Katy Independent School District

Holland Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...*to create the future.*

Vision

Our vision is to work collaboratively as staff, parents, and community to build a safe, encouraging environment that embraces diversity while preparing every student for all areas of life beyond Bonnie Holland Elementary.

Value Statement

Heart of a Husky...where students, staff and families partner to grow the hearts and minds of our students.

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Demographics

Demographics Summary

Bonnie Holland Elementary is beginning our sixteenth year in Katy Independent School District, with supporting Early Childhood Special Education (ECSE) for 3 - 5 year old students, a Young Children with Autism Program (YCAP), two Adaptive Behavior program units, as well as PreK through 5th grade classes. Student enrollment at Bonnie Holland Elementary is projected at 740 students. Enrollment has declined over the past several years due to families aging out of elementary school and remaining in the community to attend the local secondary schools. The majority of the student population's race/ethnicity is: 36.11% Asian, 25.95% White, 22.56% Hispanic, 9.78% African American. There is 5.61% of the student population represented by two or more races.
The Attendance Rate is 95.83%, which signifies the shared belief between school staff and parents that attendance is a priority. The campus is located in the Seven Meadows neighborhood and has 4 bus routes providing transportation services to and from school daily. Bonnie Holland Elementary's student groups include 37% English Learners (EL) students, 38% Limited English Proficient (LEP) students, 10% Gifted/Talented students, and 21% Special Education students. 49% of the student population is At-Risk and 31% of the students are Economically Disadvantaged. The TELPAS Progress Rate is 77%, with our campus meeting the threshold criteria of accountability.

Bonnie Holland Elementary continues to place a high priority in employing a high-quality, talented staff who participate in campus and district professional development. All teachers participated in a minimum of 12 hours of professional learning over the summer to prepare for the upcoming academic year.

Demographics Strengths

Bonnie Holland Elementary has many strengths.

- Many families move into the Seven Meadows subdivision and surrounding apartments so that their children can attend Bonnie Holland Elementary. Our families share our values and help to support our campus vision.
- Students and staff at Bonnie Holland Elementary are welcoming to new families and classmates. Differences are valued and respected.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The diversity of our student population continues to grow, reaching 35% English Language Learners (ELL). Training to further develop teaching strategies to support English Language Learners needs to be embedded into first teach instructional approaches.   **Root Cause:** KatyISD is a destination district. Families from around the world move to the BHE community due to the academic success.

Problem Statement 2 (Prioritized): The varying levels of staff experience and needs requires a differentiated professional development approach.   **Root Cause:** Teachers coming with various experiences and needs.

Student Learning

Student Learning Summary

Bonnie Holland Elementary received a 2022 Texas Accountability ==_____== (Met Standard) rating based upon our STAAR scores. The campus earned distinctions for ==_____==.

Although we are proud of our scores, we know there is much more work to be done to ensure that all students make annual growth. Amira and Dreambox data is monitored throughout the school year. End of the year data is the starting point for intervention at the beginning of the year.

 AMIRA EOY (All Grade)

Above Level: 48%
On Level: 32.1%
Approaching: 10.2%
Below Level: 5.6%
Far Below: 4%

DreamBox data:

Metric	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Initial	0.1	0.7	1.6	2.5	3.3	4.2
Current	0.8	1.4	2.5	3.3	4.1	4.9
Growth	0.7	0.7	1	0.8	0.8	0.7

Holland Elementary will not receive 2023 Accountability ratings until _____.

==Below is a review of previous year's data: (Insert Accountability Rating Summary)==

The summary of attendance for the 2023-2024 school year is:

Student Learning Strengths

Bonnie Holland Elementary has a population of high-performing, dedicated students. The campus is proud of many different student achievement strengths, including:

- Earning Distinctions in _____
- 2022-2023 Texas Honor Roll School

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students achieving in the Meets and Masters STAAR achievement levels has decreased.   **Root Cause:** Students have experienced learning loss due to school closure, virtual learning and extended absences due to quarantining and illness.

