

Cypress-Fairbanks Independent School District

Holmsley Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Holmsley will be a child centered school focusing on individual strengths and supporting all areas of need. We strive to challenge all students by utilizing higher-level questioning strategies and problem solving. We want to provide a safe, loving environment where all children are successful.

Vision

At Holmsley Elementary, we do “Whatever It Takes” to develop successful and productive lifelong learners.

Motto

“Whatever It Takes”

Table of Contents

- Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Student Achievement 5
- School Culture and Climate 6
- Staff Quality, Recruitment, and Retention 7
- Parent and Community Engagement 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
- Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. 13
- Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 16
- Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 21
- Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 23
- State Compensatory 25
- Budget for Holmsley Elementary School 26
- Personnel for Holmsley Elementary School 26
- Title I Personnel 26
- Campus Funding Summary 27
- Addendums 28

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Holmsley's CPOC meets at the beginning of the year as soon as we have data. Our CPOC committee has a grade level representative as well as support staff. During our first meeting we look at the data by content and analyze how we performed. In order to complete this effectively we break out into small groups with the Instructional Specialists leading each part.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following: The data shows us that that the following sub populations are needing more focused instruction: AA, Hispanic, Economically Disadvantaged and SPED.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*

- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office and Queenston Manor Apartments.

Student Achievement

Student Achievement Strengths

Based on 2020-21 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

Approaches Performance Level: 66%

Meets Performance Level: 35%

Masters Performance Level: 16%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: The economically disadvantaged group is continuing to struggle Reading Comprehension. due to focused small groups are not being utilized as good first instruction. **Root Cause:** Reading: Teachers have not analyzed data to create differentiated lesson plans.

Problem Statement 2: Writing: Student one to one conferencing is not being implemented. **Root Cause:** Writing: Research based strategies have not been incorporated and campus data has not been evaluated.

Problem Statement 3: Math: The economically disadvantaged group continue to struggle with some of the basic math. **Root Cause:** Math: Math strategies need to focus on vocabulary.

Problem Statement 4: Science: The economically disadvantaged group is lowest performing group in our school. **Root Cause:** Science: Teachers will need to break down data tables into parts and teach students how to understand the meaning of the table.

Problem Statement 5: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

We continue to use PBIS strategies successfully.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The staff and students at Holmsley need to learn and consistently implement all of the COVID-19 safety protocols. **Root Cause:** School Culture and Climate: COVID-19 pandemic and associated consequences.

Problem Statement 2: School Culture and Climate: The staff need additional training related to the social and emotional needs of students **Root Cause:** School Culture and Climate: Lack of understanding of student social and emotional needs during a pandemic.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- We continue to provide professional development opportunities and support to build teacher capacity.
- Our staff is highly qualified.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences cause a decrease in good first instruction. **Root Cause:** Teacher/Paraprofessional Attendance: Staff are unaware of the implications of their absences on student academic achievement.

Parent and Community Engagement

Parent and Community Engagement Strengths

Numerous opportunities for family and community involvement are provided throughout the year.

We utilize multiple forums for communication to keep parents informed. These include newsletters, School Messenger, Remind texts, e-mails, marquee, and social media posts.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Attendance at events was hindered due to COVID-19 concerns. **Root Cause:** Parent and Community Engagement: Campus needs to identify ways to engage parents while socially distancing.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Teachers will analyze data, create differentiated lesson plans, and attend professional development to meet the needs of students through small group instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Writing teachers will incorporate research based strategies and evaluate campus data to meet the needs of students by differentiating with writing conferencing.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Math teachers will focus on small group teaching and develop strategies to give students a deeper understanding of vocabulary to help solve mathematical problems.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Science teachers will focus on instruction for students to gather data . Teachers will need to document investigation results in their interactive Science Notebooks.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Teachers and interventionists will pull small groups that need additional instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : The campus will provide enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Deepen understanding of and address specific academic needs of students, particularly those at-risk.</p> <p>Strategy's Expected Result/Impact: Holmsley will implement the following measures so that students will meet or exceed the STAAR targets on the attached data table.</p> <p>Use Title I funds to engage supplemental staff, including interventionists to work with students and an instructional coach to work with teaching staff.</p> <p>Use extra-duty pay to compensate teachers' offering additional learning opportunities to increase instructional time.</p> <p>Ensure a robust program of staff development for teachers.</p> <p>Provide supplemental classroom supplies and materials.</p> <p>Staff Responsible for Monitoring: Counselors, Instructional leaders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Salaries and Benefits - Title I - \$275,483, Extra Duty Pay - Title I - \$5,300, Extra Duty Pay Staff Development - Title I - \$2,000, Consultants Staff Development - Title I - \$2,191, Supplies Instructional - Title I - \$7,500, Supplies Staff Development - Title I - \$1,000, Snacks - Title I - \$500</p>	Formative		
	Nov	Feb	May
			
