

HOLLEMAN ELEMENTARY™

Approved by the Waller ISD School Board on November 12, 2026

Mission and Vision

Mission

Rooted in community, we inspire future leaders through critical thinking, rich experiences, and a passion for learning. .

Vision

Holleman Elementary is a supportive community that empowers every student through high-quality instruction and rich experiences that spark curiosity, critical thinking, and lifelong learning.

Needs Assessment

The needs assessment section of this tool uses the EDF levers as strategic guardrails, ensuring alignment with the TEC §11.252 and ESSA requirements. In this section, school systems and campuses will evaluate each lever for academic and operational success. The levers listed below frame the guiding questions and support school systems/campuses in conducting a holistic review of system strengths and identifying root causes. This ensures a focused, data-informed foundation for identifying priorities and informing subsequent planning efforts.

Note: The EDF levers serve as the foundation for assessing school system needs, but this document is not comprehensive of every EDF key practice. Learn more about specific key practices at texasedf.org.

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Lever 1: Planning and Performance Management

The campus leadership team will determine the degree to which the school has a clear, stakeholder-informed vision for student success, aligned campus improvement goals, and effective systems for monitoring classroom progress and driving continuous improvement.

Lever 1, Question A	
How does the campus planning process establish a clear vision and a localized roadmap that defines the daily student experience and academic success?	
Reference	**Recommended Data Sources - Data Folder**
EDF 1.1	Campus improvement plan Campus scorecards Texas Assessment Performance Report (TAPR) reports Stakeholder survey results.
Use the data to answer the question in the space below.	

The campus planning process is grounded in the district's partnership with Region 4 Education Service Center and Texas Education Agency through the Texas Strategic Leadership initiative during the 2025–2026 school year. This work has guided the development of a clearly defined envisioned student experience that outlines what students should know, experience, and achieve from entry through graduation.

At the campus level, this vision is translated into a localized roadmap through the Campus Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP). Campus leadership teams analyze student performance data, stakeholder feedback, and program effectiveness to identify priority needs directly tied to student outcomes. These priorities are then used to establish focused, measurable SMART goals that define the daily student experience and expectations for academic success.

During the 2025–2026 school year, the campus shifted from managing multiple broad goals to prioritizing a smaller number of targeted goals aligned to student achievement. Campus leaders regularly monitor progress, adjust strategies, and ensure that instructional practices, interventions, and resources are aligned to these goals. Beginning in the 2026–2027 school year, the planning process will be further refined to streamline goals and deepen the focus on strengthening the academic experience.

This intentional alignment ensures that the campus planning process is cohesive, data-driven, and directly connected to the district's strategic vision, resulting in a clear, actionable roadmap that shapes the daily student experience and drives continuous improvement in academic success.

Lever 1, Question B	
What system(s) does the campus utilize to actively engage and incorporate input from diverse stakeholders—including families, teachers, students, and community members—throughout the development, implementation, monitoring, and annual revision of the Campus Improvement Plan (CIP)? Note: The CIP must be collaboratively developed, evaluated, and revised by the Campus Principal with the assistance of the Site-Based Decision-Making (SBDM) committee. Per TEC §11.251 and §11.253, the campus must ensure that planning involves professional staff, parents, and community members to improve student performance for all populations.	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a); ESSA, Title I, Part A, §1112(a)(1)(A); ESSA, Title I, Part A, §1112(a)(1)(B); ESSA, Title II, Part A, 2102(b)(2)(D) and 2102(b)(3)(A-B); EDF 1.1	Stakeholder engagement logs SBDMC Sign-in sheets SBDMC agendas/minutes Communication Artifacts Parent/staff survey data
Use the data to answer the question in the space below.	
Holleman Elementary actively engages diverse stakeholders throughout the development, implementation, monitoring, and annual revision of the Campus Improvement Plan (CIP) through a structured and collaborative campus planning process. The campus Site-Based Decision-Making Committee includes representation from teachers, campus administrators, parents, community members, and business representatives and provides ongoing input into campus needs, priorities, strategies, and improvement efforts. As part of the annual Comprehensive Needs Assessment (CNA) and CIP development process, campus leadership reviews multiple sources of data, including student achievement and growth data, attendance, discipline, program data, and stakeholder feedback. Teachers and instructional staff provide input through team meetings, professional learning communities (PLCs), data reviews, and campus planning activities. Families and community members have opportunities to provide feedback through surveys, parent and family engagement activities, campus meetings, and participation on campus committees. Student voice and relevant student data are also considered when identifying needs and determining strategies to improve the student experience and academic outcomes. Throughout the school year, campus leadership and staff monitor implementation of CIP strategies and progress toward established performance objectives. Data and stakeholder feedback are reviewed regularly to determine the effectiveness of strategies and identify needed adjustments. Progress is shared with the campus Site-Based Decision-Making Committee, which provides additional feedback and recommendations as part of the continuous improvement process.	

Feedback collected from families, teachers, students, community members, and other stakeholders is used to inform campus decisions and the annual revision of the CIP. This ongoing process ensures that Holleman Elementary's improvement plan remains responsive to identified student needs, reflects stakeholder voice, and maintains alignment with district priorities, state requirements, and ESSA requirements.

Lever 1, Question C	
If the campus is identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), how is the campus leadership team implementing and monitoring the specific School Support and Improvement activities required under ESSA Sections 1111(d)(1) and 1111(d)(2)? Note: If this campus has not been identified for CSI or TSI by the state, this section may be marked “Not Applicable.” However, if identified, the campus must provide evidence of a rigorous Comprehensive Needs Assessment (CNA) and a plan that addresses the specific student groups (e.g., Special Education, English Learners) that triggered the identification.	
Reference	**Recommended Data Sources - Data Folder**
ESSA §1111(d)	Campus needs assessments Targeted Action Steps Allocation Dashboard Intervention plans Formative Assessment
Use the data to answer the question in the space below.	
Holleman Elementary is not currently identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Therefore, the specific School Support and Improvement activities required under ESSA Sections 1111(d)(1) and 1111(d)(2) are not applicable to the campus at this time.	

Lever 2: Talent

The campus leadership team will determine the degree to which it has developed and sustained a high-quality workforce by selecting the best candidates from the district pool, developing them through targeted coaching, and retaining them through a supportive campus culture and clear advancement pathways.

Lever 2, Question A	
How does the campus select high-quality educators from the applicant pool and utilize localized systems—such as T-TESS feedback, TIA pathways, and campus-based leadership roles—to ensure the retention and professional growth of effective staff?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title II, Part A, §2101(c)(4)(B)(i); EDF 2.2 and 2.3.2	Teacher Feedback Emails GBF Waterfall Mentor List Interview Questions Leadership Opportunities Survey TIA Teacher List Guided Coalition Agenda Teacher Led PD
Use the data to answer the question in the space below.	

Holleman Elementary ensures the selection of high-quality educators by utilizing a structured, multi-step screening and interview process aligned with campus needs. The campus utilizes targeted Interview Questions that screen applicants not only for content knowledge and pedagogical skills, but also for a growth mindset, cultural responsiveness, and data-driven instructional practices.

Interview committees composed of campus administrators and grade-level representatives, evaluate candidates using scoring rubrics. Furthermore, the selection process prioritizes a candidate's willingness to engage in collaborative structures like Professional Learning Communities (PLCs) and their alignment with Holleman’s PK-5 foundational literacy and math goals.

To ensure continuous professional growth and staff retention, Holleman Elementary leverages the Texas Teacher Evaluation and Support System (T-TESS) with fidelity.

- Actionable Feedback loops: Administrators provide timely, bite-sized, and actionable feedback via Teacher Feedback Emails following walkthroughs and formal observations.

- Coaching Cycles: Campus leadership engages in coaching cycles with teachers to select high leverage action steps for teachers.

Retention and recruitment of effective staff is also incentivized through the Teacher Incentive Allotment (TIA) pathways. Holleman Elementary explicitly charts out the criteria for teachers to earn Recognized, Exemplary, or Master designations and their respective financial reward.

Holleman Elementary purposefully creates distributed leadership models to honor and utilize teacher expertise, ensuring educators see a long-term career trajectory on our campus. Based on insights gathered from the Leadership Opportunities Survey, the campus actively matches staff interests with critical roles. These localized growth pathways include:

- The Guiding Coalition: Highly effective teachers serve on the Guiding Coalition, collaborating on campus-wide strategic decisions and setting the direction for school improvement initiatives (as evidenced by the Guiding Coalition Agenda).
- Teacher-Led Professional Development (PD): Rather than relying solely on outside consultants, expert staff members design and facilitate Teacher-Led PD sessions, fostering a culture of collective efficacy and peer-to-peer mentorship.
- New Teacher Mentor Program: Experienced staff are deployed via the Mentor List to provide intensive, localized support to modern educators joining the Holleman team, directly impacting first- and second-year teacher retention.

Lever 2, Question B	
How does the campus coordinate its professional development activities to ensure that federal, state, and local program goals—such as those for English Learners (Title III), Special Education (IDEA), and At-Risk students—are integrated into a cohesive instructional growth plan? Note: Per ESSA §2102(b)(2)(F), professional development must be coordinated with other programs to avoid "siloed" training. For a campus, this means that a teacher's PD on literacy (Local/State) should also incorporate strategies for English Learners (Title III) and differentiated instruction (Title I/Special Education) rather than treating them as separate, unrelated workshops.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title II, Part A, §2102(b)(2)(F)	Title III paraprofessionals TELPAS focus during PLC and Internalization ELPS posted in all classrooms Seven Steps district Training
Use the data to answer the question in the space below.	

Holleman Elementary coordinates professional development across federal, state, and local programs to ensure teachers receive consistent, job-embedded instructional support that addresses the needs of all students, including emergent bilingual students, students receiving special education services, and students identified as at-risk. Rather than providing isolated training for individual programs, the campus integrates instructional strategies into a cohesive professional learning framework aligned with the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and campus improvement goals.

Integrated Instructional Strategies

Holleman Elementary utilizes the district's 7 Steps to a Language-Rich Interactive Classroom training as a foundational Tier 1 instructional approach. Teachers incorporate structured academic conversations, sentence stems, targeted vocabulary instruction, and opportunities for students to practice academic language across content areas. These strategies support multiple instructional priorities:

Title III – Emergent Bilingual Students: Strengthens academic language development and supports growth in listening, speaking, reading, and writing.

IDEA – Special Education: Provides structured communication routines, visual supports, and instructional scaffolds that can be differentiated to meet students' individual learning needs and IEP requirements.

Title I – At-Risk Students: Increases engagement, participation, and access to grade-level instruction through explicit language supports and structured opportunities to demonstrate understanding.

ELPS are posted in classrooms and used as instructional references to support the integration of language objectives into daily lessons.

Job-Embedded Professional Development and PLC Collaboration

Professional development is reinforced through regularly scheduled Professional Learning Communities (PLCs), collaborative lesson internalization, and instructional coaching. Grade-level teams work together to unpack upcoming instructional units, identify essential learning objectives, and plan differentiated instructional strategies.

During lesson internalization, teachers identify opportunities to incorporate the Seven Steps strategies, align content and language objectives, and plan accommodations and scaffolds for students receiving specialized services. Collaboration among general education, special education, and other instructional personnel promotes consistency in instructional expectations and student supports.

Data-Driven Professional Learning

Holleman Elementary incorporates TELPAS data analysis into PLC discussions to identify language development needs and plan instructional responses across the four language domains. Teachers also review classroom assessments, student performance data, and intervention results to identify instructional gaps and determine appropriate supports.

Campus leadership uses these findings to guide professional development priorities, instructional coaching, and adjustments to classroom practices.

Through coordinated professional development, collaborative planning, and ongoing data analysis, Holleman Elementary ensures that federal, state, and local instructional priorities reinforce one another. This integrated approach strengthens Tier 1 instruction, supports differentiated learning, and builds teacher capacity to meet the academic and linguistic needs of all students.

Lever 2, Question C	
How does the campus leadership ensure that the most experienced and high-quality teachers are strategically assigned to the students, grade levels, or subject areas with the highest academic need? Note: Per ESSA §1112(b)(2), schools must address disparities in teacher experience and effectiveness. At the campus level, this means monitoring the "Internal Equity" of teacher assignments—ensuring that "At-Risk," English Learner, and Special Education populations have consistent access to veteran, high-performing educators rather than a concentration of first-year or struggling staff.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1112(b)(2); EDF 2.1.5	Master schedule Student Progress reports Rookie Committee Sign In/Agenda Campus demographic reports
Use the data to answer the question in the space below.	
Our campus leadership continuously monitors student performance and growth using Student Progress Reports and Campus Demographic Reports. By cross-referencing this data, we identify specific grade levels, subject areas, and student student groups (including At-Risk, English Learners, and Special Education populations) that exhibit the highest academic need. Rather than allowing teacher assignments to be determined solely by seniority or preference, Holleman Elementary utilizes the Master Schedule as a	

strategic tool for equity.

- Veteran Placement: High-performing, veteran educators are intentionally placed in tested grade levels or subject areas showing historical achievement gaps.
- Student Clustering: Special Education and English Learner student clusters are deliberately paired with teachers who possess both the highest historical effectiveness ratings and specialized certifications.

To prevent a concentration of inexperienced staff from negatively impacting high-need areas, leadership actively manages teacher distribution. When first- or second-year teachers are assigned to foundational PK-2 or critical 3-5 growth areas, a robust support system is triggered:

- The Rookie Committee: New teachers are automatically enrolled in the campus Rookie Committee. As documented in our Rookie Committee Sign-In Sheets and Agendas, these educators receive targeted professional development, peer observations, and structured mentorship from our most experienced staff.

Lever 2, Question D	
How does the campus ensure that professional development funded by Title II, Part A is directly aligned with the TEKS, fulfills the "Supplement, Not Supplant" requirement by providing training beyond basic mandates, and meets the federal definition of being "sustained, intensive, and job-embedded"? Note: Per ESSA §8101(42), "professional development" must not be a stand-alone, 1-day, or short-term workshop. At the campus level, this means a conference or workshop must be followed by ongoing PLC discussion, classroom observations, or coaching cycles to remain compliant with Title II funding.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title II, Part A, §2102(b)(2)(A), §2301, §8101(42)	TEKS alignment guides Weekly PLC for grades 1st-5th Teacher Led Professional Development
Use the data to answer the question in the space below.	
At Holleman Elementary, all professional development (PD) activities funded through Title II, Part A are rigorously tied to state standard mastery.	

Campus leadership utilizes TEKS Alignment Guides as the baseline roadmap for all instructional training.

- By cross-referencing campus diagnostic data with the TEKS Alignment Guides, leadership identifies specific high-priority learning standards where gaps exist (e.g., K-2 foundational literacy or 3rd-5th grade math problem-solving).
- Title II funds are explicitly restricted to materials, resources, and expert strategies that directly unpack, scaffold, and measure student mastery of these exact TEKS student expectations.

Holleman Elementary strictly adheres to federal fiscal compliance by ensuring Title II funds are used to build capacity *above and beyond* standard district-mandated, operational, or safety training. We satisfy this requirement by prioritizing Teacher-Led Professional Development.

- Instead of hiring external, generalized corporate consultants to deliver basic compliance lectures, Title II funds are strategically utilized to upskill our own campus leaders and high-performing educators.
- These trained teacher-leaders then design and facilitate localized, advanced instructional workshops for their peers. This guarantees that the training is entirely supplemental, specific to the unique needs of Holleman Elementary students, and independent of baseline mandates that the district is legally required to provide.

