

Whitehouse Independent School District

Holloway 6th Grade

2021-2022 Campus Improvement Plan



Mission Statement

The mission of Whitehouse ISD, the standard of excellence, is to inspire and equip students through innovative and challenging opportunities.

Vision

Above all, students first!

Core Beliefs

We believe faith and family are the foundation of our community.

We believe our children's success is our highest priority.

We believe each student's unique gifts and abilities have value.

We believe that supportive relationships are the foundation of learning.

We believe everyone has the right to a safe and caring environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Holloway has 383 students in a suburban community.

238 Students report race as White, 54 Black, 56 Hispanic, 14 Asian, 4 American Indian and 16 as Two-or-More Races.

27 Certified Teachers

5 Educational Assistants

Student Learning

Student Learning Summary

Holloway reveiws data consistently and groups students based on needs. Teachers work with small groups daily.

Teachers use data walls and current assessments to flexibly group and track student progress.

This campus is identified for targeted support and improvement.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*											
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.											
	2	2	2	3	-	-	-	-	3	-	-
Academic Achievement (Percent at Meets Grade Level or Above)											
Reading											
Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	25%	15%
2017	43%/N	15%/N	31%/N	51%/N	-	-	-	-	28%/N	26%/N	-
2018	45%/Y	21%/N	48%/Y	47%/N	-	-	-	-	29%/N	-	-
2019	46%/Y	35%/Y	38%/Y	48%/N	-	-	-	-	31%/N	32%/Y	14%/N
Mathematics											
Target	46%	31%	40%	58%	45%	82%	50%	54%	36%	40%	23%
2017	56%/Y	28%/N	49%/Y	63%/Y	-	-	-	-	43%/Y	44%/Y	-
2018	57%/Y	32%/Y	49%/Y	60%/Y	-	-	-	-	41%/Y	35%/N	16%/N
2019	70%/Y	57%/Y	63%/Y	73%/Y	-	-	-	-	54%/Y	64%/Y	16%/N
Growth (Academic Growth)											
Reading											
Target	66	62	65	69	67	77	67	68	64	64	59
2017	54/N	52/N	45/N	55/N	-	-	-	-	45/N	44/N	-
2018	50/N	46/N	47/N	51/N	-	-	-	-	38/N	-	-
2019	39/N	43/N	37/N	39/N	-	-	-	-	32/N	-	11/N
Mathematics											
Target	71	67	69	74	71	86	74	73	68	68	61
2017	54/N	56/N	55/N	51/N	-	-	-	-	50/N	56/N	-
2018	52/N	62/N	47/N	52/N	-	-	-	-	51/N	-	-
2019	58/N	57/N	53/N	60/N	-	-	-	-	50/N	52/N	42/N
Student Success (Student Achievement Domain Score (STAAR Component Only))											
Target	47	36	41	58	46	73	48	55	38	37	23
2017	52/Y	34/N	46/Y	57/N	-	76/Y	-	47/N	43/Y	41/Y	20/N
2018	54/Y	38/Y	50/Y	57/N	-	-	-	38/N	42/Y	37/Y	22/N
2019	57/Y	49/Y	52/Y	60/Y	-	63/N	-	62/Y	48/Y	51/Y	22/N

Student Learning Strengths

Highly Qualified Teachers

6th grade Math

Data Tracking Wall

Student-led data goals setting

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Number of students achieving and maintaining Meets and Masters on STAAR is minimal. **Root Cause:** Long-term focus on achieving the Approaches grade-level.

School Processes & Programs

School Processes & Programs Summary

Teachers use TEKS Resource System as a resource for teaching state curriculum. Teachers plan and discuss lesson design weekly. Holloway uses the Four Essential Questions for PLCs to drive instructional decisions and conversations.

School Processes & Programs Strengths

Daily Focused PLCs

Weekly Faculty Meetings

Perceptions

Perceptions Summary

Holloway believes in the mission, vision, beliefs and goals set forth by the district. Decisions, policies and procedures are made with this always in mind.

Holloway has a staff of highly qualified administrators, teachers, and instructional staff that strive everyday to learn new strategies to ensure that all students learn to their maximum potential. Teacher leadership is valued as lead teachers share their expertise in PLCs and faculty meetings.

