

Waller Independent School District



Holleman Elementary

Accountability Rating: C

2025-2026 Campus Improvement Plan

Board Approval Date:
November 13, 2025

Public Presentation Date:
October 15, 2025

Mission Statement

Holleman Elementary strives for academic, social, and emotional success for ALL.

Vision

Growing Lifelong Learners

Value Statement

At Holleman Elementary, we believe that every child can learn and grow when provided with high-quality instruction in a safe, inclusive environment. Guided by our Bulldog BEST values - Bravery, Effort, Safety, and Teamwork - we are committed to fostering a culture of high expectations for all students, staff, and families.

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Comprehensive Needs Assessment

Demographics

Summary

Bilingual	ESL	SPED	504	At-Risk	Econ Dis 1	Econ Dis 2	Econ Dis 99	GT
177	86	73	11	274	432	69	1	13
24%	12%	10%	2%	38%	60%	10%	0%	2%
White	Hispanic	Black or African American	Multi Race	Asian	Amer Ind/Alask Nat	Nat Hawa/Pac Isl		
140	455	90	21	19	1	0		
19%	63%	12%	3%	3%	0.1%	0.0%		

Strengths

- Closing the gap with STAAR scores
 - Interventions
- Culture Committee
- Co-Teach Classrooms/Teachers

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Chronic absenteeism and inconsistent daily attendance hinder student learning, engagement, and overall campus achievement	Student attendance challenges in Pre-K and Kindergarten stem from a lack of targeted interventions and limited parent understanding of the critical role consistent attendance plays in early learning, resulting in the need to build parent capacity and provide intentional supports to improve attendance in these foundational years.

★ = Priority

Student Achievement

Summary

Listed below are the percentage of students who met the approaches standard or higher on STAAR during the 24-25 school year.

Reading

- 74% of all students in grade 3-5 scored Approaches or Above on the STAAR Reading test
- 50% of all students in grade 3-5 scored Meets or Above on the STAAR Reading test

Math

- 62% of all students in grades 3-5 scored Approaches or Above on the STAAR Math test
- 37% of all students in grades 3-5 scored Meets or Above on the STAAR Math test

Science

- 51% of 5th grade students scored Approaches or Above on the STAAR Science test
- 26% of 5th grade students scored Meets or Above on the STAAR Science test

Strengths

- Tier 2 and 3 Interventions
- SPED/ICS Paras
- Character Strong
- SPED Co-Teach classes
- Celebrating Student Achievement
- Strong Tier 1 instruction
- Data folders for Student Goal Setting

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1★ Our ELP students did not show expected growth according to TELPAS/state assessment results.	Student language development is limited by insufficient intentional opportunities for practicing listening and speaking skills, a need for deeper understanding of how to integrate ELPS into existing curriculum, and inconsistent application of research-based strategies, including the 7 Steps.
2★ "All Students" did not meet performance expectations for Academic Achievement on our Math STAAR test.	Student learning is hindered by teachers using low-level instructional materials, reluctance to implement new resources with fidelity, ineffective lesson internalization, and pacing issues that prevent consistent coverage of grade-level standards.
3★ According to 1416 state assessment data, students in 4th and 5th grade did not show expected adequate progress.	Student growth is limited by inconsistent identification and progress monitoring of Tier 2 and Tier 3 students, a lack of structured, research-based intervention materials or fidelity in their delivery, and teachers not maximizing available intervention time.

★ = Priority

School Culture and Climate

Summary

Holleman Elementary School believes it is important to provide an engaging and safe learning environment for all learners. Our motto is, "A Great Place to Learn" and we use B.E.S.T. - Bravery, Effort, Safety, Teamwork as our PBIS expectations to foster self-discipline and a safe, fun, learning environment. Holleman is currently implementing the Character Strong Curriculum and Multi-Tiered System of Support (MTSS) Framework to provide research-based social and emotional learning curricula and consider aspects of the whole child in a proactive and preventative system. The Student Code of Conduct serves as a reference for student expectations and discipline. Holleman is fortunate enough to have a campus based School Resource Officer to help monitor visitors on campus.

Strengths

- Culture Committee, Drama Club
- Holleman Highlights
- PBIS
- Rookie Club

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1★ Inconsistent school culture and climate practices are limiting positive relationships, student engagement, and a sense of belonging across the campus.	School culture and climate are impacted by limited collaboration across grade levels, inconsistent campus-wide engagement events, and a need for increased parent involvement opportunities

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Holleman Elementary strives to hire and retain highly qualified staff each year.