To meet the strict federal definition under ESSA § 8101(42), Holleman Elementary completely rejects the ineffective "one-and-done" workshop model. Instead, our professional learning is ongoing, focused, and directly integrated into the working day via our scheduled Weekly PLCs for Grades 1st-5th.

Lever 3: Integrated Student Support Systems

The campus leadership team will determine the degree to which it implements localized systems to address non-academic barriers—such as mental health, behavior, and wellness—while actively engaging families and fostering a safe, inclusive environment that meets the unique needs of the campus community.

Behavioral and Mental Health Supports

This section focuses on the campus's coordinated efforts to address behavioral health, mental wellness, grief support, and trauma-informed needs of students and staff. For additional context, please consult TEA's mental health best practices and programs list of competencies document.

Lever 3, Question A	
What grief and trauma-informed practices does the campus have in place to support student and staff behavioral, mental, and wellness needs?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(10); EDF 3.3.1	MTSS documentation Counseling logs Staff training records Mental health referral data
Use the data to answer the question in the space below.	
Holleman Elementary uses a multi-tiered system of supports (MTSS) to address students' behavioral, mental health, social-emotional, and wellness needs. The campus incorporates Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) to identify student needs and provide increasingly targeted levels of support. During the school year, the MTSS Committee identified and referred 14 students for targeted small-group intervention using the Stop and Think program. Five small groups were provided for six to eight weeks, with students participating in 30-minute sessions focused on developing appropriate behavioral and social-emotional skills. Campus staff participate in state-required trauma-informed training to strengthen their ability to recognize the effects of trauma, respond appropriately to student needs, and connect students and families with additional resources when necessary. Holleman also implements the district's Safe and Supportive Schools Program and utilizes established threat assessment and crisis-response procedures to address student safety concerns. During the year, the campus responded to 24 student outcries involving self-harm or suicidal concerns. In each situation, established safety procedures were followed, parents or guardians were contacted, counseling and appropriate interventions were provided, and students were connected with additional services when needed. Two of these situations resulted in hospitalization for additional care.	

The school counselor provides both preventive and responsive services. Proactive supports include classroom counseling lessons through CharacterStrong, with nine lessons delivered to each of 42 classes, totaling 378 classroom counseling lessons. Students requiring additional support may receive individual or small-group counseling, MTSS interventions, referrals, or connections to outside mental health services.

Holleman also utilizes Youth Mental Health First Aid resources and the district's partnership with Texas Child Health Access Through Telemedicine (TCHATT), which provides access to behavioral health assessment and mental health services for children and adolescents. During the school year, 12 Holleman students were referred to TCHATT for additional behavioral or mental health support.

Stakeholder feedback indicates that families and staff value existing supports, including school counseling, community partnerships, MTSS, and PBIS. Feedback also demonstrates a continued need for expanded proactive, classroom-based, behavioral, and mental health supports. Holleman uses this feedback, along with student referral and intervention data, to evaluate existing practices and identify opportunities to strengthen its continuum of behavioral, mental health, and wellness services.

Lever 3, Question B	
What programs, practices, strategies, and monitoring procedures are in place to evaluate the effectiveness of conflict resolution instruction?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(ii); EDF 3.2.3	Curriculum maps Counseling logs Peer mediation records Staff PD records
Use the data to answer the question in the space below.	
Holleman Elementary utilizes a combination of proactive instruction, individualized student support, restorative practices, and formal reporting procedures to teach conflict resolution skills and address student behavioral needs. These practices are designed to help students develop appropriate communication, problem-solving, self-regulation, and relationship-building skills. Key strategies include CharacterStrong classroom counseling lessons, restorative practices, counselor-led individual and small-group support, and the campus Multi-Tiered System of Supports (MTSS). The school counselor provides both proactive classroom instruction and responsive services based on individual student needs. During the school year, nine CharacterStrong counseling lessons were delivered to each of 42 classes, totaling 378 classroom lessons. In addition, the counselor provided individual counseling support to 120 students. Students demonstrating ongoing behavioral or conflict-resolution needs may be referred through MTSS for additional targeted interventions and progress monitoring.	

Holleman also utilizes CrisisGo, which provides students and other stakeholders with an avenue to anonymously report safety, behavioral, or conflict-related concerns. Reports and other student concerns are reviewed by appropriate campus personnel so that interventions and follow-up support can be provided when necessary.

The campus evaluates the effectiveness of conflict-resolution instruction by reviewing discipline and behavioral data, counselor referrals and services, MTSS intervention data, repeated student concerns, CrisisGo reports, and stakeholder feedback. Campus leadership and support staff use these data to identify patterns, determine whether students are responding to interventions, and adjust supports when strategies are not producing the desired outcomes.

Stakeholder feedback indicates mixed perceptions regarding the effectiveness of current conflict-resolution and social-emotional learning practices. CharacterStrong has been identified as an effective resource when implemented consistently and with fidelity; however, feedback also indicates a need for additional strategies and supports to address student behavior and conflict resolution. Holleman uses this feedback, along with campus-level student and behavioral data, as part of its continuous improvement process to evaluate implementation, strengthen consistency, and determine where additional supports or interventions are needed.

Lever 3, Question C	
What violence prevention strategies are implemented at the campus, and how are these strategies monitored?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(iii); EDF 3.2.3	BASE Committee Daily Community Circles Character Strong implementation Threat assessment team protocols School climate survey results
Use the data to answer the question in the space below.	

Holleman Elementary implements a proactive approach to student safety that prioritizes mental wellness, character education, and strict crisis intervention protocols to foster a positive school culture.

- PBIS: Teachers and staff on campus implement our PBIS system that promotes positive student behavior and strengthens relationships

- Daily Community Circles: Every morning, PK-5 classrooms conduct Daily Community Circles. These circles foster a strong sense of belonging, allow teachers to conduct immediate emotional check-ins, and provide students with a safe environment to practice healthy conflict resolution before behavioral escalations occur.
- Character Strong: To build long-term emotional intelligence and prevent peer aggression, the campus fully deploys the CharacterStrong Curriculum.
- Threat Assessment Team Protocols: For high-risk situations, the campus strictly enforces standardized Threat Assessment Team Protocols. This multidisciplinary team—composed of administrators, counselors, and safety personnel—evaluates potential behavioral threats immediately, designs individualized student safety plans, and deploys rapid interventions when a student poses a potential risk to themselves or others.

To ensure these safety and behavioral frameworks are executing with fidelity and achieving the desired impact, campus leadership continuously monitors data with the following systems:

The BASE Committee: The BASE (Behavioral, Academic, and Social-Emotional) Committee serves as our primary monitoring committee. This committee meets monthly to disaggregate behavior referral trends, track the fidelity of Character Strong implementation, and audit the tracking logs of our Tier 2 and Tier 3 behavioral interventions to ensure high-risk students are receiving consistent support.

School Climate Survey Results: Annually, leadership analyzes School Climate Survey Results collected from students and staff. This data is utilized to gauge stakeholders' physical and psychological perceptions of safety, measuring the direct effectiveness of our bullying prevention lessons and morning circles.

Lever 3, Question D	
How does the campus monitor and reduce the overuse of exclusionary discipline practices (e.g., suspensions, removals from class), especially among student subgroups with disproportionately high discipline rates?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(11); EDF 3.2.3	Disaggregated discipline reports Restorative practice refresher Tier 1 Behavior Management training BASE Committee
Use the data to answer the question in the space below.	

Holleman Elementary follows the Waller ISD Student Code of Conduct and the Waller ISD Discipline Matrix and monitors the use of student discipline practices through an ongoing review of discipline data to identify campus trends and the use of exclusionary discipline practices (such as In-School Suspension, Out-of-School Suspension, and classroom removals).

- Disaggregated Discipline Reports: Campus leadership continuously pulls and reviews Disaggregated Discipline Reports. This data is broken down by specific student subgroups—including race, ethnicity, Special Education status, and English Learner status—to immediately identify any trends of disproportionate class removals or suspensions.
- The BASE Committee Monitoring: The BASE Committee serves as the primary data-auditing body. Meeting regularly, this team reviews the Disaggregated Discipline Reports to catch behavioral spikes early, evaluate the equity of disciplinary consequences, and design targeted intervention plans for students with repeat referrals before exclusionary actions become necessary.

To keep students in their primary learning environments and protect critical instructional time, the campus prioritizes equipping teachers with restorative classroom interventions.

- Tier 1 Behavior Management Training: At the start of the school year, all instructional staff participate in comprehensive Tier 1 Behavior Management Training. This training establishes a campus-wide standard for positive behavior supports, structured routines, and proactive de-escalation strategies. By strengthening Tier 1 classroom management, Holleman Elementary reduces the initial breakdown of classroom environments that typically leads to office referrals and removals.

When behavioral infractions do occur, Holleman Elementary focuses on repair and reintegration rather than simple exclusion.

Restorative Practice Refresher: To ensure staff continuously utilize alternatives to exclusionary punishment, leadership facilitates a mid-year Restorative Practice Refresher. This training upskills teachers on utilizing restorative dialogue, community circles, and collaborative problem-solving within the classroom.

By focusing on repairing the harm caused by a behavior rather than relying on standard suspension practices, the campus ensures that high-need student subgroups maintain consistent, uninterrupted access to high-quality instruction and the campus monitors student

Supportive School Environments

This section focuses on the campus's efforts to create safe, supportive environments for students in specialized program areas, including dyslexia, emergent bilingual learners, students at risk of dropping out, migratory students, students experiencing homelessness, and those in correctional or alternative education settings.

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Lever 3, Question E	
What systems and procedures support students with dyslexia, including early identification, evidence-based instruction, and parent communication?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(3)(B)(iv); EDF 3.1.1, 3.1.2, and 3.1.4	Universal screener results Evaluation timelines Intervention plans Family communication records
Use the data to answer the question in the space below.	
Holleman Elementary follows district and state procedures to support the early identification, evaluation, instruction, and ongoing monitoring of students with dyslexia. As part of the early identification process, all students are screened for dyslexia at the end of Kindergarten and during the middle of first grade. Screening data is collected through MAP Fluency and reviewed to identify students who may demonstrate characteristics associated with dyslexia or require additional evaluation or intervention. Parents receive written notification of screening results along with relevant MAP Fluency data. When evaluation for dyslexia is warranted, families are actively involved throughout the process. Parents are provided prior written notice, the Notice of Procedural Safeguards, and a copy of the Overview of Special Education for Parents. Parent consent is obtained prior to evaluation. Families receive both verbal and written explanations of the evaluation process, assessment findings, eligibility decisions, and recommended instructional supports or interventions. Students identified with dyslexia receive evidence-based dyslexia instruction using Reading by Design. Instruction is delivered by a trained Provider of Dyslexia Instruction (PDI) and is designed to provide explicit, systematic, and structured literacy instruction based on individual student needs. Student progress is monitored regularly to determine response to instruction and guide instructional adjustments. Communication with families continues throughout the intervention and instructional process. Parents are informed of their child's progress, instructional needs, and available supports and are provided opportunities to participate in decisions regarding their child's services. Through screening, evaluation, evidence-based instruction, progress monitoring, and ongoing parent communication, Holleman Elementary provides a coordinated system of support for students with dyslexia.	

Lever 3, Question F

What systems does the campus have in place to identify emergent bilingual students and determine their eligibility for language instruction services, such as through home language surveys and English language proficiency assessments?

Reference	Recommended Data Sources - Data Folder
ESSA, Title III, Part A, §3113(b)(2); EDF 3.1.1 and 3.1.4	Home language survey responses LPAC meeting TELPAS data Language proficiency assessment results

Use the data to answer the question in the space below.

Holleman Elementary follows the established process for all newly enrolling students from Pre-K through 5th grade to determine eligibility for language instruction services.

- Home Language Survey Responses: Upon registration, campus/district personnel review all incoming Home Language Survey responses. If a parent or guardian indicates a language other than English is spoken in the home or by the student, the campus immediately triggers a formal assessment window.
- Language Proficiency Assessment Results: Within the state-mandated four-week timeline from a student's initial enrollment, our Special Populations Clerk administers a standardized screening such as the LAS screener which measures listening, speaking, reading, and writing

The campus Language Proficiency Assessment Committee (LPAC) formally convenes to analyze the screening data. As documented in official LPAC meeting notes, the committee verifies whether the student meets state criteria for Emergent Bilingual (EB) classification, recommends the appropriate instructional setting (such as Bilingual or ESL program placement), and ensures that required parent notification and consent forms are completed. Once a student is placed in a language instruction program, their progress is monitored annually to ensure the placement remains effective and to determine eventual readiness to exit the program.

TELPAS Data: Every spring, the campus collects and disaggregates TELPAS (Texas English Language Proficiency Assessment System) data. Leadership and instructional teams analyze individual student progress across the four required state domains—Listening, Speaking, Reading, and Writing—to ensure students are consistently progressing through the proficiency levels (Beginning, Intermediate, Advanced, and Advanced High). This data is reviewed in subsequent end-of-year LPAC meetings to make critical decisions regarding instructional accommodations for state testing and to identify students who meet the state's rigorous criteria for successful program reclassification.

Lever 3, Question G

What strategies does the campus use to prevent student dropouts and re-engage students who are at risk of dropping out or who have already disengaged from school?

Reference	Recommended Data Sources - Data Folder
TEC §11.253(a)(3)(C); EDF 3.3.1	Early warning system dashboards Attendance reports Credit recovery program logs

Use the data to answer the question in the space below.

Holleman Elementary did not experience any student dropouts during the school year. As an elementary campus, the primary focus is on early identification and prevention of factors that may contribute to future student disengagement or dropout risk.

The campus monitors student attendance, academic performance, behavior, and social-emotional needs to identify students who may be at risk of disengaging from school. Through the Multi-Tiered System of Supports (MTSS), campus staff review student data and provide targeted academic, behavioral, attendance, and social-emotional interventions based on individual student needs. Teachers, counselors, administrators, and other support staff work collaboratively to monitor student progress and adjust interventions when needed.

Attendance is an important component of the campus's prevention efforts. When attendance concerns or patterns of chronic absenteeism are identified, campus staff communicate with families to identify barriers to regular attendance and connect students and families with appropriate campus, district, or community resources. The campus also uses counseling services, positive behavioral supports, family engagement, and relationship-building practices to strengthen students' connections to school.

When a student demonstrates signs of disengagement, the campus works directly with the student and family to determine the underlying cause and develop appropriate supports. Through early identification, consistent progress monitoring, family communication, and targeted intervention, Holleman Elementary works proactively to keep students engaged in school and address risk factors before they become long-term barriers to academic success.

Lever 3, Question H

What academic programs and targeted support plans are laid out in the formal agreement between the campus and the local facility serving delinquent children and are in place for students residing in local institutions for neglected or delinquent youth, or enrolled in correctional or alternative education programs?

	Recommended Data Sources - Data Folder
ESSA, Title I, Part D, §1423(2, 3, & 6); ESSA, Title I, Part A, §1112(b)(5); EDF 3.3.4	MOUs with facilities Transition plans Case management logs Academic progress monitoring reports

Use the data to answer the question in the space below.

Holleman Elementary works in coordination with local group residential operations and district support personnel to ensure that students identified as at-risk, neglected, and/or delinquent have equitable access to educational programs and the supports necessary to be successful in school. The campus works to ensure continuity of educational services and removes barriers that could interfere with a student's attendance, participation, or academic progress.