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Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before school tutoring for Reading 3-5, Math 3-5, will be provided 2 days a week.</p> <p>Strategy's Expected Result/Impact: Students attending after school tutoring will increase at least one reading level and make at 30% increase on their assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 3rd grade class size reduction teacher</p> <p>Strategy's Expected Result/Impact: By the end of the year 90% of the students will have made growth in each of the content areas.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide additional academic support for at-risk students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies and Extra Duty - Special Allotment: Compensatory Education - \$3,260</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All the students and teachers will participate in safety drills. In addition the EOP person will continue to review the safety components at least on a monthly basis.</p> <p>Strategy's Expected Result/Impact: 100% of students will know their expectations for an actual emergency/crisis.</p> <p>Staff Responsible for Monitoring: Audrey Parinello, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Audrey Parinello, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Students will continue to earn perfect attendance certificates. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%. Staff Responsible for Monitoring: Registrar, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 20%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: The behavior interventionist provides resources to staff members to help implement restorative discipline. These resources are including restorative circles on a daily basis.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Out of School Suspensions: Administrators will use restorative discipline as an alternative.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50 %.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special Opportunity School (SOS) Placements: Utilize PBIS Level 2 Check in/Checkout for Tier 3 students in danger of SOS placements.</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Violence Prevention: Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation; such as, Sanford Harmony program, restorative circles and guidance lessons, in class- meetings and our many counseling programs.</p> <p>Strategy's Expected Result/Impact: SELECT ONE:</p> <p>Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

Evaluation Data Sources: Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified time lines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 96.6%.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will recognize the staff that has had perfect attendance every 9 weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 50%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will continue to use Fundamental 5 by Sean Cain.</p> <p>Strategy's Expected Result/Impact: This will result in students engaged in high yield strategies for good first instruction.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 75%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: The staff will continue to communicate with the parents. Including the parents participating online.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 99%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Queenston Manor</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 75% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: PAFE Snacks - Title I - \$200</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Holmsley Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Holmsley Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Aide Instructional	1
1 position	Instructional Specialist	1
2 positions	Reaching Enrichment/SGRI Teacher	1
3 positions	Core Content Area Interventionist	1
4 positions	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Instructional Coach	Supplemental to Special Education	1
Staff	Reading Interventionist	Reading	.5
Staff	Instructional Specialist	Math	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Salaries and Benefits		\$275,483.00
1	1	7	Extra Duty Pay Staff Development		\$2,000.00
1	1	7	Snacks		\$500.00
1	1	7	Extra Duty Pay		\$5,300.00
1	1	7	Consultants Staff Development		\$2,191.00
1	1	7	Supplies Instructional		\$7,500.00
1	1	7	Supplies Staff Development		\$1,000.00
4	1	3	PAFE Snacks		\$200.00
Sub-Total					\$294,174.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty		\$3,260.00
Sub-Total					\$3,260.00