Strengths

- Administrative support
- Communication
- Campus walk-throughs and feedback(GBF)
- Staff Appreciation Events

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1★ Challenges with staff quality, recruitment, and retention are limiting instructional consistency and the campus's ability to sustain high levels of student achievement.	Difficulties in staff recruitment and retention stem from limited staff bonding opportunities, the need to reduce class sizes, and challenges in hiring and retaining fully certified staff.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Holleman Elementary continues to focus on "Growing Greatness" with effective Tier 1 instruction in all classrooms in order to increase student achievement. Effective curriculum, instruction, and assessment are all key components of Tier 1 instruction and continual staff development must be provided to improve teaching practices.

Strengths

- Targeted interventions consistently
- PLC with Co-Teachers
- MTSS Process
- New Math Curriculum

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Inconsistencies in curriculum implementation, instructional practices, and assessment strategies are limiting student learning and preventing students from meeting academic expectations	Student learning is impacted by inconsistent collaboration across grade levels to ensure alignment of curriculum, instruction, and assessments in addition to ineffective PLC structures.

★ = Priority

Family and Community Engagement

Summary

Holleman Elementary believes that a strong relationship with families and community is important for student success. Holleman prioritizes two way communication with families by sending home documents in English and Spanish, allowing parent access to Skyward Parent Portal to monitor student progress, and sending out a monthly newsletter and calendar for families to stay up to date with current events at school such as our curriculum night and Parent Family Engagement events.

Strengths

- MVP Program (Now VIPS)
- Social Media
- Volunteer Sign Ups (STAAR Camp, etc)
- GT Showcase
- Drama Club/Choir Performances

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Limited family and parent engagement is restricting opportunities for student support, school-home collaboration, and overall campus community involvement.	Limited family and parent engagement, including low participation in PTO activities, is contributing to reduced school-home collaboration and a weaker sense of community on campus.

 = Priority

School Organization

Summary

Holleman Elementary recognizes the need to continually monitor the success and make improvements each year based on data from the previous year. This year we are continuing to place an importance on supporting staff and students with resources to positively impact student learning. We have weekly Professional Learning Community (PLC) meetings for teams, as well as committees that focus on mental health and behavior and culture that allow collaboration across campus teams. As a result of this approach, our whole staff understands the mission and goals of the organization and can articulate what we are doing to support the whole student.

Strengths

- Communication-Monthly Calendar, SMORE Newsletters, Google Calendar
- Feedback surveys
- Rookie Club
- Campus Schedule

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Ineffective school context and organizational structures are limiting instructional efficiency, staff collaboration, and the overall learning environment for students.	Challenges in school context and organization stem from late buses, inefficient transitions between classes and activities, and a need to improve GBF coaching cycles to better support instructional consistency.

 = Priority

Technology

Summary

Students in grades K-5 have 1:1 devices in order to access learning.

Strengths

- Digital Programs-Zearn and Lexia
- Continue typing lessons in STEAM
- 1:1 devices for students
- Charging carts and extra chargers

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1★	Limited integration of technology and insufficient student guidance in its use are restricting opportunities for personalized learning and engagement across the campus.	Challenges with technology integration stem from a need for ongoing device etiquette instruction for students, creating a balanced approach between technology and hands-on learning, and expanding the use of additional technology tools within STEAM instruction.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our ELP students did not show expected growth according to TELPAS/state assessment results.

Student language development is limited by insufficient intentional opportunities for practicing listening and speaking skills, a need for deeper understanding of how to integrate ELPS into existing curriculum, and inconsistent application of research-based strategies, including the 7 Steps.

2
★

"All Students" did not meet performance expectations for Academic Achievement on our Math STAAR test.

Student learning is hindered by teachers using low-level instructional materials, reluctance to implement new resources with fidelity, ineffective lesson internalization, and pacing issues that prevent consistent coverage of grade-level standards.

3
★

According to 1416 state assessment data, students in 4th and 5th grade did not show expected adequate progress.

Student growth is limited by inconsistent identification and progress monitoring of Tier 2 and Tier 3 students, a lack of structured, research-based intervention materials or fidelity in their delivery, and teachers not maximizing available intervention time.

