

**Cypress-Fairbanks Independent School District**

**Holmsley Elementary School**

**2023-2024**



# 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.

Table of Contents

Comprehensive Needs Assessment ..... 4

    Needs Assessment Overview ..... 4

    Student Achievement ..... 6

    School Culture and Climate ..... 7

    Staff Quality, Recruitment, and Retention ..... 8

    Parent and Community Engagement ..... 9

Goals ..... 10

    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. .... 10

    Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. .... 15

    Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. .... 18

    Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. .... 20

2023-2024 CPOC ..... 21

Addendums ..... 23

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Holmsley Elementary is a campus in Houston, Texas. Holmsley Elementary opened its doors in 1985. Holmsley Elementary is projected to serve 783 students in grades PK-5th during the 2023-2024 school year, which is a decrease from the previous year of 851.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Holmsley's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- STAAR Summary Reports
- STAAR Graphs
- CIP from 2022-2023
- Employee Perception Survey
- Attendance Data
- Title I Budget 2022-2023
- Target Goals 2022-2023
- Target Goals 2023-2024

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 10, 2023 and again on September 13, 2023 to develop and finalize the CNA. The meetings were held in the library at 4:45 p.m.

At the first meeting on May 10, 2023, principal Ana Diaz began the meeting with celebrations, then updates principal meeting. Title I funding recap was shared by principal. The committee shared how they liked having a SPED coach, served as bridge

between SPED and Gen Ed. The next item on the agenda was the evaluation on our CIP strategies/goals. We reviewed each goal and all representatives shared feedback on how we have grown in all goals referencing the CIP percentages.

At the second meeting on September 13, 2023, the CPOC Ana Diaz, the Principal began by describing the role of the CPOC member and then we proceeded with introductions. Our PTO president then shared some of the upcoming events and shared their goal for this year. Next the principal began our meeting by sharing our STAAR data for the 2023. The committee then broke up into groups with the Instructional Specialists to dig deeper into our data. Leading the groups to write our strategy for our goals in our CIP this was presented as Draft #1.

The problem statements and root causes are listed in each section of the needs assessment.

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically our Economically Disadvantaged students scored the lowest in ELAR in 3rd-5th grade STAAR. Through the root cause analysis process, we identified that we need to close the achievement gap by focusing on purposeful good first instruction.

Our second identified priority problem is in the area of student achievement, specifically (our hispanic students scored the lowest in ELAR and Math in 3rd and 4th grade STAAR. Through the root cause analysis process, we identified we identified that we need to close the achievement gap by focusing on purposeful good first instruction. Additionally, provide some professional development on differentiated instruction.

Our third identified priority problem is in the area of attendance, specifically our attendance dropped dramatically. Through the root cause analysis process, we identified the sense of urgency of being at school was not present. This is due to COVID, thinking kids needed to stay home if they were ill.

# Student Achievement

## Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data. Our Economically Disadvantage population in 5th grade ELAR scored above the target in the Approaches and Meets area.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Overall the students scored 56% on the STAAR. Our ED student group scored the lowest in all the grade levels. **Root Cause:** RLA: We need to close the achievement gap caused by COVID by focusing on targeting/purposeful first instruction.

**Problem Statement 2:** Math: Overall the students scored 41% on the STAAR. Our ED student group scored the lowest in all the grade levels. **Root Cause:** Math: We need to close the achievement gap caused by COVID by focusing on targeting/purposeful first instruction.

**Problem Statement 3:** Science: Overall the students scored 46% on the STAAR. Our ED student group scored the lowest in all the grade levels. **Root Cause:** Science: We need to close the achievement gap caused by COVID by focusing on targeting/purposeful first instruction.

**Problem Statement 4:** Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2021 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

**Problem Statement 5:** 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

The following are strengths of the campus in regard to school culture and climate.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Holmsley Elementary's PBIS implementation has improved, but we continue to struggle with the social emotional needs of our students. **Root Cause:** Staff at Holmsley need more training on student and emotional needs .

