System (Google Classroom) are to facilitate and maintain classroom fidelity to support the movement of students between “at home” and on-campus learning. As students potentially flow from “at home” to on-campus or on-campus to “at home”, our goal is to maintain a consistency in learning so students will maintain growth. “At home” learning may not be a viable option for some students. Students who are not meeting HISD definition of engagement may be required to change their instructional option. “At home” learning requires self-motivation, active parent monitoring, and student engagement. In the best interest of student learning, students who are not meeting this criteria will be provided different options to continue their academic learning. Student engagement will be continuously monitored of “at home” learners by teachers and administrators. Parents and students will be contacted when student engagement is not meeting HISD specifications.

Students who have chosen “at home” learning will have the option to return at the end of a nine weeks grading period.

Students, depending on grade level, will receive a “Weekly Communication” that shows asynchronous components, teacher contact times, and due dates. That way, students and families can plan for the week and understand what is expected of them each week.

I. Instructional Schedule

Description: Students and teachers will have time to interact and build a community of learners in both on-campus and “at home” pathways. Students in “at home” settings will have schedules provided that matches or exceeds the following daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of “at home” learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change. In the event that circumstances change in our community, all HISD teachers will quickly pivot to remote learning if needed. From the beginning of the school year, all teachers will design lessons in our LMS (Google Classroom) for on-campus learners, remote learners, and intermittent learners. There is likely to be student movement across models, and we at HISD are prepared to make this as seamless as possible.

Each week, students will receive a “Weekly Communication” posted to the learning management system (LMS). The communication will guide students through completion of activities and projects, while deepening students’ understanding of concepts relevant to the assignment. Instructional lessons posted in the LMS will build on students’ academic strengths each week and include: instructional videos (by both teachers and the curriculum publishers), paper-based guided and independent practice, discussion questions for engagement with peers, lesson recap videos, formative assessments, projects, and more.

Students will frequently and consistently use the LMS (Google Classroom) provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange daily check-ins with students - either one-on-one, small or large group settings or through google forms. At a minimum, students and teachers will check-in daily with “at home” students through phone calls, google meets, etc.

Additional Support for Students with Learning Needs

For students with disabilities, HISD will work with students and families to minimize barriers the student may experience in an “at home” setting. Our goal is to create multiple means of engagement to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

PreK: **Holland Elementary Grades, Pre-K through 5** – [Link to Elementary Website](#)

Format	Time	Content	Notes
⇒	7:50-9:40	Block 1 (see link to schedule)	Students receive 180+ minutes of asynchronous instruction each day. Students are instructed in a self-contained classroom.
⇒	9:40-10:20	PE/Break	Daily schedules are provided to parents and students. Students in this grade will need higher levels of support.
⇒	10:20-10:55	Block 2	Students will attend live sessions (google meets, phone calls, etc) once per week for community building, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students will complete daily check-ins to provide teacher with feedback on their daily learning and emotional needs. Teachers will contact students by phone or email as needed each day.
⇒	10:55-11:35	Lunch/Break	
⇒	11:35-12:50	Block 3/ESL	Administrators and Teachers will set up one-on-one or small groups to support social and emotional learning.
⇒	12:50-1:00	Recess	Content for core subject areas will be provided through TEKS Resource System (scope and sequence) and supplemented by our campus instructional resources.
⇒	1:00-2:00	Nap	Office hours will be available for one-on-one conferences during school hours for parent and student assistance.
⇒	2:00-2:30	Break/Snack	Attendance will be taken daily in Ascender, as determined with one of the following methods of engagement.
⇒	3:30-3:40	Block 4	<ul style="list-style-type: none"> • Progress in the Learning Management System (Google Classroom) made that day • Progress from teacher to student interaction made that day (online or in person) • Evaluating the completion and understanding of assignments that day. •
⇒	3:40-3:50	Dismissal	Grading will be the same as on-campus learning and outlined in our HISD District Handbook and policy. The Learning Management System (LMS) for this grade level is Google Classroom.
⇒Asynchronous ⇔Synchronous			Students will receive academic feedback through Google Classroom, phone calls, and other forms of teacher communication. All students will participate in classroom and campus assessments.
Office Hours: 1:00 – 1:30 Link to Campus Master Schedule and Teacher Office Hours			Physical Education, art - a bank of exercises, physical activities, and resources will be provided.
Teacher Daily Time: 7:30 – 4:00			

Kindergarten: **Holland Elementary, Grades Pre-K through 5** – [Link to Elementary Website](#)

Format	Time	Content	Notes
⇒	7:50-9:45	Block 1 <small>(see link to schedule)</small>	<p>Students receive 180+ minutes of asynchronous instruction each day.</p> <p>Students are instructed in a self-contained classroom.</p> <p>Daily schedules are provided to parents and students. Students in these grades will need higher levels of support.</p> <p>Students will attend live sessions (google meets, phone calls, etc) once per week for community building, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students will complete daily check-ins to provide teacher with feedback on their daily learning and emotional needs. Teachers will contact students by phone or email as needed each day.</p> <p>Administrators and Teachers will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through TEKS Resource System (scope and sequence) and supplemented by our campus instructional resources.</p> <p>Office hours will be available for one-on-one conferences during the school hours for parent and student assistance.</p> <p>Attendance will be taken daily in Ascender, as determined with one of the following methods of engagement.</p> <ul style="list-style-type: none"> ● Progress in the Learning Management System (Google Classroom) made that day ● Progress from teacher to student interaction made that day (online or in person) ● Evaluating the completion and understanding of assignments that day. <p>Grading will be the same as on-campus learning and outlined in our HISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for this grade level is Google Classroom.</p> <p>Students will receive academic feedback through Google Classroom, phone calls, and other forms of teacher communication. All students will participate in classroom and campus assessments.</p> <p>Physical Education - a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a 3E model: Engagement, Explain, and Evaluation</p> <ol style="list-style-type: none"> 1. Engagement – bell ringer, video, student activity, etc. 2. Explain – Lesson through technology, textbook, student activity, teacher instruction 3. Evaluation – exit ticket, short answer response, written assignment, completion of task etc.
⇒	9:45-10:15	Recess	
⇒	10:15-10:45	Block 2	
⇒	10:50-11:20	Lunch	
⇒	11:25-12:25	Block 3	
⇒	12:30-1:00	PE	
⇒	1:00-1:30	Elective	
⇒	1:30-2:45	RTI/Nap/snack	
⇒	2:45-3:40	Block 4	
⇒	3:40-3:50	Dismissal	
⇒Asynchronous ⇔Synchronous Office Hours: 12:30 – 1:00 Link to Campus Master Schedule and Teacher Office Hours Teacher Daily Time: 7:30 – 4:00			

Format	Time	Content	Notes
⇒	7:50-9:25	Block 1 (see link to schedule)	<p>Students receive 180+ minutes of asynchronous instruction each day.</p> <p>Students are instructed in a self-contained classroom.</p> <p>Daily schedules are provided to parents and students. Students in these grades will need higher levels of support.</p> <p>Students will attend live sessions (google meets, phone calls, etc) once per week for community building, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students will complete daily check-ins to provide teacher with feedback on their daily learning and emotional needs. Teachers will contact students by phone or email as needed each day.</p> <p>Administrators and Teachers will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through TEKS Resource System (scope and sequence) and supplemented by our campus instructional resources.</p> <p>Office hours will be available for one-on-one conferences during the school hours for parent and student assistance.</p> <p>Attendance will be taken daily in Ascender, as determined with one of the following methods of engagement.</p> <ul style="list-style-type: none"> • Progress in the Learning Management System (Google Classroom) made that day • Progress from teacher to student interaction made that day (online or in person) • Evaluating the completion and understanding of assignments that day. <p>Grading will be the same as on-campus learning and outlined in our HISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for this grade level is Google Classroom.</p> <p>Students will receive academic feedback through Google Classroom, phone calls, and other forms of teacher communication. All students will participate in classroom and campus assessments.</p> <p>Physical Education - a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a 3E model: Engagement, Explain, and Evaluation</p> <ol style="list-style-type: none"> 1. Engagement – bell ringer, video, student activity, etc. 2. Explain – Lesson through technology, textbook, student activity, teacher instruction 3. Evaluation – exit ticket, short answer response, written assignment, completion of task etc.
⇒	9:25-11:00	Block 2	
⇒	11:00-11:30	Lunch	
⇒	11:30-12:00	PE	
⇒	12:00-1:00	RTI/WIN	
⇒	1:00-2:00	Block 3	
⇒	2:00-2:30	Recess	
⇒	2:30-3:00	Elective	
⇒	3:00-3:40	Block 4	
⇒	3:40-3:50	Dismissal	
⇒Asynchronous ⇔Synchronous Office Hours: 11:30 – 12:00 Link to Campus Master Schedule and Teacher Office Hours Teacher Daily Time: 7:30 – 4:00			

2nd Grade: Holland Elementary, Grades Pre-K through 5 – [Link to Elementary Website](#)

Format	Time	Content	Notes
⇒	7:50-9:20	Block 1 (see link to schedule)	Students receive 180+ minutes of asynchronous instruction each day. In 2 nd grade, students are instructed in a self-contained classroom.
⇒	9:20-10:50	Block 2	Daily schedules are provided to parents and students.
⇒	10:50-11:20	Recess	Students will attend live sessions (google meets, phone calls, etc) once per week for community building and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students will complete daily check-ins to provide teacher with feedback on their daily learning and emotional needs. Teachers will contact students by phone or email as needed each day.
⇒	11:20-11:50	Lunch	
⇒	11:50-1:00	Block 3	Administrators and Teachers will set up one-on-one or small groups to support social and emotional learning.
⇒	1:00-1:30	PE	Content for core subject areas will be provided through TEKS Resource System (scope and sequence) and supplemented by our campus instructional resources.
⇒	1:30-2:00	Elective	Office hours will be available for one-on-one conferences during the school hours for parent and student assistance.
⇒	2:00-2:30	Block 4	Attendance will be taken daily in Ascender, as determined with one of the following methods of engagement.
⇒	2:30-3:40	RTI/WIN	<ul style="list-style-type: none"> • Progress in the Learning Management System (Google Classroom) made that day • Progress from teacher to student interaction made that day (online or in person) • Evaluating the completion and understanding of assignments that day.
⇒	3:40-3:50	Dismissal	Grading will be the same as on-campus learning and outlined in our HISD District Handbook and policy.
⇒Asynchronous		⇔Synchronous	The Learning Management System (LMS) for this grade level is Google Classroom.
Office Hours: 10:50 – 11:20 Link to Campus Master Schedule and Teacher Office Hours			Students will receive academic feedback through Google Classroom, phone calls, and other forms of teacher communication. All students will participate in classroom and campus assessments.
Teacher Daily Time: 7:30 – 4:00			Physical Education - a bank of exercises, physical activities, and resources will be provided.
			Each class will include a 3E model: Engagement, Explain, and Evaluation 1. Engagement – bell ringer, video, student activity, etc. 2. Explain – Lesson through technology, textbook, student activity, teacher instruction 3. Evaluation – exit ticket, short answer response, written assignment, completion of task etc.

3rd Grade: **Holland Elementary, Grades Pre-K through 5** – [Link to Elementary Website](#)

Format	Time	Content	Notes
⇒	7:50-9:00	Block 1 (see link to schedule)	<p>Students receive 180+ minutes of asynchronous instruction each day.</p> <p>In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions (google meets, phone calls, etc) once per week for community building and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students will complete daily check-ins to provide teacher with feedback on their daily learning and emotional needs. Teachers will contact students by phone or email as needed each day.</p> <p>Administrators and Teachers will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through TEKS Resource System (scope and sequence) and supplemented by our campus instructional resources.</p> <p>Office hours will be available for one-on-one conferences during the school hours for parent and student assistance.</p> <p>Attendance will be taken daily in Ascender, as determined with one of the following methods of engagement.</p> <ul style="list-style-type: none"> ● Progress in the Learning Management System (Google Classroom) made that day ● Progress from teacher to student interaction made that day (online or in person) ● Evaluating the completion and understanding of assignments that day. <p>Grading will be the same as on-campus learning and outlined in our HISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for this grade level is Google Classroom.</p> <p>Students will receive academic feedback through Google Classroom, phone calls, and other forms of teacher communication. All students will participate in classroom and campus assessments.</p> <p>Physical Education - a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a 3E model: Engagement, Explain, and Evaluation</p> <ol style="list-style-type: none"> 1. Engagement – bell ringer, video, student activity, etc. 2. Explain – Lesson through technology, textbook, student activity, teacher instruction 3. Evaluation – exit ticket, short answer response, written assignment, completion of task etc.
⇒	9:05-10:15	Block 2	
⇒	10:15-10:45	Recess	
⇒	10:45-11:15	Lunch	
⇒	11:20-12:00	Block 3	
⇒	12:00-1:25	RTI/WIN	
⇒	1:30-2:00	PE	
⇒	2:00-2:30	Elective	
⇒	2:30-3:40	Block 4	
⇒	3:40-3:50	Dismissal	
⇒Asynchronous ⇔Synchronous Office Hours: 10:15 – 10:45 Link to Campus Master Schedule and Teacher Office Hours Teacher Daily Time: 7:30 – 4:00			

4th Grade: **Holland Elementary, Grades Pre-K through 5** – [Link to Elementary Website](#)

Format	Time	Content	Notes
⇒	7:50-8:55	Block 1 (see link to schedule)	<p>Students receive 180+ minutes of asynchronous instruction each day.</p> <p>In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions (google meets, phone calls, etc) once per week for community building and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students will complete daily check-ins to provide teacher with feedback on their daily learning and emotional needs. Teachers will contact students by phone or email as needed each day.</p> <p>Administrators and Teachers will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through TEKS Resource System (scope and sequence) and supplemented by our campus instructional resources.</p> <p>Office hours will be available for one-on-one conferences during the school hours for parent and student assistance.</p> <p>Attendance will be taken daily in Ascender, as determined with one of the following methods of engagement.</p> <ul style="list-style-type: none"> ● Progress in the Learning Management System (Google Classroom) made that day ● Progress from teacher to student interaction made that day (online or in person) ● Evaluating the completion and understanding of assignments that day. <p>Grading will be the same as on-campus learning and outlined in our HISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for this grade level is Google Classroom.</p> <p>Students will receive academic feedback through Google Classroom, phone calls, and other forms of teacher communication. All students will participate in classroom and campus assessments.</p> <p>Physical Education - a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a 3E model: Engagement, Explain, and Evaluation</p> <ol style="list-style-type: none"> 1. Engagement – bell ringer, video, student activity, etc. 2. Explain – Lesson through technology, textbook, student activity, teacher instruction 3. Evaluation – exit ticket, short answer response, written assignment, completion of task etc.
⇒	9:00-10:05	Block 2	
⇒	10:05-10:40	RR/Band	
⇒	10:40-11:10	PE	
⇒	11:10-11:40	Lunch	
⇒	11:45-12:50	Block 3	
⇒	12:50-2:25	RTI/WIN	
⇒	2:30-3:00	Recess	
⇒	3:00-3:40	Block 4	
⇒	3:40-3:50	Dismissal	
⇒Asynchronous ⇔Synchronous Office Hours: 10:30 – 11:00 Link to Campus Master Schedule and Teacher Office Hours Teacher Daily Time: 7:30 – 4:00			

5th Grade: **Holland Elementary, Grades Pre-K through 5** – [Link to Elementary Website](#)

Format	Time	Content	Notes
⇒	7:50-9:00	Block 1 (see link to schedule)	<p>Students receive 180+ minutes of asynchronous instruction each day.</p> <p>In grades 3-5, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions (google meets, phone calls, etc) once per week for community building and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students will complete daily check-ins to provide teacher with feedback on their daily learning and emotional needs. Teachers will contact students by phone or email as needed each day.</p> <p>Administrators and Teachers will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through TEKS Resource System (scope and sequence) and supplemented by our campus instructional resources.</p> <p>Office hours will be available for one-on-one conferences during the school hours for parent and student assistance.</p> <p>Attendance will be taken daily in ascender, as determined with one of the following methods of engagement.</p> <ul style="list-style-type: none"> ● Progress in the Learning Management System (Google Classroom) made that day ● Progress from teacher to student interaction made that day (online or in person) ● Evaluating the completion and understanding of assignments that day. <p>Grading will be the same as on-campus learning and outlined in our HISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for this grade level is Google Classroom.</p> <p>Students will receive academic feedback through Google Classroom, phone calls, and other forms of teacher communication. All students will participate in classroom and campus assessments.</p> <p>Physical Education - a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a 3E model: Engagement, Explain, and Evaluation</p> <ol style="list-style-type: none"> 1. Engagement – bell ringer, video, student activity, etc. 2. Explain – Lesson through technology, textbook, student activity, teacher instruction 3. Evaluation – exit ticket, short answer response, written assignment, completion of task etc.
⇒	9:05-10:10	Block 2	
⇒	10:10-10:40	PE	
⇒	10:40-11:15	Band	
⇒	11:15-11:45	Lunch	
⇒	11:50-1:00	Block 3	
⇒	1:00-1:30	Recess	
⇒	1:30-3:00	RTI/WIN	
⇒	3:00-3:40	Block 4	
⇒	3:40-3:50	Dismissal	
⇒Asynchronous ⇔Synchronous Office Hours: 10:30 – 11:15 Link to Campus Master Schedule and Teacher Office Hours Teacher Daily Time: 7:30 – 4:00			

Format	Time	Content	Notes
⇒	7:55-8:40	Period 1	<p>Students receive 240+ minutes of asynchronous instruction each day.</p> <p>In grades 6-8, content and instruction is provided by departmentalized teachers. These teachers are the point of contact for their prospective subject areas.</p> <p>Daily schedules are provided to parents and students.</p> <p>Students will attend live sessions (google meets, phone calls, etc) once per week for community building, counselor guidance, and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Students will complete daily check-ins to provide teacher with feedback on their daily learning and emotional needs. Teachers will contact students by phone or email as needed each day.</p> <p>Campus counselors will set up one-on-one or small groups to support social and emotional learning.</p> <p>Content for core subject areas will be provided through TEKS Resource System (scope and sequence) and supplemented by our campus instructional resources.</p> <p>Office hours will be available for one-on-one conferences during the day for parent and student assistance.</p> <p>Attendance will be taken daily in Ascender, as determined with one of the following methods of engagement.</p> <ul style="list-style-type: none"> • Progress in the Learning Management System (Google Classroom) made that day • Progress from teacher to student interaction made that day (online or in person) • Evaluating the completion and understanding of assignments that day. <p>Grading will be the same as on-campus learning and outlined in our HISD District Handbook and policy.</p> <p>The Learning Management System (LMS) for this grade level is Google Classroom.</p> <p>Students will receive academic feedback through Google Classroom, phone calls, and other forms of teacher communication. All students will participate in classroom and campus assessments.</p> <p>Physical Education, art, music- a bank of exercises, physical activities, and resources will be provided.</p> <p>Each class will include a 3E model: Engagement, Explain, and Evaluation</p> <ol style="list-style-type: none"> 1. Engagement – bell ringer, video, student activity, etc. 2. Explain – Lesson through technology, textbook, student activity, teacher instruction 3. Evaluation – exit ticket, short answer response, written assignment, completion of task etc
⇒	8:45-9:30	Period 2	
⇒	9:35-10:20	Period 3	
⇒	10:25-11:10	Period 4	
⇒	11:15-12:00	Period 5	
⇒	12:05-12:50	Period 6	
⇒	12:50-1:25	Lunch	
⇒	1:30-2:15	Period 7	
⇒	2:20-3:05	Period 8	
⇒	3:10-3:55	Period 9	
⇒Asynchronous ⇌Synchronous Office Hours: See link Link to Campus Master Schedule and Teacher Office Hours Teacher Daily Time: 7:30 – 4:00			

4. Materials Design

Description: HISD staff will implement TEKS Resource System (scope and sequence) as our curriculum. In addition, we will utilize various other TEKS-based, stated adopted and local resources. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned.

Students will leverage a number of instructional software resources including Freckle, IXL, and iStation for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well. Student’s understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will allow for parents, student, and teacher to engage in the learning process this school year.

Teachers will receive significant professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence

Resource	Primary Use in Material Design
TEKS Resource System	<p>HISD will use the Scope and Sequence, Vertical Alignment and TEKS Clarification tools from TEKS Resource System (TRS) to support teachers’ construction of aligned instructional asynchronous units.</p> <p>HISD will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the grade level scope and sequence as needed and as appropriate for the order of the content.</p> <p>HISD will use the TRS Year at a Glance and Instructional Focus documents to create aligned units and instructional lessons to foster students’ academic growth in the TEKS.</p>

Other TEKS-based state adopted instructional materials	HISD will leverage other TEKS-based, state-adopted and local instructional materials to support students' mastery of the TEKS. In addition, HISD will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the TRS scope and sequence and as personalized digital learning tools.
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Feedback Timelines

<p>Daily feedback will be provided through the LMS through student work and assignment completion. Every three weeks progress reports will be provided through Ascender and shared with the parents/guardians. At the end of each nine week grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.</p> <p>Students will have daily check in and check out logs for remote students or if we must go remote. Contact logs will be provided to all teachers to document weekly contact.</p> <p>The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students. State adopted grade level material will be used to help address the educational needs of students with disabilities and English Learners.</p>

Instructional Coherence

<p>Instructional Materials and activities in asynchronous learning will be the same TEKS aligned content as provided to students in the classroom. Teachers will use the same curriculum and TEKS aligned resources to implement instruction online and in the classroom. Teachers will record lessons through a variety of methods and place them in the LMS (Google Classroom). Remote students will complete the same TEKS aligned lessons as students in the classroom and receive the same timely feedback. This will allow students who return from remote setting to quickly adapt to classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.</p> <p>Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in Google Classroom (PreK-12). To support our students who are served in their special programs, teachers will participate in weekly</p>

PLC meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our LMS. Live teacher assistance will take place through Google Meets between the hours of 8:00 am-4:00 pm and depending on office hours of each teacher. Completion of assignments or other means of progress monitoring will be expected daily for attendance. Grades will be taken in accordance to the on campus grading system and entered into Ascender promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully. Accessibility features will be controlled on Chromebooks and iPads to support student accommodations.

Teachers will use IXL and Freckle math to allow students to learn on their own time frame and grow academically. Students will be placed in pathways in the software that we access their academic progress and allow them to be in charge of their own learning. Freckle and IXL provides real-time or nearly real-time instructional feedback on learning and assignments and supports the personalization of instruction to each individual student's needs.

For students with disabilities, HISD special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs, 504 plans, IAPs to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?</p>	<p>Teachers are using existing curriculum through TEKS Resource System (scope and sequence) as the foundation of units, and are supplementing with additional materials and content, where needed, to best support asynchronous instruction. Teachers are creating TEKS based lessons with formative assessments to monitor students' progress. Teachers are supplementing with state adopted textbooks and local created materials to support lesson design to meet the needs of all students. Every lesson then has activities for students to complete on their own and with others. Units are designed to relate to students' lives, community, and choices. Teachers have adaptive their learning stations to have a "at home" learning component where students can still participate in learning stations during math and reading instruction. Teachers use a variety of teaching resources to keep students engaged in learning: peardeck, nearpod, flocabulary, etc.</p>

What additional support (in addition to resources listed above) will be provided for students with disabilities and ELs?

The district has developed instructional expectations for Resource and Inclusion, Dyslexia, Bilingual and Elementary English as a Second Language (ESL), Specialized Program, among others. In addition, we have guidelines for Admission, Review, and Dismissal (ARD) and 504 meetings and will be developing Contingency Plans for all students receiving Special Education Services. The district will have a plan for Individualized Educational Plan (IEP) Progress Monitoring for virtual learners. Responsibilities are differentiated by role to ensure students with additional learning needs are receiving support based on their schedule of services and individual needs. All student accommodations and modifications will be followed based on students' IEP and 504 plan. This list is comprehensive, but not exhaustive of all plans and responsibilities.

General special education guidelines:

- IEP Services including accommodations/modifications will be followed and implemented based on the student's contingency plan. .
- Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held within the timeline through in-person unless otherwise specified by the parent/guardian.

Inclusion Teachers:

- Teachers will participate in-person PLC with general education instructional staff weekly for each content area they are responsible for instructing.
- Instructional Support Logs that will be kept for all students receiving special education services during any virtual learning, logs will be submitted every Friday.
- Ensure you are invited as a teacher to all Google Classrooms in the classes you serve by the third day of school
- Further considerations will be forthcoming

Resource Teachers:

- Teachers will meet in-person or virtually with all students daily per schedule of services.
- Teachers will participate in-person PLC with special education instructional staff weekly for each resource program they are responsible for instructing.

- Instructional Support Logs will be kept for all students receiving special education services during any virtual learning, logs will be submitted every Friday.

Daily requirements for Resource / Inclusion Paraprofessionals:

- Ensure you are invited as a teacher to all Google Classrooms in the classes you serve by the third day of school.
- Clear communication regarding digital access must be given to parents and students within the first week of school.
- Make sure you know the websites, usernames, and passwords, etc. for students to access resources. Make sure you have access to all necessary resources.
- Collaborate and communicate with the case manager and teachers about student progress and needs.
- Practice both face-to-face and online learning in the first three days of school.
- Follow general education procedures and protocols

Specialized Program Teachers:

- Instruction for “at home” learners will continue to maintain unit instruction and pacing as close to the Specialized Program Instructional Framework as possible.
- Lessons should be designed for students to meet student IEP goals and objectives.
- For students receiving instruction through a specialized classroom like Dyslexia, the program is required to continue to be utilized during “at home” learning
- Teachers will meet virtually with all “at home” students daily in a whole group, small group, and/or individually.
- Instructional Support Logs will be kept for all students receiving special education services during any virtual learning, logs will be submitted every Friday.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring & Assessment	Is it TEKS aligned?
Math Instructional Materials	Elementary/ Secondary	TEKS Resource System: Scope and Sequence, Gap Implementation Tool	The tool helps teachers identify gaps and adjust learning based on student needs	Yes
	Elementary/ Secondary	Renaissance STAR/STAR Math	The tool helps teachers identify gaps and adjust learning based on student needs	Yes
	Elementary/ Secondary	IXL	Progress monitoring of student Academic Growth. Progress monitoring for IEP attainment.	Yes
	Elementary/ Secondary	Freckle	Skill plans for master of goals and standards	Yes
	Elementary/ Secondary	Pearson Envision Math	Includes built-in supports for students with disabilities and English Learners, supports closing the achievement gap	Yes
	Elementary/ Secondary	HMH – Math Textbook	Instructional content to help students with mastery of the TEKS	Yes
	Secondary	McGraw Hill – Algebra 1	Instructional content to help students with mastery of the TEKS	Yes
	Elementary/ Secondary	NearPod/Flocabulary/Flipgrid/ Peardeck/Edpuzzle	Teaching tools and resource to provide online and in class instruction	Yes

	Elementary/ Secondary	Sirius Education Solutions	Teaching tools and resource to provide online and in class instruction	Yes	
	Elementary/ Secondary	Istation	The tool helps teachers identify gaps and adjust learning based on student needs	Yes	
What resources are included to support students with disabilities?	All resources support progress monitoring of students growth towards mastery of the content.	What resources are included to support ELs?	All resources have a Spanish component.	What resources are included to support Gifted Education	IXL, Freckle and HMH allow students to work at their own pace and move quicker through the curriculum.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring & Assessment	Is it TEKS aligned?
ELA Instructional Materials	Elementary/ Secondary	TEKS Resource System: Scope and Sequence, Gap Implementation Tool	The tool helps teachers identify gaps and adjust learning based on student needs	Yes
	Elementary/ Secondary	Renaissance STAR	Progress monitoring of student Academic Growth. Progress monitoring for IEP attainment.	Yes
	Elementary/ Secondary	IXL	Skill plans for master of goals and standards	Yes

	Elementary/ Secondary	HMH Textbook	Instructional content for mastery of ELAR concepts.	Yes		
	Elementary/ Secondary	Istation	The tool helps teachers identify gaps and adjust learning based on student needs	Yes		
	Elementary/ Secondary	NearPod/Flocabulary/Flipgrid/ Peardeck/Edpuzzle	Teaching tools and resource to provide online and in class instruction	Yes		
	Elementary/ Secondary	Sirius Education Solutions	Teaching tools and resource to provide online and in class instruction	Yes		
<i>What resources are included to support students with disabilities?</i>	All resources support progress monitoring of students growth towards mastery of the content.		<i>What resources are included to support ELs?</i>	All resources have a Spanish component.	<i>What resources are included to support Gifted Education</i>	IXL and HMH allow students to work at their own pace and move quicker through the curriculum.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring & Assessment		Is it TEKS aligned?	
Science Instructional Materials	Elementary/ Secondary	TEKS Resource System: Scope and Sequence, Gap Implementation Tool	The tool helps teachers identify gaps and adjust learning based on student needs		Yes	
	Elementary/ Secondary	IXL	Skill plans for master of goals and standards		Yes	
	Elementary/ Secondary	HMH Textbook – Science Fusion	Instructional content for mastery of Science concepts		Yes	
	Elementary/ Secondary	NearPod/Flocabulary/Flipgrid/ Peardeck/Edpuzzle	Teaching tools and resource to provide online and in class instruction		Yes	
	Elementary/ Secondary	Sirius Education Solutions	Teaching tools and resource to provide online and in class instruction		Yes	
What resources are included to support students with disabilities?	All resources support progress monitoring of students growth towards mastery of the content.		What resources are included to support ELs?	All resources have a Spanish component.	What resources are included to support Gifted Education	IXL and HMH allow students to work at their own pace and move quicker through the curriculum.

Subject/ Course	Grade Level(s)	Instructional Materials		Progress Monitoring & Assessment		Is it TEKS aligned?
Social Studies Instructional Materials	Elementary/ Secondary	TEKS Resource System: Gap Implementation Tool		The tool helps teachers identify gaps and adjust learning based on student needs		Yes
	Elementary/ Secondary	IXL		Skill plans for master of goals and standards		Yes
	Elementary/ Secondary	HMH Textbook		Instructional content for mastery of Social Studies Content		Yes
	Elementary/ Secondary	NearPod/Flocabuary/Flipgrid/ Peardeck/Edpuzzle		Teaching tools and resource to provide online and in class instruction		Yes
	Elementary/ Secondary	Sirius Education Solutions		Teaching tools and resource to provide online and in class instruction		Yes
What resources are included to support students with disabilities?	All resources support progress monitoring of students growth towards mastery of the content.		What resources are included to support ELs?	All resources have a Spanish component.	What resources are included to support Gifted Education	IXL and HMH allow students to work at their own pace and move quicker through the curriculum.

5. Student Progress

Description: Students will log into Google Classroom daily to reference activities and assignments. Progress made in the completion of task in the Learning Management System (Google Classroom) made that day will be assessed by teachers and students provided feedback. Teachers will interact with students (online or in person) through the completion of on-line surveys, Google Meets, phone contact etc. Teachers will evaluate the completion and understanding of assignments and provide students feedback. Students will also take teacher made formative and summative assessments that will monitor their academic progress. Students will continue to receive progress reports and reports cards for each grade reporting period. Instructional software (IXL, Freckle, etc.) provides real-time or nearly real-time instructional feedback on learning and assignments and supports the personalization of instruction to each individual student’s needs.

Component	Explanation
<p>What is the expectation for daily student engagement?</p>	<p>Students are expected to log on daily to Google Classroom to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of a set assignments listed in the morning; students who do not demonstrate engagement on a given day are marked absent. Students must complete assignments that are assigned by 8:00 am the following day. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the learning management system for students to self-monitor. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades.</p> <p>Teachers are also expected to meet virtually with all remote students weekly through Google Meets to provide students with feedback and to build community in the classroom for “at home” learners. Each teacher will meet with students once per week based on a schedule which will allow teachers to have met with all students through daily 30 minute “in-person” contact.</p> <p>Active Engagement means a student is active in his/her coursework. To meet the 90% of class time, the students is marked present in each course they are enrolled when one of the following items have been achieved for the days lesson.</p>

	<ol style="list-style-type: none"> 1. Completion of lessons – activities, assessments, projects on a daily basis 2. Attending synchronous (live lessons) for tutoring, intervention, enrichment, or teacher contact 3. Daily contact with teacher (survey, email, classroom message) <p>Coarse completion is based on demonstration of academic proficiency with passing grades equivalent of 70% or above on a 100 point scale.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. Holland ISD intends to set a high bar for students as it relates to daily engagement; we believe that students should demonstrate more than just logging into the LMS or only partially completing a pre-determined 60-minute assignment. Students are expected to complete assignments on a daily basis to receive attendance for the day. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.</p> <p>The following steps illustrate tracking daily student engagement, broken out by grades:</p> <p>For students in PK-12 grade who are absent due to “at home learning”, illness or quarantine (not a microclosure):</p> <ol style="list-style-type: none"> 1. Teacher of record- mark students absent. 2. Once a teacher has been notified they are asynchronous or an absence direct the student to asynchronous learning in Google Classroom. 3. An attendance report will be provided to each teacher. 4. The teacher will review the attendance report from the attendance clerk. 5. Evaluate if the student met one of the three indicators for student engagement during the ADA reporting period to document the student as Present-Asynchronous learning. 6. If the student completed enough work at home (see district expectations) the student’s absence will be corrected in Ascender to indicate Present – Asynchronous by the attendance clerk. The correction must be turned into the Attendance Clerk by 4:00 pm daily. 6. If a student does not meet engagement they will remain marked as absent.
<p>How are the expectations for daily student engagement consistent with progress that</p>	<p>All digital platforms and tools (i.e. Google Classroom, EdPuzzle, Nearpod, IXL, etc.) utilized on-campus will also be used in a remote asynchronous setting to maintain platform consistency. In addition, the</p>

<p>would occur in an on- campus environment?</p>	<p>method of tracking engagement is consistent with an on-campus learning environment because they mimic the ways in which students would interact with their teachers’ on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed. The district plan assumes that most students who first chose remote asynchronous option will transition back to on-campus within 3-4 months if the COVID-19 environment improves. In preparation for this transition, our daily engagement tracking and assessment data system is at the student unit level. That way, the data will remain intact with the students as they transition through different modalities. Currently, the district is planning for a 1:1 device roll-out of iPads (PK-1) and Chromebooks (2-12). Students will access assignments through the LMS in order to limit contact with paper materials. Those assignments will be submitted via the LMS. For online virtual school, there are dedicated times for synchronous activities and check-ins, allowing more interactions with teachers to provide evidence of engagement and progress. Remote students will use the same process for accessing materials and submitting assignments.</p>
<p>What is the system for tracking student academic progress?</p>	<p>Students of PK-5 will have several assessments to track academic progress throughout the school year:</p> <p>Students will take assessments on throughout the year (Grades 2-12)</p> <ul style="list-style-type: none"> ● Assessments are based on TEKS recently taught ● Assessments are formatively used to drive future instruction, loopback and interventions ● Assessment scores will be reported to students’ parents and used to track student progress <p>Every 2-3 weeks, students will take a teacher developed Formative Assessment (FA) on the 4 core subjects</p> <p>Monthly or quarterly, students will take an Istation Indicators of Progress (ISIP) assessment through Istation or a Renaissance STAR assessment through Renaissance.</p> <p>Additionally, students are required to complete a minimum of a certain number of lessons or activities in Freckle, IXL differing based on grade levels</p> <p>CIRCLE Pre-K Assessment: Beginning of Year, Middle of Year, and End of Year assessments will be offered and remain consistent</p> <p>Other assessment will be administrated to track student progress: Texas KEA, TEMI, MSTAR, ESTAR, TRRI</p>

	<p>HISD will continue to implement the following official grade reports:</p> <ul style="list-style-type: none"> ● Report Cards - The purpose of report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives ● Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period ● Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives <ul style="list-style-type: none"> ○ Students will have a minimum of twelve grades per content area each nine weeks and the grades should be evenly distributed throughout the grading period. ○ In order to provide students and parents with timely feedback, grades are entered into the online gradebook within seven calendar days of the assignment or assessment due date. Exceptions must be approved by the campus principal. ○ Progress Updates- Progress updates on goals and objectives for students receiving special education services will be distributed to parents every 9 weeks corresponding with the district’s grading period.
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to provide daily feedback for in person and “at home” student’s work within a 48-hour turnaround time period. Daily feedback from teachers to students is conducted through a variety of methods, via LMS, activities, or small group instruction and teacher tutorial time. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis.</p>
<p>What are the expectations for teacher/student interaction?</p>	<p>Students will have interactions with a teacher daily via google meets, check-ins, and/or synchronous learning time.</p> <p>At the elementary level, students will interact daily with a teacher. Students will complete a daily check-in in Google Classroom to share emotions, learning, and the need for additional help. Teachers will meet at least once per week with students by Google Meets to address students’ needs in the classroom. Students who are struggling will meet in small group instruction for Reading and Math based on proficiency and</p>

	<p>student progress to support individualized needs. Teachers will provided office hours for students to drop in for extra tutorials as needed.</p> <p>At the secondary level, students will have multiple ways to interact with their teachers. Students will complete a daily check-in in Google Classroom to share emotions, learning, and the need for additional help. Each teacher in their schedule, will hold a google meets once per week to support students’ needs in the classroom. Additionally, students in need of intervention or personalized supports will be provided small group instruction or one-on-one meetings to support student progress. Teachers will also offer office hours to allow students to drop in for extra tutorials as needed.</p> <p>Through these scheduled and optional meeting times, students should be able to obtain sufficient support to ensure academic progress.</p> <p><u>Link to Elementary Google Meets Times</u></p> <p><u>Link to Middle School Google Meets Times</u></p> <p><u>Link to High School Google Meets Times</u></p> <p>Through daily Google Meets with teachers and the opportunity for synchronous office hours. Students will be in remote face to face contact with teachers 30 minutes each.</p>
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Planning for Success-

With the closure from March to May, we are expecting skill deficiencies. Although the teachers and learning coaches (parents/guardians or other adults in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. In order to support the foundational understandings of the concepts taught during the last 9 weeks, we are implementing a COVID-19 Implementation Gap Plan. This gap plan is outlined in 4 main areas below: Data Collection, Lesson Design, Interventions and Enrichments, and Support for Students, Teachers, and Families.