4
★

Chronic absenteeism and inconsistent daily attendance hinder student learning, engagement, and overall campus achievement

Student attendance challenges in Pre-K and Kindergarten stem from a lack of targeted interventions and limited parent understanding of the critical role consistent attendance plays in early learning, resulting in the need to build parent capacity and provide intentional supports to improve attendance in these foundational years.

5
★

Challenges with staff quality, recruitment, and retention are limiting instructional consistency and the campus's ability to sustain high levels of student achievement.

Difficulties in staff recruitment and retention stem from limited staff bonding opportunities, the need to reduce class sizes, and challenges in hiring and retaining fully certified staff.

6
★

Inconsistent school culture and climate practices are limiting positive relationships, student engagement, and a sense of belonging across the campus.

School culture and climate are impacted by limited collaboration across grade levels, inconsistent campus-wide engagement events, and a need for increased parent involvement opportunities



Limited integration of technology and insufficient student guidance in its use are restricting opportunities for personalized learning and engagement across the campus.

Challenges with technology integration stem from a need for ongoing device etiquette instruction for students, creating a balanced approach between technology and hands-on learning, and expanding the use of additional technology tools within STEAM instruction.

 = **Priority**



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals



Goals

Goal 1

WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1

By February 2026, Holleman will increase the percentage of EB students making adequate progress on state assessments from 47% to 51%.

Evaluation Data Source: TELPAS scores

Strategy 1

Utilize walkthrough data, weekly PLC agendas, and weekly lesson internalization sessions to strengthen instructional practices, ensure alignment to standards, support continuous teacher growth, and track student progress.

Strategy's Expected Result/Impact: Intentional progress monitoring through PLC data tracker and student growth goal tracker.

Staff Responsible for Monitoring: Bilingual Instructional Coaches, AAF, teachers

Problem Statements: Student Achievement 1

Funding Sources: After School Tutoring Title I, Part A - Improving Basic Programs (211), , Title III Aide and NAC Aide Title III, Part A - EL Acquisition (263),

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Our ELP students did not show expected growth according to TELPAS/state assessment results.	Student language development is limited by insufficient intentional opportunities for practicing listening and speaking skills, a need for deeper understanding of how to integrate ELPS into existing curriculum, and inconsistent application of research-based strategies, including the 7 Steps.

Performance Objective 2

By May 2026, at least 50% of students receiving Tier 2 or Tier 3 interventions in reading and math will meet or exceed their individual growth targets on state and local assessments, an increase from 37% in 2024-2025, through consistent implementation of HB 1416-compliant accelerated instruction and targeted teacher support.

Evaluation Data Source: Benchmark Data
STAAR Data

Strategy 1

Implement weekly PLC meetings to analyze student data, plan targeted Tier 2 and Tier 3 interventions in reading and math, monitor progress, and ensure fidelity in the delivery of research-based intervention strategies.

Strategy's Expected Result/Impact: Teachers collaboratively support Tier 2 and Tier 3 students, leading to measurable growth in reading and math through shared responsibility and improved instructional practices.

Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches and Academic Achievement Facilitator

Problem Statements: Student Achievement 3

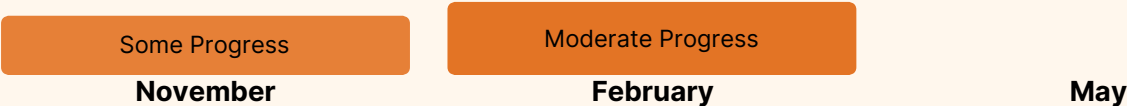
Funding Sources: Solution Tree, Instructional Coach, Decodables, After School Tutoring Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
3 According to 1416 state assessment data, students in 4th and 5th grade did not show expected adequate progress.	Student growth is limited by inconsistent identification and progress monitoring of Tier 2 and Tier 3 students, a lack of structured, research-based intervention materials or fidelity in their delivery, and teachers not maximizing available intervention time.

Performance Objective 3

By May 2026, 43% of 3rd-5th grade students will meet or exceed grade-level expectations on the Math STAAR assessment, an increase from 38% in 2024-2025.

Evaluation Data Source: STAAR Data
Benchmark Data
Local Assessment Data

Strategy 1

Implement student goal-setting to increase ownership of learning, use data-driven decision making during PLCs to plan WIN time for all students, and build teacher capacity for interventions through targeted training and ongoing coaching cycles.

