

Katy Independent School District
Holland Elementary
2023-2024 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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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Bonnie Holland Elementary is beginning our fifteenth 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) as well as PreK through 5th grade classes. Student enrollment at Bonnie Holland Elementary is projected at 785 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: 35.7% Asian, 31.6% White, 21.7% Hispanic, 7.2% African American, 0.1% Pacific Islander and 0.2% American Indian/Alaskan Native. There is 3.5% of the student population represented by two or more races.

The Attendance Rate is 97.7%, 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 31.4% English Learners (EL) students, 31.14% Limited English Proficient (LEP) students, 14.65% Gifted/Talented students, and 9.34% Special Education students. 44% of the student population is At-Risk and 21% 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 Closing the Gaps.

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.

Holland Elementary will not receive 2023 Accountability ratings until August 2023.

Below is a summary of preliminary raw data received.

Content	# tested	Likely Did not Pass	Zone of Uncertainty	Likely Passed
Math	455	3% (12)	19% (87)	78% (356)
District		4%	27%	69%
Reading	455	2% (10)	32% (58)	85% (387)
District		3%	17%	80%
5th grade Science	171	1% (2)	26% (45)	73% (124)
District		6%	31%	63%

Below is a review of previous year's data:

Texas Education Agency
2022 Accountability Ratings Overall Summary
BONNIE HOLLAND EL (101914131) - KATY ISD - HARRIS COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		93	A
STAAR Performance	70	93	
College, Career and Military Readiness			
Graduation Rate			

School Progress		90	A
Academic Growth	82	90	A
Relative Performance (Eco Dis: 26.2%)	70	86	B
Closing the Gaps	100	100	A

Student attendance has declined since the COVID 19 pandemic. 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 Closing Achievement Gaps
- 2021 Texas Honor Roll School

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data shows that the ESL and LEP populations achieved 5 - 10% lower in the Approaches Grade Level compared to the 2019 STAAR results in all categories. **Root Cause:** The number of students in the ESL and LEP population groups increased for each grade level.

Problem Statement 2 (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 3 (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 leaders in the district with our instructional coaches and several teachers providing summer training for other Katy ISD teachers. We are proud to be a host campus to teams of teachers from other district schools observing our instructional practices. 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 Curriculum, Instruction, and Assessment targets at Bonnie Holland Elementary are aligned to the Texas Essential Knowledge and Skills. Teachers utilize District Learning Assessments, campus common assessments, and District 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 for each grade level in each core subject area which align to the TEKS and STAAR assessments. All ELA teachers are incorporating Lucy Calkins Units of Study for Reading and Writing. 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 2nd grade utilize I-station, DreamBox, Fountas and Pinnell Assessment, and common grade level assessments as research-based data to disaggregate. Third through fifth grade align their instruction to grade level/subject area readiness and performance standards, iStation, DreamBox, 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 as Instructional Coaches, 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 RtI meetings are held monthly during grade level conference periods. Campus Administrators, Instructional Coordinator, Reading/Math Academic Support Teachers, ESL ISSTs, Dyslexia Intervention Teachers, Counselor, LSSP, and Special Education Teacher 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 completes 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 staff reflects on the student and staff feedback provided from the survey, and incorporates growth needs into digital citizenship instructional focuses and activities to obtain the Common Sense Media recognition.

School Processes & Programs Strengths

Data from the Spring 2021 Staff Questionnaire identify the following strengths:

- The Bonnie Holland Elementary staff values professional development, and seeks opportunities to participate in staff development outside of what the district requires.
- 100% of the certified staff have participated in 20+ hours of staff development opportunities which many have taken place off-contract hours.
- The technology staff development opportunities have helped to enrich the teaching and learning at all grade levels.

Bonnie Holland Elementary has identified the following strengths:

- A strong MTSS/RTI process
- Collaborative Planning Teams
- Provide Professional Development Rotations and Professional Learning Communities.
- Instructional coaches and ESL team teachers plan with teams 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.
- Two full computer labs are available for students, with additional computers in the library.
- 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 40 different languages in their homes.

As a neighborhood school, we strive for our school to be an integral part of our community. Our goal is 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 begin in early June updating the website for the new school year. Our teams have websites to provide up to date information for our families. 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 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 is 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 PBIS 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.
- Communicating with parents utilizing a variety of formats such as the district/campus website, classroom newsletters, campus newsletter, Twitter, 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: Students participated in a variety of learning structures (in-person, virtual, homeschooling, private schooling, etc.) over the past two years as a result of the pandemic. **Root Cause:** COVID 19 pandemic impacted students learning either temporality due to illness/exposure or for an extended period of time due to family concerns.

Problem Statement 2 (Prioritized): Many students do not have the social skills to work collaboratively, problem solve when their are disagreements or make friends. **Root Cause:** Students have engaged in a variety of learning structures since March 2020 and some students not returning to in person learning until January 2022 or later.

Problem Statement 3: 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: STAAR data shows that the ESL and LEP populations achieved 5 - 10% lower in the Approaches Grade Level compared to the 2019 STAAR results in all categories.

Root Cause 2: The number of students in the ESL and LEP population groups increased for each grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The varying levels of staff experience and needs requires a differentiated professional development approach.

Root Cause 3: Teachers coming with various experiences and needs.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students need frequent and consistent social/emotional education.

Root Cause 4: Students need to be directly taught positive behaviors and how to show respect for each other.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Many students do not have the social skills to work collaboratively, problem solve when their are disagreements or make friends.

Root Cause 5: Students have engaged in a variety of learning structures since March 2020 and some students not returning to in person learning until January 2022 or later.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The percentage of students achieving in the Meets and Masters STAAR achievement levels has decreased.