Students receive access to the same academic curriculum, interventions, and instructional opportunities available to other students, with additional targeted supports provided based on individual need. Supports may include tutoring and academic intervention, transportation assistance, counseling and behavioral supports, special programs and services for which the student qualifies, extracurricular opportunities, and assistance with basic needs. Campus staff monitor academic performance, attendance, behavior, and other indicators to identify additional needs and coordinate appropriate interventions and services.

Holleman also works with district and community partners to address barriers outside of the classroom that may affect student success. Students in need have access to school supplies, clothing, backpacks, hygiene products, food assistance, and other resources. During the school year, the campus provided school supplies to students as needs were identified. Through the Houston Food Bank Backpack Buddy program, 24 students received weekend food assistance, with a total of 382 bags of food distributed during the year.

Campus and district staff communicate with residential providers and families, as appropriate, to support educational continuity and ensure students have access to needed services and resources. Stakeholder feedback reinforces the importance of these wraparound services and community partnerships for students experiencing circumstances that place them at greater risk of academic disengagement. Holleman uses student needs, campus data, and stakeholder feedback to evaluate existing supports and identify opportunities to strengthen services for these students.

Lever 3, Question I

What strategies does the campus use and fund to support students transitioning from juvenile justice placements or correctional facilities back into their zoned campuses?

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part D, Subpart 2, §1421; ESSA, Title I, Part D, Subpart 2, §1423(2); ESSA, Title I, Part D, Subpart 2, §1422(b); EDF 3.3.4	MOUs with facilities Transition plans Case management logs Academic progress monitoring reports

Use the data to answer the question in the space below.

Holleman Elementary did not have any students transition from a juvenile justice placement or correctional facility back to the campus during the school year. Therefore, the campus did not utilize or fund specific transition strategies for this student population.

If a student were to transition back to Holleman from such a placement, campus and district staff would collaborate with the student, family, appropriate agencies, and support personnel to ensure continuity of educational services and a successful transition. The campus would review the student's academic, behavioral, attendance, special program, and social-emotional needs and provide appropriate supports through existing campus and district systems, including MTSS, counseling, academic interventions, and other individualized services as needed.

Lever 3, Question J

What poverty measure does the school system use to determine school-level Title I eligibility and select school attendance areas? Please select all that apply.

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, §1113(a)(5)(A)	Enrollment data Free/reduced lunch eligibility reports Medicaid/TANF participation records Census poverty data Composite measure documentation

Use the data to check the applicable boxes.

Check all applicable boxes.

- ☐ Children, ages 5 through 17, inclusive, in poverty, counted in the most recent census data approved by the Secretary of Education
- ☑ Children eligible for free and/or reduced-price lunches under the National School Lunch Act Note: The Community Eligibility Provision is a

method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage.

- ☐ Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF)
- ☐ Children eligible to receive medical assistance under the Medicaid program
- ☐ A composite of any of the above measures. If this measure is selected, also indicate which of the above-listed options are included in the composite.

Lever 3, Question K	
What systems are in place to ensure students experiencing homelessness have fair access to education and related supports? Note: Supports should reflect provisions under the McKinney-Vento Act, including immediate enrollment, transportation assistance, and academic support. If the school system does not have a McKinney-Vento program, describe what services it will provide to students who are experiencing homelessness in the school system.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1113(c)(3)(A); EDF 3.3.1	Identification logs Transportation assistance records Case management notes Shelter outreach logs
Use the data to answer the question in the space below.	
Holleman Elementary works with Waller ISD's At-Risk & Highly Mobile Liaison to ensure students experiencing homelessness have equitable access to education and services under the McKinney-Vento Act. Families complete a Student Residency Questionnaire during enrollment to help identify students who may qualify for support. Once identified, the campus and Liaison coordinate immediate enrollment and access to transportation, meals, academic programs, and other needed services. Families may also receive assistance with clothing, school supplies, hygiene products, food, and other basic needs. Campus staff monitor attendance, academics, behavior, and student well-being and work with the Liaison to address barriers and provide ongoing support throughout the school year.	

Lever 3, Question L	
How does the campus support students in foster care to ensure fair access to education and related supports?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1111(g)(1)(E); ESSA, Title I, Part A, §1112(c)(5)(B); EDF 3.3.1	Foster care liaison logs DFPS coordination records Enrollment and transportation documentation Case management notes
Use the data to answer the question in the space below.	
Holleman Elementary works with Waller ISD's At-Risk & Highly Mobile Liaison to ensure students in foster care have equitable access to education and needed services. Campus registrars are trained to identify students in foster care and connect families with the Liaison for additional support. The campus and Liaison coordinate enrollment, transportation, meals, academic services, and other appropriate supports. Families may also receive assistance with clothing, school supplies, shoes, hygiene products, food, and other basic needs. Campus staff monitor attendance, academics, behavior, and student well-being and collaborate with the Liaison and families throughout the year to address barriers and ensure students in foster care have the resources needed for success.	

Lever 3, Question M	
How does the campus ensure timely identification and recruitment of migratory students?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part C, §1304(c)(7); EDF 3.1.1	Migratory Family Survey responses TX-NGS/MSIX data ECOE documentation Program evaluation reports
Use the data to answer the question in the space below.	

Holleman Elementary works with Waller ISD and Region 4 ESC to ensure the timely identification and recruitment of migratory students. Families complete a Family Survey to identify potential eligibility based on recent moves related to seasonal or temporary agricultural or fishing work.

Potentially eligible families are referred to the Region 4 Migrant Education Program (MEP) recruiter for verification. Once eligibility is confirmed, the student is appropriately identified in PEIMS and connected with available services. Holleman monitors enrollment, attendance, academic progress, and student needs to help minimize educational disruptions associated with mobility.

Lever 3, Question N	
How does the campus provide academic and support services to help migratory students meet challenging state standards and remove barriers to their educational success?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part C, §1306(b)(1–2); EDF 3.3.2	TX-NGS/MSIX tracking data Service delivery logs Summer program participation records Family engagement documentation
Use the data to answer the question in the space below.	
Holleman Elementary works to remove enrollment and educational barriers for migratory students and ensure timely access to instruction and campus services. Students have equitable access to grade-level instruction, interventions, counseling, Emergent Bilingual services, gifted and talented education, and other programs for which they qualify. Campus staff monitor attendance, academic progress, and individual student needs and provide targeted interventions and support as needed to help migratory students meet state academic standards and minimize disruptions caused by mobility.	

Family and Community Engagement

This section focuses on the campus's efforts to engage families and community partners to support student learning, access to services, and postsecondary readiness.

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Lever 3, Question O	
What are the campus's overall strategies for engaging with parents, families, and the community?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1116(A, a); ESSA, Title I, Part A, §1116(c–f); EDF 3.1.4	Parent Advisory Council agendas Family engagement event logs Stakeholder survey results
Use the data to answer the question in the space below.	
Holleman Elementary is committed to building meaningful partnerships with families and community members by creating ongoing opportunities for communication, collaboration, and active participation in campus life. Throughout the year, we offer a variety of family engagement activities designed to strengthen relationships between home and school and encourage families to take an active role in their children's education. These opportunities include Meet the Teacher, Open House, Night of Family Learning, Book Fair, Fall Fun Run, Grandparent events, grade-level performances and celebrations, Field Day, and other campus-wide events that allow families to connect with teachers and build a positive campus culture. Holleman also promotes family and community involvement through volunteer opportunities and partnerships that support student learning throughout the school year, such as assisting in the library and student celebrations, through our VIPS (Volunteers in Public Schools) Program. These ongoing opportunities strengthen the collaboration between families and school.	

Lever 3, Question P	
If applicable, how does the campus ensure that schools operating Targeted Assistance Programs (TAP) identify and prioritize students most in need of Title I, Part A services? Describe the criteria developed in consultation with teachers, parents, administrators, and other relevant staff. Note: See the TAP identification framework aligned with ESSA Section 1115(b)(1)(B), which requires multiple, educationally related, objective criteria. For grades PK–2, developmentally appropriate measures may include teacher judgment and parent input. Include district-wide cut scores (e.g., passing scores for state assessments, screeners, benchmarks) and documentation of stakeholder consultation.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1115(b)(1)(B); ESSA, Title I, Part A,	TAP identification criteria documentation

§1115(c)(1)(B); EDF 3.1.1	Ranking sheets Stakeholder consultation meeting notes
Use the data to answer the question in the space below..	
Holleman Elementary operates a Title I, Part A Schoolwide Program and does not operate a Targeted Assistance Program (TAP). Therefore, the requirements for identifying and prioritizing individual students for Title I, Part A services under a TAP are not applicable. Title I resources are used to support the campuswide instructional program and address identified needs through the Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP).	

Lever 3, Question Q	
The campus must have a written parent and family engagement policy that is incorporated into the campus's plan and establishes the campus's expectations and objectives for meaningful parent and family engagement Note: If the campus has a separate written parent and family engagement (PFE) policy that includes all the Title I, Part A PFE policy requirements listed in sections 1116(a) and 1116(e), the campus may incorporate that policy into this plan by reference and include the web link in the space below.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, §1116(a) and 1116(e); EDF 3.1.1	Parent and Family Engagement Policy document Web link to posted policy Stakeholder approval records
Use the data to answer the question in the space below.	
Holleman Elementary maintains a written Parent and Family Engagement (PFE) Policy that is incorporated into the Campus Improvement Plan (CIP) and aligned with Title I, Part A requirements. The policy establishes expectations and objectives for meaningful family engagement and is developed and reviewed with input from parents and families. The campus provides families opportunities to participate in school activities, provide feedback, and engage in decisions related to their child's education. Holleman also communicates regularly with families and uses stakeholder feedback to evaluate and strengthen parent and family engagement efforts throughout the year. Holleman Elementary Parent and Family Engagement Policy	

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Lever 4: Academic Experience

The campus will determine the degree to which it has established a strong instructional system that includes the use of research-based strategies and high-quality instructional materials to support a rigorous student academic experience while ensuring access and resources to prepare students for college, career, or military pathways.

Lever 4, Question A	
How does the campus select and monitor Tier I instruction to ensure all students have access to high-quality, standards-aligned learning across subjects and grade levels? List the core curriculum materials used and describe how they support alignment to the state's challenging academic standards. Note: For school systems that have both Title I and non-Title I campuses, the description provided should make clear how children served with Title I, Part A funds are helped to meet the state academic standards.	
Reference	**Recommended Data Sources - Data Folder**
Title I, Part A, §1112(a)(3)(B); EDF 4.2.3, 4.1.2	HQIM rubrics TEKS alignment guides PLC agendas
Use the data to answer the question in the space below.	

Holleman Elementary ensures all students have access to high-quality, standards-aligned Tier I instruction through the use of district-adopted core instructional materials aligned to the Texas Essential Knowledge and Skills (TEKS). Campus leadership monitors implementation through classroom walkthroughs, data reviews, lesson internalization, and Professional Learning Communities (PLCs). Teachers use PLCs to analyze standards, review student performance, plan instruction, and determine adjustments or targeted supports needed for students.

Holleman utilizes the following core instructional materials:

- Mathematics, K–5: Bluebonnet Learning, Edition 1; supplemental resource: Zearn
- Reading Language Arts, K–5: HMH Into Reading; supplemental resource: Lexia
- Science, K–5: STEMscopes Texas; supplemental resource: Lowman
- Social Studies, K–2: Locally developed standards-aligned curriculum delivered through Seesaw, Grades 3–5: Studies Weekly

These resources provide grade-level, TEKS-aligned instruction across content areas. Campus leaders and teachers regularly monitor implementation

and student performance to ensure Tier I instruction remains rigorous, responsive to student needs, and aligned with state academic standards.

Lever 4, Question B	
What is the campus's strategy for aligning both formative and summative assessments? Note: For school systems that have both Title I and non-Title I campuses, the description provided should make clear how children served with Title I, Part A funds are helped to meet the state academic standards.	
Reference	**Recommended Data Sources - Data Folder**
EDF 4.1.4	Assessment calendars STAAR blueprints Formative assessment logs Benchmark data reports
Use the data to answer the question in the space below.	
Holleman Elementary aligns formative and summative assessments through a backward-planning process supported by weekly Professional Learning Communities (PLCs). Teachers unpack the TEKS, identify expected learning outcomes, and use assessment data to ensure daily instruction and formative checks are aligned to the rigor of grade-level standards. Teachers use data from CLI, NWEA MAP, curriculum-embedded assessments, exit tickets, and other formative checks within HMH and Bluebonnet Learning to monitor student understanding. During weekly PLCs, teams analyze results, identify learning gaps, and adjust Tier I instruction and interventions. Supplemental resources, including Lexia for RLA and Zearn for mathematics, are used to provide targeted support based on identified student needs.	

Lever 4, Question C	
How does the campus collaborate with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success to support Title IV Part A activities and ensure smooth transitions from middle school to high school and from high school to College Career and Military Readiness (CCMR), including early college, dual/concurrent enrollment, or career-focused pathways? Describe how these partnerships are documented and evaluated for effectiveness.	
Reference	**Recommended Data Sources - Data Folder**

TEC §11.253(a)(3)(G); EDF 4.3.4 and 4.3.5	MOUs with partners Meeting agendas CCMR indicator dashboards Partnership evaluation reports

Use the data to answer the question in the space below.

Holleman Elementary collaborates with district and external partners to support Title IV, Part A activities focused on providing students with a safe, healthy, and supportive learning environment. One of the campus's primary resources is CharacterStrong, which provides structured lessons and resources supporting character development, student well-being, positive relationships, and social-emotional skills. The school counselor supports implementation through classroom counseling lessons and targeted student support.

Campus leadership monitors the effectiveness of these supports through student behavior and discipline data, counseling and MTSS referrals, implementation data, and stakeholder feedback. District and campus staff use these data to determine whether programs and partnerships are meeting identified student needs and whether adjustments are necessary.

Because Holleman Elementary serves students in grades K–5, requirements related to middle-to-high-school transitions, early college, dual or concurrent enrollment, and CCMR pathways are not directly applicable to the campus. Holleman's transition efforts focus on preparing students academically, behaviorally, and socially for successful progression to the next grade level and ultimately to junior high school.

Lever 4, Question D

How does the campus support the coordination and integration of academic and career and technical education (CTE) content through instructional strategies, experiential learning, and work-based opportunities that align with in-demand occupations and industry needs?

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, § 1112(b)(12); ESSA, Title IV, Part A, §4107; EDF 4.3.4	Graduation plans Endorsement pathway guides CTE course lists Internship participation logs

Use the data to answer the question in the space below.

Holleman Elementary serves students in grades K–5 and does not offer formal Career and Technical Education (CTE) programs or work-based

learning opportunities. Therefore, this requirement is not directly applicable at the campus level.

Holleman supports early career awareness by providing students with opportunities to explore careers and develop foundational skills such as communication, collaboration, problem-solving, creativity, and responsibility. Classroom instruction and enrichment activities help students make connections between academic learning and future career opportunities, preparing them for continued career exploration and CTE pathways as they transition to secondary school.

Lever 4, Question E

How does the campus determine the programs and activities funded by Title IV, Part A, to support the objectives and intended outcomes for well-rounded education, safe and healthy students, and effective use of technology and evaluate the effectiveness of such programs and activities and the corresponding objectives and intended outcomes?

Reference	Recommended Data Sources - Data Folder
ESSA, Title IV, §4106(e)(1)(A-D)	DIP/CIP documentation Program participation data Stakeholder feedback logs

Use the data to answer the question in the space below.