Strategy's Expected Result/Impact: Data-driven PLC planning ensures WIN time interventions are targeted to student needs while building teacher capacity through ongoing training and coaching to deliver effective instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Instructional Coaches and Curriculum Coordinators

Problem Statements: Student Achievement 2, 3

Funding Sources: Debbie Wells, Mathlinks, STAAR Fast Focus Math Title II, Part A -Teacher/Principal Training (255),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
2 "All Students" did not meet performance expectations for Academic Achievement on our Math STAAR test.	Student learning is hindered by teachers using low-level instructional materials, reluctance to implement new resources with fidelity, ineffective lesson internalization, and pacing issues that prevent consistent coverage of grade-level standards.
3 According to 1416 state assessment data, students in 4th and 5th grade did not show expected adequate progress.	Student growth is limited by inconsistent identification and progress monitoring of Tier 2 and Tier 3 students, a lack of structured, research-based intervention materials or fidelity in their delivery, and teachers not maximizing available intervention time.

Goal 2

WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1

By May 2026, the school will implement a variety of systems and programs to maximize quality learning time and ensure curriculum alignment.

Evaluation Data Source: STAAR data
Local Assessments

Strategy 1

Build teacher capacity during PLC meetings, implement lesson internalization, and utilize Get Better Faster coaching cycles to ensure rigorous, targeted, and high-quality instruction for all students.

Strategy's Expected Result/Impact: Increased student achievement on local and state assessments

Staff Responsible for Monitoring: Curriculum Coordinators, Administrators, Instructional Coaches, and Academic Achievement Facilitator

Problem Statements: Student Achievement 2, 3

Funding Sources: Solution Tree, Debbie Wells, Mathlinks, Lead4ward, Science of Reading Title II, Part A -Teacher/Principal Training (255), , Solution Tree, Seidlitz Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

November

Moderate Progress

February

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
2 "All Students" did not meet performance expectations for Academic Achievement on our Math STAAR test.	Student learning is hindered by teachers using low-level instructional materials, reluctance to implement new resources with fidelity, ineffective lesson internalization, and pacing issues that prevent consistent coverage of grade-level standards.
3 According to 1416 state assessment data, students in 4th and 5th grade did not show expected adequate progress.	Student growth is limited by inconsistent identification and progress monitoring of Tier 2 and Tier 3 students, a lack of structured, research-based intervention materials or fidelity in their delivery, and teachers not maximizing available intervention time.

Goal 3

WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1

By May 2026, Holleman Elementary will reduce discipline incidents across all grade levels by 5% compared to the previous academic year by implementing Character Strong curriculum during daily community circles and reinforcing positive behaviors through the PBIS framework.

Evaluation Data Source: Skyward Discipline Data Reports

Strategy 1

Implement PBIS and schoolwide incentives, including weekly shopping for tangible items from the campus wide PBIS store and weekly celebrations such as Show Me Friday. Provide professional development and full implementation of the Character Strong curriculum and Restorative practices to build students' social-emotional skills. Conduct daily 15-minute community circles to address SEL needs.

Strategy's Expected Result/Impact: Through PBIS and Character Strong, students will develop positive behavior, emotional regulation, and relationship skills that increase daily attendance, reduce office referrals, and foster a respectful school culture.

Staff Responsible for Monitoring: Administrators, counselor, teachers, and safety directors.

Problem Statements: School Culture and Climate 1

Funding Sources: Character Strong Title IV (289), , PBIS Store Local (199),

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

February

May

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Inconsistent school culture and climate practices are limiting positive relationships, student engagement, and a sense of belonging across the campus.	School culture and climate are impacted by limited collaboration across grade levels, inconsistent campus-wide engagement events, and a need for increased parent involvement opportunities

Performance Objective 2

By May 2026, Holleman Elementary will provide all necessary staffing, tools and procedure trainings to guarantee the safety of all staff and students. This will be achieved through the full implementation of the Standard Response Protocol with 100% of staff trained annually and at least five emergency drills conducted per year to measure readiness for each type of emergency.

Evaluation Data Source: Participation in emergency trainings and drill, safety programs and audits, weekly exterior door sweeps, as well as participation in campus wide mental health events.

Strategy 1

Ensure that all staff, students, substitutes, and volunteers are trained in the Standard Response Protocol and that posters and instructions are visible throughout the building for visitors in the event of an emergency. Conduct emergency drills for Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year to ensure understanding.

Strategy's Expected Result/Impact: Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.