Addendums

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
 Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Holmsley	All	114	82	72%	77%	5%	112	83	74%
Math	3	Holmsley	Hispanic	78	56	72%	77%	5%	70	51	73%
Math	3	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Holmsley	Asian	9	6	67%	72%	5%	5	3	60%
Math	3	Holmsley	African Am.	14	7	50%	55%	5%	18	11	61%
Math	3	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Holmsley	White	10	10	100%	100%	0%	12	11	92%
Math	3	Holmsley	Two or More	*	*	*	*	*	5	5	100%
Math	3	Holmsley	Eco. Dis.	85	58	68%	73%	5%	88	62	70%
Math	3	Holmsley	LEP Current	46	27	59%	64%	5%	42	29	69%
Math	3	Holmsley	At-Risk	91	61	67%	72%	5%	86	60	70%
Math	3	Holmsley	SPED	16	9	56%	61%	5%	18	6	33%
Math	4	Holmsley	All	124	68	55%	60%	5%	117	68	58%
Math	4	Holmsley	Hispanic	84	46	55%	60%	5%	78	45	58%
Math	4	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Holmsley	Asian	10	4	40%	45%	5%	8	5	63%
Math	4	Holmsley	African Am.	15	8	53%	58%	5%	16	7	44%
Math	4	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Holmsley	White	11	6	55%	60%	5%	11	8	73%
Math	4	Holmsley	Two or More	*	*	*	*	*	*	*	*
Math	4	Holmsley	Eco. Dis.	87	45	52%	57%	5%	87	46	53%
Math	4	Holmsley	LEP Current	44	15	34%	39%	5%	48	24	50%
Math	4	Holmsley	At-Risk	67	29	43%	48%	5%	85	45	53%
Math	4	Holmsley	SPED	15	4	27%	32%	5%	19	5	26%
Math	5	Holmsley	All	126	100	79%	84%	5%	127	106	83%
Math	5	Holmsley	Hispanic	81	60	74%	79%	5%	87	74	85%
Math	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Holmsley	Asian	10	10	100%	100%	0%	9	7	78%
Math	5	Holmsley	African Am.	13	11	85%	90%	5%	17	13	76%
Math	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Holmsley	White	15	13	87%	92%	5%	10	8	80%
Math	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Math	5	Holmsley	Eco. Dis.	82	63	77%	82%	5%	86	70	81%
Math	5	Holmsley	LEP Current	40	30	75%	80%	5%	39	31	79%
Math	5	Holmsley	At-Risk	84	62	74%	79%	5%	100	79	79%
Math	5	Holmsley	SPED	20	10	50%	55%	5%	15	9	60%

