

Cypress-Fairbanks Independent School District

Holmsley Elementary School

2025-2026



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.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Holmsley Elementary is a campus in **Houston, Texas**. **Holmsley** is projected to serve 794 students in grades **PK-5th grade** during the 2025-26 school year, which is a **decrease** from the previous year of **854**.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Holmsley's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team and Campus Performance Objectives Council [CPOC]) met on **May 21, 2025** and again on **September 17, 2025 CPOC**. The meetings were held in the **Instructional Specialist Planning Area**. We plan to meet again on **November 19, 2025, February 25, 2026, and May 6, 2026** to review and revise the CNA as needed.

At the first meeting on **May 21, 2025**:

The committee began by reviewing the first performance objective of the campus improvement plan. Ms. Lee began reviewing the Language Arts strategy and the data used to measure performance. There is considerable progress for this strategy except for the K-2 grades according to MAP results. After Language Arts then we began to look at our Math data. It was determined that there is consistent progress in math, our team determined this is due to the consistency of ST Math across grade levels. Strategy 3, science, was reviewed. Growth in science has been incremental and limited. Mr.To and Mrs.Spinks shared that the new curriculum is not aligned with the rigor of the DPMS. Teachers are working on ways to increase the rigor of instruction. Strategy 5, Well-Rounded Education, was discussed and it was determined that we have grown significantly in this area. Some of the opportunities provided for our students are; Choir, choral fest, GT, STEM/RLA Nights. Strategy 7, State Comp Funds, was also reviewed and discussed. It was determined that the Math interventionists have met with students and the criteria has been met.

K-2 reading MAP or MClass data was reviewed with more detail. The following was determined, while all grade levels continued to improve on

mCLASS, we did not meet 95% passing. Heggerty, a phonemic awareness program was a success in the primary grades as our goal was measured and accomplished. The committee also determined that we have made considerable progress in small group lesson/differentiation of lesson. Maintaining monitoring notebooks and small group interventions was an area needing improvement. Ms. Lee continued to review AMIRA data with the committee and the findings were as follows: students did use AMIRA for the 30-60 minutes across all grade levels. Our ELAR primary teachers consistently used the HMH lessons and conferred with students on a daily basis. An area for improvement is the data collection using a monitoring notebook.

In the area of Math, our MAP data showed a significant lack of growth with our kindergarten and first graders. Therefore we did not meet our goal of growth in this strategy. We did meet our goal and made considerable progress in the following areas; fluency activities at least 10 minutes per day, problem solving process and small group instruction. The use of the monitoring notebook is an area for us to improve in.

School safety goal, it was determined that we conducted all of the safety/emergency drills for the year. Additionally, we passed the TEA audit. Attendance is an area that we will continue to grow in. Holmsley was recognized for the 95% in two marking periods. Behavior Management was also discussed and it was determined that we continue to utilize the support of a behavior interventionist. This person helps with small group guidance lessons and the consistency of the PBIS language.

Our committee celebrated the area of community relations, specifically, parent and family engagement. This year we held more activities for our families; STEM Night, SMART COOKIE, Camp Kindergarten, Get Ready for First Grade, STAAR Night, BOY Literacy Night, Father Daughter Dance, Mother Son Game Night, Trunk or Treat and Kindergarten Scoop Night.

The committee conducted the 2025-26 Needs Assessment. The following data was reviewed: Mclass reports, ELAR DPM reports, district primary math reports (performance matters) and we determined the following 3 strengths: Family engagement for academic events were a great success. Our families appreciated getting materials and snacks. The 2nd one is we may not have met our goal on Math/Reading MAP, but we noticed that the kids still continued to grow. The last strength is AMIRA and tutoring helped us meet some of the goals. The committee also determined needs for us to continue to grow in. First area of need is K-2, need to continue to use data to drive instruction. Continue to monitor the use of monitoring notebooks, to collect and use data all grade levels. The last area of need is to continue to learn the Math TEKS/curriculum as well as the Science TEKS/curriculum.

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

- ST Math
- MAP
- MClass
- Monitoring Notebooks
- Amira

At the second meeting on **September 17, 2025**, the CPOC:
at of Monthly Meetings

actions were made by all present.

Purpose of CPOC

. Diaz explained the purpose of the CPOC committee and how the slide show explains the purpose and responsibilities of the team.

Comprehensive Needs Assessment: Ms. Diaz shared with the team that comprehensive needs assessment how these decisions were made. She shared after looking at the STAAR data. MCLASS and MAP as a team along with the school leadership team came to this conclusion. That these are areas that need addressed. Areas of concern are the drop in 2 or more races and the A.A. scores dropping.