DATA COLLECTION: Holland ISD teachers will use formative assessments to gauge student progress and adapt curriculum to support student learning. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of

understanding. Progress monitoring will be tracked and communicated through our Learning Management System (Google Classroom). Formative and Summative assessments will be developed in conjunction with our campus and district assessment schedules and appropriately paced to correspond with our scope and sequence.

Resources: Texas Home Learning, Campus Assessments, TEKS Resource System, IXL, Freckle Math, Renaissance STAR

LESSON DESIGN: Holland ISD believes that there is no one-size-fits-all approach that will work for every student, class, subject, or grade level. Instead, we will focus on high-quality lessons that are focused on individual student needs and on the state standards. HISD will use the TEKS resource modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area. Each lesson designed, will include engagement, explain, and evaluation to meet the needs of students.

Each class will include a 3E model: Engagement, Explain (teacher or student), and Evaluation

1. Engagement – bell ringer, video, student activity, etc.
2. Explain – Lesson through technology, textbook, student activity
3. Evaluation – exit ticket, short answer response, written assignment, completion of task etc.

The district will leverage our existing instructional materials as the basis for our curriculum for students. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be stored on our LMS (Google Classroom) and will be accessible to all students. Students will leverage a number of instructional software resources including Freckle math, IXL and iStation for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well. Teachers will receive significant professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence

Resources: TEKS Resource System, PLC, Scope and Sequence

ACADEMIC INTERVENTIONS AND ENRICHMENTS: Holland ISD will serve students through asynchronous/synchronous learning. Data will determine the level of support and placement in the groupings. Study plans and student conferences will be used to provide a personalized approach to each student. These practices have been in place for multiple years and proven effective in accelerating student learning.

Resources: Assessment Calendars, PLC, scope and sequence

EDUCATOR, PARENT, AND STUDENT SUPPORT: Classroom teachers, students, and parents need on-going supports during this time. Campuses will create an On-Site or Virtual Professional Learning team by combining the expertise of the principal, assistant principal, interventionists, and technology specialists to support the campus staff and families of remote learners and the students on-campus. Technology specialist will be provide training on technology integration in the home using Google Classroom. In addition, social and emotional well-being will be provided by campus counselors to students, staff, and families. We will maintain strong communication with the families of students in special populations, continuing to gather feedback and to support students and their families. Professional Learning Community (PLC) practices will provide teachers in different settings (on-campus and remote) with a forum for sharing best practices and support for their peers and students. Although we know distance learning during the spring was a major challenge for teachers, we also recognize that in many cases the disruption for families has been even greater. Our goal this year is to help parents best support their child, learn how and when to intervene, and provide structure and balance in the home while providing instruction.

Resources: Technology Training, Trauma-Sensitive Training, Researched Best Practices, and Professional Learning Communities (PLC)

Student Access

The district is planning for a 1:1 device roll-out of iPads (PK-1) and Chromebooks (2-12). Students will access assignments through the LMS in order to limit contact with paper materials. Those assignments will be submitted via the LMS. For online virtual school, there are dedicated times for synchronous activities and check-ins, allowing more interactions with teachers to provide evidence of engagement and progress. Remote students will use the same process for accessing materials and submitting assignments.

Students are expected to log on daily to Google Classroom to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments listed in the morning; students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the learning management system for students to self-monitor. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades.

Teachers are also expected to meet virtually with all remote students weekly. Teachers have a schedule that allows each teacher to meet with students on different days of the week. Teachers will publish their google meets schedule for students and parents to keep a calendar of synchronous learning opportunities.

Students with a device and internet access, will access the LMS Google Classroom for teacher communications to keep track of assignments and assigned Google Meets. Teachers may communicate in other ways: emails, phone calls, etc to help students remain engaged with Google meets and assignments.

Active Engagement for HISD means a student is active in his/her coursework. The students is marked present in each course they are enrolled when the following items have been achieved.

1. Completion of lessons – activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment, or teacher contact
3. Daily contact with teacher (survey, email, classroom message, Google Meets)

Data Collection Process

Students of PK-5 will have several assessments to track academic progress throughout the school year:

Students will take assessments on throughout the year (Grades 2-12)

- Assessments are based on TEKS recently taught
- Assessments are formatively used to drive future instruction, loopback and interventions
- Assessment scores will be reported to students' parents and used to track student progress

Every 2-3 weeks, students will take a teacher developed Formative Assessment (FA) on the 4 core subjects

Monthly or quarterly, students will take an Istation Indicators of Progress (ISIP) assessment through Istation or a Renaissance STAR assessment through Renaissance.

Additionally, students are required to complete a minimum of a certain number of lessons or activities in Freckle, IXL differing based on grade levels

CIRCLE Pre-K Assessment: Beginning of Year, Middle of Year, and End of Year assessments will be offered and remain consistent

Other assessment will be administrated to track student progress: Texas KEA, TEMI, MSTAR, ESTAR, TRRI

Holland ISD 2020
Assessment Framework

- Individual Education Plan (IEPs) will be adhered to in all testing environments.
- Teachers and school testing coordinators will be trained on how to deliver online assessments.
- Test security protocols will be put in place in school and remotely.
- Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.
- All assessment will guide instruction.
- Students may be asked to take some assessments on campus.

Lesson Design

The district will leverage our existing instructional materials as the basis for our curriculum for students. Asynchronous students will follow the same scope, sequence, minute requirements, and curriculum as face-to-face students. This is to allow for students transitioning between learning modalities (e.g., remote and face-to-face) at the end of grading periods. All materials we use are Texas Essential Knowledge and Skills (TEKS) aligned as we are a TEKS Resource System district. All materials will be stored on our LMS and will be accessible to all students. Students will leverage a number of instructional software resources including Freckle, IXL, and iStation for asynchronous learning, as well as for blended learning on-campus. These programs are inherently tailored to support self-paced, adaptive, and personalized student learning. This will support progress monitoring for all students as well. Teachers will receive significant professional development on both content and remote instructional practices to support appropriate adaptation, instructional practices, and coherence

HIISD will use the TEKS Resource System modified scope and sequence-based on the intentional alignment of standards missed as a result of lost instructional time. High priority/essential state standards will be identified for each core subject area. Each lesson designed, will include engagement, explain, and evaluation to meet the needs of students.

Each class will include a 3E model: Engagement, Explain (teacher or student), and Evaluation

- 1.Engagement – bell ringer, video, student activity, etc.
- 2.Explain – Lesson through technology, textbook, student activity
- 3.Evaluation – exit ticket, short answer response, written assignment, completion of task etc.

Active Engagement Strategies

Students are expected to log on daily to Google Classroom to reference activities and assignments for the day. Students are required to be engaged daily with work through the completion of set assignments listed in the morning; students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and documented in the learning management system for students to self-monitor. Students are given asynchronous assignments daily by the teacher, and completion time equates to the minutes assigned for specific grades.

Teachers are also expected to meet virtually with all remote students weekly.

Students with device and internet access with access to Google Classroom will use teacher communications to keep track of assignments and assigned Google Meets.

Active Engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled when one of the following items have been achieved.

1. Completion of lessons – activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment, or teacher contact
3. Daily contact with teacher (survey, email, classroom message)

Tracking engagement will, at a minimum, follow guidance from TEA ADA funding. Holland ISD intends to set a high bar for students as it relates to daily engagement; we believe that students should demonstrate more than just logging into the LMS or only partially completing a pre-determined 60-minute assignment. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

The following steps illustrate tracking daily student engagement, broken out by grades:

For students in PK-12 grade who are absent due to “at home learning”, illness or quarantine (not a microclosure):

1. Teacher of record- mark students absent.
2. Once a teacher has been notified they are asynchronous or they are an absence direct the student to asynchronous learning in Google Classroom.
3. An attendance report will be provided to each teacher.
4. The teacher will review the attendance report from your attendance clerk.
5. Evaluate if the student met one of the three indicators for student engagement during the ADA reporting period to document the student as Present-Asynchronous learning.

6. If the student completed enough work at home (see district expectations) the student's absence will be corrected in Ascender to indicate Present – Asynchronous by the attendance clerk. The correction must be turned into the Attendance Clerk by 4:00 pm daily.
6. If a student does not meet engagement they will remain marked as absent.

Academic Interventions and Enrichments

Elementary: RtI provided in small group instruction for Reading and Math based on proficiency and student progress to support individualized needs. Teacher will meet with students through google meets, phone calls.

Secondary: Students in need of intervention or personalized supports will be provided small group or one-on-one meetings to support student progress. Teachers will meet with students through google meets, phone calls.

Educator, Parent, and Student Support

Educator Support: Professional Learning Community (PLC) is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. This school year HISD will provide professional development on Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Choice Boards, HyperDocs, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid.

Parent Support: Constant communication will flow between our staff and parents through Google classroom, Remind, personal contact from teachers via email, virtual platforms or voice calls. It is paramount that HISD students and families understand the expectations and importance of remote learning during asynchronous instruction. Communication will be provided to clarify the focus on coherence between on-campus and asynchronous instruction. It is our expectation for staff, students, and families to maintain strong partnerships to allow students to easily transition between these delivery methods. When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include completing and grading of assignments, who and how to contact support, and attendance requirements for promotion and graduation.

Student support: Students will have access to positive reinforcement and positive reinforcement systems set up by the teachers using Google Classroom. Students will also have access to counseling services to support their emotional and social learning.

6. Implementation

Description: The goal of implementing this plan is to ensure the seamless learning of academic material that consists with thoughtful lessons planning and interactive activities with the support of teachers, parents, and students.


[Link to Technology PD Calendar](#)

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>Teacher PLCs: Every week, teachers will take part in PLC with other teachers in the same content/grade-level. This will take place on the same day each week for teachers. This will be comprised of general education teachers, special education teachers, interventionists, and administrators who will work together to review the weekly unit resources to make it directly meaningful for students. Resources will be reviewed to make sure that students individual learning needs are met and that all gaps in learning are addressed.</p> <p>Asynchronous Training for Educators: Much like students have a LMS of excellent, high-quality content we will be producing a similar type of content and system for teachers. This will be available to all educators to learn and grow on their own time. This would include normal learn-at-your-own-pace modules such as compliance training and GT training as well as newly development PD regarding specific educator roles in our system Teachers will meet once per week with the Technology Specialist to review different ways that technology can be used in the classroom to enhance face to face to learning and support “at home” learners.</p> <p>Contingency plans and considerations:</p> <ul style="list-style-type: none"> ● Teachers will be instructed to prepare an emergency virtual lesson folder that may be utilized in need of immediate transition to online learning. ● All unit and lesson design must address both the face-to-face and virtual instruction modalities

	<p>Administrators will ensure that the following accountability processes are in place: Adherence to the schedule, Attendance is monitored, Implementation of the curriculum, Grades submitted in a timely manner, Communication with families – attendance, family engagement, and progress monitoring data.</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>All teachers will receive similar training around technology in the beginning of the year including:</p> <ul style="list-style-type: none"> ● LMS: HISD uses Google Classroom. Our educators will be receiving extensive training on building lessons, reviewing student data, general LMS features and functionality, determining student engagement while remote, etc. ● Google Meets: Teachers will be trained on effective Google Meets practices including virtual facilitation and features/functionality (e.g., split screens, polls, etc.). The district will ensure that all instructional staff have full access to Google Meets features necessary to facilitate learning. ● Google Meets schedules will be shared with parents and students to facilitate student learning.

Component	Explanation- be specific and explicit
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Families will receive expectations and regular updates via the student portal, auto-mass communication platform (Remind), Google Classroom, as well as on the district website. Families and students can expect weekly touchpoints with school representatives and teachers. The instructional technologist is available for family support during daily office hours 7:30 – 8:00 and 3:00 – 4:00.</p> <p>Family Asynchronous Support Training</p> <p>Family Support Website</p>

<p>What are the expectations for family engagement/support of students?</p>	<p>Families will be expected to support their students by attending and engaging in the following events and practices:</p> <ul style="list-style-type: none"> ● Daily instructional support to the student. ● Open communication and checking on student progress regularly in each class ● Support the use of technology tools to help access instruction ● Support students to complete their work in regular school hours ● If the student elects to participate in extracurricular activities from a remote environment students will be enrolled in the class, the parent/guardian will be responsible for providing transportation <p>Also support their child with social and emotional learning. Students will have access to positive reinforcement and positive reinforcement systems set up by the teacher using (Google Classroom). The teacher will also work with the parent on creating structures in the home that helps to reduce distractions and gives students’ opportunity for breaks. For students requiring Behavior Intervention Plans all teachers will work to implement strategies and make adjustments for the home environment</p>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>At student enrollment, parents and guardians will be shown how to use the Chromebook and Google Classroom. We will make sure students can log into their Chromebook and Google Classroom as well as other software.</p> <p>When a student goes from on-campus learning to remote, a virtual meeting will be scheduled to review the expectations of remote learning with both the parent and the student. Discussion points will include – completing and grading of assignments, who and how to contact support, and attendance requirements for promotion. The meeting will consist of the parent, student, teacher, administrator, and technology specialist.</p> <p>Parent and Student Contacts for Asynchronous Learning Support:</p> <p>Classroom Teacher – Lessons, Grades, Student Performance</p> <p>Lisa Baum, Technology Specialist – lbaum@hollandisd.org – Google Classroom Support</p> <ul style="list-style-type: none"> -Locating and Turning in Assignments -Google Classroom navigation -Google Classroom links and assignments not working correctly -Kami, Edpuzzle, Nearpod, Freckle, AR -Password reset



Keith Cabiness, Technology – kcab@hollandisd.org – Chromebook and iPad Support

- Chromebook issues – camera, apps not working, connecting to internet
- iPad issues - camera, apps not working, connecting to internet
- Password reset

Sent Via
E-Mail

October 13, 2020

Holland Independent School District
Mr. Shane Downing, Superintendent

Thank you for submitting your asynchronous plan for Holland Independent School District. We appreciate the time and effort that you and your staff have put into developing a comprehensive plan to provide asynchronous remote instruction to meet the needs of your students and community. Due to the disruption caused by the COVID-19 emergency and the consequent exercise of the waiver authority provided to the Commissioner of Education in Texas Education Code, §48.005(n), a local education agency (LEA) is required to submit an asynchronous learning plan for review and approval to the Texas Education Agency (TEA), in order to earn average daily attendance (ADA) funding.

After review of your LEA's asynchronous plan, TEA has determined that the plan is approved.

Thank you for your continued efforts to plan for the best educational outcomes for all students that your LEA serves.

Sincerely,



Mike Morath
Commissioner of Education

MM/lr

cc: Jerry Maze, Executive Director, Region 12, Education Service Center
Kelvey Oeser, Deputy Commissioner, Educator & System Support, TEA
Tim Regal, Associate Commissioner, Instructional Support, TEA
Lizette Ridgeway, Director of School Improvement, TEA

DISTRICT IMPROVEMENT PLAN

Holland Independent School District

2020-2021

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

Shane Downing, Chairperson

Lori Kinard-Elementary School Principal
Leah Smith-Middle School Principal
Robby Edwards-High School Principal
Melany Cearley- Counselor
Matt McMcray - High School Assistant Principal
Gracie Schlickeisen - Middle School Assistant Principal
Lauren Harris - Elementary Assistant Principal
Amanda Chaney - Primary Teacher
Lauren Patterson - Primary Teacher
Stephanie Parmer-Elementary Teacher
Dana Moon-Elementary Teacher
Kandi Downing-Middle School Teacher
Kelly Taisler-Middle School Teacher
Priscilla Cortez-High School Teacher
Andrea Ruff-High School Teacher

PARENTS

Randy Evans
Jennisty Thomason

Community Members

Megan Gersbach
Michael Kurtz
Doris Lange
Jill Marwitz

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 2019-20 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2020-21 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

Goal #1: Primary Academic Goals

Primary students will meet and/or exceed state expectations on EOY screeners.

PRE-KINDERGARTEN	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
80% of Pre-Kindergarten students will know 20 of 26 letters					
90% of Pre-Kindergarten students will know 10 sightwords					
90% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for letter identifications and sounds					
*ABC Mouse *Tara West Curriculum *CLI Curriculum *Epic	Pre-Kindergarten Teachers			BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test

*Frog Street Curriculum					
90% of Pre-Kindergarten students will be able to rote count to 20					
90% of Pre-Kindergarten students will recognize the numbers 0 to 9					
90% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for math					
*Happy Numbers *ABC Mouse *Tara West Curriculum *CLI Curriculum	Pre-Kindergarten Teachers			BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test
KINDERGARTEN	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
85% of Kindergarten students will achieve a "C" or better on the BAS					
85% of Kindergarten students will achieve a "Developed" on the TPRI					
95% of Kindergarten students will be able to identify all 52 letters					
95% of Kindergarten students will know 80 sight words					
*Reading Recovery *HMH Curriculum *Headsprout *iRead *Teach Your Monster to Read *Guided Reading *Comprehension Toolkit *TEA Mandated Reading Academy *Terra West Curriculum	Kindergarten Teachers			BOY, MOY, EOY, Quarterly	EOY BAS Test EOY TPRI Final Report Card
90% of Kindergarten students will show proficiency on the TEMI and all 4 of its subtests					
*Happy Numbers *Pearson Curriculum *Tunstall Guided Math Curriculum *Terra West Curriculum	Kindergarten Teachers			BOY, MOY, EOY	EOY TEMI
1ST-GRADE	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
85% of 1st-Grade students will achieve a "J" or better on the EOY BAS					
85% of 1st-Grade students will achieve a "Developed" on the EOY TPRI					
*Reading Recovery					

*LLI *HMH Curriculum *Headsprout *iRead *Teach Your Monster to Read *Guided Reading *Comprehension Toolkit *Accelerated Reader *TEA Mandated Reading Academy *Terra West Curriculum	1st-Grade Teachers Interventionists			BOY, MOY, EOY	EOY BAS Test EOY TPRI Test
90% of 1st-Grade students will show proficiency on the EOY TEMI and all 4 of its subtests					
*Happy Numbers *Pearson Curriculum *Tunstall Guided Math Curriculum *Terra West Curriculum	1st-Grade Teachers			BOY, MOY, EOY	EOY TEMI
2ND-GRADE	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
80% of 2nd-Grade students will score a GE of 3.0 or higher on the EOY Reading STAR					
85% of 2nd-Grade students will achieve a "Developed" on the EOY TPRI					
*LLI *HMH Curriculum *Headsprout *iRead *Guided Reading *Comprehension Toolkit *Accelerated Reader *	2nd-Grade Teachers			BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test
85% of 2nd-Grade students will score a GE of 3.0 or higher on the EOY Math STAR					
*Happy Numbers *Pearson Curriculum *Tunstall Guided Math Curriculum *Freckle	2nd-Grade Teachers			BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test

Goal #2: Elementary/Middle School/High School Academic Goals

All student groups taking the STAAR reading, writing, math, and science tests will meet or exceed the state standard of 90% passing by the year 2021 and all non-tested grades will work on areas of weakness to help improve scores in future years. All students will be college and career ready upon graduation.

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

READING INITIATIVES	PERSONS	RESOURCES	FORMATIVE	TIMELINES	SUMMATIVE
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	Classroom Teachers, Principals	Eduphoria Data, Summary Reports, Teachers	Lesson Plans, Benchmark Tests, TEKS Resource	Weekly, December, February, March	STAAR Reading
Category 1: Understanding and Analysis Across Genres. ES (85%), MS (80%), HS (80%)		ES- AR Assessment, HMH, I-Station, Target Reading, Comprehension Tool Kit, Mentoring Minds, Flocabulary, EPIC			
Category 2: Understanding and Analysis of Literary Texts. ES (80%), MS (80%), HS (80%)		MS- McGrawHill, I-Station, IXL, SIRIUS, Mentoring Minds, Ren Learning			
Category 3: Understanding and Analysis of Informational Texts. ES (80%), MS (80%), HS (80%)		HS- PLATO, Ren.Flow			

READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Reading weaknesses below 85% mastery: (TIA13)					
* Guided Reading (Elementary)	Classroom Teachers	Title I, Part A Funds			
* I-Station		Title VI Funds	I-station Formative Reports	Quarterly	
* Comprehension Toolkit (Elementary)		Local Funds			
* Reading Recovery (Elementary)	Reading Recovery Teachers	Title I, Part A Funds	Running Records	Quarterly	
* Focus on Non-Fiction (ES, MS & HS)		Title II CSR Funds			
*IXL (MS)		SCE Funds \$15,513			
* Vocabulary Work-Flocabulary		FTE=0.5			
* Literacy Groups (ES)	RR Teachers	Title I, Part A Funds	BAS	Quarterly	
* Team Teaching (MS)					
* Accelerated Reader (ES and MS)	Classroom Teachers	Title I, Part A Funds	STAR Report	Quarterly	
*CommonLit.org (HS)					
*Novel Studies (MS, HS)	Classroom Teachers			Semester	
* Bookshare (HS)					
*Learning Ally (MS)					
* Writing Across the Curriculum		SCE \$2,322			
* Accelerated Vocabulary Program (ES, MS)					
* Critical Thinking Focus (HS, MS, ES)					STAAR
* Eduphoria					
* TEKS Resource System					
* Mentoring Minds (ES)			Lesson Plans	Quarterly	Progress of student
* Gifted & Talented (Full Time Inclusion)	Classroom Teachers	Local Funds	Assignment Completion	Throughout the Year	
* Dyslexia Services	Dyslexia Teachers	Local Funds	Reading by Design		Completion of Standard Dyslexia Protocol Checkpoints
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
* Leveled Literacy Initiative Training (ES)	ES Principal	SCE Funds \$1250	Agendas/Sign-in sheets	As Scheduled	T-TESS
* Google Classroom Training (ES,MS,HS)	ES,MS,HS Principals		Agendas/Sign-in sheets	As Scheduled	T-TESS
* Guided Reading Training (ES)	ES Principal		Agendas/Sign-in sheets	As Scheduled	T-TESS
* I-Station Training (MS)	MS Principal				
*TCEA Conference-(ES, MS, HS)	ES,MS,HS Principals	Local	Certificates	February	Campus Presentations

*Benchmark Assessment System Training (ES)	ES Principal		Agendas/Sign-in sheets	As Scheduled	T-TESS
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MATH INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Math objectives for Regular & Special Ed Students (TIA13)					
<p>(3rd-6th Grade)</p> <p>Category 1: Numerical Representations & Relationships (80%) ES, MS</p> <p>Category 2: Computations & Algebraic Relationships (80%) ES & MS</p> <p>Category 3: Geometry & Measurements (80%) ES & MS</p> <p>Category 4: Data Analysis & Personal Finance Literacy (80%) ES & MS</p>	Classroom Teachers and Principals	<p>Grade-Level Summary Reports, Eduphoria Data, Teachers</p> <p>ES- Renaissance Freckle Math, Flocabulary, Lone Star, Pearson, TEKS Resource, Mentoring Minds, Happy Numbers</p> <p>MS- Mentoring Minds, Sirius, McGraw Hill, Eduphoria Data, Get more Math, Flocabulary, Brain Pop</p>	Lesson Plans, Benchmark Tests	Weekly, September, December, March	STAAR Math
<p>(7th & 8th Grade)</p> <p>Category 1: Probability & Numerical Representation (70%) MS</p> <p>Category 2: Computations & Algebraic Relationships (70%) MS</p> <p>Category 3: Geometry & Measurements (70%) MS</p> <p>Category 4: Data Analysis & Personal Finance Literacy (70%) MS</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	Mentoring Minds, Sirius, McGraw Hill, Eduphoria Data, Middle School Edition: Personal Finance (Dave Ramsey)	Benchmark Tests	December, March	STAAR Math
<p>Algebra I</p> <p>Category 1: Number and Algebraic Methods (75%)</p> <p>Category 2: Describe and Graph Linear Functions. (75%)</p> <p>Category 3: Write and Solve Linear Functions (75%)</p> <p>Category 4: Quadratic Functions (75%)</p> <p>Category 5: Exponential Functions (80%)</p>	Classroom Teachers and Principals	Eye on Mastery, McGraw-Hill, TEKS Resource System, renaissance, Flocabulary, Local Funds	Lesson Plans, Benchmark Test	Weekly, February	EOC Algebra I

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Math weaknesses below 85% mastery: (TIA13)					
* Houghton Mifflin Harcourt (MS)					
* McGraw Hill (HS)					
* TEKS Resource System (ES, MS, HS)					
* Student Support/Inclusion (ES, MS, HS)		Local Funds	Mastery Charts	Daily	
* Differentiated Instructional Strategies (ES, MS, HS)			Lesson Plans; Principal Walk-throughs	Weekly & Daily	
* Lone Star Math (4)		Local Funds	Observations	Daily	
* Mentoring Minds (ES) (MS)			Lesson Plans	Weekly	
* STAAR Curriculum Support Materials (ES, MS, HS)	Teachers	Local Funds	Quizzes, Classwork, Lesson Plans	Weekly	
* After School Tutoring for At Risk (ES, MS, HS)		SCE Funds \$10,000			
* Math Improvements TEKS Reinforcement Class & Study Hall (HS) 2nd additional math class available (MS)		Supplies SCE Funds \$10,000 FTE=0.21	Classroom Portfolio Lesson Plans	Weekly & 6 weeks	
* Benchmark testing-Interim testing	Teachers & Principals		Benchmark Test	Semester	STAAR, EOC, TAKS results
*Freckle Math (ES, MS)		SCE Funds \$6,856	Progress Reports	3 Weeks	
*Prodigy (ES, MS)		FTE=0.2	Report Cards	Quarterly	
*IXL Math (MS)	Classroom Teachers	Title VI Funds			
*SAT/TSI Preparation (HS)		Local Funds	CAP Matrix	Daily	
* Math Tutorials (ES, MS, HS)	Classroom Teachers	SCE Funds \$3,000 FTE=1	Progress Reports	3 Weeks	
* Utilize TI 84C-Silver Calculators(8-12)	Classroom Teachers		Daily/Weekly Classwork		STAAR & STAAR EOC Math
WIN - ES Intervention time	Classroom Teachers		Progress Reports	3 Weeks	
Study Hall - MS intervention time	Classroom Teachers		Progress Reports	3 Weeks	
HIVE - HS intervention time	Classroom Teachers		Progress Reports	3 Weeks	
mathworksheet.com - (ES, MS, HS)	Classroom Teachers		Progress Reports	3 Weeks	
Get more Math - MS	Classroom Teachers		Progress Reports	3 Weeks	
* RTI Intervention	Principals/Teachers		TEMI, ESTAR,MSTAR		TEMI, ESTAR,MSTAR
* Eye on Mastery (Alg) (HS)	Classroom Teachers	Local Funds		Monthly	
* Analysis of released STAAR test questions	Classroom Teachers			September	

* Discovery Education (MS)	Classroom Teachers		Lesson Plans		
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Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Critical Thinking CAMT (ES, MS, HS)		SCE Funds \$1,250 Local/Title Funds	Certificates	Summer	
SAT and ACT Prep (HS)			Agendas/Sign-in Sheets	As Scheduled	
TCEA Conference- (ES, MS, HS)	ES,MS,HS Principals		Certificates	February	
IXL, APEX Training (MS)			Agendas/Sign-in Sheets	As Scheduled	
Google Classroom, IPAD Apps (ES, MS, HS)		Local Funds	Agendas/Sign-in Sheets	As Scheduled	
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%)	Campus Principals & Teachers	ES- Empowering Writers; HISD Spelling curriculum; Daily Oral Language; HMM, Spelling City, Google Classroom, Nearpod, Flocabulary MS- IXL, SIRIUS, Mentoring Minds, Empowering Writers, McGraw Hill, Google Classroom, Nearpod, Flocabulary	Lesson Plans, Benchmark Test	Weekly, September, November, January, March	STAAR Writing
Reporting Category 2: Revision (75%)					
Reporting Category 3: Editing (75%)					
(English 1, 2)					
Reporting Category 4: Composition (68%)	Campus Principals & Teachers	HS- Practical Writing Course, PearDeck, Ed Puzzle, renaissance diagnostic	Lesson Plans, Benchmark Test	Weekly, September, November, January, March	STAAR Writing
Reporting Category 5: Revision (80%)					
Reporting Category 6: Editing (80%)					

WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Writing weaknesses below 85% mastery: (TIA13)					
* Informational Reading to Improve Expository Writing (9th grade)		Quill.org , Flippity, Quizlet, Flipgrid	Digital Assessments		
* Writing Across the Curriculum at all grades					
* TEKS Resource System					
* Curriculum Analysis in all grades to align instruction & prepare for benchmark assessments, regardless of STAAR		Teachers	Writing Rubric to evaluate mech/voc	August & May	Diagnostic Reading Assessment (DRA)
* Benchmark assessments aligned with TEKS for grades not STAAR tested (all levels)		Released State Assessment Teacher-made test	Benchmark Test	November, January, March	
* HISD Spelling Curriculum (ES)		Teachers	Primary Reading and Writing Assessment	Weekly	Observation Survey
* Writing Accountability in all subjects. Incorporate writing into AR instructional time.		Teachers & Local Funds	Lesson Plans & Benchmark Test	Weekly/6 weeks	STAAR Writing
* APEX Computer Program for RTI students (MS, HS)		ESC 12	Lesson Plans & Benchmark Test	Weekly/6 weeks	STAAR Writing
* Daily Oral Language (DOL) (ES, MS)		Local Funds	Student Grades	Daily	STAAR Writing
* Peer Writing Tutoring		Local Funds	Lesson Plans	Weekly	STAAR Writing
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Early Literacy Workshops (ES)		Local Funds	Certificates	August	
Google training (all levels)		Local Funds	Agendas/Sign-in Sheets	As Scheduled	
Empowering Writers (ES)	ES Principal		Certificates	As Scheduled	
TCEA Conference- (ES, MS, HS)	ES,MS,HS Principals		Certificates	February	
Benchmark Assessments using Eduphoria (all levels)	Teachers		Benchmark Test	November, January, March	
Training on ED-TECH Apps (HS)	Andrea Ruff				
Region XII Writing Trainings (all levels)					

SCIENCE INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated STAAR Science objectives for regular & special education students that (Gd 5, 8) focus on weaknesses below the mastery listed below. (TIA13)					
<p align="center">(5th & 8th Grade)</p> Category 1: Matter and Energy (ES 80%), MS (80%) Category 2: Force, Motion & Energy (ES 82%) (MS 75%) Category 3: Earth and Space (ES 80%) (MS 75%) Category 4: Organisms & Environments (ES 90%) (MS 83%)	Campus Principals & Classroom Teachers	Eduphoria Report, Summary Report & Teachers ES- Pearson, BrainPop, Mystery Science MS- HMH, BrainPop, Scientific Minds, Mentoring Minds, Sirius, IXL	Lesson Plans & Benchmark Tests	Weekly, December, March	STAAR Science
<p align="center">Biology</p> Category 1: Cell Structure & Function (75%) Category 2: Mechanisms of Genetics (75%) Category 3: Biological Evolutions & Classification (83%) Category 4: Biological Processes (80%) Category 5: Interdependence within Environmental Systems (85%)	Campus Principal & Classroom Teachers	HS- McGraw Hill On-line Books; Flinn Scientific and BioCorp.	Lesson Plans & Benchmark Tests	Weekly, March	Biology EOC

SCIENCE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Science weaknesses below 85% mastery: (TIA13)					
* Journal entries, essay question, short answer in complete sentences with proof		Teachers	Lesson Plans	Semester	STAAR Science
*Seek field trips & workshops that focus on critical thinking strategies	Region Service Centers & area resources	Teachers		Semester	STAAR Science
* Textbooks/ Technology Integration/Promethean Boards		Teachers	Lesson Plans	Semester	STAAR Science
* Brainstorm methods to solve environmental issues for school and community		Teachers	Lesson Plans	Semester	STAAR Science
*Scientific Minds (MS)		Teachers	Lesson Plans	Semester	STAAR Science
* Benchmark assessments aligned with STAAR for grades not STAAR tested (all levels)		Released State Assessments	Benchmark Tests, Teacher-made tests	November, January, March, 6 weeks	
* Project-oriented instruction at the application component (all levels)		Scope and Sequence STAAR/TEKS	Lesson Plans, Progress Reports & Mastery Charts	Weekly, 3 weeks & Daily	
* Provide tutoring time		Local Funds	Master Schedule	As needed	
* Frequent Testing		Teachers	Lesson Plans	Weekly	Sample Tests
*Brainpop (ES, MS)		Teachers	Student projects & Benchmark Test	Weekly/Monthly	STAAR Science
* Vertical Alignment					
*Discovery Education					
*Flynn Scientific (HS)					
*BioCorp (HS)					
*IXL (MS)	Principal				
*Eduphoria Data					
*TEKS Resource System					
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Conference for Advancement of Science Teaching	Principals	Title II Funds	Certificates	November	
ESC 12 Professional Development				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)					
<p>8th Grade</p> <p>Category 1: History (75%)</p> <p>Category 2: Geography & Culture (75%)</p> <p>Category 3: Government & Citizenship (75%)</p> <p>Category 4: Economics (70%)</p>	Classroom Teachers Principals	McGraw Hill, TEKS Resource System, BrainPop, SIRIUS, IXL, Jarrett Publishing, Students of History Curriculum, The History Channel, Eduphoria Data	Lesson Plans, Benchmark Tests	Weekly, December, March	STAAR Social Studies
<p>US History</p> <p>Category 1:History (70%)</p> <p>Category 2: Geography & Culture (75%)</p> <p>Category 3: Government & Citizenship (75%)</p> <p>Category 4: Economics, Science, Technology & Society (80%)</p>	Classroom Teachers Principals	McGraw Hill; Connect ED; Mastering the TEKS-US History Since 1877; YouTube Videos; Political Cartoon Books.	Lesson Plans & Benchmark Tests	Weekly, March	EOC History
SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Social Studies weaknesses below 85% mastery: (TIA13)					
* McGraw Hill Benchmark Test, Google Digital Files	Teachers		Lesson Plans	Weekly	Mid-term exam, final exam, STAAR Social Studies
* TEKS Resource System	Adminstration				
* You Tube, Quizlett, Kahoot,	Teachers		Lesson Plans	As Needed	STAAR Social Studies
* Use Historical reference materials (all levels)	Teachers		Lesson Plans	Weekly	

* Reading assignments should include historical happenings (all levels)	Teachers		Lesson Plans	Weekly	
* Tutorials (MS, HS)	Teacher		Lesson Plans	Weekly	EOC History
* Utilize maps & graphs (all levels)	Teacher		Lesson Plans	Weekly	
*Google Classroom (MS, HS)	Teacher		Lesson Plans	Daily	
*Discovery Education	Principal/AP/Teacher		Lesson Plans		
* Jr. Scholastic Magazines (MS)	Principal/AP/Teacher		Lesson Plans	Monthly	
* Promote current event awareness	Teachers		Lesson Plans	Monthly	
* Incorporate STAAR questions into each test	Teachers			Monthly	
* Use Eduphoria Data Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels)	Principal/AP/Teacher	Local Funds	Disaggregated data	September	
* Use Chromebooks & Brain Pop to reinforce objectives.	Teachers			As Needed	
* Structure Social Studies instruction & expectations to STAAR/STAAR EOC/TEKS expectation (all levels)	Teachers	TEKS	Lesson Plans Progress Reports	Weekly 3 Weeks	
*Use project-oriented instruction as the application component (all levels)	Teachers				
* Daily Starters (MS)	Teachers	Daily Starters	Lesson Plans	Weekly	
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Social Studies State Conference (MS)					
TCEA Conferences -(HS, MS, ES)	ES,MS,HS Principals		Certificates	February	

Goal #3: District Initiatives that support Goal #1 and Goal #2

Improve district initiatives in order to better support academics.