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
 Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Holmsley	All	114	85	75%	80%	5%	112	94	84%
Reading	3	Holmsley	Hispanic	78	56	72%	77%	5%	70	59	84%
Reading	3	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Holmsley	Asian	9	7	78%	83%	5%	5	3	60%
Reading	3	Holmsley	African Am.	14	9	64%	69%	5%	18	14	78%
Reading	3	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Holmsley	White	10	10	100%	100%	0%	12	11	92%
Reading	3	Holmsley	Two or More	*	*	*	*	*	5	5	100%
Reading	3	Holmsley	Eco. Dis.	85	61	72%	77%	5%	88	73	83%
Reading	3	Holmsley	LEP Current	46	29	63%	68%	5%	42	36	86%
Reading	3	Holmsley	At-Risk	91	63	69%	74%	5%	86	70	81%
Reading	3	Holmsley	SPED	16	9	56%	61%	5%	18	10	56%
Reading	4	Holmsley	All	124	67	54%	59%	5%	117	98	84%
Reading	4	Holmsley	Hispanic	84	43	51%	56%	5%	78	64	82%
Reading	4	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Holmsley	Asian	10	5	50%	55%	5%	8	7	88%
Reading	4	Holmsley	African Am.	15	8	53%	58%	5%	16	13	81%
Reading	4	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Holmsley	White	11	7	64%	69%	5%	11	11	100%
Reading	4	Holmsley	Two or More	*	*	*	*	*	*	*	*
Reading	4	Holmsley	Eco. Dis.	87	44	51%	56%	5%	87	73	84%
Reading	4	Holmsley	LEP Current	44	14	32%	37%	5%	48	35	73%
Reading	4	Holmsley	At-Risk	67	31	46%	51%	5%	85	69	81%
Reading	4	Holmsley	SPED	15	4	27%	32%	5%	19	9	47%
Reading	5	Holmsley	All	126	94	75%	80%	5%	127	104	82%
Reading	5	Holmsley	Hispanic	81	56	69%	74%	5%	87	70	80%
Reading	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Holmsley	Asian	10	10	100%	100%	0%	9	7	78%
Reading	5	Holmsley	African Am.	13	10	77%	82%	5%	17	15	88%
Reading	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Holmsley	White	15	13	87%	92%	5%	10	8	80%
Reading	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Reading	5	Holmsley	Eco. Dis.	82	61	74%	79%	5%	86	66	77%
Reading	5	Holmsley	LEP Current	40	25	63%	68%	5%	39	27	69%
Reading	5	Holmsley	At-Risk	84	56	67%	72%	5%	100	78	78%
Reading	5	Holmsley	SPED	20	5	25%	30%	5%	15	7	47%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Holmsley	All	126	81	64%	69%	5%	127	93	73%
Science	5	Holmsley	Hispanic	81	49	60%	65%	5%	87	64	74%
Science	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Holmsley	Asian	10	8	80%	85%	5%	9	7	78%
Science	5	Holmsley	African Am.	13	8	62%	67%	5%	17	10	59%
Science	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Holmsley	White	15	13	87%	92%	5%	10	8	80%
Science	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Science	5	Holmsley	Eco. Dis.	83	50	60%	65%	5%	86	58	67%
Science	5	Holmsley	LEP Current	41	20	49%	54%	5%	39	23	59%
Science	5	Holmsley	At-Risk	84	48	57%	62%	5%	100	69	69%
Science	5	Holmsley	SPED	20	6	30%	35%	5%	15	6	40%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Holmsley	All	124	30	24%	29%	5%	117	26	22%
Math	4	Holmsley	Hispanic	84	18	21%	26%	5%	78	15	19%
Math	4	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Holmsley	Asian	10	4	40%	45%	5%	8	3	38%
Math	4	Holmsley	African Am.	15	1	7%	12%	5%	16	1	6%
Math	4	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Holmsley	White	11	5	45%	49%	4%	11	4	36%
Math	4	Holmsley	Two or More	*	*	*	*	*	*	*	*
Math	4	Holmsley	Eco. Dis.	87	15	17%	22%	5%	87	18	21%
Math	4	Holmsley	LEP Current	44	3	7%	12%	5%	48	11	23%
Math	4	Holmsley	At-Risk	67	9	13%	18%	5%	85	17	20%
Math	4	Holmsley	SPED	15	2	13%	18%	5%	19	2	11%
Math	5	Holmsley	All	126	62	49%	54%	5%	127	67	53%
Math	5	Holmsley	Hispanic	81	30	37%	42%	5%	87	43	49%
Math	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Holmsley	Asian	10	10	100%	100%	0%	9	6	67%
Math	5	Holmsley	African Am.	13	8	62%	67%	5%	17	7	41%
Math	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Holmsley	White	15	12	80%	85%	5%	10	7	70%