Perceptions Strengths

Solidified Strategic Plan that all stakeholders believe and support.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Student Growth Measure: In order to ensure academic growth for ALL students, each STAAR growth measure (Limited, Expected, Accelerated) will increase in reading and math as below:

Reading

Limited - 40%, Expected - 39%, Accelerated - 20%

Math

Limited - 27%, Expected - 50%, Accelerated - 20%

Performance Objective 1: Increase student growth on State and Federal Accountability measures and decrease student performance gaps among all students groups.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Assessment Reports, Local Assessments, Grade Reporting, MAP Growth Assessments, TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will provide an aligned curriculum using the TEKS Resource System (TRS). Strategy's Expected Result/Impact: Benchmark Assessments STAAR Scores Unit Assessments PLC Agendas Lesson Plans Common Formative Assessments Performance Activities Classroom Observations Staff Responsible for Monitoring: School Administrators Instructional Coordinators Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Dec	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Using the PLC four essential questions teachers will share methods and materials to support all learners. (What do students need to learn? How will we know they learned it? What will we do for students that mastered the standards? What will do for students that have not mastered the standards?) Strategy's Expected Result/Impact: STAAR Scores Benchmark Assessments Unit Assessments PLC Agendas Performance Assessments Common Formative Assessments Staff Responsible for Monitoring: School Administrators Instructional Coordinators Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development opportunities for teachers teaching core subjects. Strategy's Expected Result/Impact: Staff Development Registrations Staff Development Attendance Faculty Presentations Staff Responsible for Monitoring: Curriculum Director Principal	Formative		
	Dec	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Use of ESSER funds used to hire high-quality intervention teachers to address learning gaps in reading and math. Strategy's Expected Result/Impact: STAAR Scores Benchmark Assessments Unit Assessments PLC Agendas Performance Assessments Common Formative Assessments Staff Responsible for Monitoring: School Administrators Teachers3 Instructional Coordinators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Personnel - local funds - 282 - ESSER - \$113,000	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Student Growth Measure: In order to ensure academic growth for ALL students, each STAAR growth measure (Limited, Expected, Accelerated) will increase in reading and math as below:

Reading

Limited - 40%, Expected - 39%, Accelerated - 20%

Math

Limited - 27%, Expected - 50%, Accelerated - 20%

Performance Objective 2: Teachers will provide an aligned, differentiated curriculum using TEKS Resource System.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson Plans, classroom observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide supplemental services targeting at-risk students in reading and math as evidenced by MAP, STAAR scores and other screening tools for students in jeopardy of not meeting the state standard on state assessments. Strategy's Expected Result/Impact: MAPS STAAR Scores Benchmark Scores Unit Scores Staff Responsible for Monitoring: School Administrator Instructional Coordinators Teachers Funding Sources: Personnel - 199 SCE Supplemental Service - PIC 24 - \$19,000	Formative		
	Dec	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Student Growth Measure: In order to ensure academic growth for ALL students, each STAAR growth measure (Limited, Expected, Accelerated) will increase in reading and math as below:

Reading

Limited - 40%, Expected - 39%, Accelerated - 20%

Math

Limited - 27%, Expected - 50%, Accelerated - 20%

Performance Objective 3: Assist all students and families in developing reading and math knowledge, skills, and competencies.

Evaluation Data Sources: Family Literacy Night attendance, Family Math Night attendance, teacher documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide application level activities by using the TEKS RS Performance Assessment activities, Family Literacy and Math Nights. Strategy's Expected Result/Impact: MAPS Performance Assessments STAAR Benchmark Tests Unit Tests Common Formative Assessments Staff Responsible for Monitoring: Administrators Instructional Coordinators Teachers	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accelerated instruction for students through student identification and placement in honors classes. Strategy's Expected Result/Impact: PLC Agenda STAAR Scores Lesson Plans DMAC Data Staff Responsible for Monitoring: Administrators Instructional Coordinators Teachers	Formative		
	Dec	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Target performance needs for all accountability groups through analyzing instruction and assessments. Ex. data walls, student-led data goal setting Strategy's Expected Result/Impact: DMAC Data PLC Staff Responsible for Monitoring: Administrators Teachers Instructional Coordinators	Formative		
	Dec	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Culture & Climate: Maintain a safe and caring learning environment where student health and well being is valued by all stake holders.