ENGLISH LEARNERS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve identification, placement & services for ESL students (TIA13, TIA19)					
* Conduct LPAC training meetings	ESL Coordinator	TEA, Region 12, Success Ed	Certificates	Beginning of Year	
* Maintain accurate records- Home Language Surveys, LPAC Meeting Minutes, LPAC Exit Criteria	ESL Coordinator	TEA, Region 12, Success Ed	LPAC documentation	August, February, May	ESL Annual Evaluation Report
* Use of Success Ed	ESL Coordinator				
* Imagine Learning Program	ESL Coordinator		Imagine Learning Reports	Quarterly	TELPAS, STAAR Rdg
* I-Station Reading Intervention	Teachers		STAR Reports	Quarterly	TELPAS, STAAR Rdg
*TELPAS training	ESL Coordinator		Certificates	Spring	
MIGRANT	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve Migrant program through the following (all levels)					
* Identification & Placement	Migrant Coordinator	Region XII ESC	Migrant Form	Beginning of Year	
* Services- Nurse, Parent Advisory Council (PAC)	Migrant Coordinator	Region XII ESC		Quarterly	Report Card, STAAR, Credit Accrual

CTE	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the Career & Technology Education (CTE) program by addressing the following : (TIA13)	Principal	CATE Teachers	Development Sessions	Spring 2010	Cate Annual Evaluation Report
* Develop Endorsement Sequences	CATE Coordinator	CATE Teachers	Calendar	Quarterly	
* Create Course offerings to be a "Completer"	Principal/CATE Coordinator	CATE Teachers	Master Schedule	Semester	
* Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)	Principal/CATE Coordinator/CATE Teachers, Tech Specialists	CATE Teachers	Agendas	Semester	
* Explore Tech-Prep opportunities with local colleges	Principal/CATE Coordinator/CATE Teachers	CATE Teachers/College CATE Coordinator	Planning Sessions	Weekly	
* Dual Credit offerings for Non-TSI Ready students	CATE Coordinator	Local and CATE funds		Semester	
* Early Learning courses using the Community Daycare for senior year of Practicum	Daycare Director and Early Learning Teacher	Daycare Students, Curriculum (TEKS), CTE Funds		Daily	Grade for Course
* Coordinate & integrate planning with distance learning	CATE Coordinator	CATE Teachers	Lesson Plans	Weekly	
* Technology Integration into the curriculum	CATE Coordinator, Tech Specialists	CATE Teachers	Lesson Plans	Weekly	
LIBRARY	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Update library materials & supplies to improve the quality of media collection					
*Library Book Inventory	Librarian, Principals, Reading teachers	Library Computer System	Purchase Orders/Invoices	Semester	Title VI Annual Evaluation Report
* Class novels			Book Circulation	Monthly	Total Circulation Report
* Computer Software for Library Distribution					
* Reference Materials					

GIFTED & TALENTED	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the G/T Program through the following:					
* Create G/T Handbook to meet New State Plan	G/T Coordinator	Region 12 ESC	G/T Handbook Adopted	Summer	G/T Handbook Adopted
* Identification selection committee	Principals, AP's, Teachers	New State Plan, Student Files	Sign in sheets	Weekly	Letters of Identificaiton
*Yearly Review G/T Timeline and Matrix	Superintendent, Principals, AP's	Current Timeline, New State Plan	Sign in sheets	Summer	
* All teachers will receive 30-hour/6-hour training (TIA 14-15)	G/T Coordinator	Region 12 ESC	Sign in sheets, certificates	August, Throughout the Year	
*Differentiation with depth & complexity	Teachers	Update Training	Lesson Plans		
TRANSITIONS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Provide early school transition to the elementary school : (TIA17)					
* Toddler to PK learning curriculum in Community Daycare	Daycare Employees	Local Funds		Entire Year	Observations
* PK & K Round-ups	Principal/ Teachers	Newspaper/Holland ISD Website	Sign-In Sheet	April	
* School Readiness	Principal	Starting school handout	Round up sign in sheet		
* Head Start Orientation	Principal	Registration Packet	Sign-In Sheet	May	
* All four-year-olds will be eligible to attend PK	Principal		Number of tuition students	August	
Transition from elementary to middle school and middle School to high School					
*Class Introduction (ES-MS)	Principal	Open House	Class schedule pickup	August	
*Orientation (ES-MS-HS)	Principal	Parent night	Sign-In Sheet	February/April	
*Individual Conferences (MS-HS)	Counselor	Individual Appointments		As needed	
*Special ED Orientation & Planning Across Campuses	Administration/Spec Ed Teachers		Meeting Minutes	May	

STAFF	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Recruit & Retain Highly Qualified Staff (TIA14)					
Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)					
Provide timely assistance in identifying students' individual needs: (TIA19)					
* Reading Recovery	Principals	Surrounding Colleges	On-going Continuing Contact training		
* Instructional aides	Principals	Word-of Mouth			
* New Teacher Salary Schedule	Superintendent	Holland ISD Website			
* Community Daycare on campus	Daycare Director	Daycare Facility, Local funds		August-May	Number Enrolled
* New Salary Schedule for Paraprofessionals	Superintendent				
* Provide appropriate staff training	Principals	Local Funds; Region 12 ESC	Sign-In sheets	August-May	
	Principal	Teachers	Committee Meetings	Semester	Assessment Decisions

504	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the 504 Program through the following:					
* 504 identification & services	Parents, Classroom Teachers and Staff, Campus 504 Coordinator	SuccessEd, Federal and State Guidelines	SuccessEd program	Ongoing	Yearly Review
** Pre-referral procedures		Teacher and Parent Input	Progress Reports / Report Cards /Conference Records	3 Weeks	
** Consider Modifications				Quarterly	
* Tutorials		Local Funds		As Needed	
* Summer enrichment program					
* Counseling					
* Parent/Teacher Conferences					
* Dyslexia Informational Parent Brochure					
* Early intervention strategies for Dyslexia					
* Updated District Dyslexia Plan & Services					
* Reading Recovery Screening					
*Reading by Design Program for Dyslexia					
* Literacy Groups					
* Behavior Screenings					
TECHNOLOGY	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Intergrate technology throughout the instructional program at all grade levels & in all subject areas.					
*1:1 Chromebook Initiative (2nd thru 12th)	Admin	Technology Funds		Semester	
*IPads (PK thru 1st)	Admin	Technology Funds			
*Google Classroom (PK-12)	Teachers, Tech Specialists				
Screencastify	Teachers, Tech				
Flipped Classroom	Teachers, Tech				
New Renaissance products	Teachers, Tech				
Kid Account - safety system	Teachers, Tech				
Update all machines to Windows 10	Tech Admin				
Update Teacher machines	Tech Admin				
Upgrade projectors	Tech Admin				

Goal #4: Attendance

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

* The district dropout rate will continue to be 0.9% or less by the year 2021.

Objective

* The student attendance rate will improve from 96.7% to 97.5%

* The district dropout rate will continue to be less than one percent.

* The district completion rate will be greater than 95%.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis : (TIA19)					
* Parent notification letter after Third absence	Office Staff	Student Info System	ADA Reports	Weekly	
* Telephone calls will be made by School Reach automated system daily	Office Staff, Admin	Student Info System		Daily	
* Truama Counseling services - Intervention services	Principal/Assistant Principal/Counselor				
* Counseling	Principal/Assistant Principal/Counselor				
* Saturday school make-up	Secretaries			As Needed	Sat School Sign In Sheets
Provide Dropout prevention & recovery through:					
* Counseling Services	Counselor	TECS	Counselor's log	Daily	
** Individual Counseling	Counselor	STARRY			
** Truama Counseling - Georgetown Intervention Services	Counselor	SCE Funds \$23,000			
** Group Counseling	Counselor	SCE Funds \$45,000			
* Track all withdrawal & no shows during the second & third weeks of school	HS Principal	The Choice Program	Attendance		
* Pregnancy-Related Services	HS Principal	PEIMS Coordinator			

** Homebound Service	Principals				
** PEP Program					
* Service for School Age Parents		Employee Day Care			
** Homebound Service					
** Individual Counseling					
** Career Night					
* Saturday School					
* Credit Recovery					
* 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
* The nurse will visit all classrooms & stress good hygiene in effort to decrease illness.	Nurse	Teachers/Scott & White Hospital	Attendance Reports	Six Weeks/End of Year	Attendance Rule
** School-based health center**	Superintendent	Nurse/Scott & White Hospital			
* Encourage Special education student participation in all extra-curricular activities	Principals	Sponsor/Teacher	Class Rosters	Beginning of year scheduling process	Class Rosters
* Provide career counseling & transition planning for all students.	Principals	Counselor	ARD Meetings/IEP's Individual Counseling	End of Semester/ End of year	Course schedule requests/Job Placement Opportunities.

Goal #5: SAT/ACT

* 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 40.7% to 59.1%.

* The district will increase the percent of students scoring above the criterion on the SAT/ACT from 9.1% to 20.2%.

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

Goal #6: Safety

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

Objectives

* Discipline referrals will decrease from 33 in 2019-2020 to 30 in 2020-2021

* Tobacco, Alcohol, Drug (TAOD) offenses will be decreased to 0.0% in 2020-2021

* Incidents of violence will be maintained at 0.0% in 2020-2021

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Review, revise, & implement the district and campus Emergency Plans (Crisis Management Plan)					
* Suicide Prevention	Leadership Class			Fall Semester	
* Violence Prevention					
* Provide & Implement a Comprehensive Guidance Plan	Counselor	Teachers	Lesson Plans	Semester	Recognized students (student club membership/ Participation)
* School Based Health Center	Nurse	Local Funds			
* Kid Account - Visitor checks	Office Staff	\$3,300			
* Character Education/Decision Making	Teachers				
* Aim For Success- Speaker	Campus Admin	Local Funds		Fall and Spring	Student and Parent Surveys
* Drug Education		Health Teacher	Lesson Plans		
*CPR Awareness (7th Grade and 12th Grade)	Nurse/Principals	Nurse	Number of Students in Presentation		
*CPR Certification for specific Faculty and Staff	Nurse	Nurse		Yearly	Number of Staff Completing Certification Program
*SAMA Certification		Postponed due to COVID			
*Stop the Bleed					
* Red Ribbon Week		Teachers	Calendar of events	As Scheduled	
* Campus Newsletter			Discipline Referrals (PEIMS 425)	Quarterly	Student Awards
Provide Alternatives for Discipline Infractions:					
* ISS		Teachers			
* Hornets Nest (ES)					
*Hornet Hangout (MS)					
*Prize Drawings (MS)	Principals/PTO			6 weeks/end of semesters	

*Reward Center (ES)	PTO			Every Other Week	
* School personnel will stress & reward positive student behavior	Principal	Faculty & Staff	Rewards Given	Weekly	Discipline Referrals
* Snack Bar					
* End-of-Year Awards Program					
* Restorative Discipline/Circle Forward					
* AEP		Title I, Part A			
* Counseling		STARRY			
* JJAEP					
* Corporal Punishment					
* Suspension					
* Provide & implement and intervention plan to prevent dating violence:	Principal	Counselor	Discipline Records	Monthly	Title IV Annual Evaluation Report
* Teacher Observation		Teachers	Counselor Log		
*Dating Violence Awareness Training					
* Staffing Education of Dating Violence					

Goal #7: Parent & Community Involvement

* Increase parent & community involvement.

Objectives

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

	<u>2019-20</u>	<u>2020-2021-COVID</u>
a. Volunteers	40	0
b. PTO	200	0
c. Open House	700	0
d. Special Programs parent meetings	80	90-Virtual

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide opportunities to increase parental involvement (TIA16)					
* Communicate through newsletters	Teachers/Principals	Teachers	Newsletter publications	Monthly	Parental Support Increase
* Provide after-school programs that include parent training		Counselor		Christmas/ Thanksgiving	
Provide Google classroom information	Tech Specialists			September	Sign In page
* Provide training for parents in the use of the internet.		Technology Coordinator		September	
* Community Dinners	Principals	Local Funds		October	Number of Attendees
* School Garden	Teachers	Local Gardeners		Spring Semester	Proceeds From Sale
* Grandparent's Breakfast	Teachers				Number of Attendees
* Fall Festival & Scholarship Dinners	Principals	Local Funds		October	Proceeds From Events
Promote Business/Community Involvement through the following (TIA16):					
* District & Campus Committee Memberships	Principals		Sign-In Sheets	Entire Year	
* P-20 Council					
* School Marquee	Admin Office	Calendars		Entire Year	
* Campus Newsletters	Principals				
* Volunteers at athletic events					
* District/Campus Web Site, Facebook	Principals/Tech Director			Entire Year	
* School Reach Phone System		Broadcast Messaging		Entire Year	
Develop and Implement Family Nights: (TIA16)					
* PK-5 Family Literacy	Elem Principal	Reading Teachers	Sign In Sheets		
* Technology parent training classes		Technology Instructional Specialist	Sign In Sheets		
* Family Nights (PTO)		PTO			
* Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	Parent Sign-in Sheets/ Newsletter Publications	May & Monthly	Total parental involvement
* Campus report cards & test results will be reviewed in a public forum (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	School Board Minutes Newsletter publications	As Scheduled/weekly	Total parental involvement

* Homeroom teachers will submit signed student/parent school compacts. (TIA16)	Principal	Teachers	School Compacts for every student	September/Meet the Teacher Night	Total parental involvement
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Goal #8: SHAC

* School Health Advisory Committee

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
School/Community Health Programs:					
* Aim For Success-Speaker		Local Funds			
* Asthma Awareness Program	Principals				
* Autism Awareness Month					
* Blood Drive	Leadership Class				
* Catch Curriculum(PE & Recess K-5th)	Classroom & PE Teachers				
* Community Wellness Program	School Nurse	Local Funds		August	Ongoing
* Corn Fest 5K Run					
* Elementary Garden Project	Superintendent				
* Empowering Health Initiative					
* Health Class (MS)					
* Physical Education-Open Gym					
* Safe Place Afterschool Program	Principals	Local Funds			
* School Based Health Center Doctor Visits	Scott & White Doctors	Local Funds		Each Monday	Ongoing
* School Nutrition Guidelines	Nutrition Services				
* Staff Wellness Program	School Nurse	Local Funds		August	Ongoing
* Walking Lights on Track					
Health Emergency Training					
* Asthma Awareness Program	Superintendent/ Principals	Nurse/Safe Schools	Sign In Sheets/ Certificates		
* Bloodborne Pathogen Training					
* CPR/AED Training					
* Safety & First Aid Training					
* Stop the Bleed-training					
* Youth Suicide Training					

Develop a Student Wellness Program					
* After School Work Out	PE Teacher				
* The Backpack Project	Comm. Food Bank				
* Daycare-Nature Explore Program					
* Fantastic Teeth Program in First Grade	Nurse and Dr. Davis				
* Fitness Gram	PE Teacher				
* Glasses	Lion's Club				
* Jump Rope for Heart	PE Teacher				
* Loothy Toothy Program	Nurse				
* No Flip Flops in PE or on the Playground, to reduce falling accidents	PE Teacher, Classroom Teacher				
* Run Across Texas Marathon (3-5)	PE Teacher				
* S & W Athletic Sports Medicine Clinic	Athletic Director				
* School Walk for Diabetes	PE Teacher				
* Spot Vision in Kindergarten	Nurse				
* Teeth Health in Kindergarten	Nurse				
* Tobacco/e-cig Prevention Curriculum in MS including e-cigarettes	School Nurse				
*Teens in the Driver's Seat	FCCLA				
*CPR Training for 7th and 12th grade students	Nurse				
Develop an Infection Control Plan					
* COVID-19 re-entry plan	Amdin, teachers	Local Funds			
* COVID-19 re-entry plan	Amdin, teachers	Local Funds			
* Staphylococcus Awareness & Prevention Techniques	Coaches	Nurse			
* Immunization	Nurse				
* Blood Borne Pathogens	Superintendent	Nurse/Safe Schools			
*Air purifier systems in classrooms	Principals				
*New touchless sinks	Maintenance				
* Provide Hand Sanitizer	Principals				
* After School Healthy Snacks	Cafeteria				
* Disinfect Weight Room/Athletic Facility	Coaches/Custodians			Weekly	
* Portable Hand Sanitizer	Principals				
* New Soap dispensers	Maintenance				
* Disinfect Classrooms with wipes	Custodians/Teachers			Weekly	
* Bacterial Meningitis Awareness	Nurse				
* Pandemic Flu Plan	Nurse				
* Hand Washing Techniques	Nurse				

Goal #9: Needs Assessment

Needs Assessment

FACTOR	DATA SOURCE(S)	TYPE OF DATA	
		DEMOGRAPHICS	STUDENT LEARNING
STUDENT NEEDS			
1. How well are students achieving on state assessments-in general, in subgroups & individually? <i>This is addressed each year by teacher groups. PDue to COVID - all districts received a NR standard.</i>	State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS, tutoring records	X	X
2. Are there measurable goals for achievement that are known by parents, teachers and students? <i>Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are posted at the ISD website and are available in the campus offices. Hard copies are also available on request.</i>	In-service agendas, ISD Website; Benchmark data, Parent Portal		X
3. How does the school identify individual students needs? <i>Classroom Performance/Grades, Parent Information. Teacher Observation, Benchmark Testing, STAAR Results, Achievement Testing(Primary Grades). Attendance Records, BAS, TEMI, ESTAR, MSTAR, Discipline Records, ARDs, RTI Meetings, GT Evaluations, At-Risk Identification, InView Testings (2nd grade), 504 Meetings, Restorative Practices, LLI, OLSAT (7th Grade), developing personal relationships</i>	Campus Mtg Agendas, Rtl Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles	X	X
4. What are the student mobility rates? 3% Drop out rates ? 0.0% Economically Disadvantaged ? 47.6% LEP? 2.5% At Risk? 34.5%	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 trends. Tardies, vaping and PDA by CTE building.	Campus Discipline Records, Incident Reports, TeXIS Discipline, Restorative Discipline, Guest Speaker		
6. What intervention process is in place to ensure that students' educational needs are met in a timely manner? <i>Tutorials/Remediation before and after school; Tutorials/Remediation during the school day (as a daily class and by special arrangements);Reading Recovery; Literacy Groups; Inclusion support; Progress Notes, Homework Help; Plato; and the Choices Program; Enrichment Classes; Study Hall, Istation, IXL, ILL, Plato, Comprehension Tool Kits.</i>	Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results		X

<p>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 (HS); NHS (HS) * UIL Academic, OAP, UIL Athletic-participation rates, growth/performance * Overall character/behavior; Citizenship; * FFA/FCCLA; 4H; Leadership Class * Service Learning Projects; *Scholarships</p>	<p>Participation Rosters, Community Report (ex: Field Trips), Discipline Records, Record Books</p>		<p>X</p>
<p>8. Did the school meet standard last year? In prior years? If not, why not? <i>Each campus was not scored due to COVID-19.</i></p>	<p>Title I SIP Requirements, District Status History, Accountability Report</p>		<p>X</p>
<p>9. Demographics of District <i>African American 2.9%</i> <i>Hispanic 27.7%</i> <i>White 66.6%</i> <i>Asian/Pacific Island .15%</i> <i>Two or more 2.6%</i></p>	<p>TAPR; TeXIS, PEIMS; PBMAS</p>	<p>X</p>	
<p>10. Computer Literacy <i>All students have access to computers. iPads in Pre-Kindergarten to First Grade are used as instructional centers and Google Classroom; second to fifth grades have classroom chromebooks; middle school has 1:1 student to chrombook ratio but chromebooks remain at school; high school students each have their chromebook. Teachers use Surface Pro3's and chromebooks. District has hired an Instructional technology Specialists to create a plan for integration of technology into the classroom.</i></p>	<p>Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments</p>		<p>X</p>
<p>11. College Readiness <i>Students in 11th grade have access to distance learning dual credit class. Juniors & Seniors may attend TC for dual credit. Students take college entrance exams while in 11th-12th grade. SAT preparation/Review Class; Vertical Alignments (5th-12th grades); Achieve Texas; CTE course; Pre SAT for 10th graders; Engineering your World Course; Principles of Technology; 8th grade Algebra for HS credit; MS (HS Prep Class); 8th grade take PSAT, and 7th grade Duke Tip.</i></p>	<p>Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards</p>		<p>X</p>

CURRICULUM & INSTRUCTION NEEDS			
<p>1. How do staff member express high expectations for student achievement? <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements.</i></p> <p>Is the curriculum aligned with the state's challenging academic content ? <i>Curriculum is aligned with TEKS and STAAR and EOC student expectations. Real world expectations and hands on experiences and nationally set standards drive this curriculum.</i></p> <p>How are high expectations set in subjects for which the state has not established standards? <i>Strive for band "sweepstakes"; strive for top scores at UIL competitions; strive for top honors at FFA, FCCLA Competitions; Recognition and celebration of achievements. Cross curricular projects.</i></p> <p>Have teachers participated in curriculum alignment process? <i>Yes, TEKS Resource System Training and analysis was performed in 2015-2016. Department meetings are held. TEKS Resource System alignment encouraged and expected.</i></p>	<p>In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.</p>		X
<p>2. What instructional materials are used in the school? <i>State adoptions as well as supplemental materials.</i></p> <p>Are they up-to-date? Do they reflect the state's academic content standards? <i>Yes, During curriculum alignment, teachers and administrators identified TEKS and STAAR/EOC student expectation within the instructional materials. TX Resource System is aligned with State Standards and updated in real time.</i></p>	<p>Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.</p>		X
<p>3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? <i>Yes.</i></p>	<p>Publisher websites; TEKS Resource System; iStation, IXL, Prodigy, Renaissance</p>		
<p>4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? <i>Teacher-made tests. DRA. STAAR, AR Math, released EOC, AR, materials received with state adoptions; Released STAAR Tests. Benchmarks Test, iStation, IXL, TEMI,ESTAR,MSTAR</i></p>	<p>Student Records, Student Grades, software system reports</p>		X
<p>5. What role do teachers play in deciding what assessments will be used to measure student achievement? <i>Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System, SLO's.</i></p>	<p>SLO Documentation, Eduphoria, data, curriculum progress monitoring</p>		
<p>6. How are assessment results used? <i>Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation and acceleration.</i></p>	<p>Lesson plans; tutorial schedules</p>	X	X
<p>7. Is instructional technology available to all students? <i>Yes</i></p> <p>Do teachers integrate technology into teaching? <i>Yes, Instructional Technology Specialists has been hired to assist teachers with technology integration into the classroom.</i></p>	<p>Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks. PearDeck, Kami, Screencasify, Nearpod, Classkick</p>		

8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students? <i>Yes</i>	STAAR Reports , Report Cards & Failure Lists, Textbook Selection, Closing the Gaps, Accountability Report		X
9. Retention Rates <i>0.7% at MS 1.4% at Elem</i>	Progress Reports, TxEIS, PEIMS, TAPR	X	
10. What roles do paraprofessionals play? <i>Support instruction & students' academic success; under the teacher's direction in the the classroom, provide 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 Elementary reading lab, to facilitate increased use of the district library, support introduction of Spanish Language Skills and early technology skill, support for dyslexic students.</i>	Assigned Duties		X
PROFESSIONAL DEVELOPMENT NEEDS			
1. Are all teachers and instructional paraprofessionals highly qualified? <i>Yes.</i>	Personnel Records; Highly Qualified report to TEA		
2. Is there a process to determine the professional development needs of teachers? <i>During development of district/campus improvement plans-training targeted to support improvement addressed in DIP and CIPs. Teachers, Principals, and Superintendent identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level). COVID-19 highlighted additional technology needs to meet the needs of Virtual learners for 2020-2021.</i>	CIP; DIP, Staff Development Agenda, Workshop and Conference registrations		X
3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff? <i>Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning. Technology Integration, SafeSchools, T-TESS. Instructional Technology Specialists conducts weekly meeting with all teachers and monthly staff offerings to assist and improve the use of technology in the classroom.</i>	Agendas, Conference brochures, Certificates		X
4. Is professional development voluntary or mandatory? <i>Some of both.</i>	Sign in Sheets; attendance certificates, Teacher Certification renewal process		
5. To what degree does staff participate? <i>The staff determines areas of need during planning of the District Improvement Plan</i>	Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.		
6. Is professional development related to classroom instruction? <i>Yes.</i>	Conference Brochures, Attendance Certificates		X

<p>7. How Frequently is professional development offered? Annually (school start up, reading conference, K-1 conference, Ag Convention, FFA Convention, TCEA, Capturing Kids Hearts, FCCLA Convention) As needed (campus level meetings, subject area specific, ESC workshops, SAMA training) What follow-up activities take place? Reports at campus meetings: sharing of information and implementation of the District Plan, School Board presentations Is the professional development ongoing and incorporated into the day-to-day routine of the staff? Yes, in addition to reporting/sharing with coworkers, videos and book excerpts are shared routinely. Professional collaborations often happens without planning (i.e.: training/review use of classroom technology; classroom management)</p>	<p>Inservice Records, Sign-In sheets, Brochures, Attendance Certificates</p>		
<p>8. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions? <i>Yes</i></p>	<p>Agendas, sign in sheets, presenter notes, Master Schedules</p>		
<p>9. Who Provides professional development? <i>Local staff; ESC staff; SpEd CoOp staff; consultants, instructional technology specialists, webinars</i></p>	<p>Agendas, Sign in sheets, attendance certificates</p>		
<p>10. Are external resources used to provide staff development for the school? <i>Yes.</i> How often does this occur? <i>As needed.</i></p>	<p>Agendas, Sign in sheets, attendance certificates</p>		
<p>11. Does the <i>daily</i> teacher schedule allow for common planning time across grade levels and content areas? Depending on the need of students and teachers. Some Content is taught by one teacher. MS Reading has a common planning time.</p>	<p>Master Schedules</p>		
<p>12. How is professional development evaluated and mid-course corrections made if needed? <i>Staff meetings; student performance; student engagement review of gradebooks and lessonplans, administrative observations.</i></p>			<p>X</p>
FAMILY & COMMUNITY INVOLVEMENT NEEDS			
<p>1. Do teachers routinely communicate with parents (informally and formally) about the academic progress of their children? <i>Yes-Varies in forms of communication</i></p>	<p>webpages; progress notes; parent contact documentation, phone logs, TXEIS Parent Portal access, google classroom, google forms, and Remind app.</p>		<p>X</p>
<p>2. How are parents and community involved in activities that support student learning? <i>School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; District Improvement Teams; SHAC, PTO, Bell County Youth Fair, Youth Booster Club, FFA meetings, Orientation nights.</i></p>	<p>Sign in sheets; agendas</p>		
<p>3. How does the school involve parents and the community in school governance decisions? <i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys, School Board Meetings</i></p>	<p>Agendas, sign in sheets, calendars</p>		

<p>4. Are health and human services available to support students and their families? <i>Yes, School Based Health Center; weekly doctor visits; Starry counselor; vision and hearing screening; Referral Services, Jump rope for heart, Georgetown Intervention Counseling Services</i></p>	<p>Health Center Records, Press Releases, Sign-In Sheets, AIM for Success records</p>		
<p>5. Are translators and written communications available for families who speak languages other than English? <i>Yes (Spanish)</i></p>			
<p>6. Does the school or district offer adult education programs? <i>No (Some parent info/training at Family Night and in campus newsletters).</i></p>			
<p>7. Are staff and students involved in community activities? <i>City Council; Library Board; Youth Sports Leagues (Soccer, Football, Baseball, Softball, Basketball); Community Christmas; Corn Fest; Churches; 4H; PTO; Holland Youth Boosters; Bell County Youth Fair Board and fair volunteers; Service Learning projects; Global Issues Class, Go Texan, Teen in the Driver's Seat Program.</i></p>	<p>Published board memberships; organization rosters, local newspaper</p>		<p>X</p>
<p>8. Does the school partner with local businesses to enhance its educational programs? <i>Yes, Service Learning, Leadership, Student Council, FFA, FCCLA, Senior Class, Hornet Yearbook, Cheerleaders, Scholarship Committee: Lowe's, Home Depot, SPJST, American Legion, Corn Fest Committee, City of Holland, Wolf Farms. Scott & White, Wal-Mart, HEB (All local business help with yearbook and football programs)</i></p>			
<p>9. How does the community view the school? <i>Generally very positive. Enough, so that members of neighboring communities hear about our accomplishments related to individual student success and at the campus and district level.</i></p>	<p>Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys</p>		
<p>10. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed? <i>Parent Surveys, informal community input (to teachers and to administrators). Reviewed at campus meetings, administration meetings</i></p>	<p>Engagement Survey Results</p>		<p>X</p>
<p>11. What types of materials are made available to parents and community? <i>HISD Website: TxEIS; emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; college tutoring resource/reference books and articles, social media(Band, FFA, FCCLA, Holland Hornets Facebook Page), regular mail outs of necessary information, School Reach, and Parent Portal.</i></p>			
<p>12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not? <i>No, Participation wanes as the student ages (many elementary parent in PTO, fewer MS and HS): Parents of SpEd Student are involved at lower rate. Parents who are not comfortable speaking English are often involved at lower rates (Translators are provided, but the patents often sit off to one side and do not interact). Registration forms are provide in Spanish and parents who are not comfortable speaking English are provided an opportunity to meet with translator to facilitate completion of registration packets.</i></p>			

<p>13. Facilities available/accessible to parents and community? <i>Yes, Elementary commons, "HomeEc" room, cafeteria/auditorium, gyms, track, football, baseball and softball fields, middle school commons, ag shop. Some community meetings have met in the classroom of one the group's members.</i></p>	<p>Reservation Log</p>		
SCHOOL CONTEXT & ORGANIZATION			
<p>1. Does the school have a vision and a mission statement? <i>Yes.</i> Are they widely known and understood? <i>Reviewed at staff development; posted on website</i> Is the vision periodically reviewed to determine if it meets the needs of the school? <i>Yes.</i></p>			
<p>2. Is the entire school staff involved in decisions about school operations? <i>Yes.</i> How? <i>Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC</i></p>			
<p>3. Is the school safe and orderly? <i>Yes, Kid Account management system. Visitor limitations due to COVID. Fencing has been added in specific locations. Sign in and sign out for visitors.</i></p>	<p>Visitor Logs</p>		
<p>4. What disciplinary policies exist and how are they enforced? <i>As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct</i></p>	<p>TxEIS Log Entries; Discipline Records</p>		
<p>5. What is the school climate? <i>Student Centered</i> Are staff and student morale high? <i>Yes, Teacher turnover is very low.</i></p>			
<p>6. How is the school managed? <i>Much input is provided to administrators through Campus and District Improvement Plans, campus meetings and one-on-one meetings. Superintendent is aware and involved but does not micro-manage. Superintendent and Board have an eye on the future and a vision for the students, district and community.</i></p>			
<p>7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian? <i>Varies by situation-our campuses are small enough that the principals wear many hats throughout the day.</i></p>			
<p>8. How is the school budget determined and how are priorities set? <i>Monies available per TEA and local taxes. District Improvement Plan. Informal input from staff and community is considered. Students and student learning are always top priority.</i></p>			X
<p>9. How are all resources (funds, time, personnel) currently allocated? <i>Based on student need (numbers, performance, space, facilities, safety), and COVID related circumstances.</i></p>			X
<p>10. How are the financial resources prioritized to meet the needs of the school? <i>Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance. TEA guidance related to COVID.</i></p>			X

<p>11. Does the school currently operate with one written plan? <i>Voters approved a \$4.5 million bond package that has been completed. Was the plan developed collaboratively? The superintendent, school board members, and administrators worked with teachers, parents and the community to develop the building package in order to benefit all students.</i></p>			
<p>12. Overall how much progress has the school made in the last year? In the last two years? <i>District has: * Using the HISD Facility Plan, Construction of Student Center and Elementary Gym is complete. Upgraded fiber infrastructure for internet connectivity; Sidewalks around the new student center are complet and the parking lot was resurfaced. Water flow from parking lot around middle school was improved. New sewer line for Baseball/Softball restrooms was installed. Updated fencing around Elemenary has been completed. Security cameras are being installed during the school year. the daycare building was updated. New student desks and chairs are placed throughout the district. New POE switches will be placed in each building. New chromebooks were purchased for the middle school and second/third grade levels. A storage building was built for High School Science. The parking lot behind the home football bleachers was created with 8 inch of base.</i></p>			
<p>13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. <i>At this time, we are meeting the expectations for space. We will work to refurbish the old band hall to add additional classroom space.</i></p>			
<p>14. Gyms and Playgrounds <i>The elementary playground has four swings and a border with mulch for safety. Benches with shade have been placed around the playground area for teacher supervision. Playground updates to accommodate COVID spacing are in place. Sidewalks and cement areas have been updated with colorful activity stations. The Daycare playground is a Nature Explore Playground with many nice features for the children to enjoy the outdoors. The Elementary/Practice Gym was completed in August of 2019.</i></p>			

DISTRICT DECISION-MAKING COMMITTEE

Shane Downing, Chairperson

- Lori Kinard-Elementary School Principal
- Leah Smith-Middle School Principal
- Robby Edwards-High School Principal
- Melany Cearley- Counselor
- Matt McMcray - High School Assistant Principal
- Gracie Schlickeisen - Middle School Assistant Principal
- Lauren Harris - Elementary Assistant Principal
- Amanda Chaney - Primary Teacher
- Lauren Patterson - Primary Teacher
- Stephanie Parmer-Elementary Teacher
- Dana Moon-Elementary Teacher
- Kandi Downing-Middle School Teacher
- Kelly Taisler-Middle School Teacher
- Priscilla Cortez-High School Teacher
- Andrea Ruff-High School Teacher

PARENTS

- Randy Evans
- Jennisty Thomason

Community Members

- Megan Gersbach
- Michael Kurtz
- Doris Lange
- Jill Marwitz

COMPREHENSIVE NEEDS ASSESSMENT (TIA 12)

Holland Elementary School conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, attendance rates, dropout rates, and universal screeners. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female.

universal screeners. 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 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.

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 2019-20 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2020-21 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

Goal #1: Primary Academic Goals

Primary students will meet and/or exceed state expectations on EOY screeners.

PRE-KINDERGARTEN	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
80% of Pre-Kindergarten students will know 20 of 26 letters					
90% of Pre-Kindergarten students will know 10 sightwords					
90% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for letter identifications and sounds					
*ABC Mouse *Tara West Curriculum *CLI Curriculum *Epic *Frog Street Curriculum	Pre-Kindergarten Teachers			BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test
90% of Pre-Kindergarten students will be able to rote count to 20					
90% of Pre-Kindergarten students will recognize the numbers 0 to 9					
90% of Pre-Kindergarten students will achieve "on level" on the EOY CIRCLE test for math					

*Happy Numbers	Pre-Kindergarten Teachers			BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test
*ABC Mouse					
*Tara West Curriculum					
*CLI Curriculum					
KINDERGARTEN	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
85% of Kindergarten students will achieve a "C" or better on the BAS					
85% of Kindergarten students will achieve a "Developed" on the TPRI					
95% of Kindergarten students will be able to identify all 52 letters					
95% of Kindergarten students will know 80 sight words					
*Reading Recovery	Kindergarten Teachers			BOY, MOY, EOY, Quarterly	EOY BAS Test EOY TPRI Final Report Card
*HMH Curriculum					
*Headsprout					
*iRead					
*Teach Your Monster to Read					
*Guided Reading					
*Comprehension Toolkit					
*TEA Mandated Reading Academy					
*Terra West Curriculum					
90% of Kindergarten students will show proficiency on the TEMI and all 4 of its subtests					
*Happy Numbers	Kindergarten Teachers			BOY, MOY, EOY	EOY TEMI
*Pearson Curriculum					
*Tunstall Guided Math Curriculum					
*Terra West Curriculum					
1ST-GRADE	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
85% of 1st-Grade students will achieve a "J" or better on the EOY BAS					
85% of 1st-Grade students will achieve a "Developed" on the EOY TPRI					
*Reading Recovery	1st-Grade Teachers Interventionists			BOY, MOY, EOY	EOY BAS Test EOY TPRI Test
*LLI					
*HMH Curriculum					
*Headsprout					
*iRead					
*Teach Your Monster to Read					
*Guided Reading					
*Comprehension Toolkit					
*Accelerated Reader					
*TEA Mandated Reading Academy					

*Terra West Curriculum					
90% of 1st-Grade students will show proficiency on the EOY TEMI and all 4 of its subtests					
*Happy Numbers	1st-Grade Teachers			BOY, MOY, EOY	EOY TEMI
*Pearson Curriculum					
*Tunstall Guided Math Curriculum					
*Terra West Curriculum					
2ND-GRADE	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
80% of 2nd-Grade students will score a GE of 3.0 or higher on the EOY Reading STAR					
85% of 2nd-Grade students will achieve a "Developed" on the EOY TPRI					
*LLI	2nd-Grade Teachers			BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test
*HMH Curriculum					
*Headsprout					
*iRead					
*Guided Reading					
*Comprehension Toolkit					
*Accelerated Reader					
*					
85% of 2nd-Grade students will score a GE of 3.0 or higher on the EOY Math STAR					
*Happy Numbers	2nd-Grade Teachers			BOY, MOY, EOY Quarterly	Final Report Card EOY CIRCLE Test
*Pearson Curriculum					
*Tunstall Guided Math Curriculum					
*Freckle					

Goal #2: Elementary/Middle School/High School Academic Goals

All student groups taking the STAAR reading, writing, math, and science tests will meet or exceed the state standard of 90% passing by the year 2021 and all non-tested grades will work on areas of weakness to help improve scores in future years. All students will be college and career ready upon graduation.