Holleman Elementary identifies needs for Title IV, Part A-supported programs through the campus Comprehensive Needs Assessment (CNA), student data, discipline and behavior data, school climate information, and stakeholder feedback. These needs are communicated to the district and considered when determining Title IV, Part A funding priorities related to well-rounded education, safe and healthy students, and effective use of technology.

One Title IV-supported initiative implemented at Holleman is CharacterStrong, which focuses on character development, student wellness, positive relationships, and behavioral supports. Holleman teachers utilize CharacterStrong daily as part of the campus's proactive approach to supporting student well-being and a positive school environment.

The campus evaluates effectiveness through student behavior and discipline data, counseling and MTSS data, classroom implementation, stakeholder feedback, and the district's annual ESSA Evaluation Survey. Results are reviewed to determine whether programs are meeting intended outcomes and to identify adjustments or future needs.

Lever 4, Question F

How does the campus communicate the importance of making informed curriculum choices in middle and high school (e.g., endorsements, advanced coursework, career pathways) that align with students' post-secondary goals?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	Graduation plan templates Endorsement pathway guides Naviance, or similar platform usage reports
Use the data to answer the question in the space below.	
Holleman Elementary serves students in grades K–5; therefore, students are not yet making decisions regarding endorsements, advanced coursework, or specific career pathways. The campus focuses on building early college and career awareness and helping students understand the connection between academic success and future opportunities. Holleman provides age-appropriate college and career experiences, including College and Career Week, to expose students to a variety of careers and postsecondary opportunities. These experiences help students begin identifying their interests and build a foundation for informed academic and career choices as they transition to junior high and high school.	

Lever 4, Question G	
How are students, families, teachers, and counselors supported in accessing and understanding sources of information about higher education admissions (e.g., college entrance exams, application timelines, institutional options)?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	College planning guides Counseling session logs Workshop attendance records Digital portal analytics
Use the data to answer the question in the space below.	
Holleman Elementary serves students in grades K–5; therefore, college admissions, entrance exams, and application timelines are not directly applicable at the campus level. The campus focuses on building early awareness of higher education and future opportunities through age-appropriate activities such as College Week and Career on Wheels. Teachers and counselors help students make connections between academic success, personal interests, future education, and career opportunities, establishing a foundation for more detailed college and career	

planning in secondary school.

Lever 4, Question H	
How does the campus ensure students, families, and teachers have timely access to financial aid information, including FAFSA/TASFA completion, scholarships, and grants?	
Reference	**Recommended Data Sources - Data Folder**
TEC §11.253(a)(4)(A-C); EDF 4.3.5	FAFSA/TASFA completion tracking reports Financial aid workshop logs Communication plan documentation
Use the data to answer the question in the space below.	
Holleman Elementary serves students in grades K–5; therefore, FAFSA/TASFA completion, scholarships, grants, and other postsecondary financial aid requirements are not directly applicable at the campus level. The campus focuses on building early college and career awareness and preparing students academically and socially for successful transitions to secondary school, where more specific college and financial aid information is provided.	

Lever 5: Instructional Leadership and Capacity Building

The campus will determine the degree to which it has developed instructional leadership and teacher capacity through effective coaching, development, and systems that support data-informed instruction and continuous improvement.

Lever 5, Question A	
How are leaders and teachers supported to plan, internalize, and deliver strong instruction?	
Reference	**Recommended Data Sources - Data Folder**
EDF 5.2.2, 5.2.3, and 5.2.4	PD calendars Coaching logs PLC agendas Curriculum repository usage reports
Use the data to answer the question in the space below.	
Holleman Elementary supports leaders and teachers through structured Professional Learning Communities (PLCs), lesson internalization, lesson rehearsals, instructional coaching, and timely access to instructional resources. The campus has dedicated Reading and Math Instructional Coaches who support teachers with planning, PLCs, instructional practices, and data analysis. Teachers complete lesson internalization prior to PLCs, focusing on PLC Questions 1 and 2: what students need to know and how teachers will know if students have learned it. During PLCs, teams focus on Questions 3 and 4 by planning responses for students who have not yet demonstrated mastery and for students who have already mastered the content. Lesson rehearsals are incorporated to allow teachers to practice key instructional components, anticipate student misconceptions, and strengthen delivery before instruction occurs. Individual coaching cycles provide teachers with targeted, growth-oriented feedback and support based on identified needs. The campus also ensures teachers and students receive instructional materials and resources in a timely manner so that strong Tier I instruction can be planned and implemented consistently.	

Lever 5, Question B
How do leaders and coaches observe classroom instruction and provide timely, actionable feedback to teachers?

Reference	Recommended Data Sources - Data Folder
EDF 5.2.5	Walkthrough logs Observation rubrics Feedback cycle documentation Calibration meeting notes

Use the data to answer the question in the space below.

Holleman Elementary leaders and instructional coaches conduct weekly classroom walks focused on high-leverage instructional practices aligned with district expectations. Observation data is used to identify instructional strengths and targeted areas for growth.

Teachers receive timely, actionable feedback through coaching cycles and individual coaching sessions. Coaches and teachers collaborate to identify specific next steps, rehearse or model instructional practices, and utilize Teach Like a Champion (TLAC) resources when appropriate. Campus instructional leadership teams meet weekly to review walkthrough data, discuss instructional trends, and determine needed teacher support.

For K–5 mathematics, Holleman also receives additional coaching support through the LASO grant in PLCs and classrooms to strengthen implementation and ensure fidelity to the adopted curriculum.

Lever 5, Question C

What is the campus's process for calibrating expectations for effective instruction during teacher observations?

Reference	Recommended Data Sources - Data Folder
EDF 5.2.4, 5.2.5	Calibration protocols Scoring reliability reports Video observation logs, Leadership academy agendas

Use the data to answer the question in the space below.

Holleman Elementary's Instructional Leadership Team (ILT) regularly calibrates expectations for effective instruction through collaborative classroom observations and review of instructional practices. ILT members conduct co-observations using the Teaching Support Rubric to establish consistent expectations, compare evidence, and align feedback.

Observation data is reviewed to identify instructional strengths and areas for growth and to determine appropriate levels of teacher support. Based on

the evidence collected, teachers may receive targeted coaching, more intensive instructional support, or opportunities for continued growth and enrichment. This calibration process helps ensure observation expectations and feedback are consistent across the campus.

Lever 6: Finance and Operations

The campus will determine the degree to which it has aligned resources, systems, and supports to promote a safe, effective, and student-centered learning environment that supports all students and families.

Lever 6, Question A	
How does the campus align resources to student needs and strategic priorities?	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, § 1112(b)(5); EDF 6.2.2	Budget allocation spreadsheets Weighted funding formulas Resource dashboards Expenditure review reports
Use the data to answer the question in the space below.	
Holleman Elementary aligns resources to student needs and strategic priorities through a continuous improvement cycle that integrates data analysis of multiple data sources with budget planning. Priorities are established after reviewing local and state assessment results, and discipline and attendance records, to ensure that all finances are directly related to an identified campus or district goal as listed in the campus improvement plan.	

Lever 6, Question B	
How is the campus prioritizing resources and funding to schools with the greatest academic and economic needs?	
Reference	**Recommended Data Sources - Data Folder**

ESSA, Title I, Part A, § 1113(a)(1-3); EDF 6.2.2	Needs assessment reports Title I ranking sheets Staffing models Allocation tracking logs
Use the data to answer the question in the space below.	
Holleman Elementary prioritizes resources and funding based on a comprehensive review of student achievement and growth data, campus needs, and economic indicators. Performance data across student groups is monitored to identify achievement gaps and students that may need additional support to meet state standards to guide the use of Title 1, Part A funds to provide targeted interventions, supplemental resources, professional resources, and additional personnel as needed. Alongside district administrators, administrators at Holleman Elementary monitor student progress and evaluate the impact of funded initiatives to ensure that current strategies are producing the intended results and whether adjustments to resource allocations are necessary in order to respond to our areas of greatest need and ultimately strengthen academic outcomes.	

Lever 6, Question C	
How does the campus coordinate with federal and state programs (e.g., Title I-C, McKinney-Vento, IDEA, Title III, State Comp Ed) to provide academic and support services for all federally identified student groups, including migratory students, students experiencing homelessness, Emergent bilingual students, and students with disabilities? Note: School systems must coordinate services across applicable federal programs to ensure that migratory students, students experiencing homelessness, emergent bilingual students, and students with disabilities receive appropriate academic and support services without duplication or gaps.	
Reference	**Recommended Data Sources - Data Folder**
ESSA, Title I, Part A, § 1112(a)(1)(B); EDF 6.2.3	Program coordination meeting notes Cross-departmental service logs Compliance documentation Longitudinal data reports
Use the data to answer the question in the space below.	

Holleman Elementary coordinates with district federal and state program staff to ensure identified student groups receive appropriate academic and support services. Campus administrators, teachers, counselors, and support staff collaborate with district personnel responsible for McKinney-Vento, IDEA, Title III, State Compensatory Education, and other programs to identify student needs and coordinate services.

Supports may include academic interventions, special education services, Emergent Bilingual supports, counseling, transportation, school supplies, and other resources based on individual student needs. Campus staff monitor attendance, academic progress, behavior, and program services to ensure supports are aligned, coordinated, and provided without unnecessary duplication or gaps.

Lever 6, Question D

If applicable, how does the campus coordinate Title I, Part A services with early childhood education programs (e.g., Head Start, Pre-K) to support smooth transitions and early learning success?

Note: School systems receiving Title I, Part A funds must, where applicable, coordinate with early childhood programs to align instruction, support family engagement, and ensure continuity of services as children enter kindergarten. Guidance related to the agreement the LEA must have with outside entities providing early childhood education services can be found at:
https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf.

A template that incorporates the elements required by Title I, Part A can be found at:
Template for Early Childhood Education

Reference	Recommended Data Sources - Data Folder
ESSA, Title I, Part A, § 1112(c)(7); EDF 6.2.3	MOUs with early childhood providers Transition plans Family engagement logs Kindergarten readiness data

Use the data to answer the question in the space below.

Holleman Elementary does not currently coordinate Title I, Part A services with Head Start or other external early childhood education programs. Therefore, this requirement is not applicable to the campus at this time.

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Lever 6, Question E	
How does the campus invest in and manage technology to support instruction and operational efficiency?	
	Recommended Data Sources - Data Folder
TEC §11.253(a)(3)(D); EDF 6.4, 6.4.1	Technology inventory lists Device distribution logs PD records for tech integration Usage analytics.
Use the data to answer the question in the space below.	
Holleman Elementary provides technology to support high-quality instruction and efficient campus operations. Pre-K and Kindergarten students have access to iPads, while students in grades 1–5 use Chromebooks. Each classroom is also equipped with a Promethean Board to support interactive instruction. A testing computer cart is available when student devices are unavailable or not functioning properly. Technology issues are submitted through the district work-order system and addressed regularly by district technology staff. Teachers receive training and support in using instructional technology and district-provided programs, including Seesaw, Zearn, and other digital resources. The campus monitors technology needs and provides access to devices and resources to minimize disruptions to instruction and student learning.	

Reflecting on Student Performance Data

This section guides the campus through a structured review of student performance data to identify areas of strength, persistent gaps, and student groups that may need additional support.

Student Performance Reflection 1	Reference
What summative and formative data sources does your campus use to monitor student performance and growth?	TEC §11.253(a)(1); EDF 5.3.1, 5.3.2, and 5.3.3
Answer the question in the space below.	
Holleman uses a combination of summative and formative data sources to monitor student performance and academic growth. Summative data includes results from the Texas state assessments, including STAAR and TELPAS, as well as district benchmark assessments administered to all students once each year to measure mastery of grade-level standards. Formative data is gathered through classroom assessments, progress monitoring, and the CLI Engage Assessment for students in PK, and NWEA MAP Growth assessment administered to students in kindergarten through fifth grade. MAP Growth provides nationally normed achievement and growth data that allows educators to monitor student progress over time and identify instructional needs. Grade level PLC teams and the Instructional Leadership Team (ILT) review these data sources regularly to guide instructional decisions, adjust interventions, and support continuous student improvement.	

Student Performance Reflection 2	Reference
Based on recent summative and formative data, in which subjects and grade levels are students performing best, and where do performance gaps remain?	TEC §11.253(a)(1); EDF 5.3.1, 5.3.2, and 5.3.3
Use the data to answer the question in the space below.	
Students performing best: ● Domain 1 Student Achievement increased by 1 point from the 2025 data ● Domain 2B Relative Performance increased by 2 points from the 2025 data ● Domain 3 Closing the Gaps increased by 4 points from the 2025 data ● 5th Grade gains at RLA Approaches, Meets, and Masters ● Significant gains in 4th Grade math at Approaches, Meets, and Masters	

- 5th Grade Science at Meets and Masters

Performance gaps remaining:
- Domain 2A Academic Growth decreased by 4 points from the 2025 data
- Significant drops in 4th Grade RLA at Approaches, Meets, and Masters
- Significant drops in 3rd Grade Math at Approaches, Meets, and Masters
- Continuously Enrolled under Federal Accountability

Student Performance Reflection 3	Reference
How do academic outcomes and growth trends vary across student groups (including race/ethnicity, emergent bilingual students, economically disadvantaged students, students with disabilities, students coded at-risk), and which groups are furthest below campus averages?	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5
Use the data to answer the question in the space below.	
● Continuously Enrolled and African American student performance lags behind the “all student” group ● EL Proficiency on track to meet interim target ● Special Education continues to be an area of focus	

Student Performance Reflection 4	Reference
Are there any other challenges the campus is facing that would be helpful to highlight? Note: This area is left intentionally open-ended.	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5
Use the data to answer the question in the space below.	
● Rapid growth and enrollment requiring ongoing adjustment to staffing, resources, and campus systems ● New leadership and new employees requiring onboarding and training after a new campus opened ● Facilities that require ongoing maintenance, improvement, and evaluation of available space and functionality with growing enrollment ● Student Attendance rates continue to be a priority	

Student Performance Reflection 5	Reference
Reflecting on data, what are the top 3-5 academic challenges facing the campus?	TEC §11.253(a)(1); EDF 5.3.3, 5.3.4, and 5.3.5
Use the data to answer the question in the space below.	
• Student achievement 4th RLA • Student achievement 3rd Math • Academic Growth in reading grades 1-5 according to STAAR and MAP data • Academic Growth in math grade 2 according to MAP data	

Root Cause Analysis, Setting Priorities, and Driving Implementation

After completing the needs assessment, the campus identifies its highest-leverage priorities and builds a focused, results-driven annual plan. This process includes setting long-term goals, defining measurable objectives, and selecting aligned, evidence-based strategies. For each strategy, the campus outlines relevant initiatives, assigns staff, allocates resources, sets timelines, and establishes clear criteria for monitoring progress and course-correcting as needed. This planning tool is reviewed and revised annually to reflect updated needs and data.

The planning process is intentionally designed to build on the needs assessment, emphasizing coherence between desired outcomes, strategic actions, and implementation routines. This approach ensures that planning is grounded in data, aligned with statutory planning requirements, and focused on continuous improvement.

Action Steps

The following steps outline the process for translating needs assessment findings into a focused, results-driven plan:

Review the Needs Assessment:
Examine data for recurring themes, persistent gaps, and areas where student groups are furthest below system averages.

