Katy Independent School District

Holland Elementary

2019-2020 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

Demographics

Demographics Summary

Bonnie Holland Elementary is beginning our twelfth year in Katy Independent School District, with supporting Early Childhood Special Education (ECSE) for 3 - 5 year old students, as well as PreK through 5th grade classes. Student enrollment at Bonnie Holland Elementary is stable with 1092 students. Enrollment has been consistent over the past several years. The majority of the student population's race/ethnicity is: 35.62% Asian, 31.59% White, 21.70% Hispanic, 7.23% African American, 0.09% Pacific Islander and 0.18% American Indian/Alaskan Native. There is 3.5% of the student population represented by two or more races.

The Attendance Rate is 97.85%, 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 7 bus routes providing transportation services to and from school daily. Bonnie Holland Elementary's student groups include 3.75% English as a Second Language (ESL) students, 31.14% Limited English Proficient (LEP) students, 14.65% Gifted/Talented students, and 9.34% Special Education students. 40.1% of the student population is At-Risk and 18% of the students are Economically Disadvantaged.

Bonnie Holland Elementary continues to place a high priority in employing a high-quality, talented staff.

Five new grade level teachers joined the Bonnie Holland school family this year. Each teacher will participate in the BHE New Teacher training that occurs monthly. All teachers, including new teachers, will attend professional development rotations (PDR) and the professional learning community (PLC) meetings each grading period. The professional development will align with the campus data, grade level needs and align to district and campus initiatives.

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: 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.

Student Academic Achievement

Student Academic Achievement Summary

Bonnie Holland Elementary received a 2018 Texas Accountability Met Standard rating based upon our STAAR scores. The campus earned distinctions for Science.

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. 2019 STAAR Performance is:

ELA/Reading - All Students

- % at Approaches GL Standard or Above: 94%
- % at Meets GL Standard or Above: 73%
- % at Masters GL Standard: 52%

Mathematics - All Students

- % at Approaches GL Standard or Above: 94%
- % at Meets GL Standard or Above: 77%
- % at Masters GL Standard: 56%

Writing - All Students

- % at Approaches GL Standard or Above: 89%
- % at Meets GL Standard or Above: 58%
- % at Masters GL Standard: 24%

Science - All Students

- % at Approaches GL Standard or Above: 93%
- % at Meets GL Standard or Above: 80%
- % at Masters GL Standard: 53%

Student Academic Achievement 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 Science
- 2019 Texas Honor Roll School

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 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: The 2019 Accountability data shows that not all sub-populations met the threshold for growth in ELA/Reading. **Root Cause**: The increased enrollment of students in all categories factor into accountability calculations.

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 2019 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 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 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: With eight percent of the teaching staff at Bonnie Holland Elementary new to the district, professional development must be spiraling so that all staff are at the same level in their knowledge and skill for teaching rigorous lessons for all learners they work with. **Root Cause**: KISD is a growing district with new campuses opening annually, giving teachers the opportunity to move closer to home or into a position that aligns to their professional goals.

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.
- Hosting the annual school carnival involving our entire community.
- 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: When reflecting on BHE discipline matrix data report, the number of office referrals for the 2018-2019 school year doubled.. **Root Cause**: Bonnie Holland Elementary implemented new campus-wide PBIS structures, eliminating the use of an expectation card, and incorporating reflection sheets. It was determined that there is a need for scaffolds of support and interventions to support students' behavior needs.

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 Academic Achievement

Problem Statement 4: With eight percent of the teaching staff at Bonnie Holland Elementary new to the district, professional development must be spiraling so that all staff are at the same level in their knowledge and skill for teaching rigorous lessons for all learners they work with.

Root Cause 4: KISD is a growing district with new campuses opening annually, giving teachers the opportunity to move closer to home or into a position that aligns to their professional goals.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: When reflecting on BHE discipline matrix data report, the number of office referrals for the 2018-2019 school year doubled..

Root Cause 5: Bonnie Holland Elementary implemented new campus-wide PBIS structures, eliminating the use of an expectation card, and incorporating reflection sheets. It was determined that there is a need for scaffolds of support and interventions to support students' behavior needs.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

- 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
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM 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
- TTESS 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 meeting or exceeding progress will increase over the previous year.

Evaluation Data Source(s) 1: End of year STAAR report and accountability report.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
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.	Instructional Coach, Grade Level Admin., Content Area Team Leaders	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.				
	Problem Statements: Student Academic Achievement 1					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 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 1**: The number of students in the ESL and LEP population groups increased for each grade level.

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.