READING	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Reading objectives for regular and special education students in grades 3 through 5. (TIA13)					
Category 1: Understanding and Analysis Across Genres. (85%)	Classroom Teachers, Principals	AR Assessment, HMH, I-Station, Target Reading, Comprehension Tool Kit, Mentoring Minds, Flocabulary, EPIC, Spelling City, MyON	Lesson Plans, Benchmark Tests, Teacher Tests, Program Reports	BOY, MOY, EOY, Weekly, Quarterly, Monthly	STAAR Reading, TPRI, BAS, ISIP, STAR
Category 2: Understanding and Analysis of Literary Texts. (80%)					
Category 3: Understanding and Analysis of Informational Texts. (80%)					
READING STRATEGIES/INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS

Implement the following strategies/initiatives to address Reading weaknesses below 85% mastery: (TIA13)					
* Guided Reading	Classroom Teachers	Title I, Part A Funds			
* I-Station		Title VI Funds	I-station Formative Reports	Monthly	
* Comprehension Toolkit		Local Funds			
* Reading Recovery	Reading Recovery Teachers	Title I, Part A Funds	Running Records	6 Weeks	
* Focus on Non-Fiction	Classroom Teachers	Title II CSR Funds			
* Vocabulary Work-Flocabulary & Spelling/Vocabulay City		FTE=0.5			
* Literacy Groups		Title I, Part A Funds	BAS	BOY, MOY, EOY	
* Accelerated Reader		Title I, Part A Funds	STAR Reports	4 Weeks	
* Writing Across the Curriculum		SCE \$2,322			
* Critical Thinking Focus					
* Eduphoria	Teachers, Principals				
* TEKS Resource System	Classroom Teachers				
* Mentoring Minds			Lesson Plans	6 Weeks	Progress of student
* Gifted & Talented (Full Time Inclusion)		Local Funds	Assignment Completion	Throughout the Year	
*Headsprout			Headsprout Reports	Quarterly	BAS and TPRI
* Dyslexia Services	Dyslexia Teachers	Local Funds	Reading by Design		Completion of Standard Dyslexia Protocol Checkpoints
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
* Leveled Literacy Initiative Training	ES Principal	SCE Funds \$1250	Agendas/Sign-in sheets	As Scheduled	T-TESS
* Google Classroom Training			Agendas/Sign-in sheets	Throughout the Year	T-TESS
* Guided Reading Training			Agendas/Sign-in sheets	As Scheduled	T-TESS
*TCEA Conference		Local	Certificates	February	Campus Presentations
*Benchmark Assessment System Training (ES)			Agendas/Sign-in sheets	As Scheduled	T-TESS
* Spelling City Training			Sign-in sheets	BOY	T-TESS
MATH	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Math objectives for Regular & Special Ed Students in grades 3 through 5 (TIA13)					
Category 1: Numerical Representations & Relationships (80%)	Classroom Teachers and Principals	Renaissance Freckle Math, Flocabulary, Lone Star, Pearson, TEKS Resource, Mentoring Minds, Happy Numbers, STAR Math	Lesson Plans, Benchmark Tests, Teacher Tests, STAR Test, Freckle Reports, Happy Numbers Reports	BOY, MOY, EOY, Weekly, Quarterly	STAAR Math
Category 2: Computations & Algebraic Relationships (80%)					
Category 3: Geometry & Measurements (80%)					

Category 4:					
Data Analysis & Personal Finance Literacy (80%)					
MATH STRATEGIES/INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following strategies/initiatives to address Math weaknesses below 85% mastery: (TIA13)					
* TEKS Resource System	Classroom Teachers				
* Differentiated Instructional Strategies			Lesson Plans; Principal Walk-throughs	Weekly & Daily	
* Lone Star Math (4)		Local Funds	Observations	Daily	
* Mentoring Minds			Lesson Plans	Weekly	
* STAAR Curriculum Support Materials		Local Funds	Quizzes, Classwork, Lesson Plans	Weekly	
* After School Tutoring for At Risk		SCE Funds \$10,000			
* Benchmark testing-Interim testing			Benchmark Test	Semester	STAAR, EOC, TAKS results
*Freckle Math		SCE Funds \$6,856	Progress Reports	3 Weeks	
*Happy Numbers		FTE=0.2	Report Cards	6 Weeks	
* Math Tutorials		SCE Funds \$3,000 FTE=1	Progress Reports	3 Weeks	
*mathworksheet.com			Progress Reports	3 Weeks	
* RTI Intervention - WIN Time	Principals/Teachers/ SpEd Teacher		TEMI, ESTAR, MSTAR		TEMI, ESTAR, MSTAR
* Student Support/Inclusion		Local Funds	Mastery Charts	Daily	
* Analysis of released STAAR test questions	Classroom Teachers			September	
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
CAMT	ES Principal	SCE Funds \$1,250 Local/Title Funds	Certificates	Summer	
TCEA Conference			Certificates	February	
Google Classroom, iPad Apps		Local Funds	Agendas/Sign-in Sheets	Throughout the Year	
WRITING	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Writing Objectives for 4th-grade students in regular education & Special Education					
Category 1: Composition (60%)	Classroom Teacher	Empowering Writers, HMH, Google Classroom, Nearpod, Flocabulary, Spelling/Vocabulary City	Benchmark	January	STAAR Writing
Category 2: Revision (75%)					
Category 3: Editing (75%)					
WRITING STRATEGIES/INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS

Implement the following strategies/initiatives to address Writing weaknesses below 85% mastery: (TIA13)					
* Writing Across the Curriculum at all grades					
* TEKS Resource System					
* Curriculum Analysis in all grades to align instruction & prepare for benchmark assessments, regardless of STAAR		Teachers	Writing Rubric to evaluate mech/voc	August & May	Diagnostic Reading Assessment (DRA)
* Benchmark assessments aligned with TEKS for grades not STAAR tested (all levels)		Released State Assessment Teacher-made test	Benchmark Test	November, January, March	
*Houghton Mifflin Harcourt (HMH) Curriculum		Teachers	Primary Reading and Writing Assessment	Weekly	Observation Survey
* Writing Accountability in all subjects. Incorporate writing into AR instructional time.		Teachers & Local Funds	Lesson Plans & Benchmark Test	Weekly/6 weeks	STAAR Writing
* Daily Oral Language		Local Funds	Student Grades	Daily	STAAR Writing
* Peer Writing Tutoring		Local Funds	Lesson Plans	Weekly	STAAR Writing
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Early Literacy Workshops		Local Funds	Certificates	August	
Google training		Local Funds	Agendas/Sign-in Sheets	As Scheduled	
Empowering Writers	ES Principal		Certificates	As Scheduled	
TCEA Conference	ES,MS,HS Principals		Certificates	February	
Benchmark Assessments using Eduphoria	Teachers		Benchmark Test	November, January, March	
Region XII Writing Trainings					
SCIENCE	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated STAAR Science objectives for regular & special education students in 5th-grade. (TIA13)					
Category 1: Matter and Energy (80%)	Classroom Teachers	Pearson, BrainPop, Mystery Science	Teacher Evaluations, Benchmark Test	Quarterly	STAAR Science
Category 2: Force, Motion & Energy (82%)					
Category 3: Earth and Space (80%)					
Category 4: Organisms & Environments (90%)					
SCIENCE STRATEGIES/INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following strategies/initiatives to address Science weaknesses below 85% mastery: (TIA13)					
* Journal entries, essay question, short answer in complete sentences with proof		Teachers	Lesson Plans	Semester	STAAR Science

*Seek field trips & workshops that focus on critical thinking strategies	Region Service Centers & area resources	Teachers		Semester	STAAR Science
* Textbooks/ Technology Integration/Promethean Boards		Teachers	Lesson Plans	Semester	STAAR Science
* Brainstorm methods to solve environmental issues for school and community		Teachers	Lesson Plans	Semester	STAAR Science
* Benchmark assessments aligned with STAAR for grades not STAAR tested (all levels)		Released State Assessments	Benchmark Tests, Teacher-made tests	November, January, March, 6 weeks	
* Project-oriented instruction at the application component (all levels)		Scope and Sequence STAAR/TEKS	Lesson Plans, Progress Reports & Mastery Charts	Weekly, 3 weeks & Daily	
* Provide tutoring time		Local Funds	Master Schedule	As needed	
* Frequent Testing		Teachers	Lesson Plans	Weekly	Sample Tests
*Brainpop		Teachers	Student projects & Benchmark Test	Weekly/Monthly	STAAR Science
* Vertical Alignment					
*Discovery Education					
*Eduphoria Data					
*TEKS Resource System					
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Conference for Advancement of Science Teaching	Principals	Title II Funds	Certificates	November	
ESC 12 Professional Development				As Scheduled	
SOCIAL STUDIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregated STAAR Social Studies for 8th-grade students and focus on weaknesses below 82% mastery. (TIA13)					
Category 1: History (75%)					
Category 2: Geography & Culture (75%)					
Category 3: Government & Citizenship (75%)					
Category 4: Economics (70%)					
SOCIAL STUDIES STRATEGIES/INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following strategies/initiatives to address Social Studies weaknesses below 85% mastery: (TIA13)					
* McGraw Hill Benchmark Test, Google Digital Files	Teachers		Lesson Plans	Weekly	Mid-term exam, final exam, STAAR Social Studies
* TEKS Resource System	Adminstration				
* You Tube, Quizlett, Kahoot,	Teachers		Lesson Plans	As Needed	STAAR Social Studies
* Use Historical reference materials	Teachers		Lesson Plans	Weekly	

* Reading assignments should include historical happenings	Teachers		Lesson Plans	Weekly	
* Utilize maps & graphs	Teacher		Lesson Plans	Weekly	
*Google Classroom	Teacher		Lesson Plans	Daily	
*Discovery Education	Principal/AP/Teacher		Lesson Plans		
* Promote current event awareness	Teachers		Lesson Plans	Monthly	
* Use Eduphoria Data Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR	Principal/AP/Teacher	Local Funds	Disaggregated data	September	
* Brain Pop	Teachers			As Needed	
* Structure Social Studies instruction & expectations to TEKS expectation	Teachers	TEKS	Lesson Plans Progress Reports	Weekly 3 Weeks	
*Use project-oriented instruction as the application component	Teachers				
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
TCEA Conference	Principals		Certificates	February	

Goal #3: District Initiatives that support Goal #1 and Goal #2

Improve district initiatives in order to better support academics.

ENGLISH LEARNERS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve identification, placement & services for ESL students (TIA13, TIA19)					
* Conduct LPAC training meetings	ESL Coordinator	TEA, Region 12, Success Ed	Certificates	Beginning of Year	
* Maintain accurate records- Home Language Surveys, LPAC Meeting Minutes, LPAC Exit Criteria	ESL Coordinator	TEA, Region 12, Success Ed	LPAC documentation	August, February, May	ESL Annual Evaluation Report
* Use of Success Ed	ESL Coordinator				
* Imagine Learning Program	ESL Coordinator		Imagine Learning Reports	Quarterly	TELPAS, STAAR Rdg
* I-Station Reading Intervention	Teachers		ISIP Reports	Quarterly	TELPAS, STAAR Rdg
*TELPAS training	ESL Coordinator		Certificates	Spring	
MIGRANT	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve Migrant program through the following (all levels)					
* Identification & Placement	Migrant Coordinator	Region XII ESC	Migrant Form	Beginning of Year	
* Services- Nurse, Parent Advisory Council (PAC)	Migrant Coordinator	Region XII ESC		Quarterly	Report Card, STAAR
LIBRARY	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS

Update library materials & supplies to improve the quality of media collection					
*Library Book Inventory	Librarian, Principals, Reading teachers	Library Computer System	Purchase Orders/Invoices	Semester	Title VI Annual Evaluation Report
* Class novels			Book Circulation	Monthly	Total Circulation Report
* Computer Software for Library Distribution					
* Reference Materials					
GIFTED AND TALENTED	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the G/T Program through the following:					
* Create G/T Handbook to meet New State Plan	G/T Coordinator	Region 12 ESC	G/T Handbook Adopted	Summer	G/T Handbook Adopted
* Identification selection committee	Principals, AP's, Teachers	New State Plan, Student Files	Sign in sheets	Weekly	Letters of Identificaiton
*Yearly Review G/T Timeline and Matrix	Superintendent, Principals, AP's	Current Timeline, New State Plan	Sign in sheets	Summer	
* All teachers will receive 30-hour/6-hour training (TIA 14-15)	G/T Coordinator	Region 12 ESC	Sign in sheets, certificates	August, Throughout the Year	
*Differentiation with depth & complexity	Teachers	Update Training	Lesson Plans		
TRANSITIONS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Provide early school transition to the elementary school: (TIA17)					
* Toddler to PK learning curriculum in Community Daycare	Daycare Employees	Local Funds		Entire Year	Observations
* PK & K Round-ups	Principal/ Teachers	Newspaper/Holland ISD Website	Sign-In Sheet	April	
* School Readiness	Principal	Starting school handout	Round up sign-in sheet		
* Head Start Orientation	Principal	Registration Packet	Sign-In Sheet	May	
* All four-year-olds will be eligible to attend PK	Principal		Number of tuition students	August	
Transition from elementary to middle school					
*Class Introduction	Principal	Open House	Class schedule pickup	August	
*Orientation	Principal	Parent night	Sign-In Sheet	February/April	
*Individual Conferences	Counselor	Individual Appointments		As needed	
*Special ED Orientation & Planning Across Campuses	Administration/Spec Ed Teachers		Meeting Minutes	May	
STAFF	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Recruit & Retain Highly Qualified Staff (TIA14)					
* Reading Recovery	Principals	Round Rock ISD	On-going Continuing Contact training		
* Instructional aides	Principals				
* New Teacher Salary Schedule	Superintendent	Holland ISD Website			
* Community Daycare on campus	Daycare Director	Daycare Facility, Local funds		August-May	Number Enrolled
* New Salary Schedule for Paraprofessionals	Superintendent				
* Provide appropriate staff training	Principals	Local Funds; Region 12 ESC	Sign-In sheets/Certificates	August-May	

Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)					
*Data Meetings	Principal	Teachers/Assessment Data	Calendar/Sign-In Sheets	Quarterly	Assessment Decisions
Provide timely assistance in identifying students' individual needs: (TIA19)					
	Principal	Teachers	Counselor's log	Semester	
504	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the 504 Program through the following:					
* 504 identification & services	Parents, Classroom Teachers and Staff, Campus 504 Coordinator	SuccessEd, Federal and State Guidelines	SuccessEd program	Ongoing	Yearly Review
** Pre-referral procedures		Teacher and Parent Input	Progress Reports / Report Cards /Conference Records	3 Weeks	
** Consider Modifications				6 Weeks	
* Tutorials		Local Funds		As Needed	
* Summer enrichment program					
* Counseling					
* Parent/Teacher Conferences					
* Dyslexia Informational Parent Brochure					
* Early intervention strategies for Dyslexia					
* Updated District Dyslexia Plan & Services					
* Reading Recovery Screening					
*Reading by Design Program for Dyslexia					
* Literacy Groups					
* Behavior Screenings					
TECHNOLOGY	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Intergrate technology throughout the instructional program at all grade levels & in all subject areas.					
*1:1 Chromebook Initiative (2nd thru 12th)	Admin	Technology Funds		Semester	
*IPads (PK thru 1st)					
*Google Classroom (PK-12)	Teachers, Tech Specialists				
Screencastify					
Flipped Classroom					
New Renaissance products					
Kid Account - safety system					
Update all machines to Windows 10	Tech Admin				
Update Teacher machines					
Upgrade projectors					

Goal # 4: Attendance

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

* The district dropout rate will continue to be 0.9% or less by the year 2021.

Objective

* The student attendance rate will improve from 96.7% to 97.5%

* The district dropout rate will continue to be less than one percent.

* The district completion rate will be greater than 95%.

ATTENDANCE	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis : (TIA19)					
* Parent notification letter after Third absence	Office Staff	Student Info System	ADA Reports	Weekly	
* Telephone calls will be made by School Reach automated system	Office Staff, Admin	Student Info System		Daily	
* Truama Counseling services - Intervention services	Principal/Assistant Principal/Counselor				
* Counseling	Principal/Assistant Principal/Counselor				
* Saturday school make-up	Secretaries			As Needed	Sat School Sign In Sheets
Provide Dropout prevention & recovery through:					
* Counseling Services	Counselor	TECS	Counselor's log	Daily	
** Individual Counseling		STARRY			
** Truama Counseling - Georgetown Intervention Services		SCE Funds \$23,000			
** Group Counseling		SCE Funds \$45,000			
* Track all withdrawal & no shows during the second & third weeks of school	Principal		Attendance		
** Homebound Service	Principals				
** PEP Program					
* Saturday School					
* Credit Recovery					
* 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	Quarterly, EOY	Attendance Rule
* The nurse will visit all classrooms & stress good hygiene in effort to decrease illness.	Nurse	Teachers/Scott & White Hospital	Attendance Reports	Throughout the Year	Attendance Rule
** School-based health center**	Superintendent	Nurse/Scott & White Hospital			
* Encourage Special Education student participation in all extra-curricular activities	Principals	Sponsor/Teacher	Class Rosters	Beginning of year scheduling process	Class Rosters

Goal #5: Safety

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

Objectives

* Discipline referrals will decrease from 33 in 2019-2020 to 30 in 2020-2021

* Tobacco, Alcohol, Drug (TAOD) offenses will be decreased to 0.0% in 2020-2021

* Incidents of violence will be maintained at 0.0% in 2020-2021

SAFETY	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Review, revise, & implement the district and campus Emergency Plans (Crisis Management Plan)					
* School Based Health Center	Nurse	Local Funds			
* Kid Account - Visitor checks	Office Staff	\$3,300			
* Character Education/Decision Making	Teachers				
* Drug Education	Teachers		Lesson Plans		
*CPR Certification for specific Faculty and Staff	Nurse	Nurse		Yearly	Number of Staff Completing Certification Program
*SAMA Certification	Principal	Postponed due to COVID			
*Stop the Bleed	Principal				
* Red Ribbon Week	Teachers	Teachers	Calendar of events	As Scheduled	
*Counseling Sevices	Teachers/Principals	STARRY/Georgetown Int. Services		Throughout the Year	Number of Students Referred
*Disaster Drills (Fire, Tornado, Intruder)	Principals	TEA		Throughout the Year	
Provide Alternatives for Discipline Infractions:					
* ISS		Teachers			
* Hornets Nest					
*Reward Center	PTO			Every Other Week	
* School personnel will stress & reward positive student behavior - Marble Jar Parties	Principal	Faculty & Staff	Rewards Given	Weekly	Discipline Referrals
* Snack Bar					
* End-of-Year Awards Program					
* Restorative Discipline/Circle Forward					
* AEP		Title I, Part A			
* Counseling		STARRY			
* Corporal Punishment					
* Suspension					

Goal #6: Parent & Community Involvement

* Increase parent & community involvement.

Objectives

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

	<u>2019-20</u>	<u>2020-2021-COVID</u>			
a. Volunteers	40	0			
b. PTO	200	0			
c. Beep & Greet (Open House)	200	210			
d. Teacher/Parent Conferences	50	175 - Virtual			
d. Special Programs parent meetings	80	90-Virtual			

PARENT/COMMUNITY INVOLVEMENT	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide opportunities to increase parental involvement (TIA16)					
* Communicate through newsletters	Teachers/Principals	Teachers	Newsletter publications	Monthly	Parental Support Increase
* Provide after-school programs that include parent training		Counselor		Christmas/Thanksgiving	
* School Reach Phone System		Broadcast Messaging		Entire Year	
* Provide Google classroom information	Tech Specialists			September	Sign In page
* Provide training for parents in the use of the internet.	Tech Specialists			September	
* Community Dinners	Principals	Local Funds		October	Number of Attendees
* School Garden	Teachers	Local Gardeners		Spring Semester	Proceeds From Sale
* Grandparent's Breakfast	Teachers				Number of Attendees
* Fall Festival & Scholarship Dinners	Principals	Local Funds		October	Proceeds From Events
Promote Business/Community Involvement (TIA16):					
* District & Campus Committee Memberships	Principals		Sign-In Sheets	Entire Year	
* P-20 Council					
* School Marquee	Admin Office	Calendars		Entire Year	
* Campus Newsletters	Principals				
* Volunteers at athletic events					
* District/Campus Web Site, Facebook	Principals/Tech Director			Entire Year	
Develop and Implement Family Nights: (TIA16)					
* PK-5 Family Literacy	Elem Principal	Reading Teachers	Sign In Sheets		
* Technology parent training classes		Technology Instructional Specialist	Sign In Sheets		
* Family Nights (PTO)		PTO			
* Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	Parent Sign-in Sheets/ Newsletter Publications	May & Monthly	Total parental involvement
* Campus report cards & test results will be reviewed in a public forum (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	School Board Minutes Newsletter publications	As Scheduled/weekly	Total parental involvement
* Homeroom teachers will submit signed student/parent school compacts. (TIA16)	Principal	Teachers	School Compacts for every student	September/Meet the Teacher Night	Total parental involvement

Goal #7: SHAC

* School Health Advisory Committee

SHAC	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
School/Community Health Programs:					
* Aim For Success-Speaker		Local Funds			
* Asthma Awareness Program	Principals				
* Autism Awareness Month					
* Blood Drive	Leadership Class				
* Catch Curriculum(PE & Recess K-5th)	Classroom & PE Teachers				
* Community Wellness Program	School Nurse	Local Funds		August	Ongoing
* Corn Fest 5K Run					
* Elementary Garden Project	Superintendent				
* Empowering Health Initiative					
* Physical Education-Open Gym					
* Safe Place Afterschool Program	Principals	Local Funds			
* School Based Health Center Doctor Visits	Scott & White Doctors	Local Funds		Each Monday	Ongoing
* School Nutrition Guidelines	Nutrition Services				
* Staff Wellness Program	School Nurse	Local Funds		August	Ongoing
* Walking Lights on Track					
Health Emergency Training					
* Asthma Awareness Program	Superintendent/ Principals	Nurse/Safe Schools	Sign In Sheets/ Certificates		
* Bloodborne Pathogen Training					
* CPR/AED Training					
* Safety & First Aid Training					
* Stop the Bleed-training					
* Youth Suicide Training					
Develop a Student Wellness Program					
* The Backpack Project	Comm. Food Bank				
* Daycare-Nature Explore Program					
* Fantastic Teeth Program in First Grade	Nurse and Dr. Davis				
* Fitness Gram	PE Teacher				
* Glasses	Lion's Club				
* Jump Rope for Heart	PE Teacher				
* Loothy Toothy Program	Nurse				
* No Flip Flops in PE or on the Playground, to reduce falling accidents	PE Teacher, Classroom Teacher				
* Run Across Texas Marathon (3-5)	PE Teacher				
* School Walk for Diabetes	PE Teacher				
* Spot Vision in Kindergarten	Nurse				
* Teeth Health in Kindergarten	Nurse				
Develop an Infection Control Plan					

* COVID-19 re-entry plan	Amdin, teachers	Local Funds		
* Staphylococcus Awareness & Prevention Techniques	Coaches	Nurse		
* Immunization	Nurse			
* Blood Borne Pathogens	Superintendent	Nurse/Safe Schools		
*Air purifier systems in classrooms	Principals			
*New touchless sinks	Maintenance			
* Provide Hand Sanitizer	Principals			
* After School Healthy Snacks	Cafeteria			
* Disinfect Weight Room/Athletic Facility	Coaches/Custodians			Weekly
* Portable Hand Sanitizer	Principals			
* New Soap dispensers	Maintenance			
* Disinfect Classrooms with wipes	Custodians/Teachers			Weekly
* Bacterial Meningitis Awareness	Nurse			
* Pandemic Flu Plan	Nurse			
* Hand Washing Techniques	Nurse			

Goal #8: Needs Assessment

Needs Assessment

FACTOR	DATA SOURCE(S)	TYPE OF DATA	
		DEMOGRAPHICS	STUDENT LEARNING
STUDENT NEEDS			
1. How well are students achieving on state assessments-in general, in subgroups & individually? <i>This is addressed each year by teacher groups. Due to COVID - all districts received a NR standard.</i>	State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS, tutoring records	X	X
2. Are there measurable goals for achievement that are known by parents, teachers and students? <i>Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are posted at the ISD website and are available in the campus offices. Hard copies are also available on request.</i>	In-service agendas, ISD Website; Benchmark data, Parent Portal		X
3. How does the school identify individual students needs? <i>Classroom Performance/Grades, Parent Information, Teacher Observation, Benchmark Testing, STAAR Results, Achievement Testing(Primary Grades). Attendance Records, BAS, TEMI, ESTAR, MSTAR, Discipline Records, ARDs, RTI Meetings, GT Evaluations, At-Risk Identification, InView Testing (2nd grade), 504 Meetings, Restorative Practices, LLI, OLSAT (7th Grade), developing personal relationships</i>	Campus Mtg Agendas, Rtl Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles	X	X

4. What are the student mobility rates? 3% Drop out rates ? 0.0% Economically Disadvantaged ? 47.6% LEP? 2.5% At Risk? 34.5%	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 trends. Tardies.	Campus Discipline Records, Incident Reports, TeXIS Discipline, Restorative Discipline, Guest Speaker		
6. What intervention process is in place to ensure that students' educational needs are met in a timely manner? <i>Tutorials/Remediation before and after school; Tutorials/Remediation during the school day (as a daily class and by special arrangements);Reading Recovery; Literacy Groups; Inclusion support; Progress Notes, Homework Help; Plato; and the Choices Program; Enrichment Classes; Study Hall, Istation, IXL, ILL, Plato, Comprehension Tool Kits.</i>	Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results		X
7. Does the school have indicators of student success that are not academic? If so, what are they, and how are they assessed? * UIL Academic,s, growth/performance * Overall character/behavior; Citizenship; * FFA/FCCLA; 4H;	Participation Rosters, Community Report (ex: Field Trips), Discipline Records, Record Books		X
8. Did the school meet standard last year? In prior years? If not, why not? <i>Each campus was not scored due to COVID-19.</i>	Title I SIP Requirements, District Status History, Accountability Report		X
9. Demographics of District <i>African American 2.9% Hispanic 27.7% White 66.6% Asian/Pacific Island .15% Two or more 2.6%</i>	TAPR; TeXIS, PEIMS; PBMAS	X	
10. Computer Literacy <i>All students have access to computers. iPads in Pre-Kindergarten to First Grade are used as instructional centers and Google Classroom; second to fifth grades have classroom chromebooks; middle school has 1:1 student to chrombook ratio but chromebooks remain at school; high school students each have their chromebook. Teachers use Surface Pro3's and chromebooks. District has hired an Instructional technology Specialists to create a plan for integration of technology into the classroom.</i>	Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments		X
11. College Readiness <i>Students in 11th grade have access to distance learning dual credit class. Juniors & Seniors may attend TC for dual credit. Students take college entrance exams while in 11th-12th grade. SAT preparation/Review Class; Vertical Alignments (5th-12th grades); Achieve Texas; CTE course; Pre SAT for 10th graders; Engineering your World Course; Principles of Technology; 8th grade Algebra for HS credit; MS (HS Prep Class); 8th grade take PSAT, and 7th grade Duke Tip.</i>	Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards		X

CURRICULUM & INSTRUCTION NEEDS

<p>1. How do staff member express high expectations for student achievement? <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements.</i> Is the curriculum aligned with the state's challenging academic content ? <i>Curriculum is aligned with TEKS and STAAR and EOC student expectations. Real world expectations and hands on experiences and nationally set standards drive this curriculum.</i> How are high expectations set in subjects for which the state has not established standards? <i>Strive for band "sweepstakes"; strive for top scores at UIL competitions; strive for top honors at FFA, FCCLA Competitions; Recognition and celebration of achievements. Cross curricular projects.</i> Have teachers participated in curriculum alignment process? <i>Yes, TEKS Resource System Training and analysis was performed in 2015-2016. Department meetings are held. TEKS Resource System alignment encouraged and expected.</i></p>	<p>In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.</p>		<p>X</p>
<p>2. What instructional materials are used in the school? <i>State adoptions as well as supplemental materials.</i> Are they up-to-date? Do they reflect the state's academic content standards? <i>Yes, During curriculum alignment, teachers and administrators identified TEKS and STAAR/EOC student expectation within the instructional materials. TX Resource System is aligned with State Standards and updated in real time.</i></p>	<p>Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.</p>		<p>X</p>
<p>3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? <i>Yes.</i></p>	<p>Publisher websites; TEKS Resource System; iStation, IXL, Prodigy, Renaissance</p>		
<p>4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? <i>Teacher-made tests. TPRI, STAAR, STAR Math, STAR Reading, TxKEA, released EOC, AR, materials received with state adoptions; Released STAAR Tests. Benchmarks Test, iStation, IXL, TEMI, MSTAR</i></p>	<p>Student Records, Student Grades, software system reports</p>		<p>X</p>
<p>5. What role do teachers play in deciding what assessments will be used to measure student achievement? <i>Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System, SLO's.</i></p>	<p>SLO Documentation, Eduphoria, data, curriculum progress monitoring</p>		
<p>6. How are assessment results used? <i>Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation and acceleration.</i></p>	<p>Lesson plans; tutorial schedules</p>	<p>X</p>	<p>X</p>
<p>7. Is instructional technology available to all students? <i>Yes</i> Do teachers integrate technology into teaching? <i>Yes, Instructional Technology Specialists has been hired to assist teachers with technology integration into the classroom.</i></p>	<p>Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks. PearDeck, Kami, Screencasify, Nearpod, Classkick</p>		
<p>8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students? <i>Yes</i></p>	<p>STAAR Reports , Report Cards & Failure Lists, Textbook Selection, Closing the Gaps, Accountability Report</p>		<p>X</p>
<p>9. Retention Rates 0.7% at MS 1.4% at Elem</p>	<p>Progress Reports, TxEIS, PEIMS, TAPR</p>	<p>X</p>	

10. What roles do paraprofessionals play? <i>Support instruction & students' academic success; under the teacher's direction in the classroom, provide 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 Elementary reading lab, to facilitate increased use of the district library, support introduction of Spanish Language Skills and early technology skill, support for dyslexic students.</i>	Assigned Duties		X
PROFESSIONAL DEVELOPMENT NEEDS			
1. Are all teachers and instructional paraprofessionals highly qualified? <i>Yes.</i>	Personnel Records; Highly Qualified report to TEA		
2. Is there a process to determine the professional development needs of teachers? <i>During development of district/campus improvement plans-training targeted to support improvement addressed in DIP and CIPs. Teachers, Principals, and Superintendent identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level). COVID-19 highlighted additional technology needs to meet the needs of Virtual learners for 2020-2021.</i>	CIP; DIP, Staff Development Agenda, Workshop and Conference registrations		X
3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff? <i>Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning. Technology Integration, SafeSchools, T-TESS. Instructional Technology Specialists conducts weekly meeting with all teachers and monthly staff offerings to assist and improve the use of technology in the classroom.</i>	Agendas, Conference brochures, Certificates		X
4. Is professional development voluntary or mandatory? <i>Some of both.</i>	Sign in Sheets; attendance certificates, Teacher Certification renewal process		
5. To what degree does staff participate? <i>The staff determines areas of need during planning of the District Improvement Plan</i>	Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.		
6. Is professional development related to classroom instruction? <i>Yes.</i>	Conference Brochures, Attendance Certificates		X
7. How Frequently is professional development offered? <i>Annually (school start up, reading conference, K-1 conference, Ag Convention, FFA Convention, TCEA, Capturing Kids Hearts, FCCLA Convention) As needed (campus level meetings, subject area specific, ESC workshops, SAMA training) What follow-up activities take place? Reports at campus meetings: sharing of information and implementation of the District Plan, School Board presentations Is the professional development ongoing and incorporated into the day-to-day routine of the staff? Yes, in addition to reporting/sharing with coworkers, videos and book excerpts are shared routinely. Professional collaborations often happens without planning (i.e.: training/review use of classroom technology; classroom management)</i>	Inservice Records, Sign-In sheets, Brochures, Attendance Certificates		
8. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions? <i>Yes</i>	Agendas, sign in sheets, presenter notes, Master Schedules		
9. Who Provides professional development? <i>Local staff; ESC staff; SpEd CoOp staff; consultants, instructional technology specialists, webinars</i>	Agendas, Sign in sheets, attendance certificates		

10. Are external resources used to provide staff development for the school? Yes. How often does this occur? <i>As needed.</i>	Agendas, Sign in sheets, attendance certificates		
11. Does the <i>daily</i> teacher schedule allow for common planning time across grade levels and content areas? Depending on the need of students and teachers. Some Content is taught by one teacher. MS Reading has a common planning time.	Master Schedules		
12. How is professional development evaluated and mid-course corrections made if needed? <i>Staff meetings; student performance; student engagement review of gradebooks and lessonplans, administrative observations.</i>			X
FAMILY & COMMUNITY INVOLVEMENT NEEDS			
1. Do teachers routinely communicate with parents (informally and formally) about the academic progress of their children? <i>Yes-Varies in forms of communication</i>	webpages; progress notes; parent contact documentation, phone logs, TxEIS Parent Portal access, google classroom, google forms, and Remind app.		X
2. How are parents and community involved in activities that support student learning? <i>School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; District Improvement Teams; SHAC, PTO, Bell County Youth Fair, Youth Booster Club, FFA meetings, Orientation nights.</i>	Sign in sheets; agendas		
3. How does the school involve parents and the community in school governance decisions? <i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys, School Board Meetings</i>	Agendas, sign in sheets, calendars		
4. Are health and human services available to support students and their families? <i>Yes, School Based Health Center; weekly doctor visits; Starry counselor; vision and hearing screening; Referral Services, Jump rope for heart, Georgetown Intervention Counseling Services</i>	Health Center Records, Press Releases, Sign-In Sheets, AIM for Success records		
5. Are translators and written communications available for families who speak languages other than English? <i>Yes (Spanish)</i>			
6. Does the school or district offer adult education programs? <i>No (Some parent info/training at Family Night and in campus newsletters).</i>			
7. Are staff and students involved in community activities? <i>City Council; Library Board; Youth Sports Leagues (Soccer, Football, Baseball, Softball, Basketball); Community Christmas; Corn Fest; Churches; 4H; PTO; Holland Youth Boosters; Bell County Youth Fair Board and fair volunteers; Service Learning projects; Global Issues Class, Go Texan, Teen in the Driver's Seat Program.</i>	Published board memberships; organization rosters, local newspaper		X
8. Does the school partner with local businesses to enhance its educational programs? <i>Yes, Service Learning, Leadership, Student Council, FFA, FCCLA, Senior Class, Hornet Yearbook, Cheerleaders, Scholarship Committee: Lowe's, Home Depot, SPJST, American Legion, Corn Fest Committee, City of Holland, Wolf Farms. Scott & White, Wal-Mart, HEB (All local business help with yearbook and football programs)</i>			

9. How does the community view the school? <i>Generally very positive. Enough, so that members of neighboring communities hear about our accomplishments related to individual student success and at the campus and district level.</i>	Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys		
10. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed? <i>Parent Surveys, informal community input (to teachers and to administrators). Reviewed at campus meetings, administration meetings</i>	Engagement Survey Results		X
11. What types of materials are made available to parents and community? <i>HISD Website: TxEIS; emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; college tutoring resource/reference books and articles, social media(Band, FFA, FCCLA, Holland Hornets Facebook Page), regular mail outs of necessary information, School Reach, and Parent Portal.</i>			
12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not? <i>No, Participation wanes as the student ages (many elementary parent in PTO, fewer MS and HS): Parents of SpEd Student are involved at lower rate. Parents who are not comfortable speaking English are often involved at lower rates (Translators are provided, but the patents often sit off to one side and do not interact). Registration forms are provide in Spanish and parents who are not comfortable speaking English are provided an opportunity to meet with translator to facilitate completion of registration packets.</i>			
13. Facilities available/accessible to parents and community? <i>Yes, Elementary commons, "HomeEc" room, cafeteria/auditorium, gyms, track, football, baseball and softball fields, middle school commons, ag shop. Some community meetings have met in the classroom of one the group's members.</i>	Reservation Log		
SCHOOL CONTEXT & ORGANIZATION			
1. Does the school have a vision and a mission statement? <i>Yes.</i> Are they widely known and understood? <i>Reviewed at staff development; posted on website</i> Is the vision periodically reviewed to determine if it meets the needs of the school? <i>Yes.</i>			
2. Is the entire school staff involved in decisions about school operations? <i>Yes.</i> How? <i>Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC</i>			
3. Is the school safe and orderly? <i>Yes, Kid Account management system. Visitor limitations due to COVID. Fencing has been added in specific locations. Sign in and sign out for visitors.</i>	Visitor Logs		
4. What disciplinary polices exist and how are they enforced? <i>As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct</i>	TxEIS Log Entries; Discipline Records		

<p>5. What is the school climate? <i>Student Centered</i> Are staff and student morale high? <i>Yes, Teacher turnover is very low.</i></p>			
<p>6. How is the school managed? <i>Much input is provided to administrators through Campus and District Improvement Plans, campus meetings and one-on-one meetings. Superintendent is aware and involved but does not micro-manage. Superintendent and Board have an eye on the future and a vision for the students, district and community.</i></p>			
<p>7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian? <i>Varies by situation-our campuses are small enough that the principals wear many hats throughout the day.</i></p>			
<p>8. How is the school budget determined and how are priorities set? <i>Monies available per TEA and local taxes. District Improvement Plan. Informal input from staff and community is considered. Students and student learning are always top priority.</i></p>			X
<p>9. How are all resources (funds, time, personnel) currently allocated? <i>Based on student need (numbers, performance, space, facilities, safety), and COVID related circumstances.</i></p>			X
<p>10. How are the financial resources prioritized to meet the needs of the school? <i>Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance. TEA guidance related to COVID.</i></p>			X
<p>11. Does the school currently operate with one written plan? <i>Voters approved a \$4.5 million bond package that has been completed. Was the plan developed collaboratively?</i> <i>The superintendent, school board members, and administrators worked with teachers, parents and the community to develop the building package in order to benefit all students.</i></p>			
<p>12. Overall how much progress has the school made in the last year? In the last two years? <i>District has:</i> <i>* Using the HISD Facility Plan, Construction of Student Center and Elementary Gym is complete. Upgraded fiber infrastructure for internet connectivity; Sidelwalks around the new student center are complet and the parking lot was resurfaced. Water flow from parking lot around middle school was improved. New sewer line for Baseball/Softball restrooms was installed. Updated fencing around Elemenary has been completed. Security cameras are being installed during the school year. the daycare building was updated. New student desks and chairs are placed throughout the district. New POE switches will be placed in each building. New chromebooks were purchased for the middle school and second/third grade levels. A storage building was built for High School Science. The parking lot behind the home football bleachers was created with 8 inch of base.</i></p>			
<p>13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. <i>At this time, we are meeting the expectations for space. We will work to refurbish the old band hall to add additional classroom space.</i></p>			

<p>14. Gyms and Playgrounds <i>The elementary playground has four swings and a border with mulch for safety. Benches with shade have been placed around the playground area for teacher supervision. Playground updates to accommodate COVID spacing are in place. Sidewalks and cement areas have been updated with colorful activity stations. The Daycare playground is a Nature Explore Playground with many nice features for the children to enjoy the outdoors. The Elementary/Practice Gym was completed in August of 2019.</i></p>			
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MIDDLE SCHOOL CAMPUS IMPROVEMENT PLAN

Holland Independent School District

2020-2021

HISD 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.

