Cypress-Fairbanks Independent School District

Holbrook Elementary School

2025-2026

Mission Statement

At Holbrook, we build a positive community of leaders who encourage, respect and empower each other to become self-sufficient life-long learners.

Vision

Cougars are LEADERS.

Lead by Example

Encourage

Accountability

Determination

Empower

Respect

Strong

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Holbrook is a campus in Houston, Texas. Holbrook is projected to serve 754 students in grades EE - 5th during the 2025-26 school year, which is a decrease from the previous year of 764.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Holbrook's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 14, 2025, and again on September 24, 2025. The meetings were held in the library. We plan to meet again on November 4, 2025, February 16, 2026, and May 15, 2026 to review and revise the CNA as needed.

At the first meeting on May 14, 2025 :

We completed the May CIP Strategy Evaluation. CPOC members reviewed each CIP Strategy as a table group. Each grade level representative was able to share how their grade level implemented the strategies throughout the school year. Specific attention was focused on growth from February to May. At the end of the discussion, each table group shared their evaluation, and the group came to a consensus for the May formative evaluation. Group consensus is that each strategy had considerable progress for the 2024-2025 school year.

After completing the May strategy evaluation, we looked over the CIP strategies for the school year. Group consensus is as indicated below:

1. Goal 1: significant progress
2. Goal 2: some progress toward objective
3. Goal 3: significant progress
4. Goal 4: significant progress
5. Goal 5: some progress
6. Goal 6: met performance objective
7. Goal 7: significant progress
8. Goal 8: significant progress

The following data were evaluated from the 2024-25 school year:

- Student attendance
- Discipline Referrals
- MAP Achievement Comparisons for Grade Level (Fall – Spring)
- ELAR Benchmark Data 3-5
- Math Benchmark Data 3-5
- Science Benchmark Data
- Math District Assessment Comparisons K-2
- ELAR District Assessment Comparisons K-2, mClass data

Begin 2025-26 Campus Improvement Plan

- 2025-26 Strategy to address Need #1: We will provide multiple opportunities for teachers in PK – 1 grade to build their capacity in reading instruction and intervention by engaging in professional development, extended planning, and clarifying key instructional components. Support for implementation will include coaching and modeling with feedback, instructional playbook, and frequent data review.
- 2025-26 Strategy to address Need #2: We will implement more extended range planning for whole group and small group instruction. Instructional specialists will focus on modeling and coaching. Instructional Specialists will focus on purposeful planning and instruction and clarifying key instructional concepts with teacher.
- 2025-26 Strategy to address Need #3: We will provide opportunities for teachers to further build their capacity to implement effective instruction. Focus will be placed on environment, power zone, and planning. We will support this implementation by modeling, providing training, and observing & providing feedback to teachers, modeling for teachers to improve first instructional practices, identifying high yield instructional strategies, and frequent data review to adjust instruction.

Discuss and Complete 2025-26 Title I Preliminary Planning Budget

- After conducting the needs analysis, CPOC members agreed to the following Title 1 preliminary budget priorities:
    1. Interventionists and Class Size Reduction Teachers
    2. Substitutes for long-range planning throughout the year
    3. Extra duty pay for professional development, planning, tutoring, etc
    4. Coaching and feedback opportunities
    5. Continued student enrichment opportunities
- Additional items to be funded included:
    1. Ergotrons for K-1 teachers so that they can model using their Hover Cam while in the PowerZone of Instruction
    2. Classroom storage items for technology – student laptops & chargers – this would maximize learning spaces while keeping a safe exit path in classrooms (cords are more organized to prevent tripping)

At the second meeting on September 24, 2025, the CPOC:

The committee reviewed the identified problem areas from May and discussed adjustments to the problem areas and strategies to address the problems.

- Strength #1 from 2024-25: Student discipline referrals have decreased. Decreasing the amount of instructional time lost due to discipline
- Strength #2 from 2024-25: Student attendance has increased by 1.26% compared to last year.
- Strength #3 from 2024-25: Student performance in grades 2-5 for ELAR is steadily improving. Math & Science data is also improving in grades 2-5
- Need #1 for 2025-26: We need to build a strong literacy foundation in the primary grade levels.
- Need #2 for 2025-26: Student achievement at the Meets and Masters level needs to increase.
- Need #3 for 2025-26: We need to build teacher capacity in the areas of planning, instruction, and data analysis.

