

Waller Independent School District  
Holleman Elementary

Comprehensive Needs Assessment  
&  
Campus Improvement Plan  
School Year 2014-2015

Campus Goal for 2014-2015:  
Meet standard and earn one campus distinction designation

### **Holleman Elementary School/Waller ISD Comprehensive Needs Assessment 2012-2013**

#### **Campus Profile:**

The student population of Holleman Elementary School is: 9.64 % African American, 32.23 % White, .14 % Asian, 54.13% Hispanic, .83% Native American, 3.03% Two or More Races 0 % Pacific Islander, 52.07 % Male, 47.93 % Female, 70.66% low socioeconomic status. The staff population of Holleman is: 6.4 % African American, 52.9 % White, 0 % Asian, 37.1 % Hispanic, 1.97% Native American, .4% Pacific Islander, 1.3% Two or More Races, 14.6 % Male, 85.4% Female. Holleman is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides)

The average daily attendance rate for students is 96. %. The average daily attendance rate for teachers in 2012-2013 was 96.5%. The percent of students with disciplinary placement is 1.5%.

Within special programs in Holleman Elementary School, we serve a number of students. The number of students served are: 286 Limited English Proficient, 10 students in the 504 Program, 20 Gifted and Talented Program, and 33 Special Education Program.

#### **Special Programs:**

Our School-wide Title I program consists of parent involvement activities, computer based intervention programs, reading and/or math campus based interventionists, campus academic tutors for core subject areas, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of STAAR Acceleration teachers, instructional aides to assist at-risk students, homebound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of NCLB Highly qualified, supplemental materials to assist the HR department in recruiting HQ employees, and professional development outside the district, as well as consultants hired within the district to provide professional development.

Our Title III program consists of computer based intervention programs, bilingual campus academic tutors for core subject areas, bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification trainings, summer programming for identified students, and parent involvement activities.

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Our 21<sup>st</sup> Century After School program consists of parent involvement activities, as well as student academic and enrichment opportunities.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

### **Comprehensive Needs Assessment Process**

The Holleman Elementary School needs assessment process is described below. The schools comprehensive needs assessment committee met and formed subcommittees to evaluate the previous year's data. The subcommittees were: Demographics, Student Achievement, School Culture and Climate, Staff Quality/Professional Development, Curriculum Instruction and Assessment, Family and Community Involvement, School Context and Organization, and Technology. The committees evaluated program evaluations, survey results, and the following data: 12-13 Enrollment Data on Snapshot, 2012 Campus Accountability Table, Campus At Risk Indicators and numbers on campus, Holleman STAAR data vs. State, Preliminary AYP 2012, 2012 PBMAS, 2012 TELPAS, Sample Teacher job description, 2012-2013 Retention Information, Sample PDAS Document, Curriculum Bundle, Sample Scope and Sequence, CBA/Benchmark Assessment Control Form, Year Proposal Activities for ACE Program, Holleman Perception Surveys, Discipline Data from 11-12 and 12-13, campus compacts, Bell schedules, campus maps, technology plan, STARR Chart Results, Campus Technology Inventory. Documentation of the process includes meeting minutes, agenda, sign-in sheets, subcommittee folders with data reviewed and findings (completed worksheets from the Region 20 CNA tool), and the Holleman Comprehensive Needs Assessment Summary.

Committee members reviewed the data listed above to identify areas of strength, needs, and priorities. Below are the findings of each committee:

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<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Most absences are excused</li> </ul>	<ul style="list-style-type: none"> <li>• Address tardies</li> <li>• More African American teachers / staff</li> <li>• Make K-3 classes smaller</li> </ul>	<ul style="list-style-type: none"> <li>• Hire more African American</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Bilingual students stronger in math</li> <li>• All students' scores are compatible</li> <li>• All classrooms have smart-boards</li> </ul>	<ul style="list-style-type: none"> <li>• Special Ed population scores are the lowest</li> <li>• Vocabulary for LEP students</li> </ul>	<ul style="list-style-type: none"> <li>• Increase vocabulary in ELL and low SES learners</li> <li>• Mainstream and provide in class support for our Special Education students</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Administration treats staff with respect</li> <li>• Quality work is expected of teachers and students</li> <li>• Data driven decisions</li> <li>• Staff clear about their jobs</li> <li>• Have all information needed to perform job</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty communication (between Holleman and District)</li> <li>• Share decision making within Holleman</li> </ul>	<ul style="list-style-type: none"> <li>• Involve more teachers in the decision making process</li> <li>• Stakeholders feedback survey</li> </ul>
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>• Having candidates for employment bring lessons to share at the interview</li> <li>• Hire HO teachers</li> <li>• Retention of teachers</li> <li>• Hiring process – use committees</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development in the areas of reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development in the areas of reading and writing</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>• Horizontal/vertical team meetings</li> <li>• Curriculum align</li> <li>• AWARE for data analysis</li> <li>• District curriculum planning days</li> </ul>	<ul style="list-style-type: none"> <li>• Time to meet and create</li> <li>• Look at Special Education Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicate time for Horizontal / Vertical meeting</li> <li>• Look at Special Education Curriculum</li> </ul>