Strategies for CIP As a group we sat down and went through each goal. We discussed the concern with MAP for K-2 dropping. Ms. Diaz shared that at the school last year the K-2 students many of them dropped and did not meet the 95% progress goal; that was set for math and reading. Teachers have expressed concerns regarding the large gaps they are seeing in students learning already.

Smith shared that the science curriculum is partnering with the bilingual department to do retrieval slides to help facilitate additional practice and opportunities for review.

Jimenez shared that our teachers are putting the effort into meeting the students where they are and facilitating the differentiation that is needed.

Teacher shared that the ELAR vertical alignment is going to be extended to 2nd -5th grade. This worked out well in the past for understanding ECR's. The teacher would like to push for this in reading to help build those students up and to help teachers understand the alignment of TEKS.

Diaz shared that Data digs, curriculum planning with special education case-managers are all vital to staff development and can be critical to our students' achievement.

Parent Involvement and Family Engagement Policy: Ms. Diaz displayed the Parent Involvement Policy on the screen and checked to see if anything anyone had any questions regarding the engagement policy. All members said no.

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 (CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is we had a drop two of our large subpopulations in ELAR, Math and Science. Through the root cause analysis process, we identified that we are not consistently differentiating instruction in every subject and grade level.

Our second identified priority problem in the area of **student achievement** is that our SPED population continues to grow while our achievement gap becomes larger. Through the root cause analysis process, we identified we do not have a designated time where general education and special education teachers (case managers) meet to discuss curriculum.

Our third identified priority problem is in the area of our MAP data indicates that our students in K-2 did not meet their goal of 95% in Reading and Math. Through the root cause analysis process, we identified We will analyze map data and make sure that it is used to differentiate instruction.

Student Achievement

Student Achievement Summary

We went from a C rating to a B rating! We grew in each of the Domains by the following points: I, 3 pts; II A 7 pts, II B 3 pts and III 12 pts. Making Domain III, Closing the Gaps the largest gain. Overall we continue to grow in our EB and ED subpops.

Our AA subpop Domain I Reading dropped 13% and 19% in 2 or more races. As our SPED continue to increase while our achievement drops. In Math we dropped 7% in our AA subpop, 13% in the 2 or more race and 4% in our SPED pop. In science we dropped 25% in the 2 or more race.

Student Achievement Strengths

- Growth in Domain I by 3 points
- Growth in Domain II by 3 points
- Growth in Domain II by 12 points
- Overall growth in the following subpops: EB and ED.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: We had a drop two of our large subpopulations in ELAR, Math and Science.

Root Cause: Instructional Focus Root Cause #1: We are not consistently differentiating instruction in every subject and grade level.

Problem Statement 2: Instructional Focus Problem #2: Our SPED population continues to grow while our achievement gap gets larger.

Root Cause: Instructional Focus Root Cause #2: We do not have a designated time where general education and special education teachers (case managers) meet to discuss curriculum.

Problem Statement 3: Instructional Focus Problem #3: Our MAP data indicates that our students in K-2 did not meet their goal of 95% in Reading and Math.

Root Cause: Instructional Focus Root Cause #3: We will use more time to analyze map data and make sure that it is used to differentiate instruction.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: testing coordinator, class size reduction teacher and behavior specialist

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: To close achievement gaps in student groups for ELAR, Math and Science. Strategy: We will consistently differentiate instruction in every subject and grade level. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: To close achievement gaps in student groups for ELAR, Math and Science. Strategy: We will have a designated time where general education and special education teachers (case managers) meet to discuss curriculum. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: K-2 student performance on MAP in Reading and Math. Strategy: We will use more time to analyze map data and make sure that it is used to differentiate instruction. Strategy's Expected Result/Impact: The percentage of K-2 students meeting their targets will increase Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 5 Details	Formative 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: Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 6 Details	Formative 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. Strategy's Expected Result/Impact: 1. Salaries- One class size reduction teacher in 5th grade for Math/Sci, one Testing Coordinator and one Behavior Specialist 2.Substitute pay for staff development and salary staff. 3. Extra Duty pay- Teachers will get paid for extra staff development and extended day tutoring. 4. Temporary worker- We will supplement pay to bring retired staff in before December to help our students. 5. Supplies- We will continue to purchase for teachers to use in their lessons. 6. Parent Engagement-We will continue to increase parent involvement with events like literacy and math nights, STAAR nights, etc. We will also continue to purchase consumable items and supplies utilized for these nights. Staff Responsible for Monitoring: Principal, Title I contact and Campus Secretary	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: This year we will be focused on good first instruction, through purposeful planning and follow through. Strategy's Expected Result/Impact: By creating a strong foundation with good first instruction, we will have students entering the next grade level working on grade level. Lesson plans will serve as evidence of purposeful instruction to close gaps of the skills that still need to be mastered. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: We will provide our families with as much information on the events that are being held at Holmsley. Additionally, we will send a paper newsletter with families. Strategy's Expected Result/Impact: Increase Student Engagement to 95% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 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
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be provided time for regular analysis of MAP data to identify student strengths and learning gaps. Strategy's Expected Result/Impact: This will lead to targeted instruction, informed intervention decisions and student growth. Additionally, increase the percentage of students meeting their RIT scores and demonstrating academic progress. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