Holland Middle School Vision Statement

As part of the community, Holland Middle School will provide a safe, student-centered learning environment with high academic standards and opportunities for healthy personal growth. We will provide personalized learning and academic equality, so all students can achieve at the highest levels of success.

Holland Middle School Mission Statement

Holland Middle School is dedicated to promoting the personal, social, and academic success of lifelong learners.

DISTRICT DECISION-MAKING COMMITTEE

Shane Downing, Chairperson

Lori Kinard-Elementary School Principal

Leah Smith-Middle School Principal

Robby Edwards-High School Principal

Melany Cearley- Counselor

Matt McMray - High School Assistant Principal

Gracie Schlickeisen - Middle School Assistant Principal

Lauren Harris - Elementary Assistant Principal

Sam Arnold-Primary Teacher

Lauren Patterson - Primary Teacher

Stephanie Parmer-Elementary Teacher

Dana Moon-Elementary Teacher

Kandi Downing-Middle School Teacher

Kelly Taisler-Middle School Teacher
 Sharon Woodall-High School Teacher
 Andrea Ruff-High School Teacher

PARENTS

Randy Evans
 Jennisty Thomason
 Frank Smalley
 Megan Gersbach
 Michael Kurtz
 Doris Lange
 Jill Marwitz

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 2019-20 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2020-21 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

Goal #1

All student groups taking the STAAR reading, writing, math, science and social studies tests and the End of Course Exams will meet or exceed the state standard of 90% passing by the year 2020. All students will be college and career ready upon graduation.

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					

regular and special education students (3-8) that focus on weaknesses as listed below: (TIA13)					
(6th-8th Grade)	Classroom Teachers, Principals	Eduphoria Data, Summary Reports, Teachers	Lesson Plans, Benchmark Tests, TEKS Resource	Weekly, December, February, March	STAAR Reading
Category 1: Understanding and Analysis Across Genres		McGrawHill, I-Station, IXL, SIRIUS, Mentoring Minds, Ren Learning			
Category 2: Understanding and Analysis of Literary Texts		McGrawHill, I-Station, IXL, SIRIUS, Mentoring Minds, Ren Learning			
Category 3: Understanding and Analysis of Informational Texts		McGrawHill, I-Station, IXL, SIRIUS, Mentoring Minds, Ren Learning			
READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Reading weaknesses below 85%					
* I-Station	Classroom Teachers	Title VI Funds	I-station Formative Reports	6 Weeks	
* Focus on Non-Fiction		Title II CSR Funds			
*IXL		SCE Funds \$15,513			
* Vocabulary Work-Flocabulary		FTE=0.5			
* Team Teaching					
* Accelerated Reader	Classroom Teachers	Title I, Part A Funds	STAAR Report	6 Weeks	
*Novel Studies	Classroom Teachers	Local Funds		Semester	
*Improve selection of novels for student choice	Teachers/Principal	Local Funds			Check out in Google Forms
*Learning Ally					
* Critical Thinking Focus					STAAR
* Eduphoria					
* TEKS Resource System					
*Sirius Educational Solutions			Lesson Plans		Progress of student
* Gifted & Talented (Full Time Inclusion)	Classroom Teachers	Local Funds	Assignment Completion	Throughout the Year	
* Dyslexia Services	Dyslexia Teachers	Local Funds	Reading by Design		Completion of Standard Dyslexia Protocol Checkpoints
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
* Google Classroom Training	Instructional Technologist		Agendas/Sign-in sheets	As Scheduled	T-TESS
*Training on new technology programs (Nearpod, EdPuzzle, Screencastify, KAMI)	Instructional Technologist		Agendas/Sign-in sheets	As Scheduled	T-TESS
*TCEA Conference	Principals/Instructional Technologist	Local	Certificates	February	Campus Presentations

MATH INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Math objectives for Regular & Special Ed Students (TIA13)					
6th Grade					
Category 1: Numerical Representations & Relationships	Classroom Teachers and Principals	Grade-Level Summary Reports Renaissance Freckle Math, Flocabulary, TEKS Resource, Mentoring Minds, Eduphoria Data, Get more Math, Flocabulary, Brain	Lesson Plans, Benchmark Tests	Weekly, September, December, March	STAAR Math
Category 2: Computations & Algebraic Relationships					
Category 3: Geometry & Measurements Category 4: Data Analysis & Personal Finance Literacy					
(7th & 8th Grade)					
Category 1: Probability & Numerical Representation	Teachers	Mentoring Minds, Sirius, HMH, Eduphoria Data, Middle School Edition: Personal Finance (Dave Ramsey)	Benchmark Tests	December, March	STAAR Math
Category 2: Computations & Algebraic Relationships	Teachers		Benchmark Tests	December, March	STAAR Math
Category 3: Geometry & Measurements	Teachers		Benchmark Tests	December, March	STAAR Math
Category 4: Data Analysis & Personal Finance Literacy	Teachers		Benchmark Tests	December, March	STAAR Math
Algebra I					
Category 1: Number and Algebraic Methods	Classroom Teachers and Principals	McGraw-Hill, TEKS Resource System, Flocabulary, Sirius Education, Local Funds	Lesson Plans, Benchmark Test	Weekly, February	EOC Algebra I
Category 2: Describe and Graph Linear Functions					
Category 3: Write and Solve Linear Functions					
Category 4: Quadratic Functions					
Category 5: Exponential Functions					
MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Math weaknesses below 85% mastery:					
* Houghton Mifflin Harcourt (6th-8th)					
* McGraw Hill (Alg 1)					
* TEKS Resource System					
* Student Support/Inclusion		Local Funds	Mastery Charts	Daily	
* Differentiated Instructional Strategies			Lesson Plans; Principal Walk-throughs	Weekly & Daily	
* Mentoring Minds		Local Funds	Lesson Plans	Weekly	

* STAAR Curriculum Support Materials	Teachers	Local Funds	Quizzes, Classwork, Lesson Plans	Weekly	
* After School Tutoring for At Risk		SCE Funds \$10,000			
* Every student at the middle school has 90 minutes of math, plus a study hall time		Supplies SCE Funds \$10,000 FTE=0.21	Classroom Portfolio Lesson Plans	Weekly & 6 weeks	
* Benchmark testing-Interim testing	Teachers & Principals	Local Funds	Benchmark Test	Semester	STAAR, EOC, TAKS results
*Freckle Math		SCE Funds \$6,856	Progress Reports	3 Weeks	
*IXL Math	Classroom Teachers	Title VI Funds			
* Math Tutorials	Classroom Teachers	SCE Funds \$3,000 FTE=1	Progress Reports	3 Weeks	
* Utilize TI 84C-Silver Calculators(8-12)	Classroom Teachers		Daily/Weekly Classwork		STAAR & STAAR EOC Math
Study Hall - MS intervention time	Classroom Teachers		Progress Reports	3 Weeks	
* RTI Intervention	Principals/Teachers		TEMI, ESTAR,MSTAR		TEMI, ESTAR,MSTAR
* Analysis of released STAAR test questions	Classroom Teachers			September	
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Critical Thinking CAMT		SCE Funds \$1,250 Local/Title Funds	Certificates	Summer	
TCEA Conference	Principal/ Instructional Technologist		Certificates	February	
Google Classroom		Local Funds	Agendas/Sign-in Sheets	As Scheduled	
WRITING INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Writing Objectives : for students in regular education & Special Education students (Grd. 7)					
(7th Grade)					
Reporting Category 1: Composition	Campus Principals & Teachers	IXL, SIRIUS, Mentoring Minds, Empowering Writers, McGraw Hill, Google Classroom, Nearpod, Flocabulary	Lesson Plans, Benchmark Test	Weekly, September, November, January, March	STAAR Writing
Reporting Category 2: Revision					
Reporting Category 3: Editing					
WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Writing weaknesses below 85% mastery: (TIA13)					
* TEKS Resource System					
* Curriculum Analysis in all grades to align instruction & prepare for benchmark assessments, regardless of STAAR		Teachers	Writing Rubric to evaluate mech/voc	August & May	Diagnostic Reading Assessment (DRA)
* Benchmark assessments aligned with TEKS for grades not STAAR tested (all levels)		Released State Assessment Teacher-made test	Benchmark Test	November, January, March	
* Peer Writing Tutoring		Local Funds	Lesson Plans	Weekly	STAAR Writing
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Google training		Local Funds	Agendas/Sign-in Sheets	As Scheduled	

TCEA Conference	ES,MS,HS Principals		Certificates	February	
Benchmark Assessments using Eduphoria	Teachers		Benchmark Test	November, 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. (Grd 8) (TIA13)					
(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 HMH BrainPop, Mentoring Minds, Sirius, IXL	Lesson Plans & Benchmark Tests	Weekly, December, March	STAAR Science
SCIENCE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Science weaknesses below 85% mastery:					
* Journal entries, essay question, short answer in complete sentences with proof		Teachers	Lesson Plans	Semester	STAAR Science
* Textbooks and Technology Integration		Teachers / Instructional Technologist	Lesson Plans	Semester	STAAR Science
* Benchmark assessments aligned with STAAR for grades not STAAR tested		Released State Assessments	Benchmark Tests, Teacher-made tests	November, January, March, 6 weeks	
* Project-oriented instruction at the application component		Scope and Sequence STAAR/TEKS	Lesson Plans, Progress Reports & Mastery Charts	Weekly, 3 weeks & Daily	
* Provide tutoring time		Local Funds	Master Schedule	As needed	
* Frequent Quizzes		Teachers	Lesson Plans	Weekly	Sample Tests
*Brainpop		Teachers	Student projects & Benchmark Test	Weekly/Monthly	STAAR Science
*IXL	Principal				
*Eduphoria Data					
*TEKS Resource System					
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Conference for Advancement of Science Teaching	Principals	Title II Funds	Certificates	November	
ESC 12 Professional Development				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		McGraw Hill, TEKS Resource System			

Category 2: Geography & Culture Category 3: Government & Citizenship Category 4: Economics	Classroom Teachers Principals	resource system, BrainPop, SIRIUS, IXL, Jarrett Publish, History Channel, Students of History Curriculum, Eduphoria Data	Lesson Plans, Benchmark Tests	Weekly, December, March	STAAR Social Studies
SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Social Studies weaknesses below 85%					
* McGraw Hill Benchmark Test, Google Digital Files	Teachers		Lesson Plans	Weekly	Mid-term exam, final exam, STAAR Social Studies
* TEKS Resource System	Administration				
* You Tube, Quizlett, Kahoot,	Teachers		Lesson Plans	As Needed	STAAR Social Studies
* Use Historical reference materials	Teachers		Lesson Plans	Weekly	
* Reading assignments should include historical happenings	Teachers		Lesson Plans	Weekly	
* Tutorials	Teacher		Lesson Plans	Weekly	EOC History
* Utilize maps & graphs	Teacher		Lesson Plans	Weekly	
*Google Classroom	Teacher		Lesson Plans	Daily	
* Jr. Scholastic Magazines	Principal/AP/Teacher		Lesson Plans	Monthly	
* Promote current event awareness	Teachers		Lesson Plans	Monthly	
* Incorporate STAAR questions into each test	Teachers			Monthly	
* Use Eduphoria Data Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR	Principal/AP/Teacher	Local Funds	Disaggregated data	September	
* Use Chromebooks & Brain Pop to reinforce objectives.	Teachers		Lesson Plans	As Needed	
* Structure Social Studies instruction & expectations to STAAR/STAAR EOC/TEKS expectation	Teachers	TEKS	Lesson Plans Progress Reports	Weekly 3 Weeks	
* Daily Starters	Teachers	Daily Starters	Lesson Plans	Weekly	
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
TCEA Conferences	Principal / Instructional Technologist		Certificates	February	
ADDITIONAL INITIATIVES - EL	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve identification, placement & services for ESL students (TIA13, TIA19)					
* Use of Success Ed	ESL Coordinator				
* I-Station Reading Intervention	Teachers		STAR Reports	Each Six Weeks	TELPAS, STAAR Rdg
*TELPAS training	ESL Coordinator		Certificates	Spring	
ADDITIONAL INITIATIVES - G/T	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the G/T Program through the following:					
* Create G/T Handbook to meet New State Plan	G/T Coordinator	Region 12 ESC	G/T Handbook Adopted	Summer	G/T Handbook Adopted

* Identification selection committee	Principals, AP's, Teachers	New State Plan, Student Files	Sign in sheets	Summer	Letters of Identificaiton
*Yearly Review G/T Timeline and Matrix	Superintendent, Principals, AP's	Current Timeline, New State Plan	Sign in sheets	Summer	
* All teachers will receive 30-hour/6-hour training (TIA 14-15)	G/T Coordinator	Region 12 ESC	Sign in sheets, certificates	August, Throughout the Year	
*Teacher self-choice of topics for upate hours	Teachers	Responsive Learning	Lesson Plans		
ADDITIONAL INITIATIVES - TRANSITIONS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Transition from elementary to middle school and middle School to high School					
*Class Introduction	Principal	Open House	Class schedule pickup	August	
*Orientation	Principal	Parent night	Sign-In Sheet	February/April	
*Individual Conferences	Counselor	Individual Appointments		As needed	
*Special ED Transition & Planning Across Campuses	Administration/Spec Ed Teachers		Meeting Minutes	May	
	Principal	Teachers	Counselor's log	Semester	Eduphoria
ADDITIONAL INITIATIVES - 504	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the 504 Program through the following:					
* 504 identification & services	Parents, Classroom Teachers and Staff, Campus 504 Coordinator	SuccessEd, Federal and State Guidelines	SuccessEd program	Ongoing	Yearly Review
*Pre-referral procedures		Teacher and Parent Input	Progress Reports / Report Cards /Conference Records	3 Weeks	
*Consider Modifications/Accommodations				6 Weeks	
* Tutorials		Local Funds		As Needed	
* Counseling opportunities	Assistant Principal	Georgetown Intervention Services / STAARY		Ongoing	
* Parent/Teacher Input				Ongoing	
ADDITIONAL INITIATIVES - TECHNOLOGY	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Intergrate technology throughout the instructional program at all grade levels & in all subject areas.					
*1:1 Chromebook Initiative	Admin	Technology Funds		Semester	
*Google Classroom	Teachers, Tech Specialists				
Screencastify, Nearpod, EdPuzzle, Classkick	Teachers, Tech Specialists				
New Renaissance products	Teachers, Tech Specialists				
Kid Account - safety system	Teachers, Tech Specialists				
Update all machines to Windows 10	Tech Admin			Summer	
Update Teacher machines	Tech Admin			Ongoing	
Upgrade projectors	Tech Admin			Ongoing	

Goal # 2

- * Student attendance will meet or exceed the 95.8% state standard for attendance.
- * The district dropout rate will continue to be 0.9% or less by the year 2021.

Objective

- * The student attendance rate will improve from 96.7% to 97.5%
- * The district dropout rate will continue to be less than one percent.
- * The district completion rate will be greater than 95%.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis : (TIA19)					
* Parent notification letter(s)	Office Staff	Student Info System	ADA Reports	Weekly	
* Telephone calls will be made by School Reach automated system daily	Office Staff, Admin	Student Info System		Daily	
* Truama Counseling services - Intervention services	Principal/Assistant Principal/Counselor				
* Counseling	Principal/Assistant Principal/Counselor				
* Saturday school make-up	Secretaries			As Needed	Sat School Sign In Sheets
Provide Dropout prevention & recovery through:					
* Counseling Services	Counselor	TECS	Counselor's log	Daily	
** Individual Counseling	Counselor	STARRY			
** Truama Counseling - Georgetown Intervention Services	Counselor	SCE Funds \$23,000			
* Incentives will be provided to students in all grades for perfect attendance (announcements, posters, certificates, t-shirts, classroom activities, etc.)	Classroom Teachers	Teachers	Attendance Reports	Six Weeks/End of Year	Attendance Rule
* The nurse will visit all classrooms & stress good hygiene in effort to decrease illness.	Nurse	Teachers/Scott & White Hospital	Attendance Reports	Six Weeks/End of Year	Attendance Rule
** School-based health center**	Superintendent	Nurse/Scott & White Hospital			
* Encourage Special education student participation in all extra-curricular activities	Principals	Sponsor/Teacher	Class Rosters	Beginning of year scheduling process	Class Rosters
* Provide career counseling & transition planning for all students.	Principals	Counselor	ARD Meetings/IEP's 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 will decrease from 33 in 2019-2020 to 30 in 2020-2021
- * Tobacco, Alcohol, Drug (TAOD) offenses will be decreased to 0.0% in 2020-2021
- * Incidents of violence will be maintained at 0.0% in 2020-2021

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Review, revise, & implement the district and campus Emergency Plans (Crisis Management Plan)					

* Suicide Prevention	Leadership Class			Fall Semester	
* Provide & Implement a Comprehensive Guidance Plan	Counselor	Teachers	Lesson Plans	Semester	Recognized students (student club membership/ Participation)
* School Based Health Center	Nurse	Local Funds			
* Kid Account - Visitor checks	Office Staff	\$3,300			
* Character Education/Decision Making	Teachers				
* Drug Education		Health Teacher	Lesson Plans		
*CPR Awareness (7th Grade and 12th Grade)	Nurse/Principals	Nurse	Number of Students in Presentation		
*CPR Certification for specific Faculty and Staff	Nurse	Nurse		Yearly	Number of Staff Completing Certification Program
*Stop the Bleed				Postponed due to COVID-19	
* Red Ribbon Week		Teachers	Calendar of events	As Scheduled	
Provide Alternatives for Discipline Infractions:					
* ISS		Teachers			
*Hornet Hangout					
*Prize Drawings	Principals/PTO			6 weeks/end of semesters	
* School personnel will stress & reward positive student behavior	Principal	Faculty & Staff	Rewards Given	Weekly	Discipline Referrals
* End-of-Year Awards Program					
* Restorative Discipline/Circle Forward					
* AEP		Title I, Part A			
* Counseling		STARRY			
* JJAEP					
* Corporal Punishment					
* Provide & implement and intervention plan to prevent dating violence:	Principal	Counselor	Discipline Records	Monthly	Title IV Annual Evaluation Report
* Teacher Observation		Teachers	Counselor Log		

Goal #4

* Increase parent & community involvement.

Objectives

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

	<u>2019-20</u>	<u>2020-2021-COVID</u>
a. Volunteers	40	0
b. PTO	200	0
c. Open House	700	0
d. Special Programs parent meetings	80	90-Virtual

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide opportunities to increase parental involvement (TIA16)					
* Communicate through newsletters	Teachers/Principals	Teachers	Newsletter publications	Monthly	Parental Support Increase
Provide Google classroom information	Tech Specialists			September	Sign In page

* Provide training for parents in the use of the internet and Google Classroom for remote learners		Technology Coordinator		September	
Promote Business/Community Involvement through the following (TIA16):					
* District & Campus Committee Memberships	Principals		Sign-In Sheets	Entire Year	
* School Marquee	Admin Office	Calendars		Entire Year	
* Campus Newsletters	Principals				
* Volunteers at athletic events					
* District/Campus Web Site, Facebook	Principals/Tech Director			Entire Year	
* School Reach Phone/Email System		Broadcast Messaging		Entire Year	

Goal #5

* Increase parent & community involvement.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Develop and Implement Family Nights: (TIA16)					
* Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	Parent Sign-in Sheets/ Newsletter Publications	May	Total parental involvement
* Campus report cards & test results will be reviewed in a public forum (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	School Board Minutes Newsletter publications	As Scheduled/weekly	Total parental involvement
* Signed student/parent school compacts will be processed through Study Hall classes. (TIA16)	Principal	Teachers	School Compacts for every student	September/Meet the Teacher Night	Total parental involvement

Goal #6

* School Health Advisory Committee

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
School/Community Health Programs:					
* Aim For Success-Speaker		Local Funds		Postponed due to COVID-19	
* Corn Fest 5K Run					
* Health Class					
* Physical Education-Open Gym					
* Safe Place Afterschool Program	Principals	Local Funds			
* School Based Health Center Doctor Visits	Scott & White Doctors	Local Funds		Each Monday	Ongoing
* School Nutrition Guidelines	Nutrition Services				
* Staff Wellness Program	School Nurse	Local Funds		August	Ongoing
Health Emergency Training					
* Asthma Awareness Program	Superintendent/ Principals	Nurse/Safe Schools	Sign In Sheets/ Certificates		
* Bloodborne Pathogen Training					
* CPR/AED Training					
* Safety & First Aid Training					

* Stop the Bleed-training				Postponed due to COVID-19	
* Youth Suicide Training					
Develop a Student Wellness Program					
* After School Work Out	PE Teacher				
* The Backpack Project	Comm. Food Bank				
* Fitness Gram	PE Teacher				
* Glasses	Lion's Club				
* No Flip Flops in PE to reduce falling accidents	PE Teacher, Classroom Teacher				
* S & W Athletic Sports Medicine Clinic	Athletic Director				
* Tobacco/e-cig Prevention Curriculum in MS including e-cigarettes	School Nurse				
*CPR Training for 7th and 12th grade students	Nurse				
Develop an Infection Control Plan					
* COVID-19 re-entry plan	Amdin, teachers	Local Funds			
* Staphylococcus Awareness & Prevention Techniques	Coaches	Nurse			
* Immunization	Nurse				
* Blood Borne Pathogens	Superintendent	Nurse/Safe Schools			
*Air purifier in classroom	Principals				
*New touchless sinks	Maintenance				
* Provide Hand Sanitizer	Principals			Daily	
* Masks provided when students forget	School Office			Daily	
* Disinfect Weight Room/Athletic Facility	Coaches/Custodians			Weekly	
* Portable Hand Sanitizer	Principals				
* New Soap dispensers	Maintenance				
* Disinfect classrooms After each class	Custodians/Teachers			Daily	
* Mist entire campus once a week	Asst Principal			Weekly	
* Pandemic Flu Plan	Nurse				
* Hand Washing Techniques	Nurse				

Goal #7

Needs Assessment

FACTOR	DATA SOURCE(S)	TYPE OF DATA	
		DEMOGRAPHICS	STUDENT LEARNING
STUDENT NEEDS			
1. How well are students achieving on state assessments-in general, in subgroups & individually? <i>This is addressed each year by teacher groups. PDue to COVID - all districts received a NR standard.</i>	State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS, tutoring records	X	X

<p>2. Are there measurable goals for achievement that are known by parents, teachers and students? <i>Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are posted at the ISD website and are available in the campus offices. Hard copies are also available on request.</i></p>	<p>In-service agendas, ISD Website; Benchmark data, Parent Portal</p>		<p>X</p>
<p>3. How does the school identify individual students needs? <i>Classroom Performance/Grades, Parent Information. Teacher Observation, Benchmark Testing, STAAR Results, Achievement Testing (Primary Grades). Attendance Records, BAS, TEMI, ESTAR, MSTAR, Discipline Records, ARDs, RTI Meetings, GT Evaluations, At-Risk Identification, InView Testing (2nd grade), 504 Meetings, Restorative Practices, LL, OLSAT (7th Grade), developing personal relationships</i></p>	<p>Campus Mtg Agendas, RtI Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles</p>	<p>X</p>	<p>X</p>
<p>4. What are the student mobility rates? 3% Drop out rates ? 0.0% Economically Disadvantaged ? 47.6% LEP? 2.5% At Risk? 34.5%</p>	<p>Campus records (TxEIS):PEIMS; PBMAS</p>	<p>X</p>	
<p>5. What, if any significant disciplinary problems exist in the school? Isolated Bullying situations, generally specific students rather than behavioral trends. Tardies, vaping and PDA by CTE building.</p>	<p>Campus Discipline Records, Incident Reports, TeXIS Discipline, Restorative Discipline, Guest Speaker</p>		
<p>6. What intervention process is in place to ensure that students' educational needs are met in a timely manner? <i>Tutorials/Remediation before and after school; Tutorials/Remediation during the school day (as a daily class and by special arrangements); Reading Recovery; Literacy Groups; Inclusion support; Progress Notes, Homework Help; Plato; and the Choices Program; Enrichment Classes; Study Hall, Istation, IXL, ILL, Plato, Comprehension Tool Kits.</i></p>	<p>Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results</p>		<p>X</p>
<p>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 (HS); NHS (HS) * UIL Academic, OAP, UIL Athletic-participation rates, growth/performance * Overall character/behavior; Citizenship; * FFA/FCCLA; 4H; Leadership Class * Service Learning Projects; * Scholarships</p>	<p>Participation Rosters, Community Report (ex: Field Trips), Discipline Records, Record Books</p>		<p>X</p>
<p>8. Did the school meet standard last year? In prior years? If not, why not? <i>Each campus was not scored due to COVID-19.</i></p>	<p>Title I SIP Requirements, District Status History, Accountability Report</p>		<p>X</p>
<p>9. Demographics of District African American 2.9% Hispanic 27.7% White 66.6% Asian/Pacific Island .15% Two or more 2.6%</p>	<p>TAPR; TeXIS, PEIMS; PBMAS</p>	<p>X</p>	
<p>10. Computer Literacy <i>All students have access to computers. iPads in Pre-Kindergarten to First Grade are used as instructional centers and Google Classroom; second to fifth grades have classroom chromebooks; middle school has 1:1 student to chrombook ratio but chromebooks remain at school; high school students each have their chromebook. Teachers use Surface Pro3's and chromebooks. District has hired an Instructional technology Specialists to create a plan for integration of technology into the classroom.</i></p>	<p>Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments</p>		<p>X</p>

<p>11. College Readiness <i>Students in 11th grade have access to distance learning dual credit class. Juniors & Seniors may attend TC for dual credit. Students take college entrance exams while in 11th-12th grade. SAT preparation/Review Class; Vertical Alignments (5th-12th grades); Achieve Texas; CTE course; Pre SAT for 10th graders; Engineering your World Course; Principles of Technology; 8th grade Algebra for HS credit; MS (HS Prep Class); 8th grade take PSAT, and 7th grade Duke Tip.</i></p>	<p>Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards</p>		<p>X</p>
CURRICULUM & INSTRUCTION NEEDS			
<p>1. How do staff member express high expectations for student achievement? <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements. Is the curriculum aligned with the state's challenging academic content ? Curriculum is aligned with TEKS and STAAR and EOC student expectations. Real world expectations and hands on experiences and nationally set standards drive this curriculum.</i> How are high expectations set in subjects for which the state has not established standards? <i>Strive for band "sweepstakes"; strive for top scores at UIL competitions; strive for top honors at FFA, FCCLA Competitions; Recognition and celebration of achievements. Cross curricular projects.</i> Have teachers participated in curriculum alignment process? <i>Yes, TEKS Resource System Training and analysis was performed in 2015-2016. Department meetings are held. TEKS Resource System alignment encouraged and expected.</i></p>	<p>In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.</p>		<p>X</p>
<p>2. What instructional materials are used in the school? <i>State adoptions as well as supplemental materials.</i> Are they up-to-date? Do they reflect the state's academic content standards? <i>Yes, During curriculum alignment, teachers and administrators identified TEKS and STAAR/EOC student expectation within the instructional materials. TX Resource System is aligned with State Standards and updated in real time.</i></p>	<p>Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.</p>		<p>X</p>
<p>3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? <i>Yes.</i></p>	<p>Publisher websites; TEKS Resource System; iStation, IXL, Prodigy, Renaissance</p>		
<p>4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? <i>Teacher-made tests. DRA. STAAR, AR Math, released EOC, AR, materials received with state adoptions; Released STAAR Tests. Benchmarks Test, iStation, IXL, TEMI, ESTAR, MSTAR</i></p>	<p>Student Records, Student Grades, software system reports</p>		<p>X</p>
<p>5. What role do teachers play in deciding what assessments will be used to measure student achievement? <i>Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System, SLO's.</i></p>	<p>SLO Documentation, Eduphoria, data, curriculum progress monitoring</p>		
<p>6. How are assessment results used? <i>Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation and acceleration.</i></p>	<p>Lesson plans; tutorial schedules</p>	<p>X</p>	<p>X</p>
<p>7. Is instructional technology available to all students? Yes Do teachers integrate technology into teaching? Yes, Instructional Technology Specialists has been hired to assist teachers with technology integration into the classroom.</p>	<p>Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks. PearDeck, Kami, Screencasify, Nearpod, Classkick</p>		

8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students? Yes	STAAR Reports , Report Cards & Failure Lists, Textbook Selection, Closing the Gaps, Accountability Report		X
9. Retention Rates 0.7% at MS 1.4% at Elem	Progress Reports, TxEIS, PEIMS, TAPR	X	
10. What roles do paraprofessionals play? <i>Support instruction & students' academic success; under the teacher's direction in the the classroom, provide 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 Elementary reading lab, to facilitate increased use of the district library, support introduction of Spanish Language Skills and early technology skill, support for dyslexic students.</i>	Assigned Duties		X
PROFESSIONAL DEVELOPMENT NEEDS			
1. Are all teachers and instructional paraprofessionals highly qualified? Yes.	Personnel Records; Highly Qualified report to TEA		
2. Is there a process to determine the professional development needs of teachers? <i>During development of district/campus improvement plans-training targeted to support improvement addressed in DIP and CIPs. Teachers, Principals, and Superintendent identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level). COVID-19 highlighted additional technology needs to meet the needs of Virtual learners for 2020-2021.</i>	CIP; DIP, Staff Development Agenda, Workshop and Conference registrations		X
3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff? <i>Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning. Technology Integration, SafeSchools, T-TESS. Instructional Technology Specialists conducts weekly meeting with all teachers and monthly staff offerings to assist and improve the use of technology in the classroom.</i>	Agendas, Conference brochures, Certificates		X
4. Is professional development voluntary or mandatory? <i>Some of both.</i>	Sign in Sheets; attendance certificates, Teacher Certification renewal process		
5. To what degree does staff participate? <i>The staff determines areas of need during planning of the District Improvement Plan</i>	Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.		
6. Is professional development related to classroom instruction? Yes.	Conference Brochures, Attendance Certificates		X
7. How Frequently is professional development offered? Annually (school start up, reading conference, K-1 conference, Ag Convention, FFA Convention, TCEA, Capturing Kids Hearts, FCCLA Convention) As needed (campus level meetings, subject area specific, ESC workshops, SAMA training) What follow-up activities take place? Reports at campus meetings: sharing of information and implementation of the District Plan, School Board presentations Is the professional development ongoing and incorporated into the day-to-day routine of the staff? Yes, in addition to reporting/sharing with coworkers, videos and book excerpts are shared routinely. Professional collaborations often happens without planning (i.e.: training/review use of classroom technology; classroom management)	Inservice Records, Sign-In sheets, Brochures, Attendance Certificates		

8. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions? <i>Yes</i>	Agendas, sign in sheets, presenter notes, Master Schedules		
9. Who Provides professional development? <i>Local staff; ESC staff; SpEd CoOp staff; consultants, instructional technology specialists, webinars</i>	Agendas, Sign in sheets, attendance certificates		
10. Are external resources used to provide staff development for the school? <i>Yes.</i> How often does this occur? <i>As needed.</i>	Agendas, Sign in sheets, attendance certificates		
11. Does the <i>daily</i> teacher schedule allow for common planning time across grade levels and content areas? Depending on the need of students and teachers. Some Content is taught by one teacher. MS Reading has a common planning time.	Master Schedules		
12. How is professional development evaluated and mid-course corrections made if needed? <i>Staff meetings; student performance; student engagement review of gradebooks and lessonplans, administrative observations.</i>			X
FAMILY & COMMUNITY INVOLVEMENT NEEDS			
1. Do teachers routinely communicate with parents (informally and formally) about the academic progress of their children? <i>Yes-Varies in forms of communication</i>	webpages; progress notes; parent contact documentation, phone logs, TxEIS Parent Portal access, google classroom, google forms, and Remind app.		X
2. How are parents and community involved in activities that support student learning? <i>School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; District Improvement Teams; SHAC, PTO, Bell County Youth Fair, Youth Booster Club, FFA meetings, Orientation nights.</i>	Sign in sheets; agendas		
3. How does the school involve parents and the community in school governance decisions? <i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys, School Board Meetings</i>	Agendas, sign in sheets, calendars		
4. Are health and human services available to support students and their families? <i>Yes, School Based Health Center; weekly doctor visits; Starry counselor; vision and hearing screening; Referral Services, Jump rope for heart, Georgetown Intervention Counseling Services</i>	Health Center Records, Press Releases, Sign-In Sheets, AIM for Success records		
5. Are translators and written communications available for families who speak languages other than English? <i>Yes (Spanish)</i>			
6. Does the school or district offer adult education programs? <i>No (Some parent info/training at Family Night and in campus newsletters).</i>			
7. Are staff and students involved in community activities? <i>City Council; Library Board; Youth Sports Leagues (Soccer, Football, Baseball, Softball, Basketball); Community Christmas; Corn Fest; Churches; 4H; PTO; Holland Youth Boosters; Bell County Youth Fair Board and fair volunteers; Service Learning projects; Global Issues Class, Go Texan, Teen in the Driver's Seat Program.</i>	Published board memberships; organization rosters, local newspaper		X

<p>8. Does the school partner with local businesses to enhance its educational programs? <i>Yes, Service Learning, Leadership, Student Council, FFA, FCCLA, Senior Class, Hornet Yearbook, Cheerleaders, Scholarship Committee: Lowe's, Home Depot, SPJST, American Legion, Corn Fest Committee, City of Holland, Wolf Farms. Scott & White, Wal-Mart, HEB (All local business help with yearbook and football programs)</i></p>			
<p>9. How does the community view the school? <i>Generally very positive. Enough, so that members of neighboring communities hear about our accomplishments related to individual student success and at the campus and district level.</i></p>	<p>Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys</p>		
<p>10. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed? <i>Parent Surveys, informal community input (to teachers and to administrators). Reviewed at campus meetings, administration meetings</i></p>	<p>Engagement Survey Results</p>		<p>X</p>
<p>11. What types of materials are made available to parents and community? <i>HISD Website: TxEIS; emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; college tutoring resource/reference books and articles, social media(Band, FFA, FCCLA, Holland Hornets Facebook Page), regular mail outs of necessary information, School Reach, and Parent Portal.</i></p>			
<p>12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not? <i>No, Participation wanes as the student ages (many elementary parent in PTO, fewer MS and HS): Parents of SpEd Student are involved at lower rate. Parents who are not comfortable speaking English are often involved at lower rates (Translators are provided, but the patents often sit off to one side and do not interact). Registration forms are provide in Spanish and parents who are not comfortable speaking English are provided an opportunity to meet with translator to facilitate completion of registration packets.</i></p>			
<p>13. Facilities available/accessible to parents and community? <i>Yes, Elementary commons, "HomeEc" room, cafeteria/auditorium, gyms, track, football, baseball and softball fields, middle school commons, ag shop. Some community meetings have met in the classroom of one the group's members.</i></p>	<p>Reservation Log</p>		
SCHOOL CONTEXT & ORGANIZATION			
<p>1. Does the school have a vision and a mission statement? <i>Yes.</i> Are they widely known and understood? <i>Reviewed at staff development; posted on website</i> Is the vision periodically reviewed to determine if it meets the needs of the school? <i>Yes.</i></p>			
<p>2. Is the entire school staff involved in decisions about school operations? <i>Yes.</i> How? <i>Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC</i></p>			
<p>3. Is the school safe and orderly? <i>Yes, Kid Account management system. Visitor limitations due to COVID. Fencing has been added in specific locations. Sign in and sign out for visitors.</i></p>	<p>Visitor Logs</p>		

4. What disciplinary polices exist and how are they enforced? <i>As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct</i>	TxEIS Log Entries; Discipline Records		
5. What is the school climate? <i>Student Centered</i> Are staff and student morale high? <i>Yes, Teacher turnover is very low.</i>			
6. How is the school managed? <i>Much input is provided to administrators through Campus and District Improvement Plans, campus meetings and one-on-one meetings. Superintendent is aware and involved but does not micro-manage. Superintendent and Board have an eye on the future and a vision for the students, district and community.</i>			
7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian? <i>Varies by situation-our campuses are small enough that the principals wear many hats throughout the day.</i>			
8. How is the school budget determined and how are priorities set? <i>Monies available per TEA and local taxes. District Improvement Plan. Informal input from staff and community is considered. Students and student learning are always top priority.</i>			X
9. How are all resources (funds, time, personnel) currently allocated? <i>Based on student need (numbers, performance, space, facilities, safety), and COVID related circumstances.</i>			X
10. How are the financial resources prioritized to meet the needs of the school? <i>Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance. TEA guidance related to COVID.</i>			X
11. Does the school currently operate with one written plan? <i>Voters approved a \$4.5 million bond package that has been completed. Was the plan developed collaboratively? The superintendent, school board members, and administrators worked with teachers, parents and the community to develop the building package in order to benefit all students.</i>			
12. Overall how much progress has the school made in the last year? In the last two years? <i>District has: * Using the HISD Facility Plan, Construction of Student Center and Elementary Gym is complete. Upgraded fiber infrastructure for internet connectivity; Sidelwalks around the new student center are complete and the parking lot was resurfaced. Water flow from parking lot around middle school was improved. New sewer line for Baseball/Softball restrooms was installed. Updated fencing around Elemenary has been completed. Security cameras are being installed during the school year. the daycare building was updated. New student desks and chairs are placed throughout the district. New POE switches will be placed in each building. New chromebooks were purchased for the middle school and second/third grade levels. A storage building was built for High School Science. The parking lot behind the home football bleachers was created with 8 inch of base.</i>			
13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. <i>At this time, we are meeting the expectations for space. We will work to refurbish the old band hall to add additional classroom space.</i>			

<p>14. Gyms and Playgrounds <i>The elementary playground has four swings and a border with mulch for safety. Benches with shade have been placed around the playground area for teacher supervision. Playground updates to accommodate COVID spacing are in place. Sidewalks and cement areas have been updated with colorful activity stations. The Daycare playground is a Nature Explore Playground with many nice features for the children to enjoy the outdoors. The Elementary/Practice Gym was completed in August of 2019.</i></p>			
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HIGH SCHOOL CAMPUS IMPROVEMENT PLAN

***Holland Independent School District
2020-2021***

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

Shane Downing, Chairperson

Lori Kinard-Elementary School Principal
Leah Smith-Middle School Principal
Robby Edwards-High School Principal
Melany Cearley- Counselor
Matt McMcray - High School Assistant Principal
Gracie Schlickeisen - Middle School Assistant Principal
Lauren Harris - Elementary Assistant Principal
Sam Arnold-Primary Teacher
Lauren Patterson - Primary Teacher
Stephanie Parmer-Elementary Teacher
Dana Moon-Elementary Teacher
Kandi Downing-Middle School Teacher
Kelly Taisler-Middle School Teacher
Priscilla Cortez-High School Teacher
Andrea Ruff-High School Teacher

PARENTS

Randy Evans
Jennisty Thomason

Community Members

Megan Gersbach
Michael Kurtz
Doris Lange
Jill Marwitz

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 2019-20 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2020-21 district and campus improvement plans reflect all of the aforementioned needs in order to improve student performance.