Problem Statement 2 (Prioritized): Average Daily Attendance has decreased from 96.01% in 2022 to 95.23% in 2023. The most significant decreases are observed in pre-kindergarten (-1.15% decrease) and kindergarten (-1.67% decrease).   **Root Cause:** Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

School Processes & Programs

School Processes & Programs Summary

Bonnie Holland Elementary has a standard of providing a positive and safe learning environment for all students and staff. We are proud of the fact that we are known throughout the community as a school that promotes a feeling of positivity and academic success. The teachers and staff at Bonnie Holland Elementary have established high standards for all of our learners, both academically and socially. We continuously implement and evaluate the best instructional practices throughout the curriculum. We are proud to be a host campus to teams of teachers from other district schools observing our special programs. Bonnie Holland Elementary is 100% student centered. Every decision is made based on what is best for our students.

We hold the same high learning standards for our staff as our students. We are all learners at Bonnie Holland Elementary, continually striving to become more knowledgeable in our field. We provide our teachers with planning time to allow them to collaboratively develop high quality engaging lessons for our students. The master schedule has been designed to provide collaborative time for Professional Learning Communities to meet periodically.

The Curriculum, Instruction, and Assessment targets at Bonnie Holland Elementary are aligned to the Texas Essential Knowledge and Skills. Teachers utilize Interim assessments, grade level common assessments, and unit plans to teach the depths and complexity of the TEKS so that all students make academic growth. Each grade level is provided the unit plans and yearly curriculum-at-a glance calendars in each core subject area which align to the TEKS and STAAR assessments. All ELAR teachers are incorporating HMH resources to align their instruction to the district learning plans. All Science teachers are following the CER and 5E model of instructional inquiry, and Math teachers are following guided math techniques and instructional approaches to differentiating math instruction.

Assessment plays a major role in decision making and is varied across the grade levels. Kindergarten through 1st grade utilize DreamBox, Amira, and common grade level assessments as research-based data to disaggregate. Second through fifth grade align their instruction to grade level/subject area readiness and performance standards, DreamBox, Amira Reading Mastery, HMH Growth Measure, and common grade level assessments as well as STAAR objectives. Dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. TELPAS is a major assessment for ELL students. The campus is committed to using authentic assessments to accurately reflect students' learning and academic progress.

Grade level teams have a daily common planning time where they collaboratively plan with their departments. Planning encompasses reviewing unit plans, curriculum at-a-glance calendars and determining engaging activities to utilize so that students are achieving at the appropriate rigor and levels of learning expectations. Long Range Planning sessions are provided each semester so that teams can collaborate with colleagues, as well administrators, to align their scope and sequence longitudinally for the year. Professional Learning Communities (PLC) will be utilized to evaluate student data and support needs across each grade level.

Student progress is monitored routinely and collaborative review is determined by individual need. Campus MTSS meetings are held once each six-weeks during grade level conference periods. Campus Administrators, Reading and Math Academic Support Teachers, ESL ISSTs, Providers of Dyslexia Instruction, Counselor, LSSP, and Special Education Teachers participate as appropriate for each student. Questions are asked about what is being done to address student needs. Are they making progress? What interventions are being used? What parent communication has been conducted? After the first grading period, during-the-day tutoring is provided as a Tier 2 support.

Each year Bonnie Holland Elementary staff and students complete surveys to provide insight to assist with planning and supporting the needs across the campus. The Bright Bytes survey to determine progress toward the state's long-range plan for technology. Teachers and campus leadership are asked to rate 4 key areas: (1) Use of technology in teaching and learning; (2) educator preparation and development; (3) leadership, administration, and instructional support; and (4) infrastructure for technology. The Student Safety Survey gathers student feedback so that the campus can develop an action plan to support needs identified.