District Goal 5: 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 5.1: 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
Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be provided time for regular analysis of MAP data to identify student strengths and learning gaps. Strategy's Expected Result/Impact: This will lead to targeted instruction, informed intervention decisions and student growth. Additionally, increase the percentage of students meeting their RIT scores and demonstrating academic progress. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Speciaists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All the students and teachers will participate in safety drills. In addition the safety liaison will continue to review the safety components at least on a monthly basis. Strategy's Expected Result/Impact: 100% of students will know their expectations for an actual emergency/crisis. Staff Responsible for Monitoring: School Safety Liaison	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative 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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Safety Liaison	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs and Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative 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. Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation; such as, guidance lessons and class-meetings. Strategy's Expected Result/Impact: Violent incidents will be less than 2% Staff Responsible for Monitoring: Behavior Interventionist and Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative 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. 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. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals, PBIS Leadership Team and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative 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. 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. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. 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)	Formative		
	Nov	Feb	May
	 Some Progress	 Accomplished	 Accomplished
 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: 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
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will recognize the staff who has perfect attendance every 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will be at least 96.6%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 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 based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will continue to attend and implement professional development in their content area. Strategy's Expected Result/Impact: This will result in students engaged in high yield strategies for good first instruction. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Holmsley will have a committee to help enhance the social media that we already put out. Strategy's Expected Result/Impact: We will improve Social Media Presence to 95% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Holmsley will have an official Facebook page along with the remainder of the major social media avenues. Strategy's Expected Result/Impact: We will improve Social Media Presence to 95% Staff Responsible for Monitoring: Principal and Social Media committee	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will partner up with other schools to have more community events. Strategy's Expected Result/Impact: Increase Parent and Community Engagement to 95% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Develop a strong mentoring program and have more community members come and volunteer. Strategy's Expected Result/Impact: Increase Parent and Community Engagement to 95% Staff Responsible for Monitoring: Principal and Counselor	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal (there is only one principal)	Ana Diaz	Principal (there is only one principal)
Teacher #1	Yvonne Guerrero	PK Teacher
Teacher #2	Taylor Ponsonby	Kindergarten Teacher
Teacher #3	Claudia Nunez	1st Grade Teacher
Teacher #4	Laura Moreno	2nd Grade Teacher
Teacher #5	Monica Spinks	3rd Grade Teacher
Teacher #6	Rebecca Bottoms	4th Grade Teacher
Teacher #7	Michelle Weyand	5th Grade Teacher
Teacher #8	Anja Luetchford	Fine Arts
Other School Leader (non teaching professional) #1	Joanne Gillock	Math/Sci Instructional Specialist
Other School Leader (non teaching professional) #2	Laura Escareno	Counselor
Other School Leader (non teaching professional) #3	Hunter Fry	Testing Coordinator
Other School Leader (non teaching professional) #4	Jennifer Lee	ELAR Instructional Specialist
Other School Leader (non teaching professional) #5	Candi Jimenez	Assistant Principal
Other School Leader (non teaching professional) #6	Leilani Weber	Assistant Principal
Paraprofessional #1	Erika Palacios	Paraprofessional #1
Paraprofessional #2	Karla Moreno	Paraprofessional #2
Administrator LEA #1	CIndy Truitt	Administrator LEA #1
Administrator LEA #2	Shane Vault	Administrator LEA #2
Parent #1	Esmeralda Salinas	Parent #1
Parent #2	Mrs. Fuentes	Parent #2
Community Member #1	Judy Brandman	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Celebration Church	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Holmsley

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	77%	79%	81%	83%	85%
Meets or Above	46%	49%	52%	55%	58%
Masters Grade Level	16%	19%	22%	25%	28%

2025-26	Target Check
92%	Met District Strategic Target
58%	Met District Strategic Target
24%	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	51%	53%			
African Am.	28%	30%			
Two or More	0%	2%			
Eco. Dis.	48%	50%			
EB	54%	56%			
SPED	5%	7%			
Highly Mobile	0%	2%			
High Focus	49%	51%			