Additional strengths noted from STAAR data include:

Our percentage of students achieving Meets and Masters continues to grow in all tested content areas.

In the ALL student group in Math, 3rd Grade students grew 22% in the Meets category and 13% in the Masters. 4th Grade students grew 8% in the Meets category and 6% in Masters. 5th grade students increased 10% in Meets and 19% in Masters.

In the ALL student group in Reading, 3rd Grade students grew 11% in the Meets category and 7% in the Masters. 4th Grade students grew 11% in the Meets category and 10% in Masters. 5th grade students increased 14% in Meets and 2% in Masters.

In the ALL student group in Science, 5th grade students increased 22% in Approaches, 18% Meets, and 17% Masters.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievemen**t is students are not consistently demonstrating reading proficiency in Kinder - 5th grade. Through the root cause analysis process, we identified that first instruction is not consistently aligned to the rigor that students are expected to perform.

Our second identified priority problem in the area of **student achievement** is students are consistently performing lower in math in Kinder - 5th grade. Through the root cause analysis process, we identified that frequent review of student independent work to adjust small group instruction is not occurring with fidelity.

Our third identified priority problem is in the area of attendance is student attendance is less than 95%. Through the root cause analysis process, we identified that we need to increase our attendance incentives with students and awareness follow up with parents/guardians.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details				Reviews			
Strategy 1: Instructional Focus: Reading				Formative			Summative

Strategy: We will provide planning opportunities for reading teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.
    Strategy's Expected Result/Impact: Increase of students scoring at the Approaches, Meets, and Masters levels.
    Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, & Principal
				Nov	Feb	May	June

				Some Progress			

Strategy 2 Details				Reviews			
Strategy 2: Instructional Focus: Math				Formative			Summative

Strategy: We will provide planning opportunities for math teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.
    Strategy's Expected Result/Impact: Increase of students scoring at the Approaches, Meets, and Masters levels.
    Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principals, & Principal
				Nov	Feb	May	June

				Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: Science	**Formative**			**Summative**
Strategy: We will provide planning opportunities for science teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices. **Strategy's Expected Result/Impact:** Increase of students scoring at the Approaches, Meets, and Masters levels. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principals, & Principal	**Nov**	**Feb**	**May**	**June**
	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:	**Formative**			**Summative**
1) Garden Day 2) Sports Club 3) Field Trips 4) Team Time 5) Student Leadership Opportunities (Announcements, Reading Tutors, Buddies, etc) 6) PALS **Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Specialist, Counselors, Teachers	**Nov**	**Feb**	**May**	**June**
	Some Progress			

Strategy 6 Details		Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1) Salaries - The Class Size Reduction Teachers in 5th grade and the Behavior Specialists will assist with meeting our students' goals in all content areas. 2) Temporary Workers - The temporary workers will instruct students in small group interventions to help meet or exceed our CIP target goals. 3) Library Books, Author Visits, & Classroom library - We will increase the circulation of library books to develop stronger reading strategies and comprehension to meet or exceed our CIP target goals. 4) Professional Development & Consultants - The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms to support meeting the instructional and behavioral goals of the campus as specified in the CIP. 5) Contract Services - Students will have access to relevant, hands-on learning opportunities that support student achievement of instructional targets. 6) Instructional Supplies - Instructional supplies will provide additional access to items that promote students' academic growth and achievement. 7) Incentives/Reinforcers - Materials to increase student motivation will be used to meet target goals (academics, discipline, & attendance). 8) Extra Duty Pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals. 9) Safety & Security - Materials will promote a safe learning environment for students. 10) Action Based Lab Intervention & Materials - Students will have access to relevant, hands-on, sensory, learning opportunities that support student achievement of instructional targets. 11) Parent Involvement - We will increase parent involvement through the year with events like Open House, Cougar Palooza, Sneaker Ball, Fall Carnival, LEADER Award Ceremony, etc. Staff members will communicate information through various methods regarding events and other opportunities to support our goal of increased parent involvement. 12) Substitutes - Substitutes will be provided to allow teachers to participate in long range planning and data digs. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Interventionists, Title 1/ Testing Coordinator		Some Progress			