School Processes & Programs Strengths

Bonnie Holland Elementary has identified the following strengths:

- A strong MTSS/RTI process
- Collaborative Planning Teams
- Provide Professional Development Rotations and Professional Learning Communities.
- Support staff, such as Sped Case Managers and ESL team teachers plan with teams during planning sessions as well as during long-range planning days.
- New teachers are assigned a mentor/buddy to help them with the transition to a new campus and provide support needed to become successful.
- BHE utilizes the role of lead mentor liaison to provide support to new, beginning teachers.
- PLC sessions are purposefully planned using data and teacher input to provide training in areas that will support student growth.
- Long Range Planning sessions are held approximately once a semester for teams to have extended time to analyze data and plan for student learning.
- Internet access is available in all classrooms, with each having their own wireless access point.
- Mounted Smart Boards/SMART Panels are in all classrooms.
- Bright Bytes technology survey reflects teacher confidence with the use of technology.
- Teachers collaborate on social media with their Professional Learning Network.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students need frequent and consistent social/emotional education. **Root Cause:** Students need to be directly taught positive behaviors and how to show respect for each other.

Problem Statement 2: Students do not have a cultural awareness or understanding for others. **Root Cause:** Students are not taught about cultures and diversity.

Perceptions

Perceptions Summary

Bonnie Holland Elementary has created a welcoming school environment for students, family and visitors. Our goal is to continue to grow our community and family involvement by providing opportunities for all to connect in educating our children. The students and families at Bonnie Holland Elementary represent more than 30 countries and speak more than 40 different languages in their homes.

As a neighborhood school, we strive for our school to be an integral part of our community. We strive to consistently provide a sense of community and family involvement by providing opportunities for all to connect in educating our children.   In response to our population statistics, we have instituted many practices to help strengthen connections between home and school. We share information with families in a variety of formats so that families can translate the information if needed. To meet the needs of our families we provide interpreters as needed for conferences, ARD's and other necessary meetings. We ensure that our routines are consistent, including sending our Wednesday folders every week and sending our weekly school newsletter home through e-news on Tuesdays.

Bonnie Holland Elementary (BHE) has a school culture that embraces having heart, endurance, and dedication. One of BHE's foundational beliefs is community involvement, which focuses on building a strong parent-school relationship and partnering with members of our community. The teachers at Bonnie Holland Elementary provide unique learning experiences that are differentiated and enriched with real-world connections. Students and staff recite the values of the Bonnie Holland student affirmation daily. Our core values that are captured in our affirmation/pledge are captured on murals outside of each grade level. It reads:

Heart of a Husky

Unique in Design

Strength through the journey and strong of the mind

Keeping our pack safe and in route

Involving the community

Extraordinary, no doubt

Striving for excellence and lifelong success

Holland Huskies lead the rest

The staff at Bonnie Holland Elementary continues to provide a supportive and nurturing learning environment where students are respected and their lives are enriched. The campus continues to align expectations to PBIS structures of CHAMPS where our students are champions! All grade levels use reflective conversations to provide social stories and support to students who struggle to meet behavior expectations. The MTSS-B Committee reflects on campus supports and structures to ensure that students are successful and contributing members of their school family.

Perceptions Strengths

- Bonnie Holland Elementary celebrates these strengths:

    - Beginning of the year New Student Welcome Lunches with 1st – 5th grade students new to our campus.

- Classroom Husky Guides in every class to greet new students who arrive throughout the year, and help them become acclimated to the school and support staff.
- PBIS strategies used to create common behavior expectations throughout the school.
- Implementation of school wide House System in 2021-2022 school year which is going into its 4th year!
- Communicating with parents utilizing a variety of formats such as the district/campus website, classroom newsletters, campus newsletter, and paper fliers sent home in Wednesday Take-Home Folders.
- Recruiting parent/family volunteers to teach hands-on science experiences during Eureka Science to each grade level every grading period.
- Participating in Read Deed and Run each year which promotes reading, performing good deeds throughout the community, and fitness.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many students do not have the social skills to work collaboratively, problem solve when their are disagreements or make friends.   **Root Cause:** Learning collaboratively with classmates in an academic setting is new for many students and they do not have the modeling for how to problem solve when conflicts occur.