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<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Adult English and Spanish classes</li> <li>• Summer programs</li> <li>• Variety of classes offered to parents in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate family center</li> <li>• Promote participation in family engagement survey</li> <li>• Promote family involvement activities</li> </ul>	<ul style="list-style-type: none"> <li>• Create a parent center</li> <li>• More communication to parents about family and adult education classes</li> </ul>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>• Counselor grade level groups</li> <li>• Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent communication between front office and teachers</li> <li>• Consistent calendar up-dates</li> <li>• More one-on-one time with counselor and students</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent calendar program</li> <li>• Survey for student perspective</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Exposure of technology to students-equipment (smart boards, devices for students, I pads, slates, digital cameras, smart response, I pods nano, and video conferencing equipment)</li> </ul>	<ul style="list-style-type: none"> <li>• I pads for all teachers</li> <li>• Professional development</li> <li>• Interactive lessons with teachers and students for the I pads / I phone devices</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development on I pads and smart-boards to create interactive lessons</li> </ul>

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**Goal #1**

**Conduct a comprehensive needs assessment to design and implement a successful campus plan. [P L 107-110, Section 1114 (b) (1) A]**

Person(s)/Positions Responsible	Fund Source(s)	# of SCE FTEs	Summative Effectiveness Indicators	Date of Completion

**Goal #1: Strategy 1: *Involve all stakeholders***

Activities	Person(s) Responsible/Fund Source (s)	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Administrative team, cafeteria manager, nurse, attendance clerk, ACE Coordinator, and campus secretary will participate in bi-weekly meetings.	Principal	100% Attendance Agenda Sign in Sheet	Fall	A	S	O	N	D	Summer	
					X	X	X	X	J	J
			Spring	J	F	M	A	M		
			X	X	X	X	X			
Team leaders will participate in a monthly meeting with campus administration.	Principal Assistant Principal	100% attendance Agenda Sign in Sheet	Fall	A	S	O	N	D	Summer	
					X	X	X	X	J	J
			Spring	J	F	M	A	M		
			X	X	X	X	X			
Parents, staff, and community members will attend a meeting and work on goals for the campus.	Principal Assistant Principal	100% staff attendance Agenda Sign in Sheet	Fall	A	S	O	N	D	Summer	
					X				J	J
			Spring	J	F	M	A	M		
			X					X	X	

**Goal #1: Strategy 2: *Articulate and adopt a Common Vision***

Activities	Person(s) Responsible/Fund Source(s)	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Create Grade Level Goals	Holleman staff and parents	Participation by the staff in creating the grade level goals, posting in rooms, and sharing with parents. Post on our web-site.	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M		X
Share academic data with all school community members to allow for input in developing goals and strategies.	Instructional Facilitator	Monthly meetings to look at data and reassess the goals, create new ones, once they have been met.	Fall	A	S	O	N	D	Summer	
					X	X	X	X	J	J
			Spring	J	F	M	A	M		
			X	X	X	X	X			

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**Goal #1: Strategy 3: Collaborate**

Activities	Person(s) Responsible/ Fund Source (s)	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Horizontal team planning will take place to share best practices and effective instructional strategies across the district.	Curriculum directors and instructional specialist.	100 % participation of teachers.	Fall	A	S	O	N	D	Summer	
				X		X	X			
			Spring	J	F	M	A	M	J	J
				X		X		X		
Vertical planning will take place at the campus level to ensure that the academic language and strategies are consistent across campus.	Instructional Facilitator	100% participation of teachers. Agenda Sign in Sheet	Fall	A	S	O	N	D	Summer	
							x			
			Spring	J	F	M	A	M	J	J
				X						

**Goal #1: Strategy 4: Investigate specific areas of needs**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Review STAAR and End of Year Benchmark data to identify math, reading, writing and science TEKS that were weaknesses in 2013.	Principal Instructional Facilitator Teacher Title 1 Teachers	Agenda Target areas listed and shared.	Fall	A	S	O	N	D	Summer	
				X						
			Spring	J	F	M	A	M	J	J
								X		
Review discipline data, DRA, I-stations, TTM, Symphony Math, TELPAS, and benchmark data.	Principal Instructional Facilitator Teacher Title 1 Teachers	Targeted areas listed and shared.	Fall	A	S	O	N	D	Summer	
				X			x			
			Spring	J	F	M	A	M	J	J
			X					X		
Review Math, Science, Reading and Writing data from CBA's, Diagnostics, and benchmarks, the Monday after the data is scanned to identify instructional strengths and areas to target.	Principal Instructional Facilitator Teacher Title 1 Teachers	The team will discuss each other's strengths and weaknesses. Using this they will share their lessons used.	Fall	A	S	O	N	D	Summer	
					X	X	X	X		
			Spring	J	F	M	A	M	J	J
			X	X	X	X	X	X		