1. Conduct Root Cause Analysis (“5 Whys”): For each challenge, ask “Why?” up to five times to uncover underlying causes. The intention is to move up the chain of causality, from symptoms to core issues and more foundational solutions. While not explicitly required by statute, this process is a cornerstone of reflective practice and strongly encouraged.
2. Set Priority Focus Areas: Select 3–5 high-leverage needs based on analysis.
3. Define Long-Term Goals and Short-Term Objectives: Ensure goals and objectives are measurable and time bound.

Note: The following four questions are open-ended to encourage reflection and collaborative discussion. The planning tables in the proceeding step require specific, detailed responses for each section. If the district has already named goals via long-term strategic plan, they should be utilized below. Regardless, all campuses are encouraged to take part in this reflective practice.

Priority Identification

Priority Identification Question 1
Based on the reflections from the previous sections, what challenges would have the greatest transformative potential on student outcomes?

Answer the question in the space below.
● Addressing low performance in RLA ● Academic growth in RLA and math ● Navigating rapid growth across campus

Priority Identification Question 2
What root causes underlie these challenges?" Utilize the "5 why's" up to five times to uncover underlying causes.
Answer the question in the space below.
● **Addressing low performance in RLA** ○ Access to HQIM ○ Lack of structure and consistency in MTSS and academic intervention ○ Historic lack of focus on foundational literacy skills and instruction ○ Lack of accessibility to HQIM for special education teachers and fragile learners ● **Academic growth in RLA and math** ○ Lack of fidelity of implementation to the HQIM ○ Lack of systematic coaching support and targeted professional development ○ Lack of structure and consistency in MTSS and academic intervention ● **Navigating rapid growth across district and campus** ○ Large class sizes create barriers to effective tier 1 instruction ○ Inexperienced teachers that require intensive coaching support and targeted professional development ○ Rezoning and movement within the district impacted Holleman at higher levels than other campuses

Priority Identification Question 3
What would a best-case scenario look like 3-5 years from now? What long-term goals would clearly demonstrate solving the root issue? Note: If the district has already named goals via long-term strategic plan, they may be included below.

Answer the question in the space below.
• By the end of the 2028–2029 school year, Holleman Elementary will demonstrate sustained improvement in student engagement and support systems as evidenced by a cumulative 6% reduction in unique students with one or more discipline referrals, a cumulative 3 percentage point increase in average daily attendance, and a cumulative 10 percentage point increase in favorable family engagement survey results. • By the end of the 2028–2029 school year, Holleman Elementary will increase the percentage of students performing at the Meets Grade Level standard on district reading and mathematics assessments by at least 30 percentage points, ensure that 100% of teachers achieve and sustain a composite score of 4 in the Instructional Delivery component of the Classroom Observation Tool, and increase successful intervention transitions for students receiving Tier 2 and Tier 3 supports, as measured through district assessment, walkthrough, and intervention data. • By the end of the 2028–2029 school year, Holleman Elementary will increase the percentage of students meeting projected growth targets in reading and mathematics by at least 15 percentage points above the Spring 2026 baseline, ensure that 100% of teachers participate in coaching cycles with instructional leaders, and ensure 100% of PLC teams earn a rating of Proficient (4) or Exemplary (5) on the District PLC Quality Indicators Rubric.

Priority Identification Question 4
How can these goals be divided into measurable annual objectives that show progress towards these goals?
Answer the question in the space below.
See Priority Tables: Priority 1 Priority 2 Priority 3

Strategies and Planning Tables

The following section will hone in on specific strategies to implement in the upcoming school year

- When completing the planning tables, provide specific, detailed information for each section. (see Key Terms below).
- Each entry should be concrete and actionable, reflecting the campus's unique context and priorities.

Key Terms

Term	Description
ESSA Crosswalk	Checkboxes for each branch of ESSA Consolidated funding. Select the relevant boxes for funding related to the appropriate objective
Strategy	A research-based approach or method selected to address the root cause of a challenge. Strategies should be aligned to the campus's goals and supported by evidence of effectiveness. Avoid listing activities without explaining the strategic rationale
Initiatives	New and legacy programs or grants aligned to the specific strategy
Staffing	Individuals who will be responsible for executing each strategy
Resource/Source of Funds (SoF)	The non-human capital and/or funding source that will support and sustain each strategy. This section may be more specific and granular than the ESSA Crosswalk
Timeline	Approximate dates and/or intervals in which each strategy will be monitored for implementation.
Formative Evaluation Criteria	The metric(s) for assessing each strategy's level of success prior to final outcomes. Include key indicators of progress as well as any processes to monitor ESSA fund usage and implementation fidelity (e.g., internal reviews, fiscal checks, documentation logs).

Complete the sections below to define priorities, goals, objectives, strategies, and performance measures as part of the planning process.

Priority 1

Priority # 1	HB3 Alignment	
What is the first priority area?	Is this an HB3 Goal?	
Integrated Student Support Systems	☑ Yes	☐ No

Goal # 1
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Hollemen Elementary will demonstrate sustained improvement in student engagement and support systems as evidenced by a cumulative 6% reduction in the number of unique students with one or more discipline referrals, a cumulative 3 percentage point increase in average daily attendance, and a cumulative 10 percentage point increase in favorable family engagement survey results.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will	Who will be responsible for implementing?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure

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			support this strategy?				success?
Objective 1 The percentage of unique students receiving one or more discipline referrals will decrease by .5% per year for three years, from 3% at the end of the 2025-2026 school year, as measured through district discipline data.	☐ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☑ Title IV, Part A	Strategy 1-1: Develop and communicate a campus wide Productive Learning Environment Framework that establishes expectations for classroom procedures, instructional routines, behavior systems, and campus non-negotiables aligned to PBIS, MTSS, Character Strong, and classroom management practices.	Character Strong, MTSS, PBIS, Productive Learning Environment Framework	Campus Principal, Assistant Principal, Counselor, BASE Committee	Local Funds, Title IV-A, Character Strong	August 2026 – May 2027, monitored monthly	Framework developed and communicated, 100% of campuses trained, walkthrough data demonstrates implementation of district expectations, reduction in office discipline referrals by semester
		Strategy 1-2: Build teacher implementation capacity through targeted professional learning, teacher leader development, and ongoing coaching support focused on classroom routines, student engagement, and behavior supports.	Character Strong PD, Instructional Coaching, Leadership Development, New Teacher Support, PLCs	Campus Principals, Assistant Principals, Instructional Coaches, Title II - Behavior Coach, Curriculum & Instruction Department, BASE Committee	Title II-A, Title IV-A, Local Funds	August 2026 – May 2027, monitored monthly	Participation in professional learning, coaching cycle completion rates, walkthrough data indicating implementation of classroom routines, teacher survey results, decrease in classroom-managed behavior incidents
		Strategy 1-3: Implement a district monitoring and evaluation system that utilizes calibrated walkthrough tools, baseline implementation data, discipline data, and student engagement indicators to assess implementation fidelity and measure impact.	Walkthrough Calibration Process, Discipline Data Review, MTSS Data Meetings, Campus Improvement Monitoring	Campus Principals, Assistant Principals, Accountability Department, District Leadership Team, Title II - Behavior Coach	Local Funds	Monthly data reviews, quarterly progress monitoring	Monthly discipline reviews, quarterly implementation fidelity data, student engagement indicators, campus action plans, progress toward 5% reduction target

Objective 2: The campus student attendance rate will increase by 1 percentage point, from 93.65% at the end of the 2025–2026 school year to 94.65% at the end of the 2026–2027 school year, as measured through campus attendance data.	☐ Title I, Part A ☐ Title II, Part A ☐ Title III, Part A ☑ Title IV, Part A	Strategy 2-1: Implement and monitor schoolwide culture, attendance, and student support initiatives—including campus attendance incentive programs—through the collection and analysis of attendance, discipline, and school climate data.	Monthly Incentives Link to Attendance Plan	Campus Principal, Assistant Principal, Registrar	Title IV IV-A, Character Strong, Local Funds	August 2026-May 2027, monitored monthly	Weekly and Monthly Attendance Reports
		Strategy 2-2: Provide professional learning, implementation resources, and staff support to ensure consistent implementation of campus culture expectations and student support practices.	Attendance Bingo and Core Memory Days Link to Attendance Plan	Campus Principal, Assistant Principal, Classroom Teachers, Registrar	Title IV IV-A, Character Strong, Local Funds	August 2026-May 2027, monitored daily	Bingo: Teachers will use daily attendance Registrar: Monthly Attendance Reports
		Strategy 2-3: Develop, communicate, and reinforce a campus aligned culture framework that establishes shared expectations, culture commitments, and visible campus practices.	Attendance Bulletin Boards, Attendance ThankYou cards sent home, and Social Media Posts Link to Attendance Plan	Campus Principal, Assistant Principal, Classroom Teachers, Registrar	Title IV IV-A, Character Strong, Local Funds	August 2026-May 2027, monitored weekly and monthly	Weekly and Monthly Attendance Reports
Objective 3: Favorable family engagement survey results will increase from 79% in September 2026 to 83% by June 2027, as measured through the campus family engagement survey.	☑ Title I, Part A ☐ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 3-1: Implement the Engagement Framework that establishes consistent expectations for home visits, family communication, and support for learning at home.	Title I Parent and Family Engagement Programs	Parent and Family Engagement Liaison, Campus Principal	Title I, Part A Reserved Funds for Parent and Family Engagement Activities, Local Funds	Framework developed Summer/Fall 2026, implementation monitored quarterly	BOY, MOY, and EOY Family Engagement Surveys, framework adoption by all campus, parent participation rates, communication logs
		Strategy 3-2: Build campus capacity to implement the Family Engagement Framework through professional learning, implementation resources, staff feedback, and ongoing support for evidence-based family engagement practices.	Staff training, teacher coaching and support, family engagement events	Parent and Family Engagement Liaison, Campus Principal, teachers	Title I, Part A Reserved Funds for Parent and Family, Local Funds, GCA Con Conference	August 2026 – May 2027, monitored quarterly	BOY, MOY, and EOY Family Engagement Surveys, family engagement event attendance

		Strategy 3-3: Implement, monitor, and evaluate family engagement practices through standardized data collection systems, and analysis of family participation and engagement data to inform continuous improvement and expansion.	Title 1 annual meeting, family engagement events	Campus Parent and Family Engagement Liaisons, Campus Principal	Title I, Part A Reserved Funds for Parent and Family, Local Funds	Monthly monitoring, quarterly reviews, annual evaluation June 2027	BOY, MOY, and EOY Family Engagement Surveys, family participation rates, Title I Annual Meeting participation; family event attendance, progress toward 5 percentage-point increase target

Priority 2

Priority # 2	HB3 Alignment	
What is the second priority area?	Is this an HB3 Goal?	
Academic Experience	☑ Yes	☐ No

Goal # 2
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Holleman Elementary will increase the percentage of students performing at the Meets Grade Level standard on district reading and mathematics assessments by at least 30 percentage points, ensure that 100% of teachers achieve and sustain a composite score of 4 in the Instructional Delivery component of the Classroom Observation Tool, and increase successful intervention transitions for students receiving Tier 2 and Tier 3 supports, as measured through district assessment, walkthrough, and intervention data.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will support	Who will be responsible for implementing?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure success?

			this strategy?				
Objective 1: The average score on the Instructional Delivery component of the Classroom Observation Tools will increase to 3.2 or higher by May 2027, as measured by the Instructional Insights Application dashboard.	☑ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 1-1: Ensure all adopted Tier 1 instructional materials are fully aligned to the Texas Essential Knowledge and Skills (TEKS) through curriculum audits, crosswalks, board-approved instructional resources, and documented scope and sequence guidance.	LIFT	ILT	Local Funds, Title I, Part A, Title II, Part A, HQIM, LASO 4	implementation walks and audits will begin in September 2026 and continue monthly	LIFT Obs and Feedback documentation
		Strategy 1-2: Guarantee teacher and student access to adopted Tier 1 instructional materials by establishing distribution systems, LMS integration, curriculum resource hubs, and ongoing access verification processes.	LIFT	ILT	Local Funds, Title I, Part A, Title II, Part A, HQIM LASO 4	Audit of access through LMS will be August 17-21; continuing periodically usage reports checks	LMS Reports LIFT Obs and Walks
		Strategy 1-3: Establish implementation and assessment systems that support consistent use of Tier 1 instructional materials through campus expectations, professional learning, walkthrough monitoring, and alignment of local assessments to adopted curriculum resources and TEKS.	LIFT	ILT	Local Funds, Title I, Part A, Title II, Part A, HQIM LASO 4	TLI weekly walks help inform PD needs and targeted coaching cycles	LIFT Obs and Feedback walk forms for all subjects will ensure aligned indicators and feedback processes
Objective 2: The percentage of students performing at the Meets Grade Level standard on district content-based assessments in reading and mathematics will increase by 10 percentage points at each grade level, from 42% in Math and 8% in Reading at the beginning of the 2026–2027 school year to 52% in Math and 18% in Reading by May 2027, as measured through campus assessment data.	☑ Title I, Part A ☑ Title II, Part A ☑ Title III, Part A ☐ Title IV, Part A	Strategy 2-1: Implement a campus-wide Tier 1 instructional framework aligned to HQIM by establishing clear instructional expectations, defining look-fors, training instructional leaders, and monitoring implementation through walkthroughs and data analysis.	LIFT TSL	ILT, Title I Aide, Title III Aide, Title I RLA Coach	LASO 4 Title I, Part A Title II, Part A Title III, Part A HQIM Local Funds	Quarterly, ongoing	LIFT Obs and Feedback documentation; PLC walkthroughs for all subjects
		Strategy 2-2: Strengthen and refine PLCs through Tier 1 instructional practices, instructional coaching, instructional strategies, and data-driven aligned to student performance and walkthrough evidence.	LIFT TSL PLC	ILT, Title I Aide, Title III Aide, Title I RLA Coach	LASO 4 Title I, Part A Title II, Part A Title III, Part A HQIM Local Funds Seidlitz	Weekly campus ILT meetings	PLC Walkthrough and Performance Data
		Strategy 2-3: Develop campus systems that support expectations and continuous improvement practices across classrooms.	LIFT TSL	ILT, Guiding Coalition, Title I Aide, Title III Aide, Title I RLA	LASO 4 Title I, Part A Title II, Part A Title III, Part A HQIM	Ongoing throughout the year	LIFT Obs and Feedback documentation; PLC walkthroughs

				Coach	Local Funds		for all subjects
Objective 3: The percentage of students successfully transitioning to a less intensive level of intervention support will increase by May 2027, as measured through campus intervention and progress monitoring data, including at least 10% of Tier 2 students exiting to Tier 1 and at least 5% of Tier 3 students transitioning to Tier 2.	☑ Title I, Part A ☑ Title II, Part A ☑ Title III, Part A ☐ Title IV, Part A	Strategy 3-1: Develop and maintain a campus framework for Tier 2 and Tier 3 supports by defining intervention expectations, aligning supplemental instructional materials to HQIM, and establishing MTSS structures and protocols for implementation.	TSL MTSS HQIM District Framework PLC	Campus Leaders Student Support Services Personnel, Title I Aide Title III Aide	LASO 4-LIFT; Title I, Part A; Title II, Part A; Title III, Part A; OER & SBOE Funds - HQIM; Local Funds; Intervention Materials	MTSS Meetings and PLC	MTSS Data
		Strategy 3-2: Strengthen intervention implementation through data-driven decision-making processes that ensure students receive appropriate supplemental instruction, timely movement between intervention tiers, and ongoing progress monitoring.	TSL MTSS HQIM District Framework PLC	Campus Leaders, Locally Funded & Title I - Instructional Coaches, Title III - Aides, Student Support Services Personnel, Title I Aide Title III Aide	LASO 4-LIFT; Title I, Part A; Title II, Part A; Title III, Part A; OER & SBOE Funds - HQIM; Local Funds; Intervention Materials	MTSS Checkpoints	District Assessments and MTSS Data
		Strategy 3-3: Establish and sustain effective campus MTSS teams through regular data review cycles, targeted action planning, administrator and staff training, and continuous refinement of intervention systems based on implementation and student outcome data.	TSL MTSS HQIM District Framework PLC	Campus Leaders, Locally Funded & Title I - Instructional Coaches, Title III - Aides, Student Support Services Personnel, Title I Aide Title III Aide	LASO 4-LIFT; Title I, Part A; Title II, Part A; Title III, Part A; OER & SBOE Funds - HQIM; Local Funds; Intervention Materials	MTSS Checkpoints	District Assessments and MTSS Data

Priority 3

Priority # 3	HB3 Alignment	
What is the third priority area?	Is this an HB3 Goal?	
Instructional Leadership and Capacity Building	☑ Yes	☐ No

Goal # 3
What is the measurable 3 to 5-year goal for this priority?
By the end of the 2028–2029 school year, Holleman Elementary will increase the percentage of students meeting projected growth targets in reading and mathematics by at least 15 percentage points above the Spring 2026 baseline, ensure that 100% of teachers participate in coaching cycles with instructional leaders, and ensure 100% of PLC teams earn a rating of Proficient (4) or Exemplary (5) on the District PLC Quality Indicators Rubric.