Problem Statement 2: Teachers indicate there is not enough time for planning.   **Root Cause:** There are meetings scheduled for PLCs, ARDs, staffings, conferences, etc. that take away from planning time.

Priority Problem Statements

Problem Statement 1: The diversity of our student population continues to grow, reaching 35% English Language Learners (ELL). Training to further develop teaching strategies to support English Language Learners needs to be embedded into first teach instructional approaches.

Root Cause 1: KatyISD is a destination district. Families from around the world move to the BHE community due to the academic success.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The varying levels of staff experience and needs requires a differentiated professional development approach.

Root Cause 2: Teachers coming with various experiences and needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students need frequent and consistent social/emotional education.

Root Cause 3: Students need to be directly taught positive behaviors and how to show respect for each other.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Many students do not have the social skills to work collaboratively, problem solve when their are disagreements or make friends.

Root Cause 4: Learning collaboratively with classmates in an academic setting is new for many students and they do not have the modeling for how to problem solve when conflicts occur.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The percentage of students achieving in the Meets and Masters STAAR achievement levels has decreased.

Root Cause 5: Students have experienced learning loss due to school closure, virtual learning and extended absences due to quarantining and illness.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Average Daily Attendance has decreased from 96.01% in 2022 to 95.23% in 2023. The most significant decreases are observed in pre-kindergarten (-1.15% decrease) and kindergarten (-1.67% decrease).

Root Cause 6: Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Bonnie Holland Staff will implement new components of Purposeful People to support student engagement and social development.

    Evaluation Data Sources: System in place

Strategy 1 Details		Reviews			
Strategy 1: Over the course of the year, the MTSS-B Team/House Committee will meet a minimum of 3 times to establish lesson plans for campus-wide expectations, determine incentives for house point system and reflect on discipline data.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive and engaged students; grade level incentive charts **Staff Responsible for Monitoring:** MTSS-B Team/House Committee Team Leaders		**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: The percent of students achieving meets or masters will increase by 5% or more over the previous year.

High Priority

Evaluation Data Sources: End of year STAAR report and accountability report.
Aware CBA data.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will meet in Professional Learning Communities at least once per grading period to discuss student progress as it relates to the grade level goal. **Strategy's Expected Result/Impact:** Assessments, student products and work samples will be analyzed so that the rigor to instruction is adjusted so that all students achieve growth and success. **Staff Responsible for Monitoring:** Instructional Coach, Grade Level Admin., Content Area Team Leaders & Classroom Teachers		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: The campus will establish structures that support a collaborative, flexible, safe, and respectful learning environment.

High Priority

Evaluation Data Sources: Implementation of PBIS structures and supports for students (CHAMPS, House/BHE Essentials, House Points).

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Holland Elementary 3rd grade students who achieve Meets and above in Reading will increase to 84% by July 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Bases Assessment Data
Interim Assessment Data
STAAR Data

Strategy 1 Details			Reviews			
Strategy 1: Student growth will be monitored throughout the year. Teachers will monitor reading levels, grades, small group instructional goals and common assessments scores to determine growth.			**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will demonstrate academic growth in reading. **Staff Responsible for Monitoring:** Reading Teachers			**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Teachers will utilize small group instruction to target instruction and intervention to ensure mastery of concepts and growth.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will make academic gains in Reading. **Staff Responsible for Monitoring:** Classroom Teachers			**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3: The percent of Holland Elementary 3rd grade students who achieve Meets and above in Math will increase to 70% by July 2025.