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**Goal #1: Strategy 5: Needs Assessment**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur											
Target 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade writing skills in all sub-pops.	Teachers Instructional Facilitator Principals	CBA and Benchmarks, increase score over the prior year.	Fall	A	S	O	N	D	Summer					
					X		X							
			Spring	J	F	M	A	M	J	J		X		
Target 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grade Reading to add value to our students, and increase the advanced academic performance level.	Teachers Instructional Facilitator Principals	Higher percentage of students commended from the 2014 school year.	Fall	A	S	O	N	D	Summer					
					X		X							
			Spring	J	F	M	A	M	J	J		X		
Conduct ongoing needs assessments in curriculum meetings using AWARE data.	Teachers Instructional Facilitator Principals	STAAR, CBA and Benchmark Data	Fall	A	S	O	N	D	Summer					
					X		X							
			Spring	J	F	M	A	M	J	J		X		
Use all types of AWARE and Skyward data to help identify areas of need and formulate plans of action to help campuses increase their capacity for success.	Teachers Instructional Facilitator Principals	STAAR, CBA and Benchmark Data. Skyward, gradebook and attendance data for both students and staff.	Fall	A	S	O	N	D	Summer					
					X		X							
			Spring	J	F	M	A	M	J	J		X		
Target 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grade Math to add value to our students, and increase the advanced academic performance level.	Teachers Instructional Facilitator Principals	Higher percentage of students commended from the 2014 school year.	Fall	A	S	O	N	D	Summer					
					X		X							
			Spring	J	F	M	A	M	J	J		X		



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**ANALYSIS OF DATA**

**Reading**

<b>3rd Gr.</b>	Campus	State	Diff.	AAP	State	Diff.
All	81	76	+5	17	17	0
Hisp.	77	71	+6	8	10	-2
White	84	87	-3	34	27	+7
AA	100	63	+37	0	9	-9
Eco Dis	75	67	+8	9	8	+1
<b>4th Gr.</b>	Campus	State	Diff.	AAP	State	Diff.
All	81	74	+7	14	18	-4
Hisp.	79	69	+10	7	12	-5
White	90	84	+6	24	27	-3
AA	67	62	+4	22	10	+12
Eco Dis	75	65	+10	8	10	-2
<b>5th Gr.</b>	Campus	State	Diff.	AAP	State	Diff.
All	98	85	+13	22	20	+2
Hisp.	96	81	+5	24	13	+11
White	100	94	+6	29	32	-3
AA	100	78	+22	6	10	-4
Eco Dis	97	80	+17	19	11	+8

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**Math**

<b>3<sup>rd</sup> Gr.</b>	Campus	State	Diff.	AAP	State	Diff.
All	69	70	-1	10	16	-6
Hisp.	65	67	-3	6	12	-6
White	80	80	-1	18	21	-3
AA	50	53	-3	10	7	+3
Eco Dis	63	62	-1	4	10	-6
<b>4<sup>th</sup> Gr.</b>	Campus	State	Diff.	AAP	State	Diff.
All	88	70	+18	31	20	+11
Hisp.	89	66	+22	20	16	+4
White	93	80	+13	45	28	+17
AA	89	53	+35	33	9	+24
Eco Dis	85	62	+23	23	13	+10
<b>5<sup>th</sup> Gr.</b>	Campus	State	Diff.	AAP	State	Diff.
All	97	88	+9	23	22	+1
Hisp.	94	86	+8	24	17	+7
White	100	93	+7	26	30	-4
AA	100	78	+22	13	12	+1
Eco Dis	97	83	+14	19	15	+4

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**4<sup>th</sup> Grade Writing**

<b>4th Gr.</b>	<b>Campus</b>	<b>State</b>	<b>Diff.</b>	<b>AAP</b>	<b>State</b>	<b>Diff.</b>
All	76	73	+3	3	6	-3
Hisp.	72	69	+3	0	4	-4
White	86	81	+5	7	10	-3
AA	68	63	+5	0	3	-3
Eco Dis	68	65	+3	0	3	-3

**5<sup>th</sup> Grade Science**

<b>5th Gr.</b>	<b>Campus</b>	<b>State</b>	<b>Diff.</b>	<b>AAP</b>	<b>State</b>	<b>Diff.</b>
All	86	73	+13	13	11	+2
Hisp.	86	68	+18	14	7	+7
White	86	86	0	17	17	0
AA	82	59	+23	0	4	-4
Eco Dis	79	65	+14	7	6	+1

K-Last CBA Given, 1<sup>st</sup>-2<sup>nd</sup> –EOY Benchmark

<b>Category</b>	<b>All</b>	<b>Hispanic</b>	<b>White</b>	<b>African American</b>	<b>Eco. Dis</b>
Kinder Reading	90	86	91	86	87
Kinder Math	87	80	97	86	82
First Reading	84	80	90	77	83
First Math	91	88	95	92	88
Second Reading	79	71	92	90	73
Second Math	92	92	97	56	90