2025-26	Target Check
66%	Met Reading Board Outcome Target
41%	Met Reading Board Outcome Target
100%	Met Reading Board Outcome Target
65%	Met Reading Board Outcome Target
63%	Met Reading Board Outcome Target
17%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
68%	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	47%	49%			
African Am.	28%	30%			
Two or More	0%	2%			
Eco. Dis.	46%	48%			
EB	35%	37%			
SPED	5%	7%			
Highly Mobile	0%	2%			
High Focus	45%	47%			

2025-26	Target Check
58%	Met Math Board Outcome Target
35%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
53%	Met Math Board Outcome Target
42%	Met Math Board Outcome Target
9%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
55%	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	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
					2026	%	%	%	%	%	%	%	%	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Holmsley	ES6	All	121	79%	110	91%	51%	80	66%	23%	49	40%
Reading	3	Holmsley	ES6	Hispanic	82	84%	75	91%	55%	52	63%	24%	30	37%
Reading	3	Holmsley	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Holmsley	ES6	Asian	5	100%	5	100%	*	5	100%	*	5	100%
Reading	3	Holmsley	ES6	African Am.	17	56%	13	76%	28%	7	41%	*	2	12%
Reading	3	Holmsley	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Holmsley	ES6	White	15	100%	15	100%	75%	14	93%	63%	10	67%
Reading	3	Holmsley	ES6	Two or More	2	*	2	100%	*	2	100%	*	2	100%
Reading	3	Holmsley	ES6	Eco. Dis.	85	78%	80	94%	48%	55	65%	18%	20	24%
Reading	3	Holmsley	ES6	EB	60	89%	55	92%	54%	38	63%	22%	23	38%
Reading	3	Holmsley	ES6	At-Risk	62	77%	55	89%	47%	35	56%	21%	20	32%
Reading	3	Holmsley	ES6	SPED	23	36%	15	65%	*	4	17%	*	1	4%
Reading	3	Holmsley	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Holmsley	ES6	High Focus	110	79%	95	86%	49%	75	68%	20%	30	27%
Reading	4	Holmsley	ES6	All	111	81%	104	94%	59%	82	74%	23%	30	27%
Reading	4	Holmsley	ES6	Hispanic	73	84%	70	96%	58%	55	75%	25%	20	27%
Reading	4	Holmsley	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Holmsley	ES6	Asian	5	86%	5	100%	86%	5	100%	*	2	40%
Reading	4	Holmsley	ES6	African Am.	19	57%	15	79%	50%	11	58%	*	3	16%
Reading	4	Holmsley	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Holmsley	ES6	White	9	89%	9	100%	78%	8	89%	*	3	33%
Reading	4	Holmsley	ES6	Two or More	5	*	5	100%	*	3	60%	*	2	40%
Reading	4	Holmsley	ES6	Eco. Dis.	76	79%	68	89%	55%	55	72%	19%	20	26%
Reading	4	Holmsley	ES6	EB	46	69%	40	87%	49%	35	76%	13%	10	22%
Reading	4	Holmsley	ES6	At-Risk	50	75%	45	90%	47%	30	60%	14%	10	20%
Reading	4	Holmsley	ES6	SPED	25	52%	17	68%	24%	8	32%	*	2	8%
Reading	5	Holmsley	ES6	All	117	71%	103	88%	49%	80	68%	23%	30	26%
Reading	5	Holmsley	ES6	Hispanic	80	72%	70	88%	46%	51	64%	19%	21	26%
Reading	5	Holmsley	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Holmsley	ES6	Asian	7	100%	7	100%	88%	7	100%	*	2	29%
Reading	5	Holmsley	ES6	African Am.	15	56%	13	87%	50%	11	73%	*	3	20%
Reading	5	Holmsley	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Holmsley	ES6	White	11	67%	9	82%	56%	8	73%	*	2	18%
Reading	5	Holmsley	ES6	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Reading	5	Holmsley	ES6	Eco. Dis.	82	67%	70	85%	42%	45	55%	15%	20	24%
Reading	5	Holmsley	ES6	EB	52	70%	45	87%	30%	30	58%	*	5	10%
Reading	5	Holmsley	ES6	At-Risk	78	61%	70	90%	34%	40	51%	11%	15	19%
Reading	5	Holmsley	ES6	SPED	25	30%	12	48%	*	8	32%	*	2	8%