Students, staff, visitors understand what to do in the event of an emergency

Staff Responsible for Monitoring: Principal, EOP Representative (AP), Secretary and campus SRO

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

February

May

Goal 4

WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1

By May 2026, 100% of academic core subjects at Holleman Elementary will maintain highly qualified teachers and paraprofessionals in compliance with federal and state law, with staff receiving a minimum of 15 hours ongoing professional development in their content area.

Evaluation Data Source: Sign In Sheets
Teacher Portfolio in Strive

Strategy 1

Ensure compliance and teacher quality by (1) providing math professional development through Great Minds. Math Catalysts, and Debbie Wells (2) providing professional development to maintain certification requirements; (3) ensuring Pre-K teachers receive targeted training through Region IV; (4) supporting all K-3 teachers, special education teachers, and principals in completing House Bill 3 Reading Academies (5) providing support to literacy teachers and coaches with Region 4 Grant

Strategy's Expected Result/Impact: Maintaining 100% highly qualified teachers and paraprofessionals, while providing targeted professional development and state-required training, will ensure compliance with state and federal mandates, strengthen instructional practices, and improve student outcomes across all grade levels.

Staff Responsible for Monitoring: Administrators, Human Resources, Academic Achievement Facilitator, and Instructional Coaches

Problem Statements: Student Achievement 1, 2, 3

Funding Sources: Mathlinks, Debbie Wells, Science of Reading, Lead4ward Title II, Part A -Teacher/ Principal Training (255), , Solution Tree, Seidlitz Title I, Part A - Improving Basic Programs (211), , Title III Aide and NAC Aide Title III, Part A - EL Acquisition (263),

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November

Moderate Progress

February

May

Strategy 2

HES will foster staff morale and motivation by providing monthly appreciation activities, recognition programs such as , Staff Members of the Month, and Staff Shoutouts, along with

school-wide events to address social-emotional well-being.

Strategy's Expected Result/Impact: Increases sense of belonging and appreciation among staff

Staff Responsible for Monitoring: Sunshine Committee and Administrators

Problem Statements: Staff Quality, Recruitment, and Retention 1

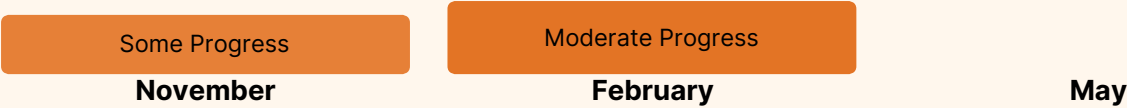
Funding Sources: Treats for Staff Local (199),

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Our ELP students did not show expected growth according to TELPAS/state assessment results.	Student language development is limited by insufficient intentional opportunities for practicing listening and speaking skills, a need for deeper understanding of how to integrate ELPS into existing curriculum, and inconsistent application of research-based strategies, including the 7 Steps.
2 "All Students" did not meet performance expectations for Academic Achievement on our Math STAAR test.	Student learning is hindered by teachers using low-level instructional materials, reluctance to implement new resources with fidelity, ineffective lesson internalization, and pacing issues that prevent consistent coverage of grade-level standards.
3 According to 1416 state assessment data, students in 4th and 5th grade did not show expected adequate progress.	Student growth is limited by inconsistent identification and progress monitoring of Tier 2 and Tier 3 students, a lack of structured, research-based intervention materials or fidelity in their delivery, and teachers not maximizing available intervention time.

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 Challenges with staff quality, recruitment, and retention are limiting instructional consistency and the campus's ability to sustain high levels of student achievement.	Difficulties in staff recruitment and retention stem from limited staff bonding opportunities, the need to reduce class sizes, and challenges in hiring and retaining fully certified staff.

Goal 5

WISD will provide a supportive, professional teaching environment that encourages teaching excellence.
(Environment)

Performance Objective 1

By April 2026, 100% of our Professional Learning Teams (PLTs) will engage in weekly collaborative PLC meetings focused on analyzing student data and TEKS to inform, adapt, and drive instruction, guided by the four PLC questions.

Evaluation Data Source: PLC Agenda completion
WIN group lesson plans

Strategy 1

Facilitate structured weekly PLCs where teachers collaborate with content coaches to internalize TEKS-aligned lessons, analyze student data, and plan rigorous, engaging instruction that meets the needs of all learners.