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<b>Reading</b>						
<b>Category</b>	<b>2013 % Met Standard</b>	<b>2014 % Met Standard</b>	<b>Difference</b>	<b>2013 % Advanced</b>	<b>2014 % Advanced</b>	<b>Difference</b>
All	87	87	0	20	18	-2
Hispanic	83	84	+1	19	13	-6
White	93	91	-2	25	29	+4
Eco. Disadv.	83	82	-1	13	12	-1

<b>Math</b>						
<b>Category</b>	<b>2013 % Met Standard</b>	<b>2014 % Met Standard</b>	<b>Difference</b>	<b>2013 % Advanced</b>	<b>2014 % Advanced</b>	<b>Difference</b>
All	93	85	-8	27	21	-6
Hispanic	93	83	-13	25	16	-9
White	95	91	-4	31	27	-4
Eco. Disadv.	91	82	-9	23	16	-7

<b>Science</b>						
<b>Category</b>	<b>2013 % Met Standard</b>	<b>2014 % Met Standard</b>	<b>Difference</b>	<b>2013 % Advanced</b>	<b>2014 % Advanced</b>	<b>Difference</b>
All	87	86	-1	12	13	+1
Hispanic	87	86	-1	12	14	+2
White	87	86	-1	13	17	+4
Eco. Disadv.	82	79	-3	11	7	+4

<b>Writing</b>						
<b>Category</b>	<b>2013 % Met Standard</b>	<b>2014 % Met Standard</b>	<b>Difference</b>	<b>2013 % Advanced</b>	<b>2014 % Advanced</b>	<b>Difference</b>
All	88	76	-12	8	3	-5
Hispanic	86	72	-14	4	0	-4
White	86	86	-0	11	7	-4
Eco. Disadv.	85	68	-17	2	0	-2



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**Goal #1: Strategy 8: *Evaluate the effectiveness of the plan and implementation***

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
Review and evaluate the 2013 data with the 2014 data looking for areas of growth and weaknesses.	Principal, Instructional Facilitator, Teachers and Staff	Exemplary Rating and 30% Academic Achievement Performance per grade level subject.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
								X	X	

**END OF GOAL #1**







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**Goal #2: Strategy 4: Address the special needs of all children in the school**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
Implement enrichment clubs	ACE Coordinator Teachers Assistant Principal Principal	10% increase in student attendance.	Fall	A	S	O	N	D	Summer	
							X			
		10% decrease in discipline referrals.	Spring	J	F	M	A	M	J	J
							X			
Implement student council and safety patrol for fifth grade.	Student Council Advisor	10% decrease in discipline referrals.	Fall	A	S	O	N	D	Summer	
							X			
			Spring	J	F	M	A	M	J	J
							X			

**END OF GOAL #2**

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**Goal #3 Ensure that all students master state and federal academic and assessment standards**

Person(s) Responsible	Fund Source(s)	# of SCE FTEs	Summative Effectiveness Indicators	Date of Completion

**Comprehensive Needs Assessment for Goal #3**

Current Status	Where We Want to Be	How We Will Get There	Summative Evaluation Standard
1. State rating is a recognized campus.	95% passing rate in all categories.	Interventions for all students not meeting passing criteria.	STAAR assessment results for 2014.

**Goal #3: Strategy 1: Provide a challenging curriculum**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur						
			Fall	A	S	O	N	D	Summer
Common academic language and vocabulary used across grade levels using Neuhaus Materials and trainings and Eseranza/Valley Speech trainings. Poetry Friday Anthology K-5 Edition with Connections to the TEKS (QEP books).	District Coordinators Principal Teachers	Campus Vertical Meetings District Horizontal Meetings	Fall	A	S	O	N	D	Summer
					X				
			Spring	J	F	M	A	M	J
			X			X			
Administrators will regularly conduct effective walk-through of each classroom.	Principal Assistant Principal Instructional Facilitator	Observation data Share trends and patterns	Fall	A	S	O	N	D	Summer
								X	
			Spring	J	F	M	A	M	J
						X			
Faculty will follow grade level TEKS scope and sequence.	Teachers	100% of lessons and units are aligned with the scope and sequence.	Fall	A	S	O	N	D	Summer
						X		X	
			Spring	J	F	M	A	M	J
			X		X				
Faculty will complete 3 Observations this year, on a teacher in another grade level.	Teachers Instructional Facilitator	Walk Through Reflections will be turned into the Instructional Facilitator.	Fall	A	S	O	N	D	Summer
						X		X	
			Spring	J	F	M	A	M	J
			X		X				