Root Cause 6: Students have experienced learning loss due to school closure, virtual learning and extended absences due to quarantining and illness.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 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 7: Parents need education focused on the positive impact that consistent school attendance has on student growth and academic achievement.

Problem Statement 7 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: 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.

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Grade Level Admin., Content Area Team Leaders & Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: 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).

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will establish lesson plans for being safe, respectful and responsible in all area and develop a continuum of supports for students.</p> <p>Strategy's Expected Result/Impact: Students will understand how to be safe, respectful and responsible. Teachers will provide a continuum of supports. Implmentation/observations of Community Circles and House System structures and points will be used to determine impact and success.</p> <p>Staff Responsible for Monitoring: Tls House Committee Counselor Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: 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 74% by July 2024.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>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. Strategy's Expected Result/Impact: All students will demonstrate academic growth in reading. Staff Responsible for Monitoring: Reading Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize small group instruction to target instruction and intervention to ensure mastery of concepts and growth. Strategy's Expected Result/Impact: Students will make academic gains in Reading. Staff Responsible for Monitoring: Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: 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 80% by July 2024.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: DreamBox data will be analyzed by all grade level teachers to evaluate student growth and progress. 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. Staff Responsible for Monitoring: Math Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize small group instruction to target instruction and intervention to ensure mastery of concepts and growth. Strategy's Expected Result/Impact: Students will make academic gains in Math.</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Teachers will plan engaging learning experiences utilizing a variety of instructional strategies and supports to actively engage Emergent Bilingual and Special Education students and enhance their learning.

Evaluation Data Sources: Lesson plans
Program data

Strategy 1 Details	Reviews			
<p>Strategy 1: BHE 2nd grade through 5th grade teachers will implement the Visual Non-Glossary program for each science unit.</p> <p>Strategy's Expected Result/Impact: Visual representations will provide concrete learning experiences for students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Math/Science Instructional Coach</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: 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			
<p>Strategy 1: BHE staff and administration will education 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.</p> <p>Strategy's Expected Result/Impact: Daily average attendance will improve in comparison to the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: 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.</p>

Goal 3: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

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			
<p>Strategy 1: Grade level / department teams will meet a minimum of 1 time per semester with the Classroom Technology Designer to determine programs and applications to incorporate into instruction that will enhance student learning experiences.</p> <p>Strategy's Expected Result/Impact: Student use of technology will improve and engaging learning opportunities will be regularly provided to students.</p> <p>Staff Responsible for Monitoring: Grade Level APs/Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

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			
<p>Strategy 1: Over the course of the year, the Purposeful People Core Team 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.</p> <p>Strategy's Expected Result/Impact: Positive and engage students; grade level incentive charts</p> <p>Staff Responsible for Monitoring: Purposeful People Core Team Team Leaders</p> <p>Funding Sources: Incentives for Students - 199 - General Fund PTA Donation - \$300</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Structures and components to emphasize character building and supporting each other will be incorporated into out school wide expectations</p> <p>Strategy's Expected Result/Impact: Students build skills for teamwork, empathy for others while at school and beyond.</p> <p>Staff Responsible for Monitoring: Classroom teachers Counselor Administration</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: Campus eNews Communication, Faculty Meeting Agendas, Professional Development

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in one guidance lesson each grading period that focuses on social/emotional learning and/or bullying prevention.</p> <p>Strategy's Expected Result/Impact: Students will gain skills for building friendships and establishing a positive school climate and culture.</p> <p>Staff Responsible for Monitoring: School Counselor Classroom teachers Administration</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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Personnel for Holland Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Nancy Mecklenburg	Academic Support Teacher	1
Patrice Preston	Academic Support Teacher	1

Campus Funding Summary

199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Incentives for Students		\$300.00
Sub-Total					\$300.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
BONNIE HOLLAND EL (101914131) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		93	A
STAAR Performance	73	93	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	B
Academic Growth	79	86	B
Relative Performance (Eco Dis: 17.8%)	73	85	B
Closing the Gaps	98	96	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

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The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			70%	72%	73%	74%
Actual	72%	69%	74%	72%	70%	
Met Goal			Y	Y	N	

		# 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	# LEP	% LEP	
Holland	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	16	38%	30	57%	57	67%	0		69	83%	0		3	100%	20	35%	35	46%	66	59%
		2021 Actual	9	44%	26	73%	45	78%	0		52	73%	0		7	100%	14	29%	21	57%	58	74%
		2022 Actual	9	78%	37	62%	43	70%	0		49	82%	0		3	67%	24	33%	31	45%	61	69%
		2023 Target		38%		67%		80%				92%				100%		35%		61%		64%
		2023 Actual	22	45%	26	54%	27	85%	0		57	79%	0		6	83%	20	25%	51	55%	46	54%
		Met Target		Y		N		Y				N				N		N		N		N
		2024 Target		38%		64%		80%				89%				100%		35%		61%		64%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			74%	76%	78%	80%
Actual	75%	73%	70%	70%	67%	
Met Goal			N	N	N	

		# 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	# LEP	% LEP	
Holland	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	16	25%	31	61%	57	70%	0		70	91%	0		3	100%	20	30%	36	47%	68	76%
		2021 Actual	9	44%	26	58%	44	70%	0		52	77%	0		7	86%	14	36%	21	48%	57	74%
		2022 Actual	9	89%	37	62%	43	60%	0		49	84%	0		3	33%	24	21%	31	58%	61	70%
		2023 Target		25%		71%		70%				94%				100%		30%		62%		76%
		2023 Actual	22	41%	26	46%	27	70%	0		57	82%	0		6	83%	20	25%	51	51%	46	54%
		Met Target		Y		N		N				N				N		N		N		N
		2024 Target		25%		56%		70%				92%				100%		30%		62%		76%