Strategy 7 Details		Reviews			
Strategy 7: Improving Student Engagement: We will focus on celebrating student growth in the following areas by focusing on "Leveling Up and Bringing our A game" - Attitude, Attendance, and Achievement. Celebrations include: student recognition on announcements, certificates, growth parties, attendance celebrations, etc.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increase in student engagement which positively impacts student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff		Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: We will focus on implementing high yield instructional strategies to increase student engagement with academic curriculum. High yield instructional strategies include but are not limited to: think, pair share, frequent opportunities for student discourse, power zone, small group instruction.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved student engagement will positively impact student achievement to meet campus, district, and state goals.	Some Progress			

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: We will provide planning opportunities for reading teachers to further build their capacity to implement effective instructional environments, teach in the power zone, and be fully prepared for planning and instructional delivery. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Student scores will meet or exceed the district performance objective. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers	Some Progress			
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details			Reviews		
Strategy 1: We will build teacher's capacity for data analysis, reflection, and small group instruction through long range planning and data digs. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.			**Formative**		**Summative**
			Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed district goal for AMIRA. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, Teachers			Some Progress			
	No Progress	Accomplished	Continue/Modify	Discontinue	

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: We will build teacher's capacity for data analysis, reflection, and small group instruction through long range planning and data digs. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed the district goal for AMIRA. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers	Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: We will build teachers' capacity for data analysis, reflection, and small group instruction through long range planning and data digs. We will support this implementation by modeling, training, observing, reviewing data, and providing feedback for teachers to improve first instructional practices.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed the district goal for MAP. **Staff Responsible for Monitoring:** Principal. Assistant Principals, Instructional Specialists, and Teachers	Some Progress			
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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		Reviews			
Strategy 1: Campus Safety: Holbrook will continue having open communication with staff, students, and the Holbrook community on efforts keeping Holbrook a safe community		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Stakeholders will participate in ensuring Holbrook remains a safe campus for all **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Counselors, PBIS Committee, and Staff Members		Some Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant Principals		Some Progress			
	No Progress	Accomplished	Continue/Modify	Discontinue	

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, Attendance Intervention Committee	Some Progress			

○ No Progress　　○ Accomplished　　→ Continue/Modify　　✗ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details		Reviews			
Strategy 1: 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. We will implement the following professional development opportunities for staff, students, and community: Code of conduct meetings, Project Safety Lessons, Team Time Meetings, Safety Drills, Capturing Kids' Hearts, Crisis Prevention, Team Time Lessons, and the use of restorative practices.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Some Progress			
Strategy's Expected Result/Impact: Violent incidents will continue to be 0%					
Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, and PBIS Committee					

Strategy 2 Details		Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Holbrook staff will utilize multiple ways of building positive relationships with students such as but not limited to: daily Team Time, class meetings, social contracts, daily social skill lessons, sensory cool down strategies, movement/regroup breaks, and student interest surveys		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.		Some Progress			
Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, PBIS Committee					

Strategy 3 Details		Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.		Some Progress			
Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee					

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	Some Progress			

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Development of Professional Learning Communities: By the end of the current school year, 100% of staff members will have the opportunity to serve and provide feedback, input, and recognition for the implementation of the campus mission and vision.

    Evaluation Data Sources: Formal and Informal Feedback
    Committee Participation
    Professional Development Opportunities

Strategy 1 Details	Reviews			

Strategy 1: Professional Development opportunities centered on the Vertical Alignment, Core Values, Building Community, Communication Skills, Leadership Skills, and building instructional capacity.
    Strategy's Expected Result/Impact: Increased staff retention, involvement, and ownership
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