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**Goal #3: Strategy 2: Access individual student achievement records**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Provide interventions to identified LEP students.	Bilingual/ESL Interventionist, LEP Tutors, STAAR tutors, Instructional Facilitators, ACE Program	Intervention implemented and classroom/student assessment data is monitored and analyzed	Fall	A	S	O	N	D	Summer	
					X		X			
			Spring	J	F	M	A	M	J	J
			X		X		X			
Provide interventions to identified students at Title 1 school wide campuses.	Instructional Facilitators, ACE Program, STAAR tutors, Title teachers for Reading/Math	Intervention implemented and classroom/student assessment data is monitored and analyzed	Fall	A	S	O	N	D	Summer	
					X		X			
			Spring	J	F	M	A	M	J	J
			X		X		X			
Provide Reading Interventions/Activities for parents to use at home-Reading Connection Newsletter	Reading/ELA Coordinator, Teachers	Intervention implemented and classroom/student assessment data is monitored and analyzed	Fall	A	S	O	N	D	Summer	
					X					
			Spring	J	F	M	A	M	J	J
			X				X			
Provide funding that ensures that all needs are being met with supplemental interventions specific, to a student's age capacity, and desired mastery level.	Federal Programs Director Special Education Department Bilingual Department	Only scientifically researched based supplemental interventions are being funded with Title, and SSI Funds.	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
			X	X	X	X	X			
Provide appropriate technology based interventions programs (imagine learning, Istation, Study Island) to target supplemental learning needs.	Federal Programs Director Technology Director	Learning gaps are reduced through the appropriate use of technology at all grade levels.	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
			X	X	X	X	X			
Provide supplemental math/reading intervention classes for a targeted population.	Campus Math/ELA Teachers, Campus Instructional Facilitator, and Principal	Math/ELA achievement on assessments will increase for the targeted population.	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
			X	X	X	X	X			
Provide ESL Certification trainings to meet the needs of growing population in district.	Principal, teachers, Bilingual/ESL Director, Curriculum Director	Increase the number of Waller ISD teachers with ESL certification	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
			X	X	X	X	X			





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**Goal #4: Strategy 2: Supervision among levels—teacher to paraprofessional, department leaders to teachers, administrators to leaders—ensures quality of instruction and interaction with students**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Weekly team meetings to plan and collaborate on lessons and activities in the classroom.	Teachers Instructional Facilitator	Calendar indicates weekly meetings were held; agendas turned in to keep record.	Fall	A	S	O	N	D	Summer	
					X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		
District Coordinators will meet horizontally and vertically to discuss lessons, common language, and data with teachers.	Curriculum Department	90% of students will pass STAAR.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
								X		
Monthly Team Leader Meetings.	Principal	Agenda and notes from meetings are kept.	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		
Provide Instructional Support to Content/Grade level teams	Curriculum Coordinators Instructional Facilitator	Regular informal observations, modeling of lessons, and collaborative conversations among coordinators and teachers.	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		

**Goal #4: Strategy 3: Training to meet “highly qualified” requirements**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Staff Development provided for teachers and paraprofessionals to obtain staff development hours to maintain certification.	Principal, Curriculum Director	100% of staff highly qualified.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
Provide sheltered instructional model training to all new employees yearly.	Bilingual Director	Agenda, Materials, sign in sheet, certificate provided	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		

**END OF GOAL #4**

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**Goal #5: Provide high-quality and ongoing professional development**

Person(s) Responsible	Fund Source(s)	# of SCE FTEs	Summative Effectiveness Indicators	Date of Completion

**Comprehensive Needs Assessment for Goal #5**

Current Status	Where We Want to Be	How We Will Get There	Summative Evaluation Standard
1. Research based professional development provided to all staff members.	1. Campus is a highly functional Professional Learning Community.	1. Providing ongoing research based professional development to all staff members.	1. Professional Development minutes and agendas.

**Goal #5: Strategy 1: Establish a process to address campus needs in the area of staff development**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Review new staff assignments to determine staff development needs for new positions.	Principal	90% staff development for new staff is aligned to their position.	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M	J	J
Review staff development needs/request with campus based committee for approval: <ul style="list-style-type: none"> <li>teacher input,</li> <li>classroom observations</li> <li>Aware data</li> <li>STAAR 2014 Data</li> <li>Teacher Request</li> </ul>	Principal, Assistant Principal Curriculum Director Instructional Facilitator	Meeting Minutes, Data	Fall	A	S	O	N	D	Summer	
									J	J
			Spring	J	F	M	A	M	X	X
Utilize AWARE and STAAR performance data to identify district wide instructional strengths and weaknesses	Curriculum Meetings Team Members, Curriculum Director, Testing Coordinator, Curriculum Coordinators	Dan accurate portrait of the current instructional status is gained to guide what is provided in staff development at all levels across the district	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X	J	J
			Spring	J	F	M	A	M	X	X
Content Coordinators provide embedded professional development throughout the year, during the school day and after school.	Curriculum Meetings Team Members, Curriculum Director, Testing Coordinator, Curriculum Coordinators	Minutes, Agenda, Sign in Sheets	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X	J	J
			Spring	J	F	M	A	M	X	X