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention. Based on survey results, Employee Perception Survey, our staff strongly agree on the following: decisions are data driven, they are clear about their job responsibilities and quality work is expected of me.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff attendance exceeds the student attendance. **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

The following are strengths of the campus in regard to parent and community engagement. Last year we brought the Children's Museum to Holmsley during the evening and that indicated that our parents wanted more opportunities to engage in their learning.

## Problem Statements Identifying Parent and Community Engagement Needs

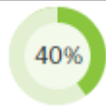
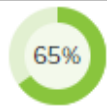
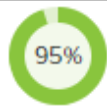
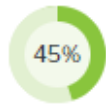



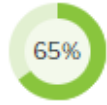
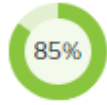
**Problem Statement 1:** Our parental engagement continues to be low due to lack of time and student safety. **Root Cause:** We need to provide more opportunities for parents to come be involved and engage in their child's learning.







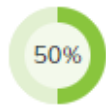


# Goals








**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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> RLA: Teachers will continuously analyze data from formal and informal assessments to monitor student growth. Teachers will design differentiated and student-centered lesson plans for whole and small groups with a focus on good first instruction. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Math: Teachers will create differentiated instruction, specifically listing in detail focused strategies and vocabulary. Planning for purposeful small group reteaching and intervention. Teachers will analyze data, attend professional development and vertically plan. Formative assessments spiral retrieval practice, and focus daily practice with ST Math and Origo Math to increase student growth. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the target on CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist and Teachers	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Science: Science teachers will emphasize good first instruction towards the specific academic needs of their students. Retrieval practices and spiral reviews will be incorporated into unit standards according to teachers' formative and summative assessments. Differentiation and specific activities will target students identified areas for growth. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers	Formative		
	Nov	Feb	May
			


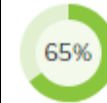








Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. <b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Teachers and interventionists will pull small groups that need additional instruction. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Well-Rounded Education : Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Salaries- Class Size Reduction teacher and additional support staff will help our students meet standards and make academic growth.</p> <p>PBIS- PBIS rewards and professional development will help our staff and students use the same language in a consistent manner.</p> <p>Extra Duty Pay- Teachers will be able to tutor students to meet standard and make growth in content areas.</p> <p>Substitute Pay- This will allow our teachers to have data digs during day or attend professional development.</p> <p>Contracted Services- For professional development for all staff to develop stronger understanding of strategies for good first instruction and behavioral practices throughout the building and in all the classrooms.</p> <p>Subscriptions- to increase reading fluency and vocabulary (Flocabulary).</p> <p>Instructional Supplies - To be used during instruction of content areas</p> <p>Library Books- will increase circulation of library books to develop stronger reading strategies and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**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 current 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		
<b>Strategy 1:</b> Before/After School Program: Before/After School Tutoring will be based on STAAR (Reading & Math) data and skills addressing low performance from these results. <b>Strategy's Expected Result/Impact:</b> Students attending tutoring will increase at least one reading level and make a 30% increase on their assessments. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Professional Staffing: Class Size Reduction Teacher in Reading will be hired to work with students to improve their academic performance. <b>Strategy's Expected Result/Impact:</b> By the end of the year, 90% of the students will have made growth in each of the content areas. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**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 current 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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 1:** Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.











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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 100% of students will know their expectations for an actual emergency/crisis. <b>Staff Responsible for Monitoring:</b> School Safety Liaison	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. <b>Staff Responsible for Monitoring:</b> Safety Liaison	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 2:** Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

**Evaluation Data Sources:** Student attendance records











Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 3:** Restorative Discipline: The campus will use restorative discipline practices.







**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation; such as, restorative circles and guidance lessons, in class- meetings. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0% <b>Staff Responsible for Monitoring:</b> Behavior Interventionist	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our staff will consistently use PBIS language throughout the day and all areas. Additionally, the Behavior Interventionist will provide resources to staff members to help implement restorative practices. <b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies. <b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Assistant Principals, PBIS Leadership Team and Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 current school year, teacher/paraprofessional attendance will be at least 96.6%.