Strategy's Expected Result/Impact: Ongoing collaboration in PLCs with support from content coaches will build teacher capacity, improve instructional consistency, and promote teaching excellence, resulting in stronger student outcomes and a more supportive professional environment.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Academic Achievement Facilitator

Problem Statements: Student Achievement 1, 2, 3

Funding Sources: Solution Tree Title II, Part A -Teacher/Principal Training (255), , Solution Tree, Instructional Coach Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

New teachers are provided a campus mentor and are invited to be part of the "Rookie Club," which meets throughout the year to provide support during their first year at our campus and/or district, and will be supported through Get Better Fast Coaching Cycles.

Strategy's Expected Result/Impact: Reported feelings of support in surveys
GBF Walkthroughs

Staff Responsible for Monitoring: Administrators, Instructional Coaches and Rookie Club Sponsors

Problem Statements: Student Achievement 1, 2, 3

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

May

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our ELP students did not show expected growth according to TELPAS/state assessment results.	Student language development is limited by insufficient intentional opportunities for practicing listening and speaking skills, a need for deeper understanding of how to integrate ELPS into existing curriculum, and inconsistent application of research-based strategies, including the 7 Steps.
2	"All Students" did not meet performance expectations for Academic Achievement on our Math STAAR test.	Student learning is hindered by teachers using low-level instructional materials, reluctance to implement new resources with fidelity, ineffective lesson internalization, and pacing issues that prevent consistent coverage of grade-level standards.
3	According to 1416 state assessment data, students in 4th and 5th grade did not show expected adequate progress.	Student growth is limited by inconsistent identification and progress monitoring of Tier 2 and Tier 3 students, a lack of structured, research-based intervention materials or fidelity in their delivery, and teachers not maximizing available intervention time.

Goal 6

WISD will continue state and national leadership in the use of technology in all phases of the educational process.
(Technology)

Performance Objective 1

By April 2026, 85% of students at Holleman Elementary will engage weekly with personalized learning platforms such as Zearn, Amira, Lexia and SeeSaw to increase student engagement and demonstrate academic growth.

Evaluation Data Source: Achievement scores as indicated by various software/applications
SeeSaw usage report

Strategy 1

Provide ongoing professional development and coaching for teachers to integrate technology effectively into instruction using Lexia, Amira and SeeSaw. Also equipping students with opportunities to demonstrate learning through digital tools and ensuring families can access and engage with the platform.

Strategy's Expected Result/Impact: Effective use of 1:1 devices and Seesaw will create interactive, student-centered learning experiences, strengthen home and school communication, and build digital skills that prepare students for success in future academic and career environments.

Amira, Lexia, and Zearn continuously assess students' mastery and delivers in- the-moment tutoring and informs teacher instruction, powering true differentiation.

Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches, and Academic Achievement Facilitator

Problem Statements: Student Achievement 3 - Technology 1

Funding Sources: Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
3 According to 1416 state assessment data, students in 4th and 5th grade did not show expected adequate progress.	Student growth is limited by inconsistent identification and progress monitoring of Tier 2 and Tier 3 students, a lack of structured, research-based intervention materials or fidelity in their delivery, and teachers not maximizing available intervention time.

Performance Objective 1 Problem Statements Identifying Technology

Problem Statement	Root Cause
1 Limited integration of technology and insufficient student guidance in its use are restricting opportunities for personalized learning and engagement across the campus.	Challenges with technology integration stem from a need for ongoing device etiquette instruction for students, creating a balanced approach between technology and hands-on learning, and expanding the use of additional technology tools within STEAM instruction.

Goal 7

WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Communications)

Performance Objective 1

By May 2026, the school will enhance parent/guardian capacity by organizing and delivering at least four diverse parent-family engagement events during the school year. These events will provide resources and strategies to support student success, with a target of achieving at least 75% parent/guardian participation measured through event attendance records.

Evaluation Data Source: Sign In Sheets

Strategy 1

Establish a structured communication plan that includes positive teacher phone calls at the beginning of the school year, monthly SMORE newsletters, and 100% teacher use of Class Dojo, while hosting at least four family engagement events this school year. Host an Annual Title I Meeting to inform parents of program requirements and their right to be involved in the school's Title I program. Conduct a School-Parent Compact Review each fall to ensure shared responsibility for student learning is clearly communicated and signed by families. Implement an Annual PFE Evaluation using parent surveys, feedback forms, and participation data to measure effectiveness of engagement activities and revise future plans. Provide Capacity-Building Events (e.g., curriculum night, open house, TELPAS night, transition events) at least once per semester to equip families with tools and strategies to support their child's learning at home.