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**Goal #5: Strategy 2: Establish a time frame for professional development which includes an evaluation process**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
K-5 math teachers attend CAMT staff development.	Principal Assistant Principal Instructional Facilitator District Coordinator	Common Language on Campus Lesson Plans Student work Samples	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M		J
								X		
K-5 Teachers attend The Writing Academy and Empowering Writers.	Principal Assistant Principal Instructional Facilitator District Coordinator	Common Language on Campus Lesson Plans Student work Samples	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M		J
								X		
K-5 teachers will attend KILGO training.	Principal Assistant Principal Instructional Facilitator District Coordinator	Common Language on Campus Lesson Plans Student work Samples	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M		J
								X		
K-5 science teachers attend CAST staff development.	Principal Assistant Principal Instructional Facilitator District Coordinator	Common Language on Campus Lesson Plans Student work Samples	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M		J
								X		
TAGT GT Convention	Principal Assistant Principal Instructional Facilitator District Coordinator	GT Lessons and Activities at the higher level, and 100% participation.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M		J
								X		

**Goal #5: Strategy 2: 100 % of our staff will receive high quality professional development**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Provide PD and Materials to address reading strategies in the district *Heinemann *Neuhaus *Debbie Diller	Coordinator Principal	90% in reading assessments across all grade levels.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M		J
								X		
WISD District Horizontal/Vertical Alignment across district		Sign In Sheets	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M		J
								X		



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Content Coordinators will provide embedded professional development throughout the year by offering PD trainings in district from Cindy Schimek, HCDE, Region IV, Region VI Gayle Stahl and The Science/Math Penguin and/or utilizing information acquired by attending conferences; such as TASM, CREST, CAST, CAMT, TSELA, Kilgo, TCTELA, ESC trainings, HCDE trainings, History Alive, Lead4ward, and WHATCE	Curriculum Director, Content Coordinators, Instructional Facilitators	Sign in Sheets	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X	J	J
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X	X	

**END OF GOAL #5**

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**Goal #6 Implement school-wide reform strategies that are based on scientific research**

Person(s) Responsible	Fund Source(s)	# of SCE FTEs	Summative Effectiveness Indicators	Date of Completion

**Comprehensive Needs Assessment for Goal #6**

Current Status	Where We Want to Be	How We Will Get There	Summative Evaluation Standard
1. Curriculum driven instructional decision making.	1. Data driven instructional decision making.	1. Monitoring through the use of walkthroughs and view lesson plans.	1. At-risk students performing at high levels.

**Goal #6: Strategy 1: Use scientifically researched strategies, which are reproducible and an effective means of improving the achievement of all children**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
Continue Empowering Writers K-5.	Principal Teachers District Coordinator	10% increase in writing STAAR and common language on campus.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
								X		
Continue Guided Reading Program in K-3 and I-Stations.	Principal Teachers District Coordinator	90% of the students will achieve appropriate DRA level for their grade.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
								X		
Hands on connections in science and math, using a variety of tools, manipulative, and instructional strategies.	Principal Teachers District Coordinator	10% increase in benchmarks, CBA, and STAAR results.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
								X		
Effectively implement, TTM, Symphony Math, Istation, Guided Reading, Read Naturally, Imagine Learning, Study Island, and Neuhaus into reading curriculum across all grade levels. <b>Utilize a variety of Spanish/English read aloud books to improve literacy and provide a print-rich environment.</b>	Instructional Facilitator, Title teachers, grade level teachers	90% in reading assessments across all grade levels.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
				x	x	x	x	x		
Continue to use LLI System to grow our students in Reading.	Title Teacher Grade Level Teacher	Student's growth on Istations.	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
				x	x	x	x	x		

**END OF GOAL #6**



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**Goal #8 Utilize strategies to increase parent involvement**

Person(s) Responsible	Fund Source(s)	# of SCE FTEs	Summative Effectiveness Indicators	Date of Completion
				June 4, 2010

**Comprehensive Needs Assessment for Goal #8**

Current Status	Where We Want to Be	How We Will Get There	Summative Evaluation Standard
1. Low parent/community involvement during school and evenings.	1. High percentage parent & community involvement during school hours and evenings.	1. Recruit volunteers through articles, monthly calendars, and invitations.	1. Increase volunteerism by 20%.

**Goal #8: Strategy 1: Build the capacity for parents and school staff to interact and collaborate**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Host parental involvement activities that inform parents of the school policies such as annual title 1 meeting and then evaluation and review of school compact, CIP, and parental involvement policy will occur.  Meet the Teacher Night Math/Science Night Reading Night PE Night Music Programs Curriculum Night (PK, K, 1)	Principal, Staff	sign in sheets, minutes page, changes made								
				X	X	X			Summer	
			Spring	J	F	M	A	M	J	J
					X					
Character Counts, Love and Logic for Parents	Counselor	Sign in sheets								
Support parent involvement in campus and district activities.	Family Engagement specialist, campus administrative team, Bilingual/ESL Director	Information provided to parents through the parent newsletter because only 50% have computer access to the internet, parent access page on district and campus websites is maintained and up to date.								
				X	X	X	X	X	Summer	
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		

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Ensure that all communication with parents is provided in the appropriate language.	Bilingual Director, Translator	Copies of all communication on file in both English and Spanish	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		