Goal #1

All student groups taking the STAAR reading, writing, math, science and social studies tests and the End of Course Exams will meet or exceed the state standard of 90% passing by the year 2020. All students will be college and career ready upon graduation.

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

READING INITIATIVES	PERSONS	RESOURCES	FORMATIVE	TIMELINES	SUMMATIVE
Disaggregate STAAR Reading objectives for regular and special education students (3-8) that focus on weaknesses as listed below: (TIA13)					
English 1 & 2	Classroom Teachers, Principals	Eduphoria Data, Summary Reports, Teachers	Lesson Plans, Benchmark Tests, TEKS Resource	Weekly, December, February, March	STAAR Reading
Category 1: Understanding and Analysis Across Genres. HS (80%)		ES- AR Assessment, HMH, I-Station, Target Reading, Comprehension Tool Kit, Mentoring Minds, Flocabulary, EPIC			
Category 2: Understanding and Analysis of Literary Texts. HS (80%)		MS- McGrawHill, I-Station, IXL, SIRIUS, Mentoring Minds, Ren Learning			
Category 3: Understanding and Analysis of Informational Texts. HS (80%)		HS- PLATO, Ren.Flow			

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	Title VI Funds	I-station Formative Reports	6 Weeks	
* Focus on Non-Fiction (HS)		Title II CSR Funds			
* Vocabulary Work-Flocabulary		FTE=0.5			
*CommonLit.org (HS)					
*Novel Studies (HS)	Classroom Teachers			Semester	
* Bookshare (HS)					
* Writing Across the Curriculum		SCE \$2,322			
* Critical Thinking Focus (HS)					STAAR
* Eduphoria					
* TEKS Resource System					
* Gifted & Talented (Full Time Inclusion)	Classroom Teachers	Local Funds	Assignment Completion	Throughout the Year	
* Dyslexia Services	Dyslexia Teachers	Local Funds	Reading by Design		Completion of Standard Dyslexia Protocol Checkpoints
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
* Google Classroom Training (HS)	ES,MS,HS Principals		Agendas/Sign-in sheets	As Scheduled	T-TESS
*TCEA Conference-(HS)	ES,MS,HS Principals	Local	Certificates	February	Campus Presentations

MATH INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Disaggregate STAAR Math objectives for Regular & Special Ed Students (TIA13)					
<p style="text-align: center;">Algebra I</p> <p>Category 1: Number and Algebraic Methods (75%)</p> <p>Category 2: Describe and Graph Linear Functions. (75%)</p> <p>Category 3: Write and Solve Linear Functions (75%)</p> <p>Category 4: Quadratic Functions (75%)</p> <p>Category 5: Exponential Functions (80%)</p>	Classroom Teachers and Principals	Eye on Mastery, McGraw-Hill, TEKS Resource System, renaissance, Flocabulary, Local Funds	Lesson Plans, Benchmark Test	Weekly, February	EOC Algebra I

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Math weaknesses below 85% mastery: (TIA13)					
* McGraw Hill (HS)					
* TEKS Resource System (HS)					
* Student Support/Inclusion (HS)		Local Funds	Mastery Charts	Daily	
* Differentiated Instructional Strategies (HS)			Lesson Plans; Principal Walk-throughs	Weekly & Daily	
* STAAR Curriculum Support Materials (HS)	Teachers	Local Funds	Quizzes, Classwork, Lesson Plans	Weekly	
* After School Tutoring for At Risk (HS)		SCE Funds \$10,000			
* Math Improvements TEKS Reinforcement Class & Study Hall (HS) 2nd additional math class available		Supplies SCE Funds \$10,000 FTE=0.21	Classroom Portfolio Lesson Plans	Weekly & 6 weeks	
* Benchmark testing-Interim testing	Teachers & Principals		Benchmark Test	Semester	STAAR, EOC, TAKS results
*SAT/TSI Preparation (HS)		Local Funds	CAP Matrix	Daily	
* Math Tutorials (HS)	Classroom Teachers	SCE Funds \$3,000 FTE=1	Progress Reports	3 Weeks	
* Utilize TI 84C-Silver Calculators(8-12)	Classroom Teachers		Daily/Weekly Classwork		STAAR & STAAR EOC Math
HIVE - HS intervention time	Classroom Teachers		Progress Reports	3 Weeks	
mathworksheet.com - (HS)	Classroom Teachers		Progress Reports	3 Weeks	
* RTI Intervention	Principals/Teachers		TEMI, ESTAR,MSTAR		TEMI, ESTAR,MSTAR
* Eye on Mastery (Alg) (HS)	Classroom Teachers	Local Funds		Monthly	
* Analysis of released STAAR test questions	Classroom Teachers			September	

Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Critical Thinking CAMT (HS)		SCE Funds \$1,250 Local/Title Funds	Certificates	Summer	
SAT and ACT Prep (HS)			Agendas/Sign-in Sheets	As Scheduled	
TCEA Conference- (HS)	ES,MS,HS Principals		Certificates	February	
Google Classroom, IPAD Apps (HS)		Local Funds	Agendas/Sign-in Sheets	As Scheduled	
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)					
<p>(English 1, 2)</p> <p>Reporting Category 4: Composition (68%)</p> <p>Reporting Category 5: Revision (80%)</p> <p>Reporting Category 6: Editing (80%)</p>	Campus Principals & Teachers	HS- Practical Writing Course, PearDeck, Ed Puzzle, renaissance diagnostic	Lesson Plans, Benchmark Test	Weekly, September, November, January, March	STAAR Writing

WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Writing weaknesses below 85% mastery: (TIA13)					
* Informational Reading to Improve Expository Writing (9th grade)		Quill.org , Flippity, Quizlet, Flipgrid	Digital Assessments		
* Writing Across the Curriculum at all grades					
* TEKS Resource System					
* Curriculum Analysis in all grades to align instruction & prepare for benchmark assessments, regardless of STAAR		Teachers	Writing Rubric to evaluate mech/voc	August & May	Diagnostic Reading Assessment (DRA)
* Benchmark assessments aligned with TEKS for grades not STAAR tested (all levels)		Released State Assessment Teacher-made test	Benchmark Test	November, January, March	
* Writing Accountability in all subjects. Incorporate writing into AR instructional time.		Teachers & Local Funds	Lesson Plans & Benchmark Test	Weekly/6 weeks	STAAR Writing
* APEX Computer Program for RTI students (HS)		ESC 12	Lesson Plans & Benchmark Test	Weekly/6 weeks	STAAR Writing
* Peer Writing Tutoring		Local Funds	Lesson Plans	Weekly	STAAR Writing
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Google training (all levels)		Local Funds	Agendas/Sign-in Sheets	As Scheduled	
TCEA Conference- (HS)	ES,MS,HS Principals		Certificates	February	
Benchmark Assessments using Eduphoria (all levels)	Teachers		Benchmark Test	November, January, March	
Training on ED-TECH Apps (HS)	Andrea Ruff				
Region XII Writing Trainings (all levels)					

SCIENCE INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p align="center">Biology</p> <p>Category 1: Cell Structure & Function (75%)</p> <p>Category 2: Mechanisms of Genetics (75%)</p> <p>Category 3: Biological Evolutions & Classification (83%)</p> <p>Category 4: Biological Processes (80%)</p> <p>Category 5: Interdependence within Environmental Systems (85%)</p>	<p>Campus Principal & Classroom Teachers</p>	<p>HS- McGraw Hill On-line Books; Flinn Scientific and BioCorp.</p>	<p>Lesson Plans & Benchmark Tests</p>	<p>Weekly, March</p>	<p>Biology EOC</p>

SCIENCE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Science weaknesses below 85% mastery: (TIA13)					
* Journal entries, essay question, short answer in complete sentences with proof		Teachers	Lesson Plans	Semester	STAAR Science
*Seek field trips & workshops that focus on critical thinking strategies	Region Service Centers & area resources	Teachers		Semester	STAAR Science
* Textbooks/ Technology Integration/Promethean Boards		Teachers	Lesson Plans	Semester	STAAR Science
* Brainstorm methods to solve environmental issues for school and community		Teachers	Lesson Plans	Semester	STAAR Science
* Benchmark assessments aligned with STAAR for grades not STAAR tested (all levels)		Released State Assessments	Benchmark Tests, Teacher-made tests	November, January, March, 6 weeks	
* Project-oriented instruction at the application component (all levels)		Scope and Sequence STAAR/TEKS	Lesson Plans, Progress Reports & Mastery Charts	Weekly, 3 weeks & Daily	
* Provide tutoring time		Local Funds	Master Schedule	As needed	
* Frequent Testing		Teachers	Lesson Plans	Weekly	Sample Tests
* Vertical Alignment					
*Discovery Education					
*Flynn Scientific (HS)					
*BioCorp (HS)					
*Eduphoria Data					
*TEKS Resource System					
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Conference for Advancement of Science Teaching	Principals	Title II Funds	Certificates	November	
ESC 12 Professional Development				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)					
<p>US History</p> <p>Category 1:History (70%)</p> <p>Category 2: Geography & Culture (75%)</p> <p>Category 3: Government & Citizenship (75%)</p> <p>Category 4: Economics, Science, Technology & Society (80%)</p>	Classroom Teachers Principals	McGraw Hill; Connect ED; Mastering the TEKS-US History Since 1877; YouTube Videos; Political Cartoon Books.	Lesson Plans & Benchmark Tests	Weekly, March	EOC History
SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Implement the following initiatives/activities to address Social Studies weaknesses below 85% mastery: (TIA13)					
* McGraw Hill Benchmark Test, Google Digital Files	Teachers		Lesson Plans	Weekly	Mid-term exam, final exam, STAAR Social Studies
* TEKS Resource System	Adminstration				
* You Tube, Quizlett, Kahoot,	Teachers		Lesson Plans	As Needed	STAAR Social Studies
* Use Historical reference materials (all levels)	Teachers		Lesson Plans	Weekly	

* Reading assignments should include historical happenings (all levels)	Teachers		Lesson Plans	Weekly	
* Tutorials (HS)	Teacher		Lesson Plans	Weekly	EOC History
* Utilize maps & graphs (all levels)	Teacher		Lesson Plans	Weekly	
*Google Classroom (HS)	Teacher		Lesson Plans	Daily	
*Discovery Education	Principal/AP/Teacher		Lesson Plans		
* Promote current event awareness	Teachers		Lesson Plans	Monthly	
* Incorporate STAAR questions into each test	Teachers			Monthly	
* Use Eduphoria Data Analysis in all grades to align instruction and prepare for benchmark assessments, regardless of STAAR (all levels)	Principal/AP/Teacher	Local Funds	Disaggregated data	September	
* Use Chromebooks & Brain Pop to reinforce objectives.	Teachers			As Needed	
* Structure Social Studies instruction & expectations to STAAR/STAAR EOC/TEKS expectation (all levels)	Teachers	TEKS	Lesson Plans Progress Reports	Weekly 3 Weeks	
*Use project-oriented instruction as the application component (all levels)	Teachers				
Staff Development & Follow-up (TIA15)	PERSONS RESPONSIBLE	FUNDS	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
TCEA Conferences -(HS)	ES,MS,HS Principals		Certificates	February	

ADDITIONAL INITIATIVES - EL	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve identification, placement & services for ESL students (TIA13, TIA19)					
* Conduct LPAC training meetings	ESL Coordinator	TEA, Region 12, Success Ed	Certificates	Beginning of Year	
* Maintain accurate records- Home Language Surveys, LPAC Meeting Minutes, LPAC Exit Criteria	ESL Coordinator	TEA, Region 12, Success Ed	LPAC documentation	August, February, May	ESL Annual Evaluation Report
* Use of Success Ed	ESL Coordinator				
* Imagine Learning Program	ESL Coordinator		Imagine Learning Reports	Each Six Weeks	TELPAS, STAAR Rdg
*TELPAS training	ESL Coordinator		Certificates	Spring	
ADDITIONAL INITIATIVES - MIGRANT	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve Migrant program through the following (all levels)					
* Identification & Placement	Migrant Coordinator	Region XII ESC	Migrant Form	Beginning of Year	
* Services- Nurse, Parent Advisory Council (PAC)	Migrant Coordinator	Region XII ESC		Each Six Weeks	Report Card, STAAR, Credit Accrual

ADDITIONAL INITIATIVES - CTE	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the Career & Technology Education (CTE) program by addressing the following : (TIA13)	Principal	CATE Teachers	Development Sessions	Spring 2010	Cate Annual Evaluation Report
* Develop Endorsement Sequences	CATE Coordinator	CATE Teachers	Calendar	6 Weeks	
* Create Course offerings to be a "Completer"	Principal/CATE Coordinor	CATE Teachers	Master Schedule	Semester	
* Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)	Principal/CATE Coordinor/CATE Teachers, Tech Specialists	CATE Teachers	Agendas	Semester	
* Explore Tech-Prep opportunities with local colleges	Principal/CATE Coordinor/CATE Teachers	CATE Teachers/College CATE Coordinator	Planning Sessions	Weekly	
* Dual Credit offerings for Non-TSI Ready students	CATE Coordinator	Local and CATE funds		Semester	
* Early Learning courses using the Community Daycare for senior year of Practicum	Daycare Director and Early Learning Teacher	Daycare Students, Curriculum (TEKS), CTE Funds		Daily	Grade for Course
* Coordinate & integrate planning with distance learning	CATE Coordinator	CATE Teachers	Lesson Plans	Weekly	
* Technology Integration into the curriculum	CATE Coordinator, Tech Specialists	CATE Teachers	Lesson Plans	Weekly	
ADDITIONAL INITIATIVES - LIBRARY	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Update library materials & supplies to improve the quality of media collection					
*Library Book Inventory	Librarian, Principals, Reading teachers	Library Computer System	Purchase Orders/Invoices	Semester	Title VI Annual Evaluation Report
* Class novels			Book Circulation	Monthly	Total Circulation Report
* Computer Software for Library Distribution					
* Reference Materials					

ADDITIONAL INITIATIVES - G/T	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the G/T Program through the following:					
* Create G/T Handbook to meet New State Plan	G/T Coordinator	Region 12 ESC	G/T Handbook Adopted	Summer	G/T Handbook Adopted
* Identification selection committee	Principals, AP's, Teachers	New State Plan, Student Files	Sign in sheets	Weekly	Letters of Identificaiton
*Yearly Review G/T Timeline and Matrix	Superintendent, Principals, AP's	Current Timeline, New State Plan	Sign in sheets	Summer	
* All teachers will receive 30-hour/6-hour training (TIA 14-15)	G/T Coordinator	Region 12 ESC	Sign in sheets, certificates	August, Throughout the Year	
*Differentiation with depth & complexity	Teachers	Update Training	Lesson Plans		
ADDITIONAL INITIATIVES - TRANSITIONS	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Transition from elementary to middle school and middle School to high School					
*Orientation (HS)	Principal	Parent night	Sign-In Sheet	February/April	
*Individual Conferences (HS)	Counselor	Individual Appointments		As needed	
*Special ED Orientation & Planning Across Campuses	Administration/Spec Ed Teachers		Meeting Minutes	May	

ADDITIONAL INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Recruit & Retain Highly Qualified Staff (TIA14)					
* Reading Recovery	Principals	Surrounding Colleges	On-going Continuing Contact training		
* Instructional aides	Principals	Word-of Mouth			
* New Teacher Salary Schedule	Superintendent	Holland ISD Website			
* Community Daycare on campus	Daycare Director	Daycare Facility, Local funds		August-May	Number Enrolled
* New Salary Schedule for Paraprofessionals	Superintendent				
* Provide appropriate staff training	Principals	Local Funds; Region 12 ESC	Sign-In sheets	August-May	
ADDITIONAL INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Continue to involve teachers in assessment decisions and the use of assessment data (TIA18)					
	Principal	Teachers	Committee Meetings	Semester	Assessment Decisions
ADDITIONAL INITIATIVES	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Provide timely assistance in identifying students' individual needs: (TIA19)					
	Principal	Teachers	Counselor's log	Semester	Eduphoria

ADDITIONAL INITIATIVES - 504	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Improve the 504 Program through the following:					
* 504 identification & services	Parents, Classroom Teachers and Staff, Campus 504 Coordinator	SuccessEd, Federal and State Guidelines	SuccessEd program	Ongoing	Yearly Review
** Pre-referral procedures		Teacher and Parent Input	Progress Reports / Report Cards /Conference Records	3 Weeks	
** Consider Modifications				6 Weeks	
* Tutorials		Local Funds		As Needed	
* Summer enrichment program					
* Counseling					
* Parent/Teacher Conferences					
* Dyslexia Informational Parent Brochure					
* Early intervention strategies for Dyslexia					
* Updated District Dyslexia Plan & Services					
* Reading Recovery Screening					
*Reading by Design Program for Dyslexia					
* Literacy Groups					
* Behavior Screenings					
ADDITIONAL INITIATIVES - TECHNOLOGY	PERSONS RESPONSIBLE	RESOURCES	EVIDENCE	TIMELINES	SUMMATIVE EVALUATIONS
Intergrate technology throughout the instructional program at all grade levels & in all subject areas.					
*1:1 Chromebook Initiative (2nd thru 12th)	Admin	Technology Funds		Semester	
*Google Classroom (PK-12)	Teachers, Tech Specialists				
Screencastify	Teachers, Tech				
Flipped Classroom	Teachers, Tech				
New Renaissance products	Teachers, Tech				
Kid Account - safety system	Teachers, Tech				
Update all machines to Windows 10	Tech Admin				
Update Teacher machines	Tech Admin				
Upgrade projectors	Tech Admin				

Goal # 2

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

* The district dropout rate will continue to be 0.9% or less by the year 2021.

Objective

* The student attendance rate will improve from 96.7% to 97.5%

* The district dropout rate will continue to be less than one percent.

* The district completion rate will be greater than 95%.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Monitor attendance on a daily basis : (TIA19)					
* Parent notification letter after Third absence	Office Staff	Student Info System	ADA Reports	Weekly	
* Telephone calls will be made by School Reach automated system daily	Office Staff, Admin	Student Info System		Daily	
* Truama Counseling services - Intervention services	Principal/Assistant Principal/Counselor				
* Counseling	Principal/Assistant Principal/Counselor				
* Saturday school make-up	Secretaries			As Needed	Sat School Sign In Sheets
Provide Dropout prevention & recovery through:					
* Counseling Services	Counselor	TECS	Counselor's log	Daily	
** Individual Counseling	Counselor	STARRY			
** Truama Counseling - Georgetown Intervention Services	Counselor	SCE Funds \$23,000			
** Group Counseling	Counselor	SCE Funds \$45,000			
* Track all withdrawal & no shows during the second & third weeks of school	HS Principal	The Choice Program	Attendance		
* Pregnancy-Related Services	HS Principal	PEIMS Coordinator			

** Homebound Service	Principals				
** PEP Program					
* Service for School Age Parents		Employee Day Care			
** Homebound Service					
** Individual Counseling					
** Career Night					
* Saturday School					
* Credit Recovery					
* 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
* The nurse will visit all classrooms & stress good hygiene in effort to decrease illness.	Nurse	Teachers/Scott & White Hospital	Attendance Reports	Six Weeks/End of Year	Attendance Rule
** School-based health center**	Superintendent	Nurse/Scott & White Hospital			
* Encourage Special education student participation in all extra-curricular activities	Principals	Sponsor/Teacher	Class Rosters	Beginning of year scheduling process	Class Rosters
* Provide career counseling & transition planning for all students.	Principals	Counselor	ARD Meetings/IEP's Individual Counseling	End of Semester/ End of year	Course schedule requests/Job Placement Opportunities.

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 40.7% to 59.1%.

* The district will increase the percent of students scoring above the criterion on the SAT/ACT from 9.1% to 20.2%.

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

Goal #4

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

Objectives

* Discipline referrals will decrease from 33 in 2019-2020 to 30 in 2020-2021

* Tobacco, Alcohol, Drug (TAOD) offenses will be decreased to 0.0% in 2020-2021

* Incidents of violence will be maintained at 0.0% in 2020-2021

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Review, revise, & implement the district and campus Emergency Plans (Crisis Management Plan)					
* Suicide Prevention	Leadership Class			Fall Semester	
* Violence Prevention					
* Provide & Implement a Comprehensive Guidance Plan	Counselor	Teachers	Lesson Plans	Semester	Recognized students (student club membership/ Participation)
* School Based Health Center	Nurse	Local Funds			
* Kid Account - Visitor checks	Office Staff	\$3,300			
* Character Education/Decision Making	Teachers				
* Aim For Success- Speaker	Campus Admin	Local Funds		Fall and Spring	Student and Parent Surveys
* Drug Education		Health Teacher	Lesson Plans		
*CPR Awareness (7th Grade and 12th Grade)	Nurse/Principals	Nurse	Number of Students in Presentation		
*CPR Certification for specific Faculty and Staff	Nurse	Nurse		Yearly	Number of Staff Completing Certification Program
*SAMA Certification		Postponed due to COVID			
*Stop the Bleed					
* Red Ribbon Week		Teachers	Calendar of events	As Scheduled	
* Campus Newsletter			Discipline Referrals (PEIMS 425)	Six weeks	Student Awards
Provide Alternatives for Discipline Infractions:					
* ISS		Teachers			
* School personnel will stress & reward positive student behavior	Principal	Faculty & Staff	Rewards Given	Weekly	Discipline Referrals
* Snack Bar					
* End-of-Year Awards Program					
* Restorative Discipline/Circle Forward					
* AEP		Title I, Part A			
* Counseling		STARRY			

* JJAEP					
* Corporal Punishment					
* Suspension					
* Provide & implement and intervention plan to prevent dating violence:	Principal	Counselor	Discipline Records	Monthly	Title IV Annual Evaluation Report
* Teacher Observation		Teachers	Counselor Log		
*Dating Violence Awareness Training					
* Staffing Education of Dating Violence					

Goal #5

* Increase parent & community involvement.

Objectives

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

	<u>2019-20</u>	<u>2020-2021-COVID</u>
a. Volunteers	40	0
b. PTO	200	0
c. Open House	700	0
d. Special Programs parent meetings	80	90-Virtual

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Provide opportunities to increase parental involvement (TIA16)					
* Communicate through newsletters	Teachers/Principals	Teachers	Newsletter publications	Monthly	Parental Support Increase
* Provide after-school programs that include parent training		Counselor		Christmas/ Thanksgiving	
Provide Google classroom information	Tech Specialists			September	Sign In page
* Provide training for parents in the use of the internet.		Technology Coordinator		September	
* Community Dinners	Principals	Local Funds		October	Number of Attendees
* School Garden	Teachers	Local Gardeners		Spring Semester	Proceeds From Sale
* Grandparent's Breakfast	Teachers				Number of Attendees
* Fall Festival & Scholarship Dinners	Principals	Local Funds		October	Proceeds From Events
Promote Business/Community Involvement through the following (TIA16):					
* District & Campus Committee Memberships	Principals		Sign-In Sheets	Entire Year	
* P-20 Council					
* School Marquee	Admin Office	Calendars		Entire Year	
* Campus Newsletters	Principals				
* Volunteers at athletic events					
* District/Campus Web Site, Facebook	Principals/Tech Director			Entire Year	
* School Reach Phone System		Broadcast Messaging		Entire Year	

Goal #6

* Increase parent & community involvement.

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Develop and Implement Family Nights: (TIA16)					
* Technology parent training classes		Technology Instructional Specialist	Sign In Sheets		
* Family Nights (PTO)		PTO			
* Conduct Parent Meetings for all Title Programs. Bullet agenda items to be discussed at these meetings (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	Parent Sign-in Sheets/ Newsletter Publications	May & Monthly	Total parental involvement
* Campus report cards & test results will be reviewed in a public forum (TIA16)	Principal	Counselor, Decision-Making Committee & Teachers	School Board Minutes Newsletter publications	As Scheduled/weekly	Total parental involvement
* Homeroom teachers will submit signed student/parent school compacts. (TIA16)	Principal	Teachers	School Compacts for every student	September/Meet the Teacher Night	Total parental involvement

Goal #7

* School Health Advisory Committee

STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
School/Community Health Programs:					
* Aim For Success-Speaker		Local Funds			
* Asthma Awareness Program	Principals				
* Autism Awareness Month					
* Blood Drive	Leadership Class				
* Catch Curriculum(PE & Recess K-5th)	Classroom & PE Teachers				
* Community Wellness Program	School Nurse	Local Funds		August	Ongoing
* Corn Fest 5K Run					
* Elementary Garden Project	Superintendent				
* Empowering Health Initiative					
* Health Class (MS)					
* Physical Education-Open Gym					
* Safe Place Afterschool Program	Principals	Local Funds			
* School Based Health Center Doctor Visits	Scott & White Doctors	Local Funds		Each Monday	Ongoing
* School Nutrition Guidelines	Nutrition Services				
* Staff Wellness Program	School Nurse	Local Funds		August	Ongoing
* Walking Lights on Track					
Health Emergency Training					
* Asthma Awareness Program	Superintendent/ Principals	Nurse/Safe Schools	Sign In Sheets/ Certificates		
* Bloodborne Pathogen Training					
* CPR/AED Training					
* Safety & First Aid Training					
* Stop the Bleed-training					
* Youth Suicide Training					

Develop a Student Wellness Program					
* After School Work Out	PE Teacher				
* The Backpack Project	Comm. Food Bank				
* Daycare-Nature Explore Program					
* Fantastic Teeth Program in First Grade	Nurse and Dr. Davis				
* Fitness Gram	PE Teacher				
* Glasses	Lion's Club				
* Jump Rope for Heart	PE Teacher				
* Loothy Toothy Program	Nurse				
* No Flip Flops in PE or on the Playground, to reduce falling accidents	PE Teacher, Classroom Teacher				
* S & W Athletic Sports Medicine Clinic	Athletic Director				
* School Walk for Diabetes	PE Teacher				
* Tobacco/e-cig Prevention Curriculum in MS including e-cigarettes	School Nurse				
*Teens in the Driver's Seat	FCCLA				
*CPR Training for 7th and 12th grade students	Nurse				
Develop an Infection Control Plan					
* COVID-19 re-entry plan	Amdin, teachers	Local Funds			
* COVID-19 re-entry plan	Amdin, teachers	Local Funds			
* Staphylococcus Awareness & Prevention Techniques	Coaches	Nurse			
* Immunization	Nurse				
* Blood Borne Pathogens	Superintendent	Nurse/Safe Schools			
*Air purifier systems in classrooms	Principals				
*New touchless sinks	Maintenance				
* Provide Hand Sanitizer	Principals				
* After School Healthy Snacks	Cafeteria				
* Disinfect Weight Room/Athletic Facility	Coaches/Custodians			Weekly	
* Portable Hand Sanitizer	Principals				
* New Soap dispensers	Maintenance				
* Disinfect Classrooms with wipes	Custodians/Teachers			Weekly	
* Bacterial Meningitis Awareness	Nurse				
* Pandemic Flu Plan	Nurse				
* Hand Washing Techniques	Nurse				

Goal #8

Needs Assessment

FACTOR	DATA SOURCE(S)	TYPE OF DATA	
		DEMOGRAPHICS	STUDENT LEARNING
STUDENT NEEDS			
1. How well are students achieving on state assessments-in general, in subgroups & individually? <i>This is addressed each year by teacher groups. PDue to COVID - all districts received a NR standard.</i>	State Accountability, STAAR, Campus Reports, STAAR, TAPR, PBMAS, tutoring records	X	X
2. Are there measurable goals for achievement that are known by parents, teachers and students? <i>Yes. District and Campus Improvement Plans are developed by teachers during In-Service. The Plans are posted at the ISD website and are available in the campus offices. Hard copies are also available on request.</i>	In-service agendas, ISD Website; Benchmark data, Parent Portal		X
3. How does the school identify individual students needs? <i>Classroom Performance/Grades, Parent Information. Teacher Observation, Benchmark Testing, STAAR Results, Achievement Testing(Primary Grades). Attendance Records, BAS, TEMI, ESTAR, MSTAR, Discipline Records, ARDs, RTI Meetings, GT Evaluations, At-Risk Identification, InView Testings (2nd grade), 504 Meetings, Restorative Practices, LLI, OLSAT (7th Grade), developing personal relationships</i>	Campus Mtg Agendas, Rtl Folders, Campus Interviews, Parent/Teacher Conferences, 504 Folders, Teacher/Student Conferences/Circles	X	X
4. What are the student mobility rates? 3% Drop out rates ? 0.0% Economically Disadvantaged ? 47.6% LEP? 2.5% At Risk? 34.5%	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 trends. Tardies, vaping and PDA by CTE building.	Campus Discipline Records, Incident Reports, TeXIS Discipline, Restorative Discipline, Guest Speaker		
6. What intervention process is in place to ensure that students' educational needs are met in a timely manner? <i>Tutorials/Remediation before and after school; Tutorials/Remediation during the school day (as a daily class and by special arrangements);Reading Recovery; Literacy Groups; Inclusion support; Progress Notes, Homework Help; Plato; and the Choices Program; Enrichment Classes; Study Hall, Istation, IXL, ILL, Plato, Comprehension Tool Kits.</i>	Campus Records; Campus & District Handbooks; Interviews; Tutorial Records; Report Cards; ACE Attendance, STAAR Results		X

<p>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 (HS); NHS (HS) * UIL Academic, OAP, UIL Athletic-participation rates, growth/performance * Overall character/behavior; Citizenship; * FFA/FCCLA; 4H; Leadership Class * Service Learning Projects; *Scholarships</p>	<p>Participation Rosters, Community Report (ex: Field Trips), Discipline Records, Record Books</p>		<p>X</p>
<p>8. Did the school meet standard last year? In prior years? If not, why not? <i>Each campus was not scored due to COVID-19.</i></p>	<p>Title I SIP Requirements, District Status History, Accountability Report</p>		<p>X</p>
<p>9. Demographics of District African American 2.9% Hispanic 27.7% White 66.6% Asian/Pacific Island .15% Two or more 2.6%</p>	<p>TAPR; TeXIS, PEIMS; PBMAS</p>	<p>X</p>	
<p>10. Computer Literacy All students have access to computers. iPads in Pre-Kindergarten to First Grade are used as instructional centers and Google Classroom; second to fifth grades have classroom chromebooks; middle school has 1:1 student to chrombook ratio but chromebooks remain at school; high school students each have their chromebook. Teachers use Surface Pro3's and chromebooks. District has hired an Instructional technology Specialists to create a plan for integration of technology into the classroom.</p>	<p>Class Schedules; Lesson Plans; Checkout Documentation; Chromebook Cart location; Class assignments</p>		<p>X</p>
<p>11. College Readiness Students in 11th grade have access to distance learning dual credit class. Juniors & Seniors may attend TC for dual credit. Students take college entrance exams while in 11th-12th grade. SAT preparation/Review Class; Vertical Alignments (5th-12th grades); Achieve Texas; CTE course; Pre SAT for 10th graders; Engineering your World Course; Principles of Technology; 8th grade Algebra for HS credit; MS (HS Prep Class); 8th grade take PSAT, and 7th grade Duke Tip.</p>	<p>Student Schedules, HS Counselor's Records, SAT/ACT Results, Report Cards</p>		<p>X</p>

CURRICULUM & INSTRUCTION NEEDS			
<p>1. How do staff member express high expectations for student achievement? <i>Students are frequently included in goal setting for their own performance. Recognize, celebrate & reward achievements.</i></p> <p>Is the curriculum aligned with the state's challenging academic content ? <i>Curriculum is aligned with TEKS and STAAR and EOC student expectations. Real world expectations and hands on experiences and nationally set standards drive this curriculum.</i></p> <p>How are high expectations set in subjects for which the state has not established standards? <i>Strive for band "sweepstakes"; strive for top scores at UIL competitions; strive for top honors at FFA, FCCLA Competitions; Recognition and celebration of achievements. Cross curricular projects.</i></p> <p>Have teachers participated in curriculum alignment process? <i>Yes, TEKS Resource System Training and analysis was performed in 2015-2016. Department meetings are held. TEKS Resource System alignment encouraged and expected.</i></p>	<p>In-Service Agendas, Sub Request Forms, Honor Rolls, Award Assembly Handouts, Classroom Social Contracts using Restorative Discipline, Social Media and Newspaper Recognition.</p>		X
<p>2. What instructional materials are used in the school? <i>State adoptions as well as supplemental materials.</i></p> <p>Are they up-to-date? Do they reflect the state's academic content standards? <i>Yes, During curriculum alignment, teachers and administrators identified TEKS and STAAR/EOC student expectation within the instructional materials. TX Resource System is aligned with State Standards and updated in real time.</i></p>	<p>Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.</p>		X
<p>3. Is there scientifically-based research that supports the curriculum & the instructional program being used in the school? <i>Yes.</i></p>	<p>Publisher websites; TEKS Resource System; iStation, IXL, Prodigy, Renaissance</p>		
<p>4. What assessment instruments, including diagnostic assessments are routinely used to measure student achievement? <i>Teacher-made tests. DRA. STAAR, AR Math, released EOC, AR, materials received with state adoptions; Released STAAR Tests. Benchmarks Test, iStation, IXL, TEMI,ESTAR,MSTAR</i></p>	<p>Student Records, Student Grades, software system reports</p>		X
<p>5. What role do teachers play in deciding what assessments will be used to measure student achievement? <i>Recommendations to campus principals & to superintendent. Teacher made assessments, Eduphoria, TEKS Resource System, SLO's.</i></p>	<p>SLO Documentation, Eduphoria, data, curriculum progress monitoring</p>		
<p>6. How are assessment results used? <i>Identify areas of needed instruction (across populations and at individual level); Grouping for targeted instruction; remediation and acceleration.</i></p>	<p>Lesson plans; tutorial schedules</p>	X	X
<p>7. Is instructional technology available to all students? <i>Yes</i></p> <p>Do teachers integrate technology into teaching? <i>Yes, Instructional Technology Specialists has been hired to assist teachers with technology integration into the classroom.</i></p>	<p>Classroom Observations, Walk Throughs, Google Classroom, Google Expedition, online textbooks. PearDeck, Kami, Screencasify, Nearpod, Classkick</p>		