Math	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Math	5	Holmsley	Eco. Dis.	82	36	44%	49%	5%	86	38	44%
Math	5	Holmsley	LEP Current	40	12	30%	35%	5%	39	12	31%
Math	5	Holmsley	At-Risk	84	34	40%	45%	5%	100	43	43%
Math	5	Holmsley	SPED	20	4	20%	25%	5%	15	2	13%
Reading	4	Holmsley	All	124	35	28%	33%	5%	117	62	53%
Reading	4	Holmsley	Hispanic	84	24	29%	34%	5%	78	38	49%
Reading	4	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Holmsley	Asian	10	2	20%	25%	5%	8	3	38%
Reading	4	Holmsley	African Am.	15	1	7%	12%	5%	16	9	56%
Reading	4	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Holmsley	White	11	5	45%	50%	5%	11	9	82%
Reading	4	Holmsley	Two or More	*	*	*	*	*	*	*	*
Reading	4	Holmsley	Eco. Dis.	87	17	20%	25%	5%	87	45	52%
Reading	4	Holmsley	LEP Current	44	4	9%	14%	5%	48	20	42%
Reading	4	Holmsley	At-Risk	67	13	19%	24%	5%	85	38	45%
Reading	4	Holmsley	SPED	15	3	20%	25%	5%	19	4	21%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Holmsley	All	126	59	47%	52%	5%	127	74	58%
Reading	5	Holmsley	Hispanic	81	33	41%	46%	5%	87	49	56%
Reading	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Holmsley	Asian	10	6	60%	65%	5%	9	6	67%
Reading	5	Holmsley	African Am.	13	8	62%	67%	5%	17	7	41%
Reading	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Holmsley	White	15	11	73%	78%	5%	10	8	80%
Reading	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Reading	5	Holmsley	Eco. Dis.	82	36	44%	49%	5%	86	41	48%
Reading	5	Holmsley	LEP Current	40	9	23%	28%	5%	39	17	44%
Reading	5	Holmsley	At-Risk	84	30	36%	41%	5%	100	50	50%
Reading	5	Holmsley	SPED	20	2	10%	15%	5%	15	5	33%
Science	5	Holmsley	All	126	43	34%	39%	5%	127	56	44%
Science	5	Holmsley	Hispanic	81	22	27%	32%	5%	87	37	43%
Science	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Holmsley	Asian	10	4	40%	45%	5%	9	6	67%
Science	5	Holmsley	African Am.	13	7	54%	59%	5%	17	4	24%
Science	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Holmsley	White	15	9	60%	65%	5%	10	7	70%
Science	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Science	5	Holmsley	Eco. Dis.	83	23	28%	33%	5%	86	30	35%
Science	5	Holmsley	LEP Current	41	4	10%	15%	5%	39	11	28%
Science	5	Holmsley	At-Risk	84	18	21%	26%	5%	100	36	36%
Science	5	Holmsley	SPED	20	1	5%	10%	5%	15	1	7%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Holmsley	All	114	12	11%	16%	5%	112	27	24%
Math	3	Holmsley	Hispanic	78	6	8%	13%	5%	70	15	21%
Math	3	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Holmsley	Asian	9	1	11%	16%	5%	5	1	20%
Math	3	Holmsley	African Am.	14	0	0%	5%	5%	18	2	11%
Math	3	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Holmsley	White	10	3	30%	35%	5%	12	5	42%
Math	3	Holmsley	Two or More	*	*	*	*	*	5	3	60%
Math	3	Holmsley	Eco. Dis.	85	10	12%	17%	5%	88	19	22%
Math	3	Holmsley	LEP Current	46	3	7%	12%	5%	42	9	21%
Math	3	Holmsley	At-Risk	91	9	10%	15%	5%	86	13	15%
Math	3	Holmsley	SPED	16	0	0%	5%	5%	18	0	0%
Math	4	Holmsley	All	124	16	13%	18%	5%	117	12	10%
Math	4	Holmsley	Hispanic	84	9	11%	16%	5%	78	6	8%
Math	4	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Holmsley	Asian	10	3	30%	35%	5%	8	1	13%
Math	4	Holmsley	African Am.	15	0	0%	5%	5%	16	1	6%
Math	4	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Holmsley	White	11	3	27%	32%	5%	11	2	18%
Math	4	Holmsley	Two or More	*	*	*	*	*	*	*	*
Math	4	Holmsley	Eco. Dis.	87	8	9%	14%	5%	87	7	8%
Math	4	Holmsley	LEP Current	44	2	5%	10%	5%	48	4	8%
Math	4	Holmsley	At-Risk	67	4	6%	11%	5%	85	7	8%
Math	4	Holmsley	SPED	15	2	13%	18%	5%	19	1	5%
Math	5	Holmsley	All	126	31	25%	30%	5%	127	30	24%
Math	5	Holmsley	Hispanic	81	16	20%	25%	5%	87	15	17%
Math	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Holmsley	Asian	10	5	50%	55%	5%	9	4	44%
Math	5	Holmsley	African Am.	13	5	38%	43%	5%	17	3	18%
Math	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Holmsley	White	15	5	33%	38%	5%	10	6	60%