Strategy's Expected Result/Impact: Consistent communication, paired with meaningful family engagement opportunities, will foster trust, increase parent involvement, and equip families with the tools and information needed to actively support student learning and achievement.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1

Funding Sources: Parent and Family Engagement Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

February

May

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Chronic absenteeism and inconsistent daily attendance hinder student learning, engagement, and overall campus achievement	Student attendance challenges in Pre-K and Kindergarten stem from a lack of targeted interventions and limited parent understanding of the critical role consistent attendance plays in early learning, resulting in the need to build parent capacity and provide intentional supports to improve attendance in these foundational years.

Goal 8

WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1

By May 2026, Holleman Elementary will maximize instructional support by supplementing local funding with federal resources, ensuring that at least 90% of federal expenditures are directly aligned to documented campus needs, including targeted instructional and language support for 100% of identified English Learners.

Evaluation Data Source: 2024-2025 and 2025-2026 budget reports

Strategy 1

Based on our Campus Needs Assessment, we will use federal funds to provide instructional coaching, professional development, and supplemental resources to support English Learners and strengthen overall classroom instruction, while tracking expenditures and documentation in Title I Crate to ensure compliance with federal guidelines.

Strategy's Expected Result/Impact: Providing instructional coaching and targeted resources for English Learners will strengthen teacher capacity, support differentiated instruction, and accelerate language and academic growth, ensuring all students have equitable access to high-quality learning opportunities; while ensuring fiscal responsibility.

Staff Responsible for Monitoring: Principal, Business Office and Secretary

Problem Statements: Student Achievement 1

Funding Sources: Title III, Part A - EL Acquisition (263), , Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

November

Moderate Progress

February

May

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Our ELP students did not show expected growth according to TELPAS/state assessment results.	Student language development is limited by insufficient intentional opportunities for practicing listening and speaking skills, a need for deeper understanding of how to integrate ELPS into existing curriculum, and inconsistent application of research-based strategies, including the 7 Steps.

Goal 9

WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 1

By May 2026, Holleman Elementary will expand co-curricular and extracurricular opportunities such as academic competitions (e.g., Spelling Bee, Name That Book), Student Leadership, GT and TEKS aligned field trips resulting in at least 70% of students participating in one or more documented activities during the school year.

Evaluation Data Source: Club Rosters
Sign In Sheets

Strategy 1

Provide structured opportunities for students to engage in enrichment programs by scheduling monthly clubs, coordinating participation in academic contests, and planning field trips that align with TEKS and support classroom learning.

Strategy's Expected Result/Impact: Expanding enrichment opportunities will allow students to explore interests, apply academic skills in new contexts, and develop collaboration, problem solving, and leadership abilities. These experiences will better prepare students for future academic and career success.

Staff Responsible for Monitoring: librarian, club coordinators, teachers, administrators

Problem Statements: School Culture and Climate 1

Funding Sources: GT Funding Title IV (289),

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Inconsistent school culture and climate practices are limiting positive relationships, student engagement, and a sense of belonging across the campus.	School culture and climate are impacted by limited collaboration across grade levels, inconsistent campus-wide engagement events, and a need for increased parent involvement opportunities

Goal 10

WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1

By May 2026, Holleman Elementary will strengthen the educational advantages of a diverse environment by hosting at least four cultural and enrichment events (e.g Pinata Contest, Black History Month events, Hispanic Heritage celebrations, and facilitating building parent capacity events) for students, staff, and the community.

Evaluation Data Source: Event sign-in sheets and participation logs
Student and staff participation records
Parent surveys on campus climate/diversity

Strategy 1

HES Culture Committee will facilitate events such as Hispanic Heritage Month, Black History Month, Multicultural Day, etc. HES will host at least two cultural events each year to celebrate student and staff backgrounds, with parents and community partners invited to participate. Build parent capacity through workshops such as TELPAS and STAAR night.

Strategy's Expected Result/Impact: Increased respect and awareness for diversity

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Culture Committee, Teachers, Librarian

Problem Statements: School Culture and Climate 1

Funding Sources: Parent and Family Engagement Title I, Part A - Improving Basic Programs (211),

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Inconsistent school culture and climate practices are limiting positive relationships, student engagement, and a sense of belonging across the campus.	School culture and climate are impacted by limited collaboration across grade levels, inconsistent campus-wide engagement events, and a need for increased parent involvement opportunities