8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students? <i>Yes</i>	STAAR Reports , Report Cards & Failure Lists, Textbook Selection, Closing the Gaps, Accountability Report		X
9. Retention Rates <i>0.7% at MS 1.4% at Elem</i>	Progress Reports, TxEIS, PEIMS, TAPR	X	
10. What roles do paraprofessionals play? <i>Support instruction & students' academic success; under the teacher's direction in the the classroom, provide 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 Elementary reading lab, to facilitate increased use of the district library, support introduction of Spanish Language Skills and early technology skill, support for dyslexic students.</i>	Assigned Duties		X
PROFESSIONAL DEVELOPMENT NEEDS			
1. Are all teachers and instructional paraprofessionals highly qualified? <i>Yes.</i>	Personnel Records; Highly Qualified report to TEA		
2. Is there a process to determine the professional development needs of teachers? <i>During development of district/campus improvement plans-training targeted to support improvement addressed in DIP and CIPs. Teachers, Principals, and Superintendent identify trends/needs (at a "subject area level," at grade level, and at an individual teacher level). COVID-19 highlighted additional technology needs to meet the needs of Virtual learners for 2020-2021.</i>	CIP; DIP, Staff Development Agenda, Workshop and Conference registrations		X
3. What kinds of professional development are offered to teachers? To Paraprofessionals? To other staff? <i>Conferences, workshops, conventions. Classroom management, curriculum, brain-based learning. Technology Integration, SafeSchools, T-TESS. Instructional Technology Specialists conducts weekly meeting with all teachers and monthly staff offerings to assist and improve the use of technology in the classroom.</i>	Agendas, Conference brochures, Certificates		X
4. Is professional development voluntary or mandatory? <i>Some of both.</i>	Sign in Sheets; attendance certificates, Teacher Certification renewal process		
5. To what degree does staff participate? <i>The staff determines areas of need during planning of the District Improvement Plan</i>	Textbook records; purchasing records; grades; STAAR results, ICEV Curriculum for High School CTE Courses.		
6. Is professional development related to classroom instruction? <i>Yes.</i>	Conference Brochures, Attendance Certificates		X

<p>7. How Frequently is professional development offered? Annually (school start up, reading conference, K-1 conference, Ag Convention, FFA Convention, TCEA, Capturing Kids Hearts, FCCLA Convention) As needed (campus level meetings, subject area specific, ESC workshops, SAMA training) What follow-up activities take place? Reports at campus meetings: sharing of information and implementation of the District Plan, School Board presentations Is the professional development ongoing and incorporated into the day-to-day routine of the staff? Yes, in addition to reporting/sharing with coworkers, videos and book excerpts are shared routinely. Professional collaborations often happens without planning (i.e.: training/review use of classroom technology; classroom management)</p>	<p>Inservice Records, Sign-In sheets, Brochures, Attendance Certificates</p>		
<p>8. Do teachers have the opportunity to collaborate as team members and/or mentors during these sessions? <i>Yes</i></p>	<p>Agendas, sign in sheets, presenter notes, Master Schedules</p>		
<p>9. Who Provides professional development? <i>Local staff; ESC staff; SpEd CoOp staff; consultants, instructional technology specialists, webinars</i></p>	<p>Agendas, Sign in sheets, attendance certificates</p>		
<p>10. Are external resources used to provide staff development for the school? <i>Yes.</i> How often does this occur? <i>As needed.</i></p>	<p>Agendas, Sign in sheets, attendance certificates</p>		
<p>11. Does the <i>daily</i> teacher schedule allow for common planning time across grade levels and content areas? Depending on the need of students and teachers. Some Content is taught by one teacher. MS Reading has a common planning time.</p>	<p>Master Schedules</p>		
<p>12. How is professional development evaluated and mid-course corrections made if needed? <i>Staff meetings; student performance; student engagement review of gradebooks and lessonplans, administrative observations.</i></p>			<p>X</p>
FAMILY & COMMUNITY INVOLVEMENT NEEDS			
<p>1. Do teachers routinely communicate with parents (informally and formally) about the academic progress of their children? <i>Yes-Varies in forms of communication</i></p>	<p>webpages; progress notes; parent contact documentation, phone logs, TXEIS Parent Portal access, google classroom, google forms, and Remind app.</p>		<p>X</p>
<p>2. How are parents and community involved in activities that support student learning? <i>School-Parent Compact; AR Reading, Book Fairs, Open House; Family Night; District Improvement Teams; SHAC, PTO, Bell County Youth Fair, Youth Booster Club, FFA meetings, Orientation nights.</i></p>	<p>Sign in sheets; agendas</p>		
<p>3. How does the school involve parents and the community in school governance decisions? <i>Site-Based Decision Making Committee (District Improvement Teams), SHAC, administrators' open door policy; Community Engagement surveys, School Board Meetings</i></p>	<p>Agendas, sign in sheets, calendars</p>		

<p>4. Are health and human services available to support students and their families? <i>Yes, School Based Health Center; weekly doctor visits; Starry counselor; vision and hearing screening; Referral Services, Jump rope for heart, Georgetown Intervention Counseling Services</i></p>	<p>Health Center Records, Press Releases, Sign-In Sheets, AIM for Success records</p>		
<p>5. Are translators and written communications available for families who speak languages other than English? <i>Yes (Spanish)</i></p>			
<p>6. Does the school or district offer adult education programs? <i>No (Some parent info/training at Family Night and in campus newsletters).</i></p>			
<p>7. Are staff and students involved in community activities? <i>City Council; Library Board; Youth Sports Leagues (Soccer, Football, Baseball, Softball, Basketball); Community Christmas; Corn Fest; Churches; 4H; PTO; Holland Youth Boosters; Bell County Youth Fair Board and fair volunteers; Service Learning projects; Global Issues Class, Go Texan, Teen in the Driver's Seat Program.</i></p>	<p>Published board memberships; organization rosters, local newspaper</p>		<p>X</p>
<p>8. Does the school partner with local businesses to enhance its educational programs? <i>Yes, Service Learning, Leadership, Student Council, FFA, FCCLA, Senior Class, Hornet Yearbook, Cheerleaders, Scholarship Committee: Lowe's, Home Depot, SPJST, American Legion, Corn Fest Committee, City of Holland, Wolf Farms. Scott & White, Wal-Mart, HEB (All local business help with yearbook and football programs)</i></p>			
<p>9. How does the community view the school? <i>Generally very positive. Enough, so that members of neighboring communities hear about our accomplishments related to individual student success and at the campus and district level.</i></p>	<p>Parent Interviews, "Town Talk" letters to the editor, Community Engagement Surveys</p>		
<p>10. How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed? <i>Parent Surveys, informal community input (to teachers and to administrators). Reviewed at campus meetings, administration meetings</i></p>	<p>Engagement Survey Results</p>		<p>X</p>
<p>11. What types of materials are made available to parents and community? <i>HISD Website: TxEIS; emails; registration packet info; press releases to local and regional media; newsletters; report cards; progress notes; extra textbooks; college tutoring resource/reference books and articles, social media(Band, FFA, FCCLA, Holland Hornets Facebook Page), regular mail outs of necessary information, School Reach, and Parent Portal.</i></p>			
<p>12. Are parent of different student groups equally involved in parent teacher organizations? If not , why not? <i>No, Participation wanes as the student ages (many elementary parent in PTO, fewer MS and HS): Parents of SpEd Student are involved at lower rate. Parents who are not comfortable speaking English are often involved at lower rates (Translators are provided, but the patents often sit off to one side and do not interact). Registration forms are provide in Spanish and parents who are not comfortable speaking English are provided an opportunity to meet with translator to facilitate completion of registration packets.</i></p>			

<p>13. Facilities available/accessible to parents and community? <i>Yes, Elementary commons, "HomeEc" room, cafeteria/auditorium, gyms, track, football, baseball and softball fields, middle school commons, ag shop. Some community meetings have met in the classroom of one the group's members.</i></p>	<p>Reservation Log</p>		
SCHOOL CONTEXT & ORGANIZATION			
<p>1. Does the school have a vision and a mission statement? <i>Yes.</i> Are they widely known and understood? <i>Reviewed at staff development; posted on website</i> Is the vision periodically reviewed to determine if it meets the needs of the school? <i>Yes.</i></p>			
<p>2. Is the entire school staff involved in decisions about school operations? <i>Yes.</i> How? <i>Campus meetings; District Improvement Team; Campus Improvement Planning; SHAC</i></p>			
<p>3. Is the school safe and orderly? <i>Yes, Kid Account management system. Visitor limitations due to COVID. Fencing has been added in specific locations. Sign in and sign out for visitors.</i></p>	<p>Visitor Logs</p>		
<p>4. What disciplinary policies exist and how are they enforced? <i>As per HISD policy, HISD Student Handbook and HISD Student Code of Conduct</i></p>	<p>TxEIS Log Entries; Discipline Records</p>		
<p>5. What is the school climate? <i>Student Centered</i> Are staff and student morale high? <i>Yes, Teacher turnover is very low.</i></p>			
<p>6. How is the school managed? <i>Much input is provided to administrators through Campus and District Improvement Plans, campus meetings and one-on-one meetings. Superintendent is aware and involved but does not micro-manage. Superintendent and Board have an eye on the future and a vision for the students, district and community.</i></p>			
<p>7. What role(s) does the principal play? Is he/she viewed primarily as an instructional leader? A business manager? A disciplinarian? <i>Varies by situation-our campuses are small enough that the principals wear many hats throughout the day.</i></p>			
<p>8. How is the school budget determined and how are priorities set? <i>Monies available per TEA and local taxes. District Improvement Plan. Informal input from staff and community is considered. Students and student learning are always top priority.</i></p>			X
<p>9. How are all resources (funds, time, personnel) currently allocated? <i>Based on student need (numbers, performance, space, facilities, safety), and COVID related circumstances.</i></p>			X
<p>10. How are the financial resources prioritized to meet the needs of the school? <i>Teacher input, community input, School Board stewardship, administrators' knowledge of state school finance. TEA guidance related to COVID.</i></p>			X

<p>11. Does the school currently operate with one written plan? <i>Voters approved a \$4.5 million bond package that has been completed. Was the plan developed collaboratively? The superintendent, school board members, and administrators worked with teachers, parents and the community to develop the building package in order to benefit all students.</i></p>			
<p>12. Overall how much progress has the school made in the last year? In the last two years? <i>District has: * Using the HISD Facility Plan, Construction of Student Center and Elementary Gym is complete. Upgraded fiber infrastructure for internet connectivity; Sidewalks around the new student center are complet and the parking lot was resurfaced. Water flow from parking lot around middle school was improved. New sewer line for Baseball/Softball restrooms was installed. Updated fencing around Elemenary has been completed. Security cameras are being installed during the school year. the daycare building was updated. New student desks and chairs are placed throughout the district. New POE switches will be placed in each building. New chromebooks were purchased for the middle school and second/third grade levels. A storage building was built for High School Science. The parking lot behind the home football bleachers was created with 8 inch of base.</i></p>			
<p>13. Facilities: Classrooms available, classroom size, classroom location, cleanliness, classroom furniture, classroom storage. <i>At this time, we are meeting the expectations for space. We will work to refurbish the old band hall to add additional classroom space.</i></p>			
<p>14. Gyms and Playgrounds <i>The elementary playground has four swings and a border with mulch for safety. Benches with shade have been placed around the playground area for teacher supervision. Playground updates to accommodate COVID spacing are in place. Sidewalks and cement areas have been updated with colorful activity stations. The Daycare playground is a Nature Explore Playground with many nice features for the children to enjoy the outdoors. The Elementary/Practice Gym was completed in August of 2019.</i></p>			

MEMORANDUM OF UNDERSTANDING

The Bell County Juvenile Board (hereinafter called "Juvenile Board"), the Commissioner's Court of Bell County, Texas (hereinafter called "Commissioner's Court"), the Judge of the Juvenile Court in Bell County (hereinafter called "Judge"), and the Board of Trustees of the Killeen Independent School District, the Board of Trustees of Temple Independent School District, the Board of Trustees of Belton Independent School District, the Board of Trustees of Troy Independent School District, the Board of Trustees of the Rogers Independent School District, the Board of Trustees of the Holland Independent School District, the Board of Trustees of the Bartlett Independent School District, the Board of Trustees of the Salado Independent School District and the Board of Trustees of the Academy Independent School District, the Board of Trustees of Florence Independent School District, (hereinafter called "District[s]"), adopt this memorandum of understanding in compliance with the Texas Education Code ("TEC"), Section 37.010 et seq.

The parties agree that the program is a cooperative effort between the educational community and the juvenile justice system with primary goals of the program being education, discipline and rehabilitation. Southwest Key Programs, Inc. ("SKPI") will provide for the educational needs of all JJAEP students. Bell County Juvenile Services Department will provide for the discipline and rehabilitation of JJAEP students. The academic mission of the program is to enable students to perform at grade level. The program seeks to provide an alternative classroom site to allow continued education despite severe behavior problems. The program shall be located at The Bell County Juvenile Services Center, 4800 E. Rancier, Killeen, Bell County, Texas.

The parties agree that the daily administration of the Bell County Juvenile Justice Alternative Education Program ("JJAEP") will be conducted by the Bell County Juvenile Services Department (BCJS) under the direction of the Chief Juvenile Probation Officer with educational services provided by SKPI. The parties agree that this Memorandum of Understanding pertains to all students attending school districts with administrative offices in Bell County, Texas or residing within Bell County, Texas.

Responsibilities of the Juvenile Board

The Board is the governing body of BCJS. The Board shall meet regularly to facilitate communication, establish, and review policies & procedures, ensure conformity to legal and fiscal requirements, and consider implementation of recommended programs, to include the JJAEP.

Administration

The Juvenile Services Department Director shall be the chief administrative officer of the JJAEP and facility. Subject to the terms of its Agreement with the Bell County Juvenile Services Department, the administrator of SKPI shall be responsible for and have authority regarding the educational services that SKPI provides and for other courses for which students receive credit at the JJAEP.

Terms of Placement for Expulsion

A student enrolled in the District but expelled for conduct as provided in TEC Sec. 37.007, paragraphs (a) or (d) shall be expelled for a period of at least 30 *successful* program days but not to exceed 180 *successful* program days as outlined in the Student Code of Conduct. Said students shall report to the JJAEP for orientation at 10:00 a.m. on the first regularly scheduled school day immediately after the District's expulsion hearing, provided said student is not otherwise detained or receiving treatment under the order of the juvenile court. **The parent(s), legal guardian or custodian of the student shall accompany the student to orientation.**

A student enrolled in the District but expelled for conduct as provided in TEC Sec. 37.007 (e) shall be expelled for a period of at least one year (subject to modification of said expulsion by the superintendent or other chief administrative officer of the school district) and shall report to the JJAEP for orientation at 10:00 a.m. on the first regularly scheduled school day immediately after the District's expulsion hearing, provided said student is not otherwise detained or receiving treatment under the order of the juvenile court. **The parent(s) or legal guardian of the student shall accompany the student to orientation.**

Completion of the JJAEP assignment will be based on the *successful* completion of assigned program days.

The principal or his designee at each district shall notify the appropriate law enforcement agency if there is reasonable grounds to believe that any of the following activities has occurred in school, on school property, or at a school-sponsored or school-related activity on or off school property, whether or not the activity is investigated by school security officers: (1) conduct that may constitute an offense listed under Section 508.149, Government Code, (2) deadly conduct under Section 22.05, Penal Code, (3) a terroristic threat under Section 22.07, Penal Code, (4) the use, sale, or possession of a controlled substance, drug paraphernalia, or marihuana under Chapter 481, Health and Safety Code, (5) the possession of any of the weapons or devices listed under Sections 46.02 or Section 46.05, Penal Code; or (6) conduct that may constitute a criminal offense under Section 71.02, Penal Code.

Terms of Placement for Court Order Title 5 Conduct

A student enrolled in the District but expelled for conduct as provided in TEC Sec. 37.0081 (A-G) shall be expelled for a period of *successful* program days as outlined in the Student Code of Conduct. Said period of expulsion shall be at least thirty (30) program days and shall not exceed one hundred eighty (180) program days. Students expelled under these provisions shall report to the JJAEP for orientation at 10:00 a.m. on the first regularly scheduled school day immediately after the District's expulsion hearing provided said student is not otherwise detained or receiving treatment under the order of the juvenile court. **The parent(s) or legal guardian of the student shall accompany the student to orientation on the first day of assignment.**

Any period of expulsion may be extended at the discretion of the JJAEP administrator upon reasonable notice to the student and his/her parent/guardian that the student's behavior does not warrant return to the campus.

Terms of Placement for HB 3012 Related Conduct/Felony Terroristic Threat

A student enrolled in the District but expelled for conduct as provided in TEC Sec. 37.007 (b)(1), specifically terroristic threat under section 22.07 (c-1), (d), or (e) Penal Code, shall be expelled for a period of *successful* program days. Said period of expulsion shall be at least thirty (30) program days and shall not exceed one hundred eighty (180) program days. Students expelled under these provisions shall report to the JJAEP for orientation at 10:00 a.m. on the first regularly scheduled school day immediately after the District's expulsion hearing provided said student is not otherwise detained or receiving treatment under the order of the juvenile court. **The parent(s) or legal guardian of the student shall accompany the student to orientation on the first day of assignment.**

State Assessment Program

In the event that state testing is administered on the day that a student is released from or admitted to the JJAEP, then that student shall be released from or admitted to the JJAEP on the first regularly scheduled school date immediately following the completion of state mandated testing. JJAEP new student orientation will not be held the Monday or Wednesday of the testing week. Sending school districts will provide pre-coded answer documents for all test administrations within five days prior to test administration. In addition, any student requiring an oral administration or modified administration will have a representative from the sending school district present at the JJAEP to administer the test.

Attendance

A student shall be counted absent from the JJAEP unless the student is present for 4 hours each day, unless otherwise excused. When a student is deemed truant, the sending school district will be notified and shall utilize all resources it has in place for any truant within that particular school district.

Tardies

All students shall report to the JJAEP by 8:00 a.m. on each school day. Any student reporting after that time without legitimate excuse shall be deemed tardy. Any student arriving after 10:00 a.m. shall not receive credit for a program day.

Placement After Detention

A student that is released pursuant to Family Code Sec. 53.02 or 54.01, and is expelled under Sec. 37.007, Education Code, shall attend the JJAEP in accordance with the terms of the District's

expulsion order. Said release shall not be conditioned upon attendance at the JJAEP pending deferred prosecution or formal court disposition of the student's case.

Placement Review

In the event that a District timely receives notice pursuant to Family Code Section 52.04 1(d) (1) that a person referred to juvenile court was not a child, then that person shall be dismissed from the JJAEP and returned to the District for educational services.

In the event that a District timely receives notice pursuant to Family Code Section 52.04 1 (d) that no probable cause existed to believe the child engaged in delinquent conduct or conduct indicating a need for supervision, that no deferred prosecution or formal court proceedings have been or will be initiated involving the child, that the court or jury finds that the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case has been dismissed with prejudice, or that the child was adjudicated but no disposition was or will be ordered by the court, then such student shall be returned to the District for the provision of educational services.

Curriculum

The JJAEP shall focus on English language arts, mathematics, science, social studies, and self-discipline. A certified teacher shall oversee the development and implementation of the academic program at the JJAEP. Said course instruction shall be consistent with the essential knowledge and skills of each subject of the foundation curriculum as defined in the rules of the State Board of Education, Texas Education Code Sec. 28.002 (c). Each school district shall consider course credit and grades earned by a student while in the JJAEP as credit and grades earned in a district school. The JJAEP will provide at least 75,600 minutes of instruction for the school year. The JJAEP shall offer a high school equivalency program.

The Juvenile Board through SKPI as its designee and the parent or guardian of each student shall regularly review the student's academic progress. In the case of a high school student, the Board through SKPI as its designee and parent or guardian shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The sending District shall furnish a specific graduation plan for each high school student referred to the JJAEP. The JJAEP is not required to fulfill a student's high school graduation requirement other than a course specified herein.

Transportation

The parties agree that the Districts shall provide transportation to and from the JJAEP for students assigned there. All student disciplinary infractions occurring on District buses shall be reported by bus drivers to the local district, the JJAEP, and the appropriate law enforcement agency where the incident occurred. Students failing to exhibit appropriate behavior on school buses may be removed from the bus and required to provide private transportation for their transport to and from the JJAEP.

Early Return

Students enrolled at the JJAEP shall be discharged from the JJAEP and returned to their District upon completion of the term of expulsion. Prior to completion of the term of expulsion, a student expelled from the District for a violation other than TEC Sec. 37.007 (e), may be returned to their District. The JJAEP Program Administrator may allow the early return of a student on a case by case determination after consultation with the district liaison officer. A student may also be returned to the district five (5) days before completion of the term of expulsion if such early return would accommodate STARR testing, semester start or semester end.

A student shall not remain at the JJAEP after completion of the term of expulsion unless otherwise extended, detained or receiving treatment under order of the juvenile court.

Transition Services

The Districts shall cooperate with any reasonable request of the JJAEP regarding the provision of transition services both prior to placement at the JJAEP and prior to the student's return to the District.

Admission, Review, and Dismissal

An Admission, Review, and Dismissal (ARD) committee determines whether a student qualifies for special education and related services. The ARD committee develops, reviews, or revises the student's Individualized Education Program (IEP), and determines the student's educational placement in accordance with Title 20, Chapter 33, subchapter I, Sec. 1401(14) and TEC Sec. 29.005.

Records and Special Education Services

Districts shall cooperate with the JJAEP for the purposes of insuring a prompt and orderly transfer of all student records from the District to the JJAEP. Each ISD shall be responsible for providing the JJAEP the following education records prior to the student's admission to the JJAEP: grades and transcript (current and past semester), immunization records, birth certificate, social security card, special education assessments if applicable, ARD and IEP information if applicable, current information related to state-mandated assessments (copy of the student's latest STARR scores), and attendance. The District sending a student shall furnish the expulsion order and all information necessary to enroll the student in the JJAEP prior to the student's enrollment in the JJAEP and immediately following the ARD for special education students.

Districts shall cooperate with the JJAEP for the purposes of development of an individualized education plan by an Admission Review Dismissal committee for students identified as qualifying for special education services. The home school Districts agree to furnish necessary personnel and information as deemed necessary or appropriate by the ARD Committee. Such meetings shall be convened at the JJAEP facility in Killeen, Texas. A Juvenile Probation Officer may attend such committee meetings if such attendance serves a legitimate educational interest.

A District shall invite the administrator of the JJAEP or his designee to an ARD committee meeting convened to discuss a student's expulsion under the provision of Texas Education Code Sec. 37.004(e). Reasonable notice of the ARD must be provided consistent with federal statutes relating to Time Line for All Notices and a copy of the student's current individualized education program (IEP) must be provided to the JJAEP administrator or designee with the notice.

All extraordinary expenses incurred as a result of the provision of special education services shall be reimbursed by the District that expelled the student receiving said services. If the JJAEP representative is unable to attend the ARD meeting, the representative must be afforded the opportunity to participate in the meeting through alternative means, including a conference call. The representative may participate in the meeting to the extent the meeting relates to the juvenile's placement in the JJAEP and implementation of the IEP at the JJAEP. After placement at the JJAEP, an ARD shall be convened when the JJAEP administrator or designee provides written notice of specific concerns to the district from which the juvenile was expelled. An ARD meeting must be convened to determine if the conduct was caused by or had a direct and substantial effect related to student disability. The ARD meeting will determine whether to continue the original assignment or that the student shall return to the District for provision of educational services based upon the Texas Education Code, Chapter 29 (Special Education) and Chapter 37 (Discipline). Notice of the ARD must be provided in accordance with federal statutes. If the JJAEP representative is unable to attend the ARD meeting, the representative must be afforded the opportunity to participate in the meeting through alternative means, including a conference call.

All extraordinary expenses incurred as a result of the provision of special services, including but not limited to special education, ESL, and dyslexia, shall be reimbursed by the district that expelled the student receiving said services.

Facilities and Equipment

Except for extraordinary equipment or services for Special Education Services, the Juvenile Board and the Commissioner's Court shall be responsible for and shall supply all facilities, utilities, student meals, televisions, desks, video equipment, computers, and county wide phone service. In addition the Juvenile Board and Commissioner's Court shall provide classroom and facility security, probation officer(s), metal detectors, and social services as necessary including but not limited to psychological evaluations and counseling other than as required for educational purposes.

Accountability

For purposes of accountability under Chapter 39 of the Texas Education Code, a student enrolled at the JJAEP is reported as if the student were enrolled at the student's assigned campus in the student's regularly assigned education program, including a special education program. SKPI shall be responsible for complying with a system of accountability consistent with Chapter 39, where appropriate, to assure that students make progress toward grade level while attending the JJAEP.

Funding of Discretionary Expulsions

Students placed in the JJAEP by reason of discretionary expulsions (allowed as provided under Title 5 Section 37.0081 and 37.011 (b) (1)) shall be assessed a fee to the sending district. The fee is based on the number of assigned days as indicated in Table A below per student per enrolled day. This fee is payable monthly by the sending school district to the Juvenile Board/Commissioner's Court for the sole purpose of funding the educational expense.

Table A

# of Student Assigned Days	Daily Rate per Student per Enrolled Day
30-90	\$103.00
91-120	\$128.00
121-150	\$153.00
151-180	\$178.00

Liaison Officers

The parties agree that the following person shall act as liaison officer for their District and the Juvenile Board for purposes of facilitating their agreement:

Eric Penrod/J.J. Johnson
Killeen Independent School District
P.O. Box 967
Killeen, Texas 76540
336-2780

Cynthia Bode
Belton Independent School District
400 North Wall Street
Belton, Texas 76513
215-2029

Shane Downing
Holland Independent School District
P.O. Box 217
Holland, Texas 76534
657-0175

Michael Novotny
Salado Independent School District
P.O. Box 98
Salado, Texas 76571
947-6905

Joe Craig
Rogers Independent School District
1 Eagle Dr.
Rogers, Texas 76569
642-3802

Eric Haugeberg
Temple Independent School District
515 East Ave D
Temple, Texas 76501
215-6769

Brad McMurty
Troy Independent School District
P.O. Box 409
Troy, Texas 76579
938-2595

Theodore Clevenger
Bartlett Independent School District
P.O. Box 170
Bartlett, Texas 76511
527-4247

Billy Harlan
Academy Independent School District
602 East Main
Academy, Texas
982-4304

Paul Michalewicz
Florence Independent School District
P.O. Box 489
Florence, Texas 76527
793-2850, ext. 221

Policy and Procedures

The JJAEP shall adopt the student code of conduct attached hereto and incorporated herein. The student code of conduct outlines staff expectation of students and proper disciplinary actions for violations.

The JJAEP shall be subject to a written operating policy developed by the Bell County Juvenile Services Department with the approval of the Juvenile Board and submitted to the Texas Juvenile Justice Department. A copy is attached hereto and incorporated herein.

Insurance and Indemnification

To the extent permitted by applicable law, but without waiver or expansion of any limits established by the Texas Tort Claims Act, each party to this agreement shall indemnify and hold harmless the other parties and their officers, employees and agents, from and against any and all claims proximately caused by negligence, breach, or other act or omission by the indemnifying party or its officers, employees, or agents.

The Commissioner's Court shall provide a policy of general liability insurance for liabilities arising from the operation and performance of official duties or duties of employment at the JJAEP.

Miscellaneous

The Districts, Juvenile Board, Commissioner's Court and Judge agree that this memorandum does not concern the Juvenile Services Department's role in supervising and providing other support services for students in district alternative education programs.

The parties agree that each District shall provide appropriate faculty and facilities for students assigned to the JJAEP who are enrolled or residing in their district below grade level 6.

The parties agree that the effective date of this memorandum is August 1st, 2020 and that it shall remain in effect through July 31, 2021 unless modified by agreement in writing.

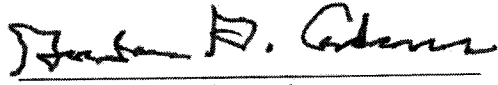
Attached: Student Code of Conduct, 2020-2021 Calendar

Memorandum of Understanding
JJAEP

Bell County Juvenile Board



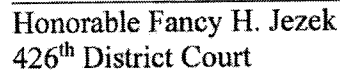
Honorable David Blackburn
County Judge, Chairman



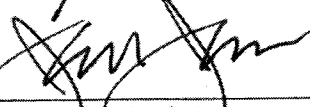
Honorable Gordon Adams
169th District Court



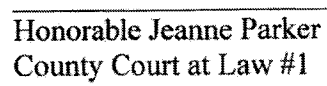
Honorable John Gauntt
27th District Court



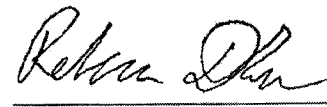
Honorable Fancy H. Jezek
426th District Court



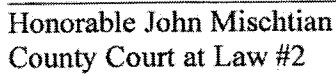
Honorable Jack Jones
146th District Court



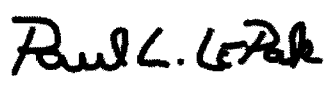
Honorable Jeanne Parker
County Court at Law #1



Honorable Rebecca DePew
County Court at Law #3
Juvenile Court Judge



Honorable John Mischian
County Court at Law #2



Honorable Paul L. Lepak
264th District Court

Date Approved 8-13-20



Student Code of Conduct

**Bell County Juvenile Justice
Alternative Education
Program
2020-2021**

4800 E. Ranicer
Killeen, Texas 76543
PH: (254) 690-7022
Fax: (254) 699-7137

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Chapter 1 JJAEP

Section 1.01 PURPOSE

The Bell County Juvenile Justice Alternative Education Program (JJAEP) is a cooperative effort between the Bell County educational community and the juvenile justice system with the primary goals of the program being education, discipline and rehabilitation. The academic mission of the program is to enable students to perform at grade level. The program seeks to provide an alternative education program with the emphasis on education, security, and self-discipline. The program is located at 4800 East Rancier, Killeen, Bell County, Texas.

The Bell County Juvenile Board is mandated by the Texas Education Code, Section 37.011, to establish an Alternative Education Program for students who are expelled from their home campus. The Bell County Juvenile Board, the Bell County Commissioners Court, and the participating school districts have entered into an agreement for the operation and management of the Bell County JJAEP. Bell County Juvenile Services Department under the direction of the Chief Juvenile Probation Officer administers the Bell County JJAEP. The Director for the Bell County Juvenile Services Department is the chief administrative officer for the school.

Section 1.02 JURISDICTIONS

The Bell County JJAEP, under the supervision of the Bell County Juvenile Board, has jurisdiction over any student enrolled in the JJAEP. The JJAEP's jurisdiction includes any activity during the school day, on school grounds, or at any school related activity, regardless of the time or location. The JJAEP also has jurisdiction when a student retaliates or threatens retaliation against any school employee or JJAEP staff member, regardless of time or location.

Section 1.03 PROGRAM ADMINISTRATOR

The Southwest Key Program Director shall be responsible for the day-to-day management and operation of the JJAEP and shall ensure compliance with all applicable laws related to the JJAEP. The JJAEP Administrator shall ensure compliance with contractual provisions of all contracts with the Commission related to JJAEPs. The Program Director shall have the responsibility for the administration of the school's discipline plan.

The Program Director shall act as the school administrator for the Bell County JJAEP. The duties shall include the authority to:

- assess and implement the student discipline management program;
- report suspected delinquent or criminal activity to the appropriate law-enforcement agency

Section 1.04 FUNDING

Information concerning the funding of the Bell County JJAEP may be obtained at the Bell County Courthouse, or from the district administrative offices of any of the member school districts within Bell County.

Chapter 2 Assignment & Program Credit

Section 2.01 BELL COUNTY JJAEP ASSIGNMENT CRITERIA

Students are assigned to the Bell County JJAEP by their school district after having been found to have engaged in conduct identified as an expellable offense in the Texas Education Code, Section 37.007. The duration of the assignment will be determined by the sending school district in accordance with the Memorandum of Understanding between the County and the participating School Districts. The length of the assignment may be extended per the same agreement if the student's behavior or progress warrants it. NOTE: In accordance with federal law, a school district shall expel a student who brings a firearm to school for a period of at least one calendar year.

Section 2.02 STUDENTS WITH DISABILITIES

The placement of a student with a disability who receives special education services into an alternative education program shall be made by an admission, review and dismissal (ARD) committee.

Section 2.03 ENROLLMENT

Students assigned to the JJAEP by their home campus may enroll at the JJAEP on Mondays, Wednesdays, and Fridays at 10:00A.M. **The student's parent, guardian, or custodian must be present at enrollment.** The student will be enrolled in the JJAEP and will be processed by the Juvenile Probation Department on the day the student reports for enrollment. The student's first academic day in school will be the next class day.

Section 2.04 HOME CAMPUS ACTIVITIES

By law, students expelled and assigned to the JJAEP are not permitted to attend any school-related or school –sponsored (extracurricular) events of any kind at anytime or in any location. Students expelled and enrolled in the JJAEP may not attend any activity on any other school campus except the Bell County JJAEP campus. **Students of one school shall not be present in the building or on the grounds of another school.**

Section 2.05 PROGRAM DAY CREDIT

Every student assigned to the JJAEP is assigned a number of days by their home campus to complete successfully before they can return to their home campus. To complete a "program day" in the JJAEP the student must be present and satisfactorily participate in the daily assigned programs. Students who are referred for violations of the discipline rules are also subject to having additional program days added to the time they are assigned to the JJAEP. A student can receive a disciplinary extension for up to five program days per incident.

Section 2.06 ATTENDANCE

Students who are assigned to the JJAEP are required by law to be in attendance unless they have a valid excuse signed by the parent, guardian, or custodian. Excuse notes must be provided within two school days of the absence. After the third absence, a student must provide

JJAEP Student Code of Conduct

a valid excuse signed by a medical professional. Medical notes must be presented upon return to school or the absence will be unexcused.

When a student is required to appear in court on a school day, the student is expected to attend the hearing dressed in JJAEP uniform. Upon completion of the hearing the student is required to return to school. A written excuse originating from the Judge's office will be required in order for the absence to be counted as excused.

Routine dental or doctor appointments should be scheduled not to conflict with scheduled school sessions. When such scheduling is not possible, students must present a note from a parent/guardian stating the time of the appointment. On return, the student must bring verification from the dentist/doctor office that the appointment was met. ■

Students are expected to attend school. If a student is so ill that parents have to take their child to see a doctor that day parents must call the JJAEP by 8 a.m. and report this. Students must bring verification from the doctor the next school day that they were seen by the doctor the day before.

It is the responsibility of a student's parent/guardian to provide and arrange for routine medical care for their child. If parent/guardian does not make necessary arrangements for medical attention for their child after the JJAEP nurse and the child's case manager have informed them of the need, further action against the parent/guardian may occur, including a formal complaint against the parent/guardian for **medical neglect** of their child. ■

Students who are absent unexcused for three days or parts of a day in a four-week period or 10 days or parts of days in a six-month period will be placed on a truancy prevention plan. If the student and parent/guardian fail to follow the truancy prevention plan, a behavior plan will be put in place. In the event neither of these plans are abided by, the child and the parent/guardian may be referred to the appropriate truancy court.

Students who are engaged in virtual learning must be logged in for instruction by 8:00 a.m. each school day. These students progress will be monitored throughout the school day by additional check-ins with/by JJAEP staff.

Section 2.07 TARDY

School starts on each assigned class day at 8:00 A.M. Student's arriving after 8:00 A.M. must be accompanied by and signed in by a parent, guardian, or custodian.

Students arriving after 8:00 A.M. without a parent, guardian, or custodian to sign them into the program will not be allowed to start the program until they are properly signed in. Students arriving after 10:00 A.M. will not receive credit for a program day.

Students must be physically present in school for a total of four (4) hours to receive attendance credit for the day. Any student who is not present for at least four hours will be marked as absent. An appointment slip will be required to credit this day as an excused absence. Chronic tardiness (two or more late arrivals in a one-week period) may result in disciplinary action to include additional days added to the original assignment.

Section 2.08 INCLEMENT WEATHER

In the event of inclement weather parents should adhere to the Killeen Independent School District notifications.

Section 2.09 SCHOOL CLOSURE

In the event of any emergency school closure parents should adhere to the Killeen Independent School District notifications. Parents will receive additional information from the JJAEP staff. Orders issued by the Governor of Texas or the Bell County Judge regarding school closure/operations shall take precedence over any other governing body.

Section 2.10 VIRTUAL LEARNING

In the event of an emergency school closure and virtual learning is initiated; every student will be given instructions to continue education requirements. To complete a “program day” the student must complete a minimum of four hours of education instruction and/or course work each school day.

For each school day, students who have online learning capabilities will be required to complete a minimum of four hours of schoolwork activity. Students who do not have online learning capabilities will be provided paper learning packets and the student is required to complete four (4) hours of schoolwork each school day. A tracking sheet will be sent via mail or email for parent/guardian verification to assist with tracking the students time each school day.

A staff member and an educational instructor will contact students each school day by phone or online method. If a call is not answered or returned, an email will be sent to parent(s)/guardian(s). Students will be considered absent if the student does not log on; or a parent(s)/guardian(s) states a student has not completed any schoolwork on a given day. In the event a response is not received from the student or parent/guardian, JJAEP staff may conduct a home visit as a follow-up.