Evaluation Data Source(s) 2: Implementation of PBIS structures and supports for students.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The campus will establish lesson plans for being safe, respectful and responsible in all area and develop a continuum of supports for students.	TLs PBIS Committee	Students will understand how to be safe, respectful and responsible. Teachers will provide a continuum of supports. Surveys will be used to determine impact and success.				
Problem Statements: Perceptions 1						
Funding Sources: 199 - General Fund - 300.00						
2) All homeroom teachers will implement community circles for a minimum of once a week so that students build relationships with their peers and teacher.	Administration TLs	As students learn about their peers, they will be successful with working collaboratively together and learn life skills that build a foundation of success beyond elementary school.				
Problem Statements: Perceptions 1						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: When reflecting on BHE discipline matrix data report, the number of office referrals for the 2018-2019 school year doubled.. **Root Cause 1**: Bonnie Holland Elementary implemented new campus-wide PBIS structures, eliminating the use of an expectation card, and incorporating reflection sheets. It was determined that there is a need for scaffolds of support and interventions to support students' behavior needs.

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: Student achievement in the area of ELA/reading will improve so that all student groups meet the threshold standard.

Evaluation Data Source(s) 1: STAAR scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Each grading period all teachers will review student data and track growth, ensuring that all students make adequate progress with mastering grade level curriculum.	Grade Level Teachers APs/Principal	Small Group Instruction and Extended Learning Time will provide targeted intervention and support to students needing meet growth goals.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Demographics
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.

Student Academic Achievement
Problem Statement 1: 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 1**: The number of students in the ESL and LEP population groups increased for each grade level.

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Grade Level Teams will grow assessment practices and utilize data in various formats to tract and monitor student growth.

Evaluation Data Source(s) 1: DLA data reports
Lead4Ward webinars
Office of Assessment & Accountability Training

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) A Lead4Ward Cohort will be established to train grade level teams in setting goals, creating assessments and monitoring progress .	Grade Level AP TLs ICs	Students' learning and academic success will excel and teachers will target specific needs of each student.				
	Problem Statements: Student Academic Achievement 1					

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

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 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 1**: The number of students in the ESL and LEP population groups increased for each grade level.

Goal 4: 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: BHE will implement district expectations for technology integration inside and outside the classroom.

Evaluation Data Source(s) 1: Surveys - parent and staff
BrightBytes Survey Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Grade level / department teams will meet a minimum of 1 time per grading period with the Classroom Technology Designer to determine programs and applications to incorporate into instruction that will enhance student learning experiences.	Grade Level APs/Principal	Student use of technology will improve and engaging learning opportunities will be regularly provided to students.				
	Problem Statements: School Processes & Programs 1					

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: With eight percent of the teaching staff at Bonnie Holland Elementary new to the district, professional development must be spiraling so that all staff are at the same level in their knowledge and skill for teaching rigorous lessons for all learners they work with. **Root Cause 1**: KISD is a growing district with new campuses opening annually, giving teachers the opportunity to move closer to home or into a position that aligns to their professional goals.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

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

Evaluation Data Source(s) 1: System in place

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Over the course of the year, the PBIS Committee will meet a minimum of 3 times to establish lesson plans for campus-wide expectations, determine incentives for Husky Bucks and reflect on discipline data.	PBIS Team Team Leaders	Positive and engage students; grade level incentive charts				
	Problem Statements: Perceptions 1 **Funding Sources**: 199 - General Fund PTA Donation - 300.00					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: When reflecting on BHE discipline matrix data report, the number of office referrals for the 2018-2019 school year doubled.. **Root Cause 1**: Bonnie Holland Elementary implemented new campus-wide PBIS structures, eliminating the use of an expectation card, and incorporating reflection sheets. It was determined that there is a need for scaffolds of support and interventions to support students' behavior needs.

State Compensatory

Personnel for Holland Elementary:

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

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Linnea Griffith	Principal
Classroom Teacher	Kelly Hardin	Teacher
Classroom Teacher	Lori Powell	Teacher
Classroom Teacher	Judy Rounds	Teacher
Classroom Teacher	Katie Hardin	Teacher
District-level Professional	Cecilia Lara	District Personnel
Parent	Karen Scott	Parent
Parent	Huidong Gao	Parent
Parent	Scott Power	Parent
Parent	Doan Hong	Parent
Parent	Liang Sun	Parent
Community Representative	Justine Gaston	Community Representative
Business Representative	Angel Sides	Community Member

District Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	PBIS Incentives		$300.00
				Sub-Total	$300.00
199 - General Fund PTA Donation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	Incentives for Students		$300.00
				Sub-Total	$300.00
				Grand Total	$600.00

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