High Priority

HB3 Goal

Evaluation Data Sources: DreamBox Data
Common Assessment Data
Interim Assessment Data
STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: DreamBox data will be analyzed by all grade level teachers to evaluate student growth and progress.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Personalized learning plans will be developed to assist students with obtaining the goal of 5 lessons per week. Growth will be monitored.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Math Teachers					
Strategy 2 Details		**Reviews**			
Strategy 2: Teachers will utilize small group instruction to target instruction and intervention to ensure mastery of concepts and growth.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will make academic gains in Math.		**Oct**	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue					

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students participating in the campus Coordinated Health Program

    Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers	**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: Teachers will plan engaging learning experiences utilizing a variety of instructional technology to actively engage students and enhance their learning experiences so that district expectations for technology are integrated and utilized inside and outside the classroom.

Evaluation Data Sources: Surveys - parent and staff
BrightBytes Survey Report
Lesson plans will indicate instructional technology and online resources used for student engagement/learning.

Strategy 1 Details	Reviews			
Strategy 1: Grade level / department teams will meet a minimum of 1 time per semester with the Classroom Technology Designer to determine engaging ways to integrate technology into instruction that will enhance student learning experiences through the implementation of 1:1 devices in 3rd - 5th grades and added technology standards in Kinder - 2nd grade.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Student use of technology will improve and engaging learning opportunities will be regularly provided to students. **Staff Responsible for Monitoring:** Grade Level APs/Principal				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Parents of Emergent Bilingual students will be provided support resources once a semester to learn how to support their students at home and partner with the school.

Evaluation Data Sources: Parent communication from campus and district.

Strategy 1 Details			Reviews		
Strategy 1: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Inform and education parents, families and the community about the supports for Emergent Bilingual students. **Staff Responsible for Monitoring:** Principal					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Bonnie Holland Elementary will involve and engage stakeholders through unique events, partnerships, and educational outreach opportunities throughout the school year that supports academic achievement.

Evaluation Data Sources: Campus Calendar, School Newsletter, PTA Events Schedule

Strategy 1 Details				Reviews			
Strategy 1: BHE staff and administration will educate parents on the importance of consistent attendance and communicate regularly with parents whose children are frequently absent to encourage and promote healthy attendance at school. **Strategy's Expected Result/Impact:** Daily average attendance will improve in comparison to the 2022-2023 school year. **Staff Responsible for Monitoring:** Administration, Teachers				**Formative**			**Summative**
				Oct	Jan	Apr	June

Strategy 2 Details				Reviews			
Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.				**Formative**			**Summative**
				Oct	Jan	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Holland Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Holland Elementary

Name	Position	FTE
Nancy Mecklenburg	Academic Support Teacher	1
Patrice Preston	Academic Support Teacher	1

Addendums

The Percent of **Holland** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 84% to 86% by July 2029.

Holland: Goals

3rd Grade Reading Meets or Above

		2024	2025	2026	2027	2028	2029
Actual		84%					
State Rate		46%					
Met State Rate		Yes					
Internal Goal		-	84%	85%	85%	86%	86%
Met Internal Goal		-					

Holland: Targets

3rd Grade Reading Meets or Above

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Federal Targets			34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
2024 Actual		9	56%	30	70%	34	82%	0		57	95%	0		8	100%	27	56%	38	68%	54	78%
2025 Target																	66%		78%		

The Percent of **Holland** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 70% to 72% by July 2029.

Holland: Goals

3rd Grade Math Meets or Above

		2024	2025	2026	2027	2028	2029
Actual		70%					
State Rate		40%					
Met State Rate		Yes					
Internal Goal		-	70%	71%	71%	72%	72%
Met Internal Goal		-					

Holland: Targets

3rd Grade Math Meets or Above

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Federal Targets			33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
2024 Actual		9	22%	30	60%	34	65%	0		56	86%	0		8	75%	27	52%	38	50%	54	70%
2025 Target							75%				95%										