Chapter 3 Medical

Section 3.0

Students suffering from any of the ailments listed below will not be allowed to attend the JJAEP and shall be readmitted to the program only after a physician attests to the recovery and non-infectiousness of the student:

- Diphtheria
- Poliomyelitis
- Tuberculosis
- Typhoid fever or Scarlet fever
- Pediculus humanus capitis* (Head lice)
- Mononucleosis
- Meningitis
- Chicken pox or Impetigo (Infectious Skin Rash) or Scabies
- Conjunctivitis (Pink Eye)
- Measles (Rubella)
- Infectious Hepatitis
- Streptococcal infections
- Scalp ring worms (unless healed as per doctor)
- COVID-19/Novel Coronavirus
- Any other infectious or communicable diseases

Section 3.1

If a student becomes ill at school it is the student's responsibility to notify the Program Advisor. The Program Advisor will notify the JJAEP Probation Officer/Caseworker who will make a determination as to what action needs to occur next. The Administrator or designee will also be notified of all health concerns and must approve the release of a student to go home. The contacts listed on the Student Health Form will be called to pick up the student.

Section 3.2

If the student has a significant medical history regarding a specific condition, it is imperative this information be communicated **in writing** at the time of enrollment. If the student develops an acute problem after enrollment, a physician's evaluation will be required, and documentation provided to the JJAEP.

Section 3.3

If a student has a medical condition that limits his/her ability to participate in the activities associated with the JJAEP, documentation from a licensed physician is required. This documentation must contain a diagnosis and clearly specify any limitations. Parents may also excuse a student with a written note 2 days every nine-week period. Any limitations beyond that will need a doctor's note. If this documentation is not provided, a student's days may be considered unsuccessful until such time as appropriate documentation is provided to JJAEP staff.

Section 3.4

Notes shall contain the student's full name, parent's signature, the reason for the absence and the date of the absence.

Section 3.5 MEDICATION

No student will be allowed to take non-prescription medication without the parent's written consent. The parent will have to provide the medication in its original container.

If possible, medication should be administered by parents at home. However, if the student needs to take medication during school hours, the following procedures shall apply.

Prescription medication may be given at school only under the following guidelines:

- The parent or guardian shall bring the medication to school in a container appropriately labeled by the pharmacy or physician with the student's name, the name of the medication, directions concerning dosage, and the duration period.
- The parent or guardian shall complete the JJAEP permission/release form.
- If medication is to be given all year, a doctor's statement is required.
- All medication, prescription & non-prescription, shall be dispensed by the nurse. Students who are prescribed by a physician to use an inhaler, will be allowed to carry the inhaler with them during the day.
- No medication will be sent home with a student. All medication will be returned to an adult only.
- Parent(s) must pick up medication and/or empty medication bottles within five (5) working days of the student's withdrawal from the program. After this deadline, it will be destroyed.

Section 3.6 ASTHMA

A student may carry prescription asthma medication, provided the following:

- The above medication standards are met;
- The student's parent/guardian signs a form giving the student permission to self-administer the medication;
- The medication is taken in accordance with the physician's directions. The parent/guardian must provide a signed statement from the prescribing physician stating that the student has asthma, is required to carry the medication at all times, is capable of self-administering the medication and the times or circumstances under which the medication may be administered.

Chapter 4 Rights & Responsibilities

Section 4.01 RESPONSIBILITIES OF PARENTS

As with the student who attends the JJAEP, the parent, guardian or custodian of the student has responsibilities that relate to the student's attendance in the JJAEP. The parent(s), guardian(s), or custodian(s) responsibilities are:

- to make every effort to provide for the physical needs of the student;
- to assist the student in obeying rules and regulations;
- to ensure the student attends school on each assigned school day. School starts at 8:00 a.m. and is over at 3:30 p.m. The Bell County JJAEP will follow the Killeen I.S.D. calendar, to include emergency closures and delays;
- to adhere to the JJAEP attendance/absence policy;
- to provide transportation to and from school if the student is denied bus service;
- to accompany the student when the student reports on the first day to the JJAEP to enroll. The student will not be enrolled without a parent, guardian or custodian present. Enrollment will consist of completing the enrollment process and the probation intake meeting. The student will start their first class day the next school day;
- to attend and participate in all activities related to the student's enrollment and attendance in the JJAEP;
- to ensure that their student is properly attired for school;
- to bring to the attention of their student's caseworker or the school program administrator any problem or condition that may relate to their child's education or safety; and
- to ensure that the JJAEP has an up-to-date home, work and emergency contact telephone number and other pertinent information at the JJAEP
- to notify the JJAEP office within 24 hours of any change in address and/or telephone numbers.

Section 4.02 RIGHTS AND RESPONSIBILITIES OF STUDENTS

All students who are enrolled and attending the Bell County JJAEP are entitled to the basic rights of citizenship recognized and protected by law. The Bell County JJAEP shall promote a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, visitors to the campus and the JJAEP staff. Students shall exercise their rights responsibly and in compliance with rules established for the orderly conduct of the JJAEP educational and program goals as well as compliance with juvenile court and probation conditions. The JJAEP Student Code of Conduct was established to achieve and maintain order in the school. Students who violate the JJAEP Student Code of Conduct, rights of others, or violate Court or probation conditions shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to the responsibilities of good citizenship in the school community.

Section 4.03 STANDARDS FOR STUDENT CONDUCT

All students enrolled in the JJAEP shall be responsible for contributing to a positive learning environment in the JJAEP. These responsibilities shall include the following:

- students enrolled in the JJAEP shall come to school daily, be on time and be prepared to learn;
- students shall be properly attired in the assigned uniform, be bathed and well groomed. If a student arrives at school not properly attired, the parent will be contacted to either correct the problem or to remove the student from the program;
- students shall respect others and conduct themselves in a responsible manner;
- students shall avoid violations of their probation rules;
- students shall obey all school safety, campus and classroom rules;
- students shall seek resolution to questions/problems in an orderly manner through the appropriate channels;
- students shall cooperate in maintaining safety, order and discipline in the JJAEP; and
- students shall volunteer information when the student has knowledge relating to student misconduct

Section 4.04 DRESS CODE AND GROOMING

The following dress code has been established by the BCJJAEP in order to provide a safe and healthy school environment, to instill discipline, and to promote a positive learning experience for all students.

Every student is expected to present him/herself in a clean, well-groomed manner and shall abide by the following dress code while in attendance:

- Solid grey tee shirt (Provided by JJAEP);
- Solid white undershirt;
- Full length black pants (NO JEANS; no pants made of Lycra/spandex material; no “skinny”, yoga, cargo, carpenter, or utility pants with pockets);
- Solid black belt (no large or decorated belt buckles);
- Black closed-toe, closed-heel athletic shoes (no boots allowed); and
- Plain black or white socks
- During cold weather, a student may wear a solid gray pullover sweatshirt (no zippers or hoods). Sweatshirts must be properly sized. No oversized sweatshirts will be allowed. The sweatshirt may have no writing, logos, or design on it.
- Nails will be kept clean and trimmed, not to exceed the tips of the fingers.

All student’s hair will be neatly groomed. Determination of “neatly groomed” will be at the discretion of the program director or designee. Facial hair must be neat and trimmed. If it is long, a student’s hair will be pulled back from the face in a pony-tail to the back of the head with a black or white rubber band. Black or brown hair clips may be used to fasten bangs away from the face.

Pants are not allowed to “sag” below hips. Pants and shirts may not be more than one size larger than student’s natural size and may not be smaller than student’s natural size. Shirts

JJAEP Student Code of Conduct

must be tucked in and shoes and belts must be worn at all times. Appropriate undergarments must be worn at all times, but must not be visible. No more than two (2) layers of clothing allowed.

Students shall be in full uniform at all times while on school campus and school transportation. This includes prior to entering and until exiting the building and school bus each day.

During cold or inclement weather, students may wear outerwear clothing (jacket, coat, “hoodie”, and toboggan) to school; however, no outerwear clothing is permitted to be worn in the classroom. All outerwear clothing must be removed upon entering the building, will be subject to search and must be stored in the student’s locker. No outerwear clothing may reflect gang colors or affiliation.

The following will not be permitted to be worn by any student:

- Extreme haircuts, colors, styles, or shaved designs (including eyebrows)
- Hair accessories
- Cosmetics/make-up
- Nail polish
- Artificial fingernails, eyewear (colored contacts) or mouthpieces (“grills”)
- Jewelry or piercings
- Unnatural body markings (tattoos, hickies, etc). must be covered from view at all times
- Head apparel (hats, caps, bandannas, do-rags, etc.)

Final decisions regarding acceptable dress and grooming rest with the Program Director or their designee. Any student’s failure or refusal to comply with the dress code and/or grooming requirements will result in disciplinary action as set forth in the student code of conduct.

Section 4.05 CONTRABAND, PROHIBITED, OR PERSONAL ITEMS

With the exception of house keys and/or HOP® fare (which is turned into the Administrative Assistant every morning), students will not be allowed to bring any personal item(s) of any kind onto the campus of the JJAEP. This includes, but is not limited to, purses, wallets, jewelry, book bags, pens, pencils. **All such items will be confiscated.** All confiscated items will be held for parents to pick up within five school days. Any items not claimed within five school days will be discarded. **Possession of any illegal item will result in an immediate referral to the police.**

Section 4.06 AUTOMOBILE USE

Students are not allowed to drive their own automobiles to the Bell County JJAEP campus. Transportation is the responsibility of the student’s home school, unless the student has been denied bus service, then it’s the parent’s responsibility.

Chapter 5 Conduct Expectations & Discipline

Section 5.01 GENERAL GUIDELINES FOR ASSESSING DISCIPLINE

Bell County personnel have sole responsibility to administer discipline and to impose the necessary sanctions. Discipline shall be administered when necessary to protect students, school employees, property and to maintain essential order. Students shall be treated fairly and equitably, and all sanctions shall be based on careful assessment of the circumstances of each individual case. Factors to consider shall include:

- student's probation status, Adjudicated/Non-Adjudicated;
- seriousness of offense and the student's age;
- frequency of misconduct
- the student's attitude; and
- potential effect of the misconduct on the school environment.

Disciplinary removal from the classroom is a last resort. It will not be used arbitrarily and only when all other methods of classroom behavior management have been exhausted or in instances of physically aggressive behavior.

Section 5.02 CLASSROOM CONDUCT

Behavioral Expectations: There is an established set of classroom rules that every student is expected to abide by while in the classroom:

- Raise your hand to speak in class. Talking without permission is not permitted.
- No disruption or horse play of any kind.
- Do not leave your seat. You must receive permission before leaving your seat.
- Do not adjust position or arrangement of the classroom chairs, or any other classroom furniture, fixture, or educational items. If necessary, ask a staff member for assistance.

Educational Expectations: Students are expected to work quietly and diligently while in class. Students who fail to work quietly and diligently, sleep, abuse class time, make inappropriate markings, or fail to follow academic instruction (i.e. incorrect heading, numbering, etc.) are subject to academic sanctions.

Sleeping in Class: Students are expected to work quietly and diligently while at JJAEP. Sleeping in class is not tolerated. Students who sleep in class will be subject to guidelines of assessing discipline as stated in Section 5.01 of this chapter.

Cheating: Every student is expected to do his/her own work at school. Cheating or copying the work of another student is subject to both academic (by loss of credit) and disciplinary action.

If a student is not meeting academic expectations, the parent/guardian shall receive notification either from Bell County JJAEP staff regarding the concerns. A staffing or conference with the parent shall be scheduled to discuss those concerns and possible interventions.

Section 5.03 DISCIPLINE MANAGEMENT TECHNIQUES

The Bell County JJAEP utilizes an incentive-based approach as the primary behavior management system by employing a therapeutic component with a focus on positive redirection or coaching for behavior and academic achievement while emphasizing accountability and

consequences for choices. When a student is unresponsive to redirection or coaching, alternative discipline management techniques may be used. However, staff will continue to utilize coaching strategies, positive redirection, and positive enforcement while utilizing the following behavioral strategies.

Minor violations are rule violations that do not represent a serious threat against environment, persons, or property. Minor violations include, but are not limited to:

- Intentional disruptive interaction (tapping, noises)
- Out of dress code
- Not Participating/Sleeping
- Profanity
- Disrespectful/defiant behavior
- Cross-talking
- Any behavior that interferes with the instructional process

The sanctions for minor violations include, but are not limited to:

- verbal correction/redirection by a JJAEP staff member;
- time out;
- additional assigned duties i.e. trash detail, garden maintenance, community service, etc.;
- writing assignments and other projects;
- Loss of level/privileges.
- Loss of program day credit

Major violations are that constitute only a serious threat against persons or property and/or serious threat. Major violations include, but are not limited to:

- Gang-related behaviors
- Harassment/Provoking
- Physical Violence or Threat
- Under influence of drugs/alcohol

The sanctions for a major violation include, but are not limited to:

- referral to a Juvenile Probation Officer;
- additional program days assigned;
- emergency removal without credit for a program day;
- referral to the police;
- referral to the juvenile court and/or detention; and/or
- Addition of up to five (5) program days per incident

**Repeated minor violations could constitute a major violation

The discipline management techniques listed above may be used, alone or in combination, for any conduct that violates a classroom rule, school rule, Student Code of Conduct violation or

any violation of the Family Code or Penal Code. All discipline reports will be referred to a student's probation officer and the juvenile court when appropriate.

Section 5.04 TIME OUT

Time outs are assessed for minor violations of school rules. Minor time outs can be served at the student's desk, by using the time out position. The time out position is both feet on the floor, both hands on the desk, and the student not talking. Subsequent time outs for a student who disrupts

the class will be served in the hallway with staff supervision. Time outs in the hall will be in an assigned space, both feet on the floor, both hands together behind the back, no talking or excessive moving about.

Section 5.06 EMERGENCY REMOVAL

Students may be removed from the school program/premises for disciplinary and non-disciplinary health, welfare and safety reasons when the Program Administrator determines that an emergency exists. Reasons constituting an emergency include, but are not limited to:

- a student being under the influence of alcohol or drugs;
- a student being highly agitated; or
- a student suffering from any other condition that temporarily threatens the student's welfare, other student's welfare, other individual's welfare or the efficient operation of the school

Any student removed from the program for any of the above reasons shall be released to his parent, guardian or custodian, the parent's representative or other proper authority, including, but not limited to law enforcement officers and medical personnel.

NOTICE: The Bell County JJAEP shall make reasonable efforts to notify the parents prior to removing a child from the school premises. If the parent cannot be notified prior to the removal, the parent shall be notified as soon as possible of the reasons for the removal.

Section 5.07 INTERROGATION AND SEARCHES

Bell County JJAEP staff shall pat-down and search every student and a student's property daily upon entrance into the facilities or anytime the staff feels that a search is warranted to protect the students, staff or the facility. Exterior searches of the student's outer clothing and pockets shall be conducted. Electronic scanning devices shall also be used for student, staff and program safety. Any area, which is used by the Bell County JJAEP, may be searched if reasonable cause exists to believe that a weapon or contraband is there. Pat down searches shall be conducted only by JJAEP Program Staff of the same gender as the student being searched. Strip searches are prohibited.

A student that has elected to walk off the campus without permission is subject to search and drug urinalysis upon return.

Drug detecting dogs shall periodically search the Bell County JJAEP.

Note: If a JJAEP staff member detects an object that he or she feels may be a weapon or contraband; the staff member will first ask the student to remove the contraband and hand it to the staff member. If the student refuses to comply the staff member may reach into a student's

pocket or pockets while conducting a subsequent search for weapons or contraband. The staff member may also search a coat or other personal items for weapons or contraband if the staff member has reason to believe that the student is concealing a weapon or contraband. If the student refuses to cooperate with the staff member, the staff member will contact the student's JJAEP probation officer. The student will

be removed to a safe location in the JJAEP until the probation officer or police arrive. The staff member at no time will leave the child alone until a satisfactory search has been completed.

Section 5.08 Unauthorized Exits from JJAEP Campus

If a student elects to walk-off campus without permission, their parent/guardian will be contacted to advise them of the situation. The student will only be permitted to return to the campus that day if their parent/guardian returns them to the school, and signs them back into the program. The student will not be allowed to return to campus and ride the bus home that day unless the parent has returned them to the campus.

Section 5.09 USE OF FORCE/PHYSICAL RESTRAINT

Bell County JJAEP staff are trained and certified to utilize a state recognized physical restraint technique. The staff may, within the scope of their duties, use and apply the minimum amount of physical restraint or force to a student that the staff member reasonably believes, is necessary to:

- protect a person, including the person using physical restraint, from physical injury;
- obtain possession of a weapon or other dangerous object;
- protect property from damage;
- remove from the school environment, a highly agitated or aggressive student, refusing repeated instruction of staff personnel, in order to restore order and to protect the security and safety of students and staff;
- protect a student from self-injury; and
- intervention in riots, assaults or fights

Approved mechanical restraint devices shall only be used by certified Juvenile Probation Officers and certified Juvenile Supervision Officers in instances of threat of imminent self-injury, injury to others, or serious property damage. They shall be implemented in such a way as to protect the health and safety of the student and others and shall only be used in a manner consistent with their intended use.

Section 5.10 LAW VIOLATIONS

All alleged violations of penal laws of this state or the United States shall be reported by the JJAEP staff to the proper law enforcement authorities if the conduct that constitutes the alleged violation occurred:

- in any JJAEP building or facility;
- on the property where the JJAEP is located;

- on a motorized vehicle being operated by JJAEP staff that is transporting JJAEP students;
- at a JJAEP sponsored event either on or off the property where the JJAEP is located; and
- within 300 feet of the property where the JJAEP is located

Section 5.11 SEXUAL HARASSMENT

Students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature. This prohibition applies whether the conduct is by word, gesture, or any other, intimidating sexual conduct, including requests for sexual favors that the other person regards as offensive or

provocative. The Bell County JJAEP considers sexual harassment to be a serious offense, and will consider the full range of disciplinary consequences.

Section 5.12 SERIOUS INCIDENTS, ABUSE, NEGLIGENCE, AND EXPLOITATION

The Bell County JJAEP maintains a zero-tolerance policy regarding sexual abuse as defined in TAC 37 Ch. 358. Students shall not be subject to physical, sexual, or emotional abuse, neglect or exploitation by any individual having contact with the students.

Sexual conduct between students is not allowed.

Any allegations of abuse or neglect of a JJAEP student shall be documented and reported immediately to law enforcement for investigation as required by Chapter 261, Texas Family Code; the allegation must be reported to the Texas Juvenile Justice Department subject the requirements established in TAC 37 Ch. 358 for the nature of the allegation being made.

Prevention, Intervention, and minimizing risk

Students shall be trained in the following prevention strategies:

- Avoiding isolated or secluded areas of the program
- Being aware of their own body language and behavior
- Never share personal information with another student
- Never receive gifts or favors from another student
- Students should not give gifts or do favors for another student
- Being cautious of other students who attempt to be overly friendly with them, try to prevent them from interacting with other students or staff, or repeatedly show interest in their personal matters
- Report all incidents of actual or attempted sexual contact, threats against themselves, family, intimidation, or sexual conversations by another student or staff.

Reporting

Students are advised that as a student of the Bell County JJAEP it is their duty to report any of the following:

- Any incident of abuse or neglect
- Any incident or situation that they feel is abusive
- If they feel that another student is being abused, it is also their responsibility to report it.

- If they are sexually assaulted, abused or harassed by any staff member or student they are encouraged to immediately report the incident so that the program can ensure the student's safety and the safety of all students.
- Students shall also be advised that they have the right to confidentially report sexual assault, abuse or harassment to a Program Advisor, Program Administrator, or Probation Officer or by accessing the Texas Juvenile Justice Department's **toll-free number 1-877-STOP-ANE (1-877-786-7263)**.

Any report of sexual assault, abuse, or harassment alleged to have occurred within the program will be investigated to the fullest extent and reported to local law enforcement for possible criminal investigation and prosecution.

Treatment and Counseling

- Students shall be afforded a mental health assessment and any needed mental health services as a result of being the victim of sexual assault or abuse that occurs in the program.
- Students may submit any medical/mental health concern due to alleged abuse, neglect, or exploitation on a medical request form.

Medical treatment and/or mental health services shall be provided to any student who at the conclusion of an internal or TJJD investigation (whichever is concluded first) of abuse, neglect, or exploitation is found to have been abuse, neglected, or exploited at the JJAEP. If physical injuries may have occurred or a sexually transmitted disease may have been contracted, the cost of the medical or mental health assessment and subsequent medical visits or counseling services shall not be assessed to the student or the student's family.

Section 5.13 TOBACCO

Students may not possess, smoke or use tobacco products or related items, including, but not limited to, cigarettes, cigars, pipes, snuff, chewing tobacco, matches or lighters on school property. Students found in possession of any prohibited items are subject to appropriate disciplinary action.

Section 5.14 DRUG AND ALCOHOL USE

A student shall not possess, use, distribute (or attempt to possess, use or distribute), or be under the influence of the following substances at school:

- any controlled substance, dangerous or illicit drug including, but not limited to:
 - A. marijuana, any narcotic drug (hallucinogen, stimulant, depressant, amphetamine, or barbiturate), other over-the-counter stimulants; and
 - B. sedatives or drug paraphernalia;
- alcohol, alcoholic beverage or other intoxicant;
- any chemical substance for inhalation including, but not limited to, glue, aerosol paint, etc.; and/or
- simulated controlled substances (substances that are purported to be controlled substances, but are chemically different from the controlled substances they are purported to be).

If a JJAEP staff member has reasonable suspicion to believe that a student is under the influence of drugs while in attendance at JJAEP a drug urinalysis will be conducted. If the urinalysis is positive for the presence of illegal substance(s), the student's parent will be contacted immediately to advise them of the results and have them remove the student from campus. **All drug and alcohol offenses will be referred to the police for prosecution.**

Section 5.15 PROHIBITED SANCTIONS

The following sanctions are prohibited in the JJAEP and their prohibition must ~~shall~~ be clearly noted in the student code of conduct:

- corporal punishment, physical abuse, humiliating punishment, and hazing;
- physical exercises imposed for discipline or intimidation
- deprivation of food and water;
- one student sanctioning another; or
- expulsion from a JJAEP

Section 5.16 DISCIPLINARY REVIEW PROCESS

When a student is alleged to have committed a major rule violation and receives a sanction, a review may be requested within five (5) school days.

Rights during the Disciplinary Review Process

- The Review shall be conducted by a neutral and impartial person or board not directly involved in either the alleged rule violation or the imposed sanction.
- All evidence against the student must be provided to the student, unless a law enforcement officer or county attorney requests to withhold certain evidence, or, the Program Administrator documents that certain evidence may compromise the safety of a student or others.
- The student shall be allowed the opportunity to be heard in person, to present evidence, and to have relevant witnesses speak on their behalf.
- If the student cannot read, is disabled, or is otherwise unable to understand the review process, the resident may ask a staff member for assistance.
- Once review has been completed, the person(s) who held the review shall prepare a written statement indicating the evidence relied upon and the justification for the disposition. The statement shall be made available to the student for review and a copy shall be retained in the student's file.

After the review, if it is determined that the student did not commit a major rule violation, or that the corresponding sanction was inappropriate, staff shall restore or reinstate any privileges that have been denied or modified or determine some form of appropriate relief.

Section 5.17 GRIEVANCES

Any student may submit a grievance form regarding complaints of mistreatment or regarding programmatic issues.

1. Grievance form will be located in a central location in the classroom readily available for students' access without the assistance or approval from staff.
2. Grievances shall be submitted in writing and placed the grievance box in the front office by the student.

3. All grievances will be heard by the Grievance Officer, with the exception of a grievance against the Program Administrator.
4. If the grievance is against the Program Administrator, the grievance shall be submitted to the Assistant Director of Juvenile Services for disposition.
5. If the grievance is against the SW Key Program Director the grievance shall be submitted to the Southwest Key Regional Education Director for disposition.
6. A copy of the student's grievance and the response will be provided to the student's parent, guardian or custodian upon request.
7. A copy shall also be placed in the student's JJAEP file.
8. If the student wishes to appeal the disposition of the grievance or further investigation is necessary the grievance will be forwarded to the Program Administrator.
 - a. The student may submit an appeal of the initial response with a deadline of no earlier than five school days.
 - b. A written response will be provided within ten school days after submitting appeal.
9. Retaliation by staff members against a student for filing a grievance is prohibited.

Section 5.18 EXIT CRITERIA

A student must meet one or more of the following criteria to exit the Bell County JJAEP:

1. complete the high school graduation requirements of the home school district;
2. complete the GED Exit Level requirements; or
3. complete the terms of assignment to the JJAEP

Note: This document may be reviewed by the Program Administrator at any time during the current school year and revised semi-annually with the approval of the Juvenile Board.

Notice. A copy of the JJAEP student code of conduct must be provided to each student and the student's parent, guardian or custodian upon the student's entry into the JJAEP. The Student Code of Conduct must be reviewed with each student and the student's parent, guardian or custodian and must be translated if necessary to ensure understanding of the content by all parties. An acknowledgment of receipt of the student code of conduct signed by the student and their parent must be maintained in each student's file. The student code of conduct must be readily accessible to every JJAEP staff member.



BELL COUNTY JUVENILE SERVICES

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Killeen, TX 76543
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Bell

County Juvenile

Justice Alternative Education Program (JJAEP) COVID-19 Response Plan

Research from the Centers for Disease Control (CDC), among others, has found that while children do get infected by COVID-19 and some severe outcomes have been reported in children, relatively few children with COVID-19 are hospitalized or have severe symptoms. Furthermore, The American Academy of Pediatrics notes that COVID-19 risks must be balanced with the need for children to attend school in person, given that lack of physical access to school leads to a number of negative consequences, placing “children and adolescents at considerable risk of morbidity, and in some cases mortality.”

While it is not possible to eliminate all risk of furthering the spread of COVID-19, the current science suggests there are many steps schools can take to reduce the risks to students, teachers, staff, and their families significantly. This document contains information on four sets of practices that minimize the likelihood of viral spread:

- **PROVIDE NOTICE**
- **PREVENT** the virus from entering the school
- **RESPOND** to a lab confirmed case in the school
- **MITIGATE** practices to reduce likely spread inside the school

The Bell County JJAEP has designated a group that is responsible for responding to COVID-19 concerns. This group consists of the Director/Chief Juvenile Probation Officer, the Assistant Director for Administrative Services, the JJAEP Program Administrator, and the Southwest Key Program Director. In that vein, every stakeholder in the JJAEP is encouraged to practice vigilance to prevent the introduction or spread of COVID-19 in the JJAEP.

Attendance and Enrollment

Student attendance may be earned through the delivery of virtual instruction. Any parent may request that their student be offered virtual instruction. If a parent who chooses virtual instruction wants their child to switch to on-campus instruction, they can do so, but the JJAEP is permitted to limit these transitions to occur only at the end of a grading period, if it will be beneficial to the student’s instructional quality. The JJAEP will be recording attendance each day regardless of whether the student is a virtual or on-campus student. Students participating virtually must be logged in for instruction at 8:00 a.m. each school day. These students progress will be monitored until the end of the school day at 3:30 p.m. by additional check-ins with/by JJAEP staff. During the first three weeks of school the JJAEP may temporarily limit access to on-campus instruction. As a result, some parents opting for their student to attend on-campus may be required to start with remote instruction temporarily. The JJAEP will work in conjunction with the sending school district to resolve any obstacles regarding technology to provide virtual instruction.

PREVENT

Screening for COVID-19 Before Entering Campus

The JJAEP shall require teachers and staff to self-screen for COVID-19 symptoms before coming to campus each day. Symptoms are listed at the end of this document. Upon arrival to the JJAEP, teachers and staff shall have their temperature taken by a designated staff member prior to entering the building. Anyone presenting with a temperature of 100 degrees Fahrenheit or above will not be permitted to enter the JJAEP. Teachers and staff who have COVID-19 symptoms or are lab-confirmed with COVID-19 shall report this information to their immediate supervisor and the JJAEP Program Administrator. These individuals must remain off campus until they meet the criteria to return as indicated below. Additionally, any teachers and staff who have had close contact with an individual who is lab-confirmed with COVID-19 must remain off campus until the 14-day incubation period has passed and provide documentation of such prior to returning to campus. Prior to entering the JJAEP teachers and staff will also be asked a series of questions to assess their likelihood of exposure to COVID-19. Anyone who provides information of possible exposure will not be permitted to enter the JJAEP.

Parents must ensure they do not send a child to the JJAEP if the child has COVID-19 symptoms or is lab-confirmed with COVID-19. Parents may also opt to have their child receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed and provide documentation of such prior to returning to campus. Upon arrival to the JJAEP each day the student's temperature will be taken by a designated staff person. Students who present with a temperature of 100 degrees Fahrenheit or higher will not be permitted to enter the JJAEP and must be picked up by a parent or guardian. Students will also be asked a series of questions to assess their likelihood of exposure to COVID-19. Any student who provides information of possible exposure will not be permitted to enter the JJAEP and must be picked up by a parent or guardian. Any parent or guardian wishing to enter the JJAEP is also subject to the temperature check and screening questions. The same is the case for any visitors, contractors, volunteers, or any other stakeholder wishing to enter the JJAEP.

There is a single-entry point to the JJAEP at the main entrance located on the east side of the building for all individuals wishing to enter.

Once cleared for entry, students shall be searched then proceed directly to the classroom.

Individuals Confirmed or Suspected with COVID-19

Any individual who themselves is either 1.) lab-confirmed to have COVID-19; or 2.) experiences symptoms of COVID-19 (listed below) must stay home throughout the infection period, and cannot return to campus until the JJAEP screens the individual to determine any of the below conditions for campus re-entry have been met:

- a. At least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
- b. The individual has improvement in symptoms; and
- c. At least ten days have passed since symptoms first appeared.

Any individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19 is assumed to have COVID-19 and may not return to the JJAEP until the individual has completed the same three-step set of criteria listed above.

Any individual that has symptoms that could be COVID-19 and wants to return to school before completing the stay at home period must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least twenty-four hours apart that they are free of COVID-19 via acute infection tests at an approved COVID-19 testing location.

Identifying Possible COVID-19 Cases on Campus

- Any student who shows COVID-19 symptoms at school shall be immediately separated until they can be picked up by a parent or guardian
- Any teacher/staff member who shows COVID-19 symptoms at school shall removed themselves from the JJAEP campus and consult with a medical professional
- The JJAEP shall immediately clean all areas used by any individual who has shown COVID-19 symptoms
- Any individual who reports feeling feverish shall be given an immediate temperature check to determine if they are symptomatic for COVID-19.

RESPOND

If an individual who is lab-confirmed to have COVID-19 has been on campus Bell County JJAEP staff shall notify the Bell County Public Health Department. All areas that were used by the individual shall be closed off until all non-porous surfaces in those areas can be disinfected. The JJAEP response team shall notify all teachers, staff, and families of all students of a lab-confirmed case of COVID-19 having been present on campus. If deemed appropriate, the JJAEP may close for a period of up to five school days to ensure proper cleaning procedures have been implemented. Virtual learning will be provided to students in the event of closure.

MITIGATE

The JJAEP will have hand sanitizer at each entrance and in every classroom for students and staff to utilize prior to entry. All individuals entering the JJAEP will be encouraged to wash their hands frequently as outlined by the CDC. The JJAEP campus shall institute more frequent cleaning practices including those areas touched in common throughout the day. Cleaning products shall be stored securely where students cannot access them. To the extent possible students will go outside to access fresh air. The JJAEP will also provide instructions to students on appropriate hygiene practices and other mitigation practices adopted by the JJAEP.

MASKS

Masks include non-medical grade disposable face masks and cloth face coverings (over the nose and mouth). The JJAEP will comply with the governor's executive orders regarding the wearing of masks and masks are required to be worn by all individuals entering the JJAEP. In such instances where it is impractical for an individual to wear a mask (i.e. exercising) it may be removed provided the individual maintains at least six feet of distance from others. Masks will be provided to those individuals who do not have one (based on availability).

SOCIAL DISTANCING

Where feasible without disrupting the educational experience, student desks shall be placed a minimum of six feet apart. Additionally, whenever possible all individuals on the JJAEP campus should practice social distancing and remain at least six feet apart from each other. Students and staff shall not engage in activities that require or could incidentally create a space of less than six feet between them.

BREAKS

Water coolers and individual cups will be provided for students. Students will not have access to water fountains. Staff are encouraged to provide their own beverages/containers. Snacks provided to students will be in individual disposable packages. Whenever practical, students shall enter and utilize restroom facilities one at a time. All meals will be consumed at the student's desk. Whenever possible meals will be eaten outside.

MOVEMENT

Movement in the hallways for all individuals shall be directional on opposite sides as indicated by markings on the floor and signage posted on the walls. All individuals should maintain six feet distance between them during movement.

DAILY INSTRUCTION

- Classroom occupancy shall not exceed 8 individuals
- Using a disinfectant wipe, SWK staff shall wipe down all classroom surfaces each morning and afternoon prior to arrival and departure of JJAEP students. At the end of the school day, the classroom teacher shall wipe down all laptops and PCs that students used with a disinfectant wipe.
- When feasible and appropriate, BCJJAEP students will gather outside rather than inside, in order to reduce the risk of viral infections. Students on campus will not participate in singing, playing wind instruments or indoor physical activity (i.e. Wii, calisthenics, etc.) because of their potential for spreading the virus through respiratory droplets. work that would require students to regularly interact within six feet.
- In the event that students must be taught by multiple teachers, students will not be brought together with those in other classes for shared instruction or mixed with other classes during elective or other periods or between classes. In these situations, teachers shall rotate between classes while students stay in one class to minimize students encountering others in the hallway.
- All students and parents will be surveyed in regard to internet capability and technological equipment in the household.

TRANSPORTATION

Students who ride the bus to school are subject to the protocols and policies of the school district providing the transportation. These students are encouraged to practice social distancing while on the bus and to clean/wash their hands prior to boarding the bus and immediately upon exiting the bus.

COVID-19 Symptoms

Has the individual recently begun experiencing symptoms in a way that is not normal for them?

- Feeling feverish or having a measured temperature of 100 degrees Fahrenheit or higher
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or aches
- Diarrhea

*Symptoms may be updated/edited upon further guidance from the CDC.

Close Contact

Close contact is defined as:

- a. Being directly exposed to infectious secretions (i.e. being coughed on while not wearing a mask or face shield);
or
- b. Being within six feet for cumulative duration of fifteen minutes while not wearing a mask for face shield;

If either occurred at any time within the last 14 days at the same time the infected individual was infectious.

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

July

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* All District Offices will be closed the week of June 29th

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s	m	t	w	t	f	s
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

s	m	t	w	t	f	s
	1	2	3	4	5	6
7	8	9	10	11	★ 12	13
14	15	16	17	18	19	20
21	22	★ 23	24	25	26	27
28	29	30	31			

April

s	m	t	w	t	f	s
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

s	m	t	w	t	f	s
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	★ 27	28	29
30	31					

June

s	m	t	w	t	f	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Legend

- First/Last Day of School
- Student Early Release
- STAAR Testing
- Teacher Professional Development Day
- School Closed/ Holidays
- Exchange Day
- Teacher Work Day
- ★ Reporting Period Begins/Ends

Highlights

- Aug. 4.....First Teacher Contract Day/Exchange Day
- Aug. 5 - 14Teacher In-Service
- Aug. 171st Day of School (**Virtual**)
- Sept. 7..... Labor Day Holiday
- Oct. 12 Columbus Holiday
- Oct. 16End of nine weeks/Student Early Release
- Nov. 11..... Veterans Day Holiday
- Nov. 23 - 27Thanksgiving Holiday
- Dec. 18End of nine weeks/Student Early Release
- Dec. 21 - Jan. 4.....Christmas Break
- Jan. 5.....Teacher In-Service
- Jan. 18.....Martin Luther King, Jr. Holiday
- Feb. 15.....Presidents' Day Holiday or
..... Bad Weather Make-Up Day
- Mar. 12.....End of nine weeks/Student Early Release
- Mar. 15 - 19.....Spring Break
- April 2Holiday or Bad Weather Make-Up Day
- May 31 Memorial Holiday
- May 27.....End of nine weeks/Student Early Release
- May 28.....Teacher In-Service

Reporting Periods

- 1st August 17 - October 1641 Days
- 2nd October 19 - December 18.....39 Days
- First Semester total 80 days**
- 3rd..... January 6 - March 1245 Days
- 4th March 23 - May 2746 Days
- Second Semester total 91 days**

Bad Weather

Should emergency situations such as severe weather occur, an announcement of any change in the normal school schedule, BCJJAEP will follow the media released from the KISD Office of the Superintendent to local news media including radio, television and newspaper. Closings announced on: KCEN Ch. 6, KWTX Ch. 10, KXXV Ch. 25, WACO-FM (100), KCKR-FM (95.7), KWTX-FM (97.5), KBRQ-FM (102.5), KWTX-AM (1460), KRZI-AM (1580), KEYR-FM (92.9), KBCT-FM (94.5), the KISD website and on KISD Channel 17.

STAAR Testing

(Dates Subject to Change) <http://www.tea.state.tx.us>

Campus Startup Dates

Aug. 17-Sept. 8.....Virtual Instruction
Sept. 8... On Site Instruction Option Begins