**Goal #8: Strategy 2: Share responsibility for student achievement incorporating: Parenting Skills, Learning at Home, Decision-making, Collaboration**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
Provide Math and Science Night	Teachers Title 1 Teachers Instructional Facilitator Principal	Agenda, sign in sheet with 80% attendance	Fall	A	S	O	N	D	Summer	
							X			
			Spring	J	F	M	A	M	J	J
Provide Family Reading Night in conjunction with Book Fair.	Teachers Title 1 Teachers Instructional Facilitator Principal	Agenda, sign in sheet with 80% attendance	Fall	A	S	O	N	D	Summer	
					X					
			Spring	J	F	M	A	M	J	J
Provide a PE Night	Teachers Principal	Agenda of activities, Sign In Sheet with 80% attendance	Fall	A	S	O	N	D	Summer	
						X				
			Spring	J	F	M	A	M	J	J
Provide a "Reading Connection Newsletter" Monthly to the parents for all grade levels	Curriculum Coordinator	Monthly Newsletters sent to parents.	Fall	A	S	O	N	D	Summer	
						X	x	x		
			Spring	J	F	M	A	M	J	J
				x	x	x	x	x		

**Goal #8: Strategy 3: Establish a systematic communication system between school and home**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
Weekly Folders sent home with information about school, samples students' work, and conduct for the week for parents to review.	Teachers	100% participation	Fall	A	S	O	N	D	Summer	
					X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		
Monthly calendar sent home with all activities listed for the month and parent newsletter.	Principal	Received by all parents.	Fall	A	S	O	N	D	Summer	
					X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		
Use sky alert to send notices home	Assistant Principal	95% success rate on delivery of	Fall	A	S	O	N	D	Summer	
						X		X		
			Spring	J	F	M	A	M	J	J

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on upcoming events at Holleman.		messages.	Spring	J	F	M	A	M	J	J
						X		X		

**Goal #8: Strategy 4: Ensure accessibility to school and school personnel for parents and/or guardians**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Teachers have a daily conference time to accommodate parents in a timely manner.	Principal Teachers	10% increase in parents participating in conferences.		X	X	X	X	X	Summer	
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		
All parents are invited to participate in parent/teacher conference day and to volunteer on campus cr.	Principal Teachers	10% increase in parent attendance of conference day, sign in sheets	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
	X	X	X	X	X					
Provide PD for teachers and parents on ways to reach out to parents/schools.	Principal Assistant Principal Family Engagement Specialist	Meetings Agendas	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
	X	X	X	X	X					
Provide parent liaison to open accessibility to Spanish speaking parents	Parent Liaison, Principals	Review of contact log	Fall	A	S	O	N	D	Summer	
			Spring	J	F	M	A	M	J	J
					X					
Parental Involvement through volunteering on campus. Title 1 supplies for training and supplies.	Teachers, parents,PTO, Title 1	100% increase in parent participation.	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
	X	X	X	X	X					

**END OF GOAL #8**

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**Goal #9 Ensure smooth transitions for students**

Person(s) Responsible	Fund Source(s)	# of SCE FTEs	Summative Effectiveness Indicators	Date of Completion

**Comprehensive Needs Assessment for Goal #9**

Current Status	Where We Want to Be	How We Will Get There	Summative Evaluation Standard
Gaps are present in the horizontal and vertical alignment of the campus and district.	Horizontal and vertical alignment occurs in the areas of teacher collaboration, teacher communication and student achievement.	Teachers meet regularly to ensure curriculum alignment and academic language.	Meeting agendas and sign in sheets. All students are academically successful.

**Goal #9: Strategy 1: Collaboration and communication within the school horizontally and vertically**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
Vertical Planning days on campus	Instructional Facilitator District Coordinators	Agenda and sign in sheet from meetings	Fall	A	S	O	N	D	Summer	
					X					
			Spring	J	F	M	A	M	J	J
			X			X		X		
Weekly Team Meetings to plan horizontally as a team.	Team Leader Teachers Principal	Weekly documentation from meetings.	Fall	A	S	O	N	D	Summer	
					X	X	X	X		
			Spring	J	F	M	A	M	J	J
			X	X	X	X	X	X	X	

**Goal #9: Strategy 2: Vertical and horizontal instructional alignment within and among schools**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
District horizontal and vertical meetings for teachers to share strategies and adjust the scope and sequence.	Curriculum Director Principal	100% teacher participation.	Fall	A	S	O	N	D	Summer	
					X	X		X		
			Spring	J	F	M	A	M	J	J
			X		X		X			
Use of the Google Docs.	Principal, Teachers	Schedules, and documents will be posted.	Fall	A	S	O	N	D	Summer	
								X		
			Spring	J	F	M	A	M	J	J
							X			

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**Goal #9: Strategy 3: Organizational structure of the school and the master schedule will maximize optimal learning time**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Title 1 schedules will be designed to provide accelerated learning and supplemental instruction.	Principal Title 1 teachers	10% decrease in students needing Title 1 assistance for the next year.	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M		
			X							
Dyslexia and special education will pull students from appropriate areas of need.	Principal Special Education Teacher Dyslexia Teacher	10% increase in students' success rate on the state assessment.	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M		
			X							
Set schedules so classes have adequate blocks of time for core subjects.	Principal Team Leaders	Greater engagement in student learning, monitored by walkthroughs.	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M		
							X	X		