Objective	ESSA Crosswalk	Strategy	Initiatives	Staffing	Resources/ SoF	Timeline	Performance Management (Formative Evaluation)
What measurable progress will the campus achieve in the next 12 months?	Which ESSA fund sources will support this objective, if applicable?	What evidence-based strategies will drive progress on this objective?	Which initiatives, grants, or programs will support this	Who will be responsible for implementing?	What resources or source of funds will support?	When will this strategy be monitored?	What formative evaluation criteria will measure success?

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			strategy?				
Objective 1: The percentage of K-5 students meeting projected growth targets will increase from 40.3% in Reading and 49.6% in Math in September 2026, to 50% in Reading and 55% in Math in May 2027, as measured through NWEA MAP growth data.	☑ Title I, Part A ☑ Title II, Part A ☑ Title III, Part A ☐ Title IV, Part A	Strategy 1-1: Develop and implement a campuswide job-embedded coaching framework that establishes clear expectations, coaching tools, documentation protocols, and teacher capacity to support high-quality instruction.	LIFT, PLC	ILT	Local Funds, Title I-A, Title II-A, Title III-A, IDEA-B, HQIM (Bluebonnet and HMH), NWEA MAP, District Benchmark Assessments, PLC Resources, TLI Coaching Tools, Walkthrough and Observation Instruments, MTSS Systems, and Professional Learning Supports	Framework developed Summer/Fall 2026, implementation monitored quarterly	Walkthrough data demonstrates implementation
		Strategy 1-2: Implement and sustain high-quality coaching cycles aligned to HQIM and campus instructional priorities through PLC integration, classroom observations, feedback processes, and ongoing monitoring of best instructional practices implementation.	LIFT, PLC	ILT Title III Aide, Title I Aide	Local Funds, Title I-A, Title II-A, Title III-A, IDEA-B, HQIM (Bluebonnet and HMH), NWEA MAP, District Benchmark Assessments, PLC Resources, TLI Coaching Tools, Walkthrough and Observation Instruments, MTSS Systems, and Professional Learning Supports	Implementation Fall 2026, monitored quarterly	Participation in coaching cycle completion rates, walkthrough data indicating implementation of classroom routines, NWEA MAP data
		Strategy 1-3: Leverage coaching systems to improve instructional practice and student outcomes by aligning coaching priorities to student needs, and monitoring instructional practice data.	LIFT, PLC	ILT Title I Aide Title III Aide	Local Funds, Title I-A, Title II-A, Title III-A, IDEA-B, HQIM (Bluebonnet and HMH), NWEA MAP, District	Implementation Fall 2026, monitored quarterly	Participation in coaching cycle completion rates, walkthrough data indicating implementation

					Benchmark Assessments, PLC Resources, TLI Coaching Tools, Walkthrough and Observation Instruments, MTSS Systems, and Professional Learning Supports		of classroom routines, NWEA MAP data
Objective 2: The percentage of teachers participating in at least one documented observation and feedback cycle will increase to 100% by May 2027, as measured through the Instructional Insights App (Observation/Feedback dashboard).	☑ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 2-1: Campus leadership team will develop a coaching schedule and dashboard to monitor staff participation and coaching cycles.	TSL, LIFT	Principal, AP, Title I RLA Coach, Locally Funded Math Coach, AAF	Title II, Part A Local Funds	Dashboard developed Aug 2026, monitored weekly at ILT meetings	Coaching dashboard
		Strategy 2-2: Build educator and leader capacity through the use of classroom and PLC observation tools and next steps.	LIFT, PLC	Principal, AP, Title I RLA Coach, Locally Funded Math Coach, AAF	Title I,Part A Title II, Part A Local Funds	Weekly	Coaching dashboard, professional learning calendar
		Strategy 2-3: Monitor the implementation and effectiveness of professional learning through coaching cycle completion, participation data, and student achievement data.	TSL, PLC	Principal, AP, Title I RLA Coach, Locally Funded Math Coach, AAF	Title I,Part A Title II, Part A Local Funds	Monthly	Strive data, coaching dashboard
Objective 3: The campus average on the PLC Quality Review Rubric will increase from 2.9 in Fall 2026 to at least 3.75 by May 2027, as measured by the PLC Quality Review Rubric dashboard.	☐ Title I, Part A ☑ Title II, Part A ☐ Title III, Part A ☐ Title IV, Part A	Strategy 3-1: Establish campus commitments and expectations aligned with the District to support effective collaboration among grade level teams.	TSL, PLC	Principal, AP, Instructional Coaches, AAF	Title II, Part A Local Funds	August 2026	BEST in Action: PLC & Staff Expectations
		Strategy 3-2: Teams will rate themselves on a quality indicators rubric and set SMART goals with specific actions for them to improve to the next rating.	PLC	Grade level teams, Guiding Coalition	Title II, Part A Local Funds	BOY - Aug 2026 MOY - Dec 2026 EOY - May 2026	SMART goals, PLC Quality Indicators rubric, Increase at MOY/EOY
		Strategy 3-3: The campus will establish a guiding coalition that will monitor team SMART goals and PLC structures to support continuous improvement campus-wide.	PLC	Admin, Guiding Coalition	Title II, Part A Local Funds	July 2026 Monthly PLC Guiding coalition meetings	PLC Quality Indicators rubric, Increase at MOY/EOY, Multiple SMART goals met throughout the year

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Performance Objectives & Student Group Alignment

In this section, the campus will set performance targets for all students and disaggregate them by student group to align with CIP and ESSA planning requirements, ensuring every student is supported. Campuses may use EDF-aligned strategies to ensure that performance targets are not only data-informed but also supported by coherent systems of implementation and monitoring. Users are welcome to duplicate the table or extend it by adding rows as needed. (CIP: TEC §11.253(a)(2); ESSA, Title I, Part A, § 1111(c)(2); EDF 1.2.3

Subject Area	Student Group	Grade Level	Annual Performance Target	Differentiated Strategy	Monitoring Method
RLA	All Students	Grade 4	By the end of the 2026-2027 school year, all student achievement in RLA at the Meets level will increase from 39% to 46%.	Implement aligned Tier 1 RLA instruction through district-adopted curriculum resources, PLC-driven planning, differentiated small-group instruction, and targeted intervention based on student performance data.	MAP growth and achievement data, where applicable; district common/interim assessments; PLC data cycles; curriculum-implementation walkthroughs; STAAR performance.
Math	All Students	Grade 3	By the end of the 2026-2027 school year, all student achievement in RLA at the Meets level will increase from 29% to 49%.	Implement aligned Tier 1 mathematics instruction through district-adopted curriculum resources, PLC-driven planning, differentiated small-group instruction, and targeted intervention based on student performance data.	MAP growth and achievement data; district common/interim assessments; PLC data cycles; curriculum-implementation walkthroughs; STAAR performance.
Math	Continuously Enrolled	Grades 3-5	By the end of the 2026-2027 school year, continuously enrolled student achievement in Math at the Meets level will increase from 43% to 51%.	Implement aligned Tier 1 mathematics instruction through district-adopted curriculum resources, PLC-driven planning, differentiated small-group	MAP growth and achievement data; district common/interim assessments; PLC data cycles;

				instruction, and targeted intervention based on student performance data.	curriculum-implementation walkthroughs; STAAR performance.
Math	African American	Grades 3-5	By the end of the 2026-2027 school year, African American student achievement in Math at the Meets level will increase from 26% to 33%.	Implement aligned Tier 1 mathematics instruction through district-adopted curriculum resources, PLC-driven planning, differentiated small-group instruction, and targeted intervention based on student performance data.	MAP growth and achievement data; district common/interim assessments; PLC data cycles; curriculum-implementation walkthroughs; STAAR performance.
RLA	African American	Grades 3-5	By the end of the 2026-2027 school year, African American student achievement in Math at the Meets level will increase from 30% to 34%.	Implement aligned Tier 1 RLA instruction through district-adopted curriculum resources, PLC-driven planning, differentiated small-group instruction, and targeted intervention based on student performance data.	MAP growth and achievement data, where applicable; district common/interim assessments; PLC data cycles; curriculum-implementation walkthroughs; STAAR performance.
Math	Special Education	Grades 3-5	By the end of the 2026-2027 school year, Special Education student achievement in Math at the Meets level will increase from 21% to 29%.	Provide specially designed instruction aligned to grade-level TEKS and individual IEP needs, with explicit instruction, appropriate accommodations, progress-based differentiation, and targeted intervention within the district MTSS and PLC frameworks.	IEP progress-monitoring data; MAP growth and achievement data; district common/interim assessments; PLC/MTSS data reviews; walkthrough evidence of accommodations and specially designed instruction; STAAR

					performance.
RLA	Special Education	Grades 3-5	By the end of the 2026-2027 school year, Special Education student achievement in Reading at the Meets level will increase from 22% to 26%.	Provide specially designed RLA instruction aligned to grade-level TEKS and individual IEP needs, emphasizing explicit foundational literacy and comprehension instruction, appropriate accommodations, differentiated small-group support, and data-responsive intervention.	IEP progress-monitoring data; MAP growth and achievement data; district common/interim assessments; PLC/MTSS data reviews; walkthrough evidence; STAAR performance.

Subject Area Examples: Math, RLA, Science, Social Studies, CTE, Electives, All Subjects

Student Group Examples: African American, White, Hispanic, American Indian, Asian, Pacific Islander, Two or More Races, Economically Disadvantaged, Emergent Bilingual, Foster Care, McKinney Vento, Military Connected, Immigrant, Migrant, Title I, At Risk, Special Education, Gifted and Talented, Career & Technical Education, Dyslexia

Closing

Review the strategies outlined in the plan and respond “Yes” or “No” to ensure the plan meets the following requirement:

Supplement, not Supplant	Reference
Adheres to Supplement, Not Supplant ESSA guidelines - i.e., federal funds must be used to enhance (supplement) the services campuses already provide with state and local funds, not replace (supplant) those services. For more detailed information on how each federal program documents compliance with the Supplement, Not Supplant requirement, please review the Supplement, Not Supplant Handbook, pp 2-3. Select “Yes” or “No” in the boxes below	ESSA, Title I, Part A; ESSA, Title I, Part C; ESSA, Title I, Part D; ESSA, Title II, Part A; ESSA, Title III, Part A; ESSA, Title IV, Part A
☑ Yes ☐ No	

Title I Reservation	
If the campus has reserved Title I, Part A funds for any district-level activities that have not been described elsewhere in this plan, how will those funds be used?	
Reference	**Recommended Data Sources**
ESSA, Title I, Part A, § 1113(b)(13)	Budget allocation reports, program plans (e.g., summer or extended learning), expenditure tracking logs, transportation and meal service records, and family engagement documentation
Use the data to answer the question in the space below.	
Holleman Elementary uses Title I, Part A funds to support an Intervention Aide who works with at-risk students and identified student groups in grades 2–5. The Intervention Aide provides targeted academic support and reinforces classroom instruction to help address learning gaps and improve student achievement.	

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Looking Ahead-Goals	Reference
Looking ahead, what is one key shift or breakthrough the campus is striving to achieve in the next year?	EDF 1.5
Answer the question in the space below.	
Holleman Elementary's key shift for the next year is strengthening and aligning campus systems with district expectations to ensure consistent, effective instructional practices for all students. The campus will focus on high-quality Tier I instruction, effective Professional Learning Communities (PLCs), implementation of High-Quality Instructional Materials (HQIM), and consistent coaching and feedback protocols. Holleman will also strengthen systems for improving student attendance and discipline to create a positive learning environment that supports increased student achievement.	

Looking Ahead-Implementation	Reference
What processes are in place to ensure ongoing compliance and alignment with CIP and ESSA planning requirements?	TEC §11.253(d); ESSA, Title I, Part A, § 1112(d)(3)(A)
Answer the question in the space below.	
Holleman Elementary maintains ongoing compliance and alignment with CIP and ESSA requirements through collaboration with district leadership to ensure campus priorities align with the district strategic plan and District Improvement Plan (DIP). The campus uses a collaborative Comprehensive Needs Assessment (CNA) process to identify needs and guide the development of the Campus Improvement Plan (CIP). The campus conducts quarterly CIP reviews to evaluate implementation and progress toward identified goals. In addition, the Instructional Leadership Team (ILT) meets weekly to analyze progress toward CIP goals and objectives, review relevant data, and make adjustments to strategies and supports as needed.	

Looking Ahead-Closing
Is there anything further that should be noted regarding the campus's priorities, challenges, or strategies that was not captured in the tool above?

Note: This area is left intentionally open-ended.
Answer the question in the space below.
Holleman Elementary continues to navigate rapid campus growth and increasing student enrollment, requiring strong systems and intentional planning to maintain high-quality instruction and student support. Aging facilities also present challenges that can impact campus culture, climate, and the overall learning environment. The campus remains focused on strengthening instructional systems, supporting teacher effectiveness, maximizing available resources, and maintaining a positive learning environment as enrollment and campus needs continue to grow.

Calendar of Events

Date	Title Of Event	Location	Sent out Calendar Invites	Notes
March 2026	Pre Plan for the CNA	HES	☑	Campus Leadership will assign the Lever questions to be completed.
Due Date: May 15, 2026	Data Compilation	HES	☑	All data must be in the corresponding folder and correctly labeled. As data is inputted, the administrator will answer the question using the data. All Lever questions must be answered.
May 21, 2026	Campus CNA #1	HES	☑	Campus CNA with Stakeholders
July 15, 2026	Campus CNA #3 with STAAR Data	WISD ESC	☑	Reflecting on “Student Performance Data” and “Root Cause Analysis, and Driving Implementation" will be completed in the One Plan Unified Planning Tool.
November 12, 2026	School Board Meeting - Approval of CIP	WISD ESC	☐	Approval of Campus Improvement Plans
January xx, 2026	MOY Screener Data - CIP	HES	☐	Revision and Review of the CIP using data
March xx, 2027 & April xx, 2027	Spring Benchmark Data - CIP	HES	☐	Revision and Review of the DIP/CIP using data
May xx, 2027	Campus CNA	HES	☐	
June xx, 2027	STAAR Data - CIP	WISD ESC or Campus	☐	Revision and Review of the DIP/CIP using data

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Summary - Planning and Distribution Procedures

CNA and CIP Process
Data Gathering: Holleman elementary distributes data-collection responsibilities among campus leadership team to upload relevant documentation and data into designated folders.
In addition, the district conducted a beginning-of-year strategic planning survey. Community members, parents, students, staff, and other stakeholders were invited to participate and provide feedback to guide district planning.