**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher/Paraprofessional Attendance: We will recognize the staff who has perfect attendance every 9 weeks. <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will be at least 96.6%. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
		N/A	
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.


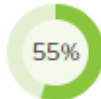





**Evaluation Data Sources:** Classroom implementation of professional learning  
Walk-throughs  
Lesson Plans

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> High-Quality Professional Development: Teachers will continue to attend and implement professional development in their content area. <b>Strategy's Expected Result/Impact:</b> This will result in students engaged in high yield strategies for good first instruction. <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals and Principal	Formative		
	Nov	Feb	May
	 85%	 90%	 100%
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

**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 current school year, parent and family engagement will increase by 75%.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Parent and Family Engagement: The staff will continue to communicate with the parents and offer a variety of events for families to learn about things their student is learning in the classroom (i.e. STREAM nights, technology nights.) <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 75%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselor	Formative		
	Nov	Feb	May
	 40%	 55%	 90%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

# 2023-2024 CPOC

Committee Role	Name	Position
Administrator (LEA) #1	Jennifer Frasier	District Representative
Other School Leader (Nonteaching Professional) #4	Laura Escareno	Counselor
Other School Leader (Nonteaching Professional) #4	Brittany Meek	Counselor
Classroom Teacher	Kawaii Reyes	Life Skills Teacher
Non-classroom Professional	Maria Olson	Bilingual Reading Interventionist
Other School Leader (Nonteaching Professional) #4	Laura Segura	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Lisa Honeycutt	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Karla Moreno	Paraprofessional #2
Paraprofessional #1	Erika Palacios	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Judy Brandman	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Caitlin Kelly	Parent #1
Administrator (LEA) #2	Leilani Weber	Administrator (LEA) #2
Administrator (LEA) #1	Candi Jimenez	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Jennifer Lee	Primary Instructional Specialist
Other School Leader (Nonteaching Professional) #1	Joanne Gillock	Science Instructional Specialist
Teacher #8	Charlene Barbara	P.E. Teacher
Teacher #7	Michelle Weyand	5th grade teacher
Teacher #6	Wanda Aponte	4th grade teacher
Teacher #5	Keylan Perez	3rd grade teacher
Teacher #4	Margaret Schuman	2nd grade
Teacher #3	Priya Ramabadran	Kindergarten Teacher
Teacher #2	Krystale Alvarado	1st Grade Teacher
Teacher #1	Ivonne Guerrero	PK Teacher