**Goal #9: Strategy 4: Provide post secondary awareness for all students**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
College Week College Wednesdays	Counselor	College Week Activities	Fall	A	S	O	N	D	Summer	
						X			J	J
			Spring	J	F	M	A	M		

**Goal #9: Strategy 5: Provide students with transitional opportunities between grade levels**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
*5 <sup>th</sup> Graders attend activities to transition to junior highs * Campus Tours * Kindergarten Round-Up *Meet and Greet with next year's teachers	District Counselors	Schedules Flyers	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M		
					X		X			

**END OF GOAL #9**



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**Goal #10: Include teachers in the decisions regarding the use of all assessments**

Person(s) Responsible	Fund Source(s)	# of SCE FTEs	Summative Effectiveness Indicators	Date of Completion

**Comprehensive Needs Assessment for Goal #10**

Current Status	Where We Want to Be	How We Will Get There	Summative Evaluation Standard
Student assessments are created by a select group of staff.	Have conversations on creating, effectiveness, and timeline of student assessments involving all staff.	Allowing time for staff to collaborate in regard to student assessments.	High quality student assessments are implemented on campus, effectiveness assessed, and timeline matched to student learning.

**Goal #10: Strategy 1: Establish a process and routine for teacher input on student assessments**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur						
			Fall	A	S	O	N	D	Summer
Teachers participate in district horizontal meetings during the school year and summer to give input on CBA's and benchmarks.	Curriculum Director Teachers	Meeting Minutes and agendas from district meetings.	Fall	A	S	O	N	D	Summer
				X					
			Spring	J	F	M	A	M	J
			X					X	
Data meetings are held the Monday after they receive their information.	Instructional Facilitator Teachers Principal	Notes from reviewing the assessments, and where we need to continue growth.	Fall	A	S	O	N	D	Summer
					X	X	X	X	
			Spring	J	F	M	A	M	J
			X	X	X	X	X		
Teachers review the benchmarks and CBA's before administering.	Instructional Facilitator Curriculum Directors	Notes for changes given to the curriculum director for the subject area.	Fall	A	S	O	N	D	Summer
					X	X	X	X	
			Spring	J	F	M	A	M	J
			X	X	X	X	X		
Utilize district embedded half days to plan curriculum and assessments.	Grade level/subject teams, District coordinators, instructional facilitators.	Revisions in curriculum documents and assessments as appropriate.	Fall	A	S	O	N	D	Summer
					X	X			
			Spring	J	F	M	A	M	J
				X		X	X		

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**Goal #10: Strategy 2: Establish a process and routine for teacher input on program assessments**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
Opportunities to review I-Stations, DRA, LLI, and Universal Screeners will occur at the end of the year.	Teachers Title 1 Teachers Instructional Facilitator Principal	Data will be reviewed to see student growth from the beginning of the year to the end.	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M	J	J
									X	
Teacher input is given during faculty and team meetings, team leader monthly meetings, and staff surveys.	Teachers Staff Administrative Team	Effective Programs are continued.	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M	J	J
				X				X		

**Goal # 10: Strategy 3: Establish a process and routine for teacher input on curriculum development/revision to align with assessments**

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
			Fall	A	S	O	N	D	Summer	
District Horizontal and Vertical Meetings will be held to review data, adjust the scope and sequence, review assessments.	District Coordinators Teachers	100% participation, coordinators have agenda and sign in sheet	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M	J	J
				X					X	
Campus Vertical Meetings will be scheduled to look at lessons, instructional delivery, and common language.	Instructional Facilitator Principal Teacher	Agenda from meeting Sign in Sheet	Fall	A	S	O	N	D	Summer	
				X					J	J
			Spring	J	F	M	A	M	J	J
				X					X	

**END OF GOAL #10**



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Use Carl Perkins funds to supplement the learning for CTE students and staff.	HS Principal, Curriculum Director, CTE Coordinator	Student achievement data increases for this targeted population	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		
Use 21 <sup>st</sup> Century Grant to provide supplemental services for academic and enrichment activities.	Site Coordinators, Project Director, Principals, teachers	Student Achievement data increases for this targeted population	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		

Activities	Person(s) Responsible	Quantifiable Indicators of Successful Completion of Activities	When Formative Evaluations Occur							
Utilize State Comp Ed funds to supplement local funds for at risk student populations.	Assistant Superintendent for Finance	Student achievement data increases for this targeted population	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		

**Goal #11: Strategy 4: Use Special Education Funding to serve students on all campuses**

Utilize Sp. Ed funds to provide ARD determined services for special education students	Director of Special Education and Principals	Student achievement data increases for this targeted population	Fall	A	S	O	N	D	Summer	
				X	X	X	X	X		
			Spring	J	F	M	A	M	J	J
				X	X	X	X	X		

**END OF GOAL  
#11**