◯	No Progress	◯	Accomplished	→	Continue/Modify	✕ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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 and feedback based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Classroom Coaching Visits (Instructional & Classroom Management)
Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Professional development activities such as but not limited to Modeling, Team Planning, Classroom Observations, Technology, Content Strategies, and/or video recordings may be utilized to promote teacher and student growth	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Classroom implementation of professional learning				
Increased teacher efficacy as evidenced in lesson planning, instruction, and improved student achievement				
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: High-Quality Professional Development: Frequent opportunities for staff to provide feedback and input regarding the types of professional development needed	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved targeted professional development				
Staff Responsible for Monitoring: Principal, Assistant Principals	Some Progress			

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Increased posting of great things happening at Holbrook - team of teachers who will post at least 2 times per week. Student and staff spotlight videos emphasizing "We're Leveling Up and bringing our A game!" Attitude|Attendance|Achievement	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased parent and community involvement on social media. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: We will utilize social media to post our monthly newsletters and campus events to encourage parent and family engagement.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased participation at school events, volunteers and parent/community representation on committees. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: We will provide multiple opportunities for Parent and Community Engagement. Opportunities include but are not limited to: Volunteer opportunities, Community Events, Frequent Surveys, and/or Parent Meetings.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increase in participation and engagement through volunteer opportunities, participation, and surveys completed. **Staff Responsible for Monitoring:** Principal	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: We will produce a monthly newsletter highlighting important events and student spotlights and add 5 additional engagement opportunities for Parents and Community.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased participation in school events. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Some Progress			

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Becky Mendez	Principal (there is only one principal)
Teacher #1	Cecilia Serrano	PreK Teacher
Teacher #2	Alicia DeGuzman Fiorella	Kinder Teacher
Teacher #3	Daniel Brown	1st Grade Teacher
Teacher #4	Melissa Sanchez	2nd Grade Teacher
Teacher #5	Jazmin Cervantes	3rd Grade Teacher
Teacher #6	Maria Limon	4th Grade Teacher
Teacher #7	Stephanie Harris	5th Grade Teacher
Teacher #8	Kindra Cox	Math Interventionist
Teacher #9	Benjamin Atherholt	PEAMs Teacher
Other School Leader	Gwendolyn Fontenette	Assistant Principal
Other School Leader	Karri Stewart	Assistant Principal
Other School Leader	Autumn Allison	Instructional Specialist
Other School Leader	Laura Garcia	Instructional Specialist
Other School Leader	Courtney Gistorb	Instructional Specialist
Paraprofessional #1	Paraprofessional 1	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
School District	Moira Castro	Curriculum Coach
School District	Julie Anderson	Curriculum Coach
Parent #1	Parent 1	Parent #1
Parent #2	Parent 2	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Business Representative 1	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2

Addendums

Campus   Holbrook

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	76%	78%	80%	82%	84%
Meets or Above	47%	50%	53%	56%	59%
Masters Grade Level	18%	21%	24%	27%	30%

2025-26	Target Check
84%	Met District Strategic Target
58%	Met District Strategic Target
28%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	66%	68%			
African Am.	55%	57%			
Hispanic	67%	69%			
Eco. Dis.	66%	68%			
EB	56%	58%			
SPED	35%	37%			
Highly Mobile	100%	100%			
High Focus	65%	67%			

2025-26	Target Check
72%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
78%	Met Reading Board Outcome Target
73%	Met Reading Board Outcome Target
61%	Met Reading Board Outcome Target
45%	Met Reading Board Outcome Target
100%	Met Reading Board Outcome Target
70%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	46%	48%			
African Am.	20%	22%			
Hispanic	49%	51%			
Eco. Dis.	44%	46%			
EB	44%	46%			
SPED	29%	31%			
Highly Mobile	0%	2%			
High Focus	44%	46%			