Committee Role	Name	Position
Principal	Ana Diaz	Principal

# Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	3	Holmsley	ES 5	All	119	78	66%	70%	68%	42	35%	45%	26%	15	13%	20%	7%
Math	3	Holmsley	ES 5	Hispanic	78	53	68%	75%	70%	24	31%	40%	24%	7	9%	15%	*
Math	3	Holmsley	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Holmsley	ES 5	Asian	11	9	82%	90%	71%	7	64%	70%	*	5	45%	55%	*
Math	3	Holmsley	ES 5	African Am.	17	8	47%	55%	60%	*	*	*	*	*	*	*	*
Math	3	Holmsley	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Holmsley	ES 5	White	11	7	64%	70%	75%	6	55%	60%	42%	*	*	*	*
Math	3	Holmsley	ES 5	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Holmsley	ES 5	Eco. Dis.	92	55	60%	65%	63%	28	30%	40%	21%	8	9%	15%	7%
Math	3	Holmsley	ES 5	Emergent Bilingual	46	30	65%	70%	59%	14	30%	40%	*	*	*	*	*
Math	3	Holmsley	ES 5	At-Risk	69	40	58%	65%	59%	17	25%	35%	14%	*	*	*	*
Math	3	Holmsley	ES 5	SPED	15	6	40%	45%	52%	*	*	*	24%	*	*	*	*
Math	4	Holmsley	ES 5	All	112	72	64%	70%	68%	42	38%	45%	40%	9	8%	20%	8%
Math	4	Holmsley	ES 5	Hispanic	66	40	61%	70%	68%	26	39%	50%	37%	7	11%	20%	*
Math	4	Holmsley	ES 5	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Holmsley	ES 5	Asian	6	5	83%	90%	88%	*	*	*	88%	*	*	*	*
Math	4	Holmsley	ES 5	African Am.	21	12	57%	65%	65%	*	*	*	35%	*	*	*	*
Math	4	Holmsley	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Holmsley	ES 5	White	12	8	67%	75%	64%	5	42%	50%	*	*	*	*	*
Math	4	Holmsley	ES 5	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Math	4	Holmsley	ES 5	Eco. Dis.	93	59	63%	75%	66%	33	35%	45%	37%	8	9%	20%	6%
Math	4	Holmsley	ES 5	Emergent Bilingual	41	25	61%	65%	68%	14	34%	45%	34%	*	*	*	*
Math	4	Holmsley	ES 5	At-Risk	71	41	58%	65%	62%	22	31%	40%	29%	*	*	*	*
Math	4	Holmsley	ES 5	SPED	15	7	47%	55%	47%	*	*	*	*	*	*	*	*
Math	5	Holmsley	ES 5	All	116	100	86%	90%	75%	48	41%	50%	40%	13	11%	20%	9%
Math	5	Holmsley	ES 5	Hispanic	76	65	86%	90%	76%	32	42%	50%	40%	*	*	*	10%
Math	5	Holmsley	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Holmsley	ES 5	Asian	6	6	100%	100%	*	*	*	*	*	*	*	*	*
Math	5	Holmsley	ES 5	African Am.	21	16	76%	80%	63%	6	29%	40%	31%	*	*	*	*
Math	5	Holmsley	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Holmsley	ES 5	White	11	11	100%	100%	80%	5	45%	50%	50%	*	*	*	*
Math	5	Holmsley	ES 5	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Holmsley	ES 5	Eco. Dis.	85	72	85%	90%	76%	32	38%	45%	39%	7	8%	15%	9%
Math	5	Holmsley	ES 5	Emergent Bilingual	47	39	83%	90%	76%	15	32%	45%	39%	*	*	*	*
Math	5	Holmsley	ES 5	At-Risk	90	77	86%	90%	67%	31	34%	45%	31%	6	7%	15%	*