Math	3	Holmsley	ES6	All	121	70%	115	95%	47%	70	58%	16%	25	21%
Math	3	Holmsley	ES6	Hispanic	82	71%	79	96%	50%	46	56%	17%	19	23%
Math	3	Holmsley	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Holmsley	ES6	Asian	5	*	5	100%	*	3	60%	*	1	20%
Math	3	Holmsley	ES6	African Am.	17	44%	14	82%	28%	6	35%	*	1	6%
Math	3	Holmsley	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Holmsley	ES6	White	15	100%	15	100%	88%	14	93%	*	2	13%
Math	3	Holmsley	ES6	Two or More	2	*	2	100%	*	1	50%	*	2	100%
Math	3	Holmsley	ES6	Eco. Dis.	85	70%	80	94%	46%	45	53%	13%	19	22%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	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
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	3	Holmsley	ES6	EB	60	65%	55	92%	35%	25	42%	*	10	17%
Math	3	Holmsley	ES6	At-Risk	62	67%	55	89%	39%	30	48%	9%	8	13%
Math	3	Holmsley	ES6	SPED	23	32%	15	65%	*	2	9%	*	1	4%
Math	3	Holmsley	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Holmsley	ES6	High Focus	110	69%	95	86%	45%	60	55%	14%	20	18%
Math	4	Holmsley	ES6	All	111	77%	110	99%	46%	60	54%	18%	25	23%
Math	4	Holmsley	ES6	Hispanic	73	82%	67	92%	51%	45	62%	18%	20	27%
Math	4	Holmsley	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Holmsley	ES6	Asian	5	86%	5	100%	71%	4	80%	*	1	20%
Math	4	Holmsley	ES6	African Am.	19	50%	15	79%	*	5	26%	*	2	11%
Math	4	Holmsley	ES6	Pac. Islander	0	*	9	*	*	0	*	*	0	*
Math	4	Holmsley	ES6	White	9	89%	9	100%	*	3	33%	*	1	11%
Math	4	Holmsley	ES6	Two or More	5	*	5	100%	*	3	60%	*	1	20%
Math	4	Holmsley	ES6	Eco. Dis.	76	75%	70	92%	45%	45	59%	18%	20	26%
Math	4	Holmsley	ES6	EB	46	79%	40	87%	46%	25	54%	15%	10	22%
Math	4	Holmsley	ES6	At-Risk	50	72%	43	86%	41%	25	50%	10%	8	16%
Math	4	Holmsley	ES6	SPED	25	60%	20	80%	36%	10	40%	*	1	4%
Math	5	Holmsley	ES6	All	117	68%	102	87%	35%	55	47%	11%	19	16%
Math	5	Holmsley	ES6	Hispanic	80	66%	70	88%	34%	38	48%	8%	10	13%
Math	5	Holmsley	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Holmsley	ES6	Asian	7	100%	7	100%	88%	6	86%	*	2	29%
Math	5	Holmsley	ES6	African Am.	15	60%	11	73%	*	3	20%	*	3	20%
Math	5	Holmsley	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Holmsley	ES6	White	11	78%	10	91%	*	5	45%	*	2	18%
Math	5	Holmsley	ES6	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Math	5	Holmsley	ES6	Eco. Dis.	82	66%	70	85%	33%	35	43%	10%	10	12%
Math	5	Holmsley	ES6	EB	52	63%	45	87%	30%	25	48%	*	6	12%
Math	5	Holmsley	ES6	At-Risk	78	59%	70	90%	24%	30	38%	6%	7	9%
Math	5	Holmsley	ES6	SPED	25	50%	20	80%	*	3	12%	*	2	8%
Science	5	Holmsley	ES6	All	117	69%	103	88%	24%	45	38%	6%	16	14%
Science	5	Holmsley	ES6	Hispanic	80	65%	70	88%	20%	26	33%	*	5	6%
Science	5	Holmsley	ES6	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Holmsley	ES6	Asian	7	100%	7	100%	75%	6	86%	*	2	29%
Science	5	Holmsley	ES6	African Am.	15	56%	11	73%	*	5	33%	*	2	13%
Science	5	Holmsley	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Holmsley	ES6	White	11	89%	11	100%	*	5	45%	*	5	45%
Science	5	Holmsley	ES6	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Science	5	Holmsley	ES6	Eco. Dis.	82	66%	70	85%	20%	30	37%	*	8	10%
Science	5	Holmsley	ES6	EB	52	63%	40	77%	13%	15	29%	*	8	15%
Science	5	Holmsley	ES6	At-Risk	78	61%	66	85%	13%	20	26%	*	8	10%
Science	5	Holmsley	ES6	SPED	25	33%	18	72%	*	3	12%	*	1	4%

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.