Math	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Math	5	Holmsley	Eco. Dis.	82	15	18%	23%	5%	86	15	17%
Math	5	Holmsley	LEP Current	40	6	15%	20%	5%	39	2	5%
Math	5	Holmsley	At-Risk	84	14	17%	22%	5%	100	14	14%
Math	5	Holmsley	SPED	20	1	5%	10%	5%	15	0	0%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Holmsley	All	114	15	13%	18%	5%	112	35	31%
Reading	3	Holmsley	Hispanic	78	5	6%	11%	5%	70	18	26%
Reading	3	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Holmsley	Asian	9	2	22%	27%	5%	5	2	40%
Reading	3	Holmsley	African Am.	14	1	7%	12%	5%	18	5	28%
Reading	3	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Holmsley	White	10	5	50%	55%	5%	12	7	58%
Reading	3	Holmsley	Two or More	*	*	*	*	*	5	2	40%
Reading	3	Holmsley	Eco. Dis.	85	10	12%	17%	5%	88	25	28%
Reading	3	Holmsley	LEP Current	46	4	9%	14%	5%	42	10	24%
Reading	3	Holmsley	At-Risk	91	10	11%	16%	5%	86	21	24%
Reading	3	Holmsley	SPED	16	2	13%	18%	5%	18	4	22%
Reading	4	Holmsley	All	124	15	12%	17%	5%	117	31	26%
Reading	4	Holmsley	Hispanic	84	7	8%	13%	5%	78	16	21%
Reading	4	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Holmsley	Asian	10	2	20%	25%	5%	8	2	25%
Reading	4	Holmsley	African Am.	15	1	7%	7%	0%	16	5	31%
Reading	4	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Holmsley	White	11	3	27%	32%	5%	11	5	45%
Reading	4	Holmsley	Two or More	*	*	*	*	*	*	*	*
Reading	4	Holmsley	Eco. Dis.	87	7	8%	13%	5%	87	20	23%
Reading	4	Holmsley	LEP Current	44	2	5%	10%	5%	48	5	10%
Reading	4	Holmsley	At-Risk	67	6	9%	14%	5%	85	15	18%
Reading	4	Holmsley	SPED	15	2	13%	18%	5%	19	1	5%
Reading	5	Holmsley	All	126	40	32%	37%	5%	127	40	31%
Reading	5	Holmsley	Hispanic	81	21	26%	31%	5%	87	24	28%
Reading	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Holmsley	Asian	10	5	50%	55%	5%	9	3	33%
Reading	5	Holmsley	African Am.	13	7	54%	59%	5%	17	3	18%
Reading	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Holmsley	White	15	6	40%	45%	5%	10	7	70%
Reading	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Reading	5	Holmsley	Eco. Dis.	82	24	29%	34%	5%	86	13	15%
Reading	5	Holmsley	LEP Current	40	6	15%	20%	5%	39	3	8%
Reading	5	Holmsley	At-Risk	84	20	24%	29%	5%	100	20	20%
Reading	5	Holmsley	SPED	20	1	5%	10%	5%	15	3	20%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Holmsley	All	126	20	16%	21%	5%	127	25	20%
Science	5	Holmsley	Hispanic	81	8	10%	15%	5%	87	15	17%
Science	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Holmsley	Asian	10	4	40%	45%	5%	9	2	22%
Science	5	Holmsley	African Am.	13	5	38%	43%	5%	17	2	12%
Science	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Holmsley	White	15	3	20%	25%	5%	10	6	60%
Science	5	Holmsley	Two or More	*	*	*	*	*	*	*	*
Science	5	Holmsley	Eco. Dis.	83	9	11%	16%	5%	86	9	10%
Science	5	Holmsley	LEP Current	41	0	0%	5%	5%	39	5	13%
Science	5	Holmsley	At-Risk	84	7	8%	13%	5%	100	14	14%
Science	5	Holmsley	SPED	20	1	5%	10%	5%	15	1	7%

Holmsley

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 49% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
39%	41%	43%	46%	49%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		33%							36%		35%	38%	
2022	NA	35%	NA	NA	NA	NA	NA	NA	38%	NA	37%	40%	NA
2023	NA	37%	NA	NA	NA	NA	NA	NA	40%	NA	39%	42%	NA
2024	NA	40%	NA	NA	NA	NA	NA	NA	43%	NA	42%	45%	NA
2025	NA	43%	NA	NA	NA	NA	NA	NA	46%	NA	45%	48%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% to 50% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
40%	42%	44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		33%							36%		38%	38%	
2022	NA	35%	NA	NA	NA	NA	NA	NA	38%	NA	40%	40%	NA
2023	NA	37%	NA	NA	NA	NA	NA	NA	40%	NA	42%	42%	NA
2024	NA	40%	NA	NA	NA	NA	NA	NA	43%	NA	45%	45%	NA
2025	NA	43%	NA	NA	NA	NA	NA	NA	46%	NA	48%	48%	NA

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.