2025-26	Target Check
51%	Met Math Board Outcome Target
25%	Met Math Board Outcome Target
56%	Met Math Board Outcome Target
51%	Met Math Board Outcome Target
51%	Met Math Board Outcome Target
36%	Met Math Board Outcome Target
100%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	3	Holbrook	ES9	All	100	84%	89	89%	66%	72	72%	26%	31	31%
Reading	3	Holbrook	ES9	Hispanic	77	88%	71	92%	67%	60	78%	28%	26	34%
Reading	3	Holbrook	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Holbrook	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Reading	3	Holbrook	ES9	African Am.	20	65%	15	75%	55%	12	60%	*	5	25%
Reading	3	Holbrook	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Holbrook	ES9	White	1	*	1	100%	*	0	0%	*	0	0%
Reading	3	Holbrook	ES9	Two or More	2	*	2	100%	*	0	0%	*	0	0%
Reading	3	Holbrook	ES9	Eco. Dis.	89	82%	76	85%	66%	65	73%	23%	25	28%
Reading	3	Holbrook	ES9	EB	49	79%	40	82%	56%	30	61%	18%	12	24%
Reading	3	Holbrook	ES9	At-Risk	54	80%	45	83%	58%	35	65%	17%	12	22%
Reading	3	Holbrook	ES9	SPED	22	76%	18	82%	35%	10	45%	*	5	23%
Reading	3	Holbrook	ES9	Highly Mobile	1	*	1	100%	*	1	100%	*	1	100%
Reading	3	Holbrook	ES9	High Focus	96	83%	85	89%	65%	67	70%	24%	30	31%
Reading	4	Holbrook	ES9	All	104	79%	87	84%	56%	65	63%	23%	30	29%
Reading	4	Holbrook	ES9	Hispanic	78	81%	67	86%	61%	52	67%	25%	25	32%
Reading	4	Holbrook	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Holbrook	ES9	Asian	1	*	1	100%	*	1	100%	*	0	0%
Reading	4	Holbrook	ES9	African Am.	17	70%	13	76%	39%	8	47%	*	4	24%
Reading	4	Holbrook	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Holbrook	ES9	White	7	*	5	71%	*	3	43%	*	1	14%
Reading	4	Holbrook	ES9	Two or More	1	*	1	100%	*	1	100%	*	0	0%
Reading	4	Holbrook	ES9	Eco. Dis.	83	77%	68	82%	54%	50	60%	19%	20	24%
Reading	4	Holbrook	ES9	EB	49	82%	43	88%	55%	30	61%	16%	11	22%
Reading	4	Holbrook	ES9	At-Risk	51	76%	42	82%	49%	30	59%	20%	15	29%
Reading	4	Holbrook	ES9	SPED	27	46%	18	67%	19%	7	26%	*	4	15%
Reading	5	Holbrook	ES9	All	124	79%	108	87%	61%	82	66%	26%	38	31%
Reading	5	Holbrook	ES9	Hispanic	88	83%	78	89%	64%	62	70%	24%	27	31%
Reading	5	Holbrook	ES9	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Reading	5	Holbrook	ES9	Asian	1	*	1	100%	*	0	0%	*	0	0%
Reading	5	Holbrook	ES9	African Am.	31	71%	25	81%	46%	18	58%	21%	9	29%
Reading	5	Holbrook	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Holbrook	ES9	White	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Holbrook	ES9	Two or More	1	*	1	100%	*	0	0%	*	0	0%
Reading	5	Holbrook	ES9	Eco. Dis.	99	80%	85	86%	60%	65	66%	24%	35	35%
Reading	5	Holbrook	ES9	EB	62	77%	52	84%	49%	35	56%	*	5	8%
Reading	5	Holbrook	ES9	At-Risk	90	71%	70	78%	50%	50	56%	10%	15	17%
Reading	5	Holbrook	ES9	SPED	29	39%	15	52%	*	2	7%	*	2	7%
Math	3	Holbrook	ES9	All	100	66%	78	78%	46%	51	51%	20%	25	25%
Math	3	Holbrook	ES9	Hispanic	77	70%	60	78%	49%	43	56%	20%	21	27%
Math	3	Holbrook	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Holbrook	ES9	Asian	0	*	0	*	*	0	*	*	0	*
Math	3	Holbrook	ES9	African Am.	20	45%	15	75%	*	5	25%	*	2	10%
Math	3	Holbrook	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Holbrook	ES9	White	1	*	1	100%	*	1	100%	*	1	100%
Math	3	Holbrook	ES9	Two or More	2	*	2	100%	*	2	100%	*	1	50%
Math	3	Holbrook	ES9	Eco. Dis.	89	62%	75	84%	44%	45	51%	20%	22	25%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Holbrook	ES9	EB	49	68%	37	76%	44%	25	51%	21%	13	27%