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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	5	Holmsley	ES 5	SPED	14	12	86%	90%	47%	*	*	*	*	*	*	*	*
Reading	3	Holmsley	ES 5	All	118	88	75%	80%	70%	54	46%	55%	50%	19	16%	26%	19%
Reading	3	Holmsley	ES 5	Hispanic	78	59	76%	81%	69%	34	44%	55%	51%	8	10%	20%	20%
Reading	3	Holmsley	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Holmsley	ES 5	Asian	11	10	91%	96%	86%	8	73%	80%	71%	*	*	*	*
Reading	3	Holmsley	ES 5	African Am.	17	9	53%	60%	67%	5	29%	35%	47%	*	*	*	*
Reading	3	Holmsley	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Holmsley	ES 5	White	10	8	80%	90%	83%	6	60%	65%	58%	5	50%	60%	*
Reading	3	Holmsley	ES 5	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Holmsley	ES 5	Eco. Dis.	91	63	69%	74%	65%	33	36%	40%	43%	10	11%	20%	18%
Reading	3	Holmsley	ES 5	Emergent Bilingual	45	31	69%	74%	66%	16	36%	40%	36%	*	*	*	14%
Reading	3	Holmsley	ES 5	At-Risk	68	42	62%	70%	63%	21	31%	40%	36%	*	*	*	13%
Reading	3	Holmsley	ES 5	SPED	15	5	33%	40%	43%	*	*	*	29%	*	*	*	*
Reading	4	Holmsley	ES 5	All	110	81	74%	80%	81%	37	34%	40%	50%	15	14%	25%	21%
Reading	4	Holmsley	ES 5	Hispanic	65	46	71%	75%	83%	19	29%	35%	47%	9	14%	25%	19%
Reading	4	Holmsley	ES 5	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Holmsley	ES 5	Asian	6	*	*	*	88%	*	*	*	88%	*	*	*	*
Reading	4	Holmsley	ES 5	African Am.	20	14	70%	75%	82%	7	35%	40%	53%	*	*	*	*
Reading	4	Holmsley	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Holmsley	ES 5	White	12	10	83%	90%	73%	*	*	*	45%	*	*	*	*
Reading	4	Holmsley	ES 5	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Reading	4	Holmsley	ES 5	Eco. Dis.	92	65	71%	75%	79%	29	32%	40%	46%	12	13%	25%	16%
Reading	4	Holmsley	ES 5	Emergent Bilingual	41	26	63%	70%	76%	11	27%	35%	47%	5	12%	20%	*
Reading	4	Holmsley	ES 5	At-Risk	70	46	66%	70%	77%	15	21%	30%	37%	7	10%	20%	12%
Reading	4	Holmsley	ES 5	SPED	15	8	53%	60%	35%	*	*	*	*	*	*	*	*
Reading	5	Holmsley	ES 5	All	115	96	83%	85%	77%	66	57%	65%	47%	25	22%	30%	20%
Reading	5	Holmsley	ES 5	Hispanic	76	61	80%	85%	76%	41	54%	60%	48%	12	16%	25%	19%
Reading	5	Holmsley	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holmsley	ES 5	Asian	6	5	83%	85%	*	5	83%	90%	*	*	*	*	*
Reading	5	Holmsley	ES 5	African Am.	20	17	85%	90%	69%	9	45%	50%	*	5	25%	35%	*
Reading	5	Holmsley	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holmsley	ES 5	White	11	11	100%	100%	90%	9	82%	90%	70%	5	45%	55%	*
Reading	5	Holmsley	ES 5	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holmsley	ES 5	Eco. Dis.	85	71	84%	90%	75%	46	54%	60%	46%	15	18%	25%	20%
Reading	5	Holmsley	ES 5	Emergent Bilingual	47	35	74%	80%	76%	19	40%	45%	42%	*	*	*	16%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	5	Holmsley	ES 5	At-Risk	90	72	80%	85%	71%	45	50%	55%	38%	13	14%	20%	13%
Reading	5	Holmsley	ES 5	SPED	14	7	50%	55%	48%	*	*	*	*	*	*	*	*
Science	5	Holmsley	ES 5	All	115	82	71%	80%	64%	33	29%	40%	26%	9	8%	15%	7%
Science	5	Holmsley	ES 5	Hispanic	76	50	66%	75%	61%	20	26%	40%	24%	5	7%	10%	*
Science	5	Holmsley	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holmsley	ES 5	Asian	6	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holmsley	ES 5	African Am.	20	15	75%	80%	56%	5	25%	35%	*	*	*	*	*
Science	5	Holmsley	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holmsley	ES 5	White	11	11	100%	100%	80%	*	*	*	*	*	*	*	*
Science	5	Holmsley	ES 5	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holmsley	ES 5	Eco. Dis.	85	58	68%	75%	63%	22	26%	35%	23%	5	6%	10%	*
Science	5	Holmsley	ES 5	Emergent Bilingual	47	24	51%	60%	58%	10	21%	30%	*	*	*	*	*
Science	5	Holmsley	ES 5	At-Risk	90	60	67%	75%	55%	24	27%	35%	13%	5	6%	10%	*
Science	5	Holmsley	ES 5	SPED	14	7	50%	55%	31%	*	*	*	*	*	*	*	*

# 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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 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 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 the reading and writing block.
- 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	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 <sup>nd</sup> -5 <sup>th</sup> )	▪ Library Resources
▪ Boost Reading	▪ 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
  - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, 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 2<sup>nd</sup>-5<sup>th</sup> 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 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.