Performance Objective 1: Provide a behavior support system to enhance a positive learning environment while reducing drug & alcohol use, violations, and incidents of violence and disruptive behaviors.

Evaluation Data Sources: State PEIMS 425 Report, PBMAS Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus-wide discipline plan that includes prevention and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. Strategy's Expected Result/Impact: Decrease in student referrals. Increase in instructional time. Staff Responsible for Monitoring: Administrators Counselor Teachers District Staff	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Crisis Prevention Intervention Training and Texas Behavior Support Initiative for needed staff. Strategy's Expected Result/Impact: Certificate of completion. Schedule of training. Staff Responsible for Monitoring: Principal Select Teachers	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Wildcat 200 Club Incentive Program, Wildcat Bucks, Class Incentives, etc. to reward appropriate student behaviors. Strategy's Expected Result/Impact: Decrease in discipline referrals. Increase in positive behavior. Staff Responsible for Monitoring: Administrators Teachers	Formative		
	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Culture & Climate: Maintain a safe and caring learning environment where student health and well being is valued by all stake holders.

Performance Objective 2: Improve awareness of self-care and healthy choices for students and families.

Evaluation Data Sources: Schedule of training, Sign-in sheets, Hello week participation, counseling rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Campus Coordinated School Health Teams to develop campus programs addressing child obesity, child exercise, and healthy lifestyles. Strategy's Expected Result/Impact: Schedule of Trainings and meetings Sign-In Sheets Lesson Plans Fitness Gram Results School Health Index Survey Staff Responsible for Monitoring: Principal PE Teachers Health Team	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in Red Ribbon Week by sponsoring activities and implementing other programs to promote safe and drug free schools. Strategy's Expected Result/Impact: Appropriate attitude towards drug use. List of programs and activities concerning the prevention of drug abuse. Staff Responsible for Monitoring: Administrator Counselor	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Establish Dating Violence Intervention Program and review the WISD Board Policy with staff. Strategy's Expected Result/Impact: Eduhero reports PEIMS 425 Report Staff Responsible for Monitoring: Administrator Counselor	Formative		
	Dec	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide campus level training for suicide prevention, conflict resolution, dating violence, and violence resolution. Strategy's Expected Result/Impact: # of counseling referrals # of Referrals to Outside Agencies Staff Responsible for Monitoring: Administrator Counselor	Formative		
	Dec	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Sponsor along with the East Texas Council on Alcoholism and Drug Abuse a life skills training program which addresses key issues faced by our students. Strategy's Expected Result/Impact: PEIMS 425 Report Discipline Reports # of counseling referrals # of Referrals to Outside Agencies Staff Responsible for Monitoring: Administrator Counselor PE Teacher	Formative		
	Dec	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 1: Increase student performance and quality of specialized services for all students through the recruitment and retention of highly qualified personnel and high quality professional development while maintaining 100% in all subject areas.

Evaluation Data Sources: Increase the number of students achieving program standards, on-grade level performance and state assessment standards among all populations tested.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to incorporate site-based interview team in the interview process. Strategy's Expected Result/Impact: List of Applicants Top 3 Candidates Continuity in campus culture. Staff Responsible for Monitoring: Principal Interview Committee TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Recruit ESL teachers. Identify students and provide services for migrant students. Strategy's Expected Result/Impact: Staff Roster Student grades Staff Responsible for Monitoring: Region 7 Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure that low income and minority students are provided with highly qualified staff members at the same rate as all other students. Strategy's Expected Result/Impact: Certifications Staff Roster Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers in tested subjects will receive Professional Development through PLCs and weekly staff meetings. We will focus on campus needs including student intervention needs, high yield strategies, technology implementation, and teacher growth goals. Strategy's Expected Result/Impact: Increased student performance. Artifacts from lessons using the learned strategies. Staff Responsible for Monitoring: Principal MTS Specialist Instructional Coordinators TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Feb	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Campus Funding Summary

199 SCE Supplemental Service - PIC 24					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Personnel		\$19,000.00
Sub-Total					\$19,000.00
local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Personnel	282 - ESSER	\$113,000.00
Sub-Total					\$113,000.00
Grand Total					\$132,000.00

Addendums