Needs Assessment: Campus administration team analyzes collected data and stakeholder feedback to identify needs and trends.
After the release of STAAR results, the campus finalizes the CNA and determines district priorities for the upcoming school year (2026–2027).

Campus Improvement Plan: The Campus Improvement Plan (CIP) is developed directly from the priorities identified through the CNA process.

Distribution
Campus Improvement Plan: The Campus Improvement Plan is available on the Waller ISD website under the State and Federal Programs Department and printed copies may also be requested at the Waller ISD ESC building.

Parent and Family Engagement: The Holleman Elementary Parent and Family Engagement Policy is available on the school website in both English and Spanish, with hard copies available to families upon request.

School-Parent Compact: The School-Parent Compact is available on the campus website and hard copies are available upon request.
Additionally, the compact is reviewed during fall parent-teacher conferences.

Translations: Translated versions of the Campus Improvement Plan are available upon request in accordance with the district translation policy.

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Stakeholder Checklist

The following stakeholders must be included within the planning process. Using the checklist below can ensures the right people are participating in the process.
Note: these meetings do not need to take place separately, and combining them can promote greater coherence and alignment.

Stakeholder Group	DIP/CIP	Title I-A	Title II-A	Title III-A	Title IV-A
Parents & Guardians	☑	☐	☐	☐	☐
Teachers	☑	☐	☐	☐	☐
Principals	☑	☐	☐	☐	☐
Specialized Instructional Support Personnel^		☐	☐		☐
Paraprofessionals		☐	☐		
Other School Leaders**		☐	☐	☐	☐
Students		☐		☐	☐
School System Administrators	☑	☐			
Community Members	☑	☐			
Community Organizations or Partners			☐		☐
Other Organizations/Partners with Expertise			☐		☐
Business Members	☑				
Technical Assistance Providers*		☐			
School Staff Who Will Carry Out the Plan		☐			
Local Government Representatives					☐

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Stakeholder Checklist Notes

*Per TEC §11.253, school system employees may not serve as parent representatives for these committees.

**Per ESSA §8101(44), the term “school leader” means a principal, assistant principal, or other individual who is an employee or officer of an elementary or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building

^Per ESSA §8101(47), the term “specialized instructional support personnel” means school counselors, school social workers, and school psychologists and other qualified professional personnel, such as school nurses, speech language pathologists, and school librarians, involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs.

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Committee Member Names - CIP and CNA

First and Last Name	Signature	Committee Role
Nicole Donaldson		Principal
Shelby Gomez		Other School Leader
SRO - Deputy Derrick Bates		Local Government Representative
Lauren Crites		Specialized Instructional Support Personnel
Mary Jenkins		Specialized Instructional Support Personnel
Stacie Davis		District Administrator
Dean Guerra		District Administrator
Joe Grabinski		Business Members
Lisa Solomon		Community Member
Josselin Rivera Sagastume		Teacher
Gracie Niver		Teacher
Ingrid Delgado		Teacher
Nicole Shepard		Parent/Guardian
Fernando Aguirre		Parent/Guardian
Joy Franz		Paraprofessional
		Select Role

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ESSA Compliance Checklist - 13 Descriptors

This checklist is intended to support self-validation of compliance with the 13 TEA-required Title I, Part A LEA Plan descriptions.

Description 1 - Student Progress & Monitoring	
Applies to	All Title I, Part A LEAs
Requirement	How the LEA will monitor students' progress in meeting the challenging State academic standards by [ESSA §1112(b)(1)]— 1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2) Identifying students who may be at risk for academic failure; 3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;
OnePlan Connection	Question 4A: How does the campus select and monitor Tier I instruction to ensure all students have access to high-quality, standards-aligned learning across subjects and grade levels? List the core curriculum materials used and describe how they support alignment to the state's challenging academic standards Recommended Data Sources: Curriculum adoption lists, HQIM rubrics, TEKS alignment guides, PLC agendas.
Additional Details	Waller ISD, in collaboration with Holleman Elementary, monitors student progress toward meeting the Texas Essential Knowledge and Skills (TEKS) through a comprehensive instructional framework that includes high-quality instructional materials, data-driven instruction, early identification of academic needs, targeted interventions, and continuous progress monitoring. 1. Developing and Implementing a Well-Rounded Program of Instruction Holleman Elementary provides a well-rounded instructional program aligned with the TEKS using district-adopted high-quality instructional materials. Core resources include Bluebonnet Learning for mathematics, HMH Into Reading for reading language arts, STEMscopes for science, and Studies Weekly and locally developed curriculum for social studies. Supplemental resources, including Zearn and Lexia, support differentiated instruction and reinforce foundational academic skills. Teachers participate in weekly Professional Learning Communities (PLCs) to internalize lessons, analyze student performance, and plan rigorous, standards-aligned instruction. Campus administrators monitor instructional implementation through classroom walkthroughs, coaching, and ongoing data reviews. 2. Identifying Students at Risk for Academic Failure

Holleman Elementary utilizes multiple assessment measures to identify students who may be at risk of academic failure. These include STAAR, TELPAS, district benchmark assessments, NWEA MAP Growth for kindergarten through fifth grade, CLI Engage for prekindergarten, curriculum-based assessments, and classroom formative assessments.

Grade-level PLCs and the Instructional Leadership Team (ILT) regularly analyze student achievement and growth data to identify learning gaps and determine students requiring additional support. Academic performance, attendance, behavior, and other indicators are reviewed through the Multi-Tiered System of Supports (MTSS) to identify students experiencing barriers to academic success.

3. Providing Additional Educational Assistance

Students identified as needing additional academic assistance receive targeted support through the campus MTSS framework. Teachers and campus support personnel collaborate to provide differentiated instruction, academic interventions, and supplemental instructional resources based on individual student needs.

Additional supports include specialized instruction for students receiving special education services, language acquisition strategies for emergent bilingual students, and evidence-based dyslexia instruction through Reading by Design. Campus staff regularly monitor student progress and adjust instructional strategies and interventions based on student response and assessment results.

4. Implementing Strategies to Strengthen Academic Programs and Improve School Conditions

Holleman Elementary strengthens academic programs through continuous instructional improvement, collaborative planning, and professional development aligned with identified student needs. Campus leadership uses classroom walkthroughs, instructional coaching, PLC discussions, and assessment data to evaluate instructional effectiveness and identify areas requiring improvement.

The campus also implements Positive Behavioral Interventions and Supports (PBIS), CharacterStrong, counseling services, and family engagement activities to promote a safe, supportive learning environment. These systems help address academic, behavioral, attendance, and social-emotional barriers that may interfere with student learning.

Campus leadership regularly reviews student achievement data, intervention effectiveness, and progress toward Campus Improvement Plan performance objectives. Findings are used to adjust instructional practices, allocate resources, and strengthen programs to ensure all students have equitable opportunities to meet challenging state academic standards.

Description 2 - Teacher Quality	
Applies to	All Title I, Part A LEAs
Requirement	How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of- field teachers; [ESSA §1112(b)(2)]
OnePlan Connection	Question 2C: How does the campus ensure that campuses with the greatest student need are staffed with experienced, high-quality teachers? Recommended Data Sources: Needs-based staffing models, campus demographic reports, and incentive program documentation.
Additional Details	Waller ISD, in collaboration with Holleman Elementary, works to ensure equitable access to effective, experienced, and appropriately certified teachers for all students, particularly students from low-income families, minority students, emergent bilingual students, and students receiving special education services. Campus and district leadership review teacher qualifications, certification status, years of experience, T-TESS evaluation data, student achievement results, and campus demographic information to identify potential disparities in teacher assignments. These data are used to determine whether students from low-income families and minority students are disproportionately assigned to inexperienced, ineffective, or out-of-field teachers. Holleman Elementary utilizes its master schedule and student performance data to strategically assign teachers based on student academic needs and teacher effectiveness. High-performing, experienced educators are intentionally placed in grade levels and subject areas demonstrating significant achievement gaps. Campus leadership also considers specialized certifications and instructional expertise when assigning teachers to classrooms serving students with diverse academic and language needs. To strengthen teacher effectiveness and address potential disparities, Holleman Elementary implements targeted professional development, instructional coaching, and mentoring opportunities. New teachers receive support through the campus Rookie Committee, which provides structured mentorship, professional learning, and opportunities for peer observation. Administrators utilize T-TESS feedback, classroom walkthroughs, and the Get Better Faster framework to identify instructional improvement needs and provide ongoing coaching. District and campus leadership monitor teacher assignments, student performance, and instructional effectiveness throughout the school year. When disparities are identified, leadership reviews staffing assignments, provides targeted professional support, and makes adjustments as appropriate to ensure equitable access to high-quality instruction.

	Through strategic staffing, continuous professional development, and ongoing monitoring, Waller ISD and Holleman Elementary work to reduce disparities in teacher quality and ensure that all students have access to effective educators who support academic growth and achievement.

Description 3 - School Support & Improvement	
Applies to	Title I, Part A LEAs with schools identified for school improvement under ESSA §1111(d)(1) and (2)
Requirement	How the LEA will carry out its School Support and Improvement activities responsibilities under ESSA §1111(d)(1) and (2); [ESSA §1112(b)(3)]
OnePlan Connection	Question 1C: If the campus has any campuses identified for Comprehensive Support and Improvement or Targeted Support and Improvement, how will the campus carry out its School Support and Improvement activities and responsibilities under ESSA §1111(d)(1) [Comprehensive Support and Improvement] and ESSA §1111(d)(2) [Targeted Support and Improvement]? Recommended Data Sources: Campus needs assessments, ESSA CSI/TSI identification reports, intervention plans, resource allocation dashboards.
Additional Details	Not Applicable. Holleman Elementary is not currently identified by the Texas Education Agency (TEA) for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Therefore, the specific School Support and Improvement activities required under ESSA §1111(d)(1) and (2) do not apply to the campus at this time.

Description 4 - Measure of Poverty	
Applies to	All Title I, Part A LEAs
Requirement	The poverty criteria that will be used to select school attendance areas under ESSA §1113 [ESSA 1112(b)(4)]
OnePlan Connection	Question 3J: What poverty measure does the campus use to determine school-level Title I eligibility and select school attendance areas? Please select all that apply. ☐ Children, ages 5 through 17, inclusive, in poverty, counted in the most recent census data approved by the Secretary of Education ☐ Children eligible for free and/or reduced-price lunches under the National School Lunch Act

	Note: The Community Eligibility Provision is a method of qualifying students for the National School Lunch Program and can be used to establish a campus's low-income percentage. ☐ Children in families receiving assistance under Title IV, Part A of the Social Security Act (Temporary Assistance to Needy Families, or TANF) ☐ Children eligible to receive medical assistance under the Medicaid program ☐ A composite of any of the above measures. If this measure is selected, also indicate which of the above-listed options are included in the composite. Recommended Data Sources: Enrollment data, free/reduced lunch eligibility reports, Medicaid/TANF participation records, census poverty data, composite measure documentation.
Additional Details	Waller ISD uses the percentage of students identified as economically disadvantaged, based on eligibility for free or reduced-price meals under the National School Lunch Act, to determine school-level Title I, Part A eligibility and rank campuses for funding. Campuses are ranked according to their percentage of economically disadvantaged students, with priority given to schools serving the highest concentrations of students from low-income families, in accordance with ESSA §1113. For the 2026–2027 school year, Holleman Elementary has an economically disadvantaged student percentage of 70.58%, qualifying the campus for Title I, Part A funding. Holleman Elementary operates a schoolwide Title I program, allowing federal funds to support comprehensive instructional improvement strategies designed to increase academic achievement for all students, particularly those at risk of not meeting state academic standards.

Description 5 - Nature of Title I Programs	
Applies to	All Title I, Part A LEAs (descriptions may differ based on whether an LEA has Schoolwide Program Campuses, Targeted Assistance Campuses and/or Institutions for Neglected or Delinquent Children)
Requirement	The nature of the programs to be conducted under Schoolwide (ESSA §1114) and Targeted Assistance (ESSA §1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [ESSA §1112(b)(5)]
OnePlan Connection	Question 6A: How does the campus align resources to student needs and strategic priorities? Question 3H: What academic programs and targeted support plans are laid out in the formal agreement between the campus and the local facility serving delinquent children and are in place for students residing in local institutions for neglected or delinquent

	youth, or enrolled in correctional or alternative education programs? Recommended Data Sources: Budget allocation spreadsheets, weighted funding formulas, resource dashboards, expenditure review reports; MOUs with facilities, transition plans, case management logs, academic progress monitoring reports.
Additional Details	Holleman Elementary operates a Title I, Part A Schoolwide Program under ESSA §1114. The campus utilizes Title I funds to strengthen its overall instructional program, improve academic achievement, and provide additional educational opportunities for students, particularly those at risk of not meeting state academic standards. The schoolwide program is developed through a Comprehensive Needs Assessment (CNA) and implemented through the Campus Improvement Plan (CIP). Holleman Elementary uses high-quality instructional materials, including HMH Into Reading and Bluebonnet Learning, along with supplemental resources such as Lexia and Zearn, to support differentiated instruction and address identified learning gaps. The campus implements a Multi-Tiered System of Supports (MTSS) to identify students requiring additional academic, behavioral, or social-emotional assistance. Teachers and instructional staff provide targeted interventions, monitor student progress, and adjust instruction based on assessment data. Professional Learning Communities (PLCs), instructional coaching, and professional development support effective instructional practices and continuous improvement. Holleman Elementary also coordinates services with district personnel and community partners to support students identified as neglected, delinquent, or at risk. Students residing in local residential facilities or experiencing circumstances that interfere with educational success are provided equitable access to the campus's academic programs and appropriate supplemental services. These may include academic interventions, counseling, behavioral supports, transportation assistance, school supplies, clothing, food assistance, and other resources based on individual student needs. Campus and district personnel collaborate with families, residential providers, and appropriate agencies to support educational continuity, monitor student progress, and address barriers to attendance and academic achievement. Holleman Elementary does not operate a Title I Targeted Assistance Program under ESSA §1115 because the campus implements a schoolwide program. Through coordinated instructional and student support services, Waller ISD and Holleman Elementary work to ensure that all students, including those identified as neglected or delinquent, have equitable opportunities to achieve academic success.