Math	3	Holbrook	ES9	At-Risk	54	63%	40	74%	38%	25	46%	16%	12	22%
Math	3	Holbrook	ES9	SPED	22	47%	15	68%	29%	8	36%	*	2	9%
Math	3	Holbrook	ES9	Highly Mobile	1	*	1	100%	*	1	100%	*	1	100%
Math	3	Holbrook	ES9	High Focus	96	65%	70	73%	44%	48	50%	18%	22	23%
Math	4	Holbrook	ES9	All	104	71%	80	77%	45%	55	53%	20%	30	29%
Math	4	Holbrook	ES9	Hispanic	78	77%	65	83%	48%	44	56%	23%	25	32%
Math	4	Holbrook	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Holbrook	ES9	Asian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Holbrook	ES9	African Am.	17	48%	10	59%	30%	7	41%	*	2	12%
Math	4	Holbrook	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Holbrook	ES9	White	7	*	3	43%	*	2	29%	*	1	14%
Math	4	Holbrook	ES9	Two or More	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Holbrook	ES9	Eco. Dis.	83	69%	65	78%	43%	40	48%	18%	19	23%
Math	4	Holbrook	ES9	EB	49	75%	40	82%	41%	25	51%	10%	8	16%
Math	4	Holbrook	ES9	At-Risk	51	66%	40	78%	38%	22	43%	13%	10	20%
Math	4	Holbrook	ES9	SPED	27	35%	15	56%	*	7	26%	*	3	11%
Math	5	Holbrook	ES9	All	124	81%	113	91%	54%	77	62%	24%	37	30%
Math	5	Holbrook	ES9	Hispanic	88	83%	80	91%	57%	60	68%	26%	30	34%
Math	5	Holbrook	ES9	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Math	5	Holbrook	ES9	Asian	1	*	1	100%	*	0	0%	*	0	0%
Math	5	Holbrook	ES9	African Am.	31	82%	28	90%	46%	16	52%	*	6	19%
Math	5	Holbrook	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Holbrook	ES9	White	1	*	1	100%	*	0	0%	*	0	0%
Math	5	Holbrook	ES9	Two or More	1	*	1	100%	*	0	0%	*	0	0%
Math	5	Holbrook	ES9	Eco. Dis.	99	81%	86	87%	52%	56	57%	23%	28	28%
Math	5	Holbrook	ES9	EB	62	71%	50	81%	40%	28	45%	14%	12	19%
Math	5	Holbrook	ES9	At-Risk	90	72%	75	83%	38%	39	43%	13%	16	18%
Math	5	Holbrook	ES9	SPED	29	48%	15	52%	*	5	17%	*	6	21%
Science	5	Holbrook	ES9	All	124	71%	102	82%	34%	53	43%	17%	30	24%
Science	5	Holbrook	ES9	Hispanic	88	76%	75	85%	36%	40	45%	17%	22	25%
Science	5	Holbrook	ES9	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Science	5	Holbrook	ES9	Asian	1	*	1	100%	*	0	0%	*	0	0%
Science	5	Holbrook	ES9	African Am.	31	61%	22	71%	25%	12	39%	*	7	23%
Science	5	Holbrook	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Holbrook	ES9	White	1	*	1	100%	*	0	0%	*	0	0%
Science	5	Holbrook	ES9	Two or More	1	*	1	100%	*	0	0%	*	0	0%
Science	5	Holbrook	ES9	Eco. Dis.	99	73%	78	79%	31%	40	40%	14%	6	6%
Science	5	Holbrook	ES9	EB	62	60%	45	73%	23%	18	29%	*	5	8%
Science	5	Holbrook	ES9	At-Risk	90	56%	55	61%	19%	22	24%	7%	15	17%
Science	5	Holbrook	ES9	SPED	29	26%	12	41%	*	5	17%	*	5	17%

2025-2026 Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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 Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Performance Matters, 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
  - Use district-approved 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 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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:
    o Use Chromebook devices to engage in face-to-face and digital collaboration
    o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
    o Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials,CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.