Description 6 - Services to Homeless Children & Youth; Title I set-aside	
Applies to	All Title I, Part A LEAs

Requirement	The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [ESSA §1112(b)(6)]. This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.
OnePlan Connection	Question 3K: What systems are in place to ensure students experiencing homelessness have fair access to education and related supports? Note: Supports should reflect provisions under the McKinney-Vento Act, including immediate enrollment, transportation assistance, and academic support. If the campus does not have a McKinney-Vento program, describe what services it will provide to students who are experiencing homelessness in the campus. Recommended Data Sources: Identification logs, transportation assistance records, case management notes, shelter outreach logs.
Additional Details	Waller ISD, in collaboration with Holleman Elementary, provides services to students experiencing homelessness in accordance with the McKinney-Vento Homeless Assistance Act to ensure equitable access to education, consistent attendance, and academic success. The district's At-Risk & Highly Mobile Liaison works closely with campus administrators, registrars, counselors, teachers, and families to identify and support students experiencing homelessness. Families complete a Student Residency Questionnaire during enrollment to assist with identifying students who may qualify for McKinney-Vento services. Students identified as experiencing homelessness are provided immediate enrollment, even when required documentation is unavailable, and access to educational programs and services. The district coordinates transportation assistance, including school-of-origin transportation when applicable, to promote educational stability and consistent attendance. Holleman Elementary provides academic interventions, counseling, school supplies, clothing, hygiene products, food assistance, and other resources based on individual student needs. Campus personnel monitor attendance, academic performance, behavior, and student well-being to identify barriers and coordinate appropriate interventions. The campus also works with the district's At-Risk & Highly Mobile Liaison to connect families with community resources and additional support services. Waller ISD reserves a portion of its Title I, Part A allocation each year to support students experiencing homelessness, including those attending non-Title I campuses. The district determines the reservation amount by reviewing historical identification data, current enrollment trends, prior-year expenditures, anticipated transportation and educational support needs, and input from the At-Risk & Highly Mobile Liaison. The reservation is established during the annual ESSA Consolidated Federal Grant Application process and adjusted as necessary to ensure sufficient resources are available to meet identified student needs. Through coordinated district and campus services, Waller ISD and Holleman Elementary work to remove barriers to enrollment, attendance, and academic achievement, ensuring that students experiencing homelessness have access to the same

	educational opportunities as their peers.

Description 7 - Parent & Family Engagement Strategy	
Applies to	All Title I, Part A LEAs
Requirement	The strategy the LEA will use to implement effective parent and family engagement under ESSA §1116. [ESSA §1112(b)(7)] Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.
OnePlan Connection	Question 3Q: What are the campus's overall strategies for engaging with parents, families, and the community?; Question 3Q: The campus must have a written parent and family engagement policy that is incorporated into the campus's plan and establishes the campus's expectations and objectives for meaningful parent and family engagement. Note: If the campus has a separate written parent and family engagement (PFE) policy that includes all the Title I, Part A PFE policy requirements listed in sections 1116(a) and 1116(e), the campus may incorporate that policy into this plan by reference and include the web link in the space below. Recommended Data Sources: Parent Advisory Council agendas, family engagement event logs, stakeholder survey results; Parent and Family Engagement Policy document, web link to posted policy, stakeholder approval records
Additional Details	Waller ISD, in collaboration with Holleman Elementary, implements parent and family engagement strategies in accordance with ESSA §1116 to strengthen partnerships between schools, families, and the community and support student academic achievement. Holleman Elementary implements the district's Parent and Family Engagement (PFE) Policy and maintains a campus-specific PFE Policy and School-Parent Compact. These documents are developed and reviewed with parent input and communicated to families annually. The campus provides opportunities for meaningful family participation through parent meetings, family engagement activities, educational events, surveys, and participation on the Campus Site-Based Decision-Making Committee. Families are encouraged to provide input regarding campus improvement priorities, instructional programs, and strategies to support student learning. Holleman Elementary maintains regular communication with families regarding student academic progress, campus activities, and available resources. The campus also collaborates with the district's Parent and Family Engagement staff to provide resources and opportunities that strengthen families' ability to support learning at home.

	Parent and family engagement efforts are evaluated throughout the school year using stakeholder feedback, participation data, and parent surveys. Results are used to identify opportunities for improvement and guide updates to campus engagement strategies. Waller ISD's written Parent and Family Engagement Policy is included in the District Improvement Plan to satisfy the requirements of ESSA §1112(b)(7).

Description 8 - Early Childhood Education Programs & Transition Plans	
Applies to	Title I, Part A LEAs reserving Title I, Part A funds for preschool programs
Requirement	If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [ESSA §1112(b)(8)]
OnePlan Connection	Question 6D: If applicable, how does the campus coordinate Title I, Part A services with early childhood education programs (e.g., Head Start, Pre-K) to support smooth transitions and early learning success? Note: Campuses receiving Title I, Part A funds must, where applicable, coordinate with early childhood programs to align instruction, support family engagement, and ensure continuity of services as children enter kindergarten. Guidance related to the agreement the LEA must have with outside entities providing early childhood education services can be found at: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf. A template that incorporates the elements required by Title I, Part A can be found at: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodtemplate.docx Recommended Data Sources: MOUs with early childhood providers, transition plans, family engagement logs, kindergarten readiness data.
Additional Details	Holleman Elementary does not currently coordinate Title I, Part A services with Head Start or other external early childhood education programs. Therefore, the requirements related to coordination with external early childhood providers are not applicable to the campus at this time. Holleman Elementary serves prekindergarten students and supports early academic development through developmentally appropriate instruction, early learning assessments, and targeted interventions. The campus utilizes CLI Engage assessments to monitor prekindergarten student progress and identify students who may require additional instructional support.

	Campus teachers and administrators use assessment data to identify early learning needs and strengthen foundational academic skills that prepare students for continued success in elementary school. Waller ISD and Holleman Elementary remain committed to supporting early childhood learning and ensuring students have access to appropriate instructional programs and services as they progress through elementary school.

Description 9 - Identification of Eligible Children (Targeted Assistance Program)	
Applies to	Title I, Part A LEAs with at least 1 Targeted Assistance Campus
Requirement	How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [ESSA §1112(b)(9)]
OnePlan Connection	Question 3P: If applicable, how does the campus ensure that schools operating Targeted Assistance Programs (TAP) identify and prioritize students most in need of Title I, Part A services? Describe the criteria developed in consultation with teachers, parents, administrators, and other relevant staff. Note: See the TAP identification framework aligned with ESSA Section 1115(b)(1)(B), which requires multiple, educationally related, objective criteria. For grades PK–2, developmentally appropriate measures may include teacher judgment and parent input. Include district-wide cut scores (e.g., passing scores for state assessments, screeners, benchmarks) and documentation of stakeholder consultation. Recommended Data Sources: TAP identification criteria documentation, ranking sheets, stakeholder consultation meeting notes.
Additional Details	Not Applicable. Holleman Elementary operates a Title I, Part A Schoolwide Program under ESSA §1114 and does not operate a Targeted Assistance Program under ESSA §1115. Therefore, the requirements for identifying and prioritizing individual students for Title I, Part A services under a Targeted Assistance Program do not apply. Title I, Part A funds are used to support schoolwide instructional improvement strategies and address student needs identified through the Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP).

Description 10 - Transitions: Middle to High School/High School to Postsecondary	
Applies to	Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools)

Requirement	How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [ESSA §1112(b)(10)]— 1) coordination with institutions of higher education, employers, and other local partners; and 2) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;
OnePlan Connection	Question 4C: How does the campus collaborate with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success to support Title IV Part A activities and ensure smooth transitions from middle school to high school and from high school to College Career and Military Readiness (CCMR), including early college, dual/concurrent enrollment, or career-focused pathways? Describe how these partnerships are documented and evaluated for effectiveness. Question 4F: How does the campus communicate the importance of making informed curriculum choices in middle and high school (e.g., endorsements, advanced coursework, career pathways) that align with students' post-secondary goals? Question 4G: How are students, families, teachers, and counselors supported in accessing and understanding sources of information about higher education admissions (e.g., college entrance exams, application timelines, institutional options)? Question 4H: How does the campus ensure students, families, and teachers have timely access to financial aid information, including FAFSA/TASFA completion, scholarships, and grants? Recommended Data Sources: MOUs with partners, meeting agendas, CCMR indicator dashboards, partnership evaluation reports; Graduation plan templates, endorsement pathway guides, Naviance or similar platform usage reports; College planning guides, counseling session logs, workshop attendance records, digital portal analytics; FAFSA/TASFA completion tracking reports, financial aid workshop logs, communication plan documentation.
Additional Details	Holleman Elementary serves students in prekindergarten through fifth grade. Therefore, the requirements related to transitions from middle school to high school and from high school to postsecondary education, including dual enrollment, early college opportunities, and career counseling, are not directly applicable at the campus level. Holleman Elementary focuses on preparing students for successful transitions between elementary grade levels and into junior high school. The campus supports these transitions through high-quality, standards-aligned instruction, academic interventions, social-emotional learning, and collaboration among teachers, administrators, counselors, and families. Campus personnel monitor student academic performance, attendance, behavior, and individual learning needs to identify students who may require additional support during educational transitions. The campus also provides opportunities for early career awareness and the development of foundational skills, including communication, collaboration, problem-solving, and

	responsibility. Waller ISD coordinates secondary transition services, college and career readiness opportunities, and postsecondary preparation at the district and secondary campus levels to support students as they progress through their educational pathways.

Description 11 - Discipline Disproportionality	
Applies to	All Title I, Part A LEAs
Requirement	How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students; [ESSA §1112(b)(11)]
OnePlan Connection	Question 3D: How does the campus monitor and reduce the overuse of exclusionary discipline practices (e.g., suspensions, removals from class), especially among student subgroups with disproportionately high discipline rates? Recommended Data Sources: Disaggregated discipline reports, restorative practice logs, cultural responsiveness training records.
Additional Details	Waller ISD, in collaboration with Holleman Elementary, implements proactive behavioral supports and data-driven strategies to reduce the use of exclusionary discipline practices, including in-school suspension, out-of-school suspension, and classroom removals. The campus follows the Waller ISD Student Code of Conduct and Discipline Matrix to ensure consistent and equitable disciplinary practices. Campus leadership regularly reviews discipline data disaggregated by student subgroups, including race, ethnicity, special education status, and emergent bilingual status, to identify patterns of disproportionate disciplinary actions. Holleman's Behavioral, Academic, and Social-Emotional (BASE) Committee reviews discipline referrals, monitors behavioral trends, and identifies students requiring additional interventions to prevent repeated disciplinary incidents. Holleman Elementary implements Positive Behavioral Interventions and Supports (PBIS), CharacterStrong, daily community circles, and a Multi-Tiered System of Supports (MTSS) to promote positive student behavior and address behavioral concerns before they result in classroom removals. Teachers receive Tier 1 behavior management training focused on establishing consistent classroom routines, positive behavior reinforcement, and proactive de-escalation strategies. The campus also utilizes restorative practices to address behavioral incidents through relationship-building, conflict resolution, and problem-solving rather than relying solely on exclusionary consequences. Staff participate in restorative practice refresher

	training to strengthen classroom-based interventions and support students' successful reintegration into instruction. Campus administrators, counselors, and the BASE Committee monitor discipline trends and the effectiveness of behavioral interventions throughout the school year. When patterns of disproportionate discipline or repeated referrals are identified, the campus provides targeted student supports, additional staff training, and individualized behavioral interventions. Through ongoing data analysis, proactive behavioral supports, and restorative practices, Waller ISD and Holleman Elementary work to reduce unnecessary classroom removals, address disciplinary disparities, and maximize instructional time for all students.

Description 12 - Coordination & integration with Career/Technical Education	
Applies to	All Title I, Part A LEAs operating Career and Technical Education programs
Requirement	If applicable, how the LEA will support programs that coordinate and integrate [ESSA §1112(b)(12)]— 1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and
OnePlan Connection	Question 4D. How does the campus support the coordination and integration of academic and career and technical education (CTE) content through instructional strategies, experiential learning, and work-based opportunities that align with in-demand occupations and industry needs? Recommended Data Sources: Graduation plans, endorsement pathway guides, CTE course lists, internship participation logs.
Additional Details	Holleman Elementary serves students in prekindergarten through fifth grade and does not offer formal Career and Technical Education (CTE) programs or work-based learning opportunities. Therefore, the requirements related to coordinating CTE instruction with industry-based learning experiences and providing work-based learning opportunities are not directly applicable at the campus level. Holleman Elementary supports early career awareness and readiness by providing students with opportunities to explore careers and develop foundational skills, including communication, collaboration, critical thinking, problem-solving, creativity, and responsibility. Through standards-aligned classroom instruction and enrichment activities, students begin making connections between academic learning and future career opportunities.

	Waller ISD coordinates formal CTE programs, career exploration, industry partnerships, and work-based learning opportunities at the secondary level. Holleman Elementary focuses on building the academic and interpersonal skills necessary to prepare students for continued career exploration and future participation in these programs as they transition to secondary school.

Description 13 - Other Proposed Uses of Funds	
Applies to	All Title I, Part A LEAs
Requirement	Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [ESSA §1112(b)(13)]— 1) Assist schools in identifying and serving gifted and talented students; and 2) Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
OnePlan Connection	Performance Objectives & Student Group Alignment - Explain how reservations and program uses align to performance objectives and close gaps for specific student groups. Recommended Data Sources: Reservation use narrative; budget reports.
Additional Details	Waller ISD, in collaboration with Holleman Elementary, supports academic achievement by providing students with access to high-quality instructional programs, enrichment opportunities, and technology resources that promote critical thinking, creativity, and academic growth. 1. Identifying and Serving Gifted and Talented Students Holleman Elementary provides access to gifted and talented (GT) educational services for students who qualify under district identification procedures. The campus works with district personnel to support students' academic needs and provide appropriate instructional opportunities. Through differentiated instruction, enrichment activities, and standards-aligned curriculum, Holleman Elementary supports the development of advanced academic skills, critical thinking, creativity, and problem-solving. Campus leadership and instructional staff monitor student performance and instructional needs to support continued academic growth. 2. Supporting School Library Programs and Digital Literacy Holleman Elementary supports digital literacy and academic achievement through access to instructional technology and digital

	learning resources. Students in prekindergarten and kindergarten have access to iPads, while students in grades 1–5 utilize Chromebooks. Classrooms are equipped with Promethean Boards to support interactive instruction. Teachers incorporate digital instructional resources, including Seesaw, Lexia, Zearn, and other district-supported programs, to strengthen literacy, mathematics, and technology skills. These resources provide opportunities for students to engage with digital content and develop foundational technology skills that support academic learning. Waller ISD and Holleman Elementary continue to evaluate instructional resources, technology needs, and student achievement data to identify opportunities to strengthen academic programs and support student success. 3. Additional Use of Title I, Part A Funds Holleman Elementary utilizes Title I, Part A funds to support an Intervention Aide who provides targeted academic assistance to at-risk students and identified student groups in grades 2–5. This additional instructional support reinforces classroom learning, addresses academic gaps, and helps students work toward meeting challenging state academic standards. Campus leadership monitors student progress and evaluates the effectiveness of instructional supports to ensure resources are aligned with identified needs and campus improvement priorities.

Links to Additional Supporting Documents

These materials are referenced throughout the document, and can serve as additional planning supports throughout the campus's planning and implementation process.

Federal Programs Guidance from Region 14, in collaboration with TEA:

- Collaborative Comprehensive Needs Assessment: CCNA (ESC 14)
- LEA Program Plan Toolkit: LEA Program Plan Toolkit (ESC 14)
- Federal Programs Planner: Federal Programs Planner (CCNA)

LEA Title I, Part A Reservation for Services to Students Experiencing Homelessness: t1ahomelessreservation.xlsx

Guidance on mandatory School System agreements with outside early childhood education providers: https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodguidance.pdf.

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A template that incorporates the early childhood elements required by Title I, Part A:
https://tea.texas.gov/finance-and-grants/grants/essa-program/t1aearlychildhoodtemplate.docx

ESSA Supplement, not Supplant guidelines: Supplement, Not Supplant Handbook, pp 2-3.

Effective District Framework: Texasedf.org

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