Cypress-Fairbanks Independent School District

Holmsley Elementary School

2022-2023

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

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

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

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

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

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

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

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

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

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

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

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

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

Approaches Performance Level: 66%

Meets Performance Level: 35%

Masters Performance Level: 16%

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2: Math: The economically disadvantaged group continue to struggle with some of the basic math. **Root Cause:** Math: Math teachers will need to build a strong background i.e. number sense.

Problem Statement 3: Science: The economically disadvantaged group is lowest performing group in our school. **Root Cause:** Science: Teachers will need to break down data tables into parts and teach students how to understand the meaning of the table.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2021 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

We continue to use PBIS strategies successfully.

Problem Statements Identifying School Culture and Climate Needs

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Attendance at events is low when academic events are offered. **Root Cause:** Parent and Community Engagement: Campus needs to identify ways to engage parents .
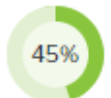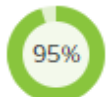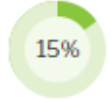
Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023 students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

| Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: Teachers will create differentiated lesson plans by analyzing data and attending professional development to strategically target student needs through whole and small group instruction.
     Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
     Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists
	Formative		

	Nov	Feb	May
	35%	50%	90%
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Math: Teachers will create differentiated instruction by analyzing data and attending professional development that focuses on small groups . Teachers will focus on strategies to give students a deeper understanding of vocabulary to strategically deepen student understanding of numerical foundation and fluency to help and solve mathematical problems.
     Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
     Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists
	Formative		

	Nov	Feb	May
	20%	45%	90%
Strategy 3 Details	**Formative Reviews**		

Strategy 3: Science: Science teachers will focus on the instruction of academic vocabulary for student mastery. Teachers will construct anchor charts, interactive word walls and incorporate digital activities and assignments to master content vocabulary.
     Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
     Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialist
	Formative		

	Nov	Feb	May
	30%	40%	95%

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
	30%	35%	55%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Teachers and interventionists will pull small groups that need additional instruction. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	Feb	May
	30%	55%	95%

Strategy 6 Details	Formative Reviews		
Strategy 6: 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:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Assistant Principal	Formative		
	Nov	Feb	May
	15%	30%	95%

Strategy 7 Details	Formative Reviews		
Strategy 7: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. **Strategy's Expected Result/Impact:** Holmsley will implement the following measures so that students will meet or exceed the STAAR targets on the attached data table. Use Title I funds to engage supplemental staff, including interventionists to work with students and an instructional coach to work with teaching staff. Use extra-duty pay to compensate teachers' offering additional learning opportunities to increase instructional time. Ensure a robust program of staff development for teachers. Provide supplemental classroom supplies and materials. **Staff Responsible for Monitoring:** Counselors, Instructional leaders	Formative		
	Nov	Feb	May
	45%	60%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.
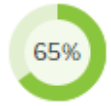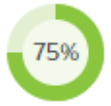
    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring	**Formative**		
Strategy's Expected Result/Impact: Students attending tutoring will increase at least one reading level and make a 30% increase on their assessments.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	50%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class size reduction teacher (5th grade)	**Formative**		
Strategy's Expected Result/Impact: By the end of the year 90% of the students will have made growth in each of the content areas.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	75%	80%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will analyze data and plan for teaching specific skills according to TEKS and data results based on previous years STAAR scores.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students attending tutoring will increase at least one reading level and make 30% increase on their assessments.	N/A	50%	95%
Staff Responsible for Monitoring: Instructional Specialists			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	65%	75%	95%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

High Priority

HB3 Goal
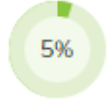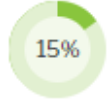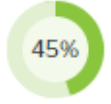
Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All the students and teachers will participate in safety drills. In addition the EOP person will continue to review the safety components at least on a monthly basis.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of students will know their expectations for an actual emergency/crisis. **Staff Responsible for Monitoring:** School Safety Liaison	50%	100%	100%

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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Audrey Parinello, Behavior Interventionist	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.
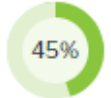
    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Students will continue to earn perfect attendance certificates.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Registrar, Principal	5%	20%	95%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Student Attendance: Students that are absent more than three consecutive days will be contacted directly by a staff member.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will increase by 10%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, Registrar, Assistant Principals and Principal	15%	45%	50%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 20%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: 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.	Formative		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 20%.	Nov	Feb	May
Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals, PBIS Leadership Team and Principal	40%	55%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Out of School Suspensions: Administrators will use restorative discipline as an alternative.	Formative		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50 %.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals	20%	45%	95%

Strategy 3 Details	Formative Reviews		
Strategy 3: Special Opportunity School (SOS) Placements: Utilize PBIS Level 2 Check in/Checkout for Tier 3 students in danger of SOS placements.	Formative		
Strategy's Expected Result/Impact: Select ONE:	Nov	Feb	May
Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Behavior Interventionist	N/A	70%	100%

| Strategy 4 Details	Formative Reviews		
Strategy 4: Violence Prevention: Staff will work to deepen relationships and provide a positive social-emotional learning environment with the implementation; such as, restorative circles and guidance lessons, in class- meetings.	Formative		
Strategy's Expected Result/Impact: SELECT ONE:	Nov	Feb	May
Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Behavior Interventionist	40%	65%	95%

No Progress 0%   Accomplished 100%   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 96.6%.

High Priority
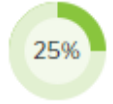
Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will recognize the staff that has had perfect attendance every 9 weeks.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 50%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	N/A	35%	70%
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.
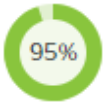
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will continue to attend and implement professional development in their content area.	Formative		
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	Nov	Feb	May
	25%	55%	90%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 75%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: The staff will continue to communicate with the parents and offer a variety of events for families to learn about things their student is learning in the classroom (i.e. STEM nights, technology nights.)	Formative		
Strategy's Expected Result/Impact: Parent and family engagement will increase by 75%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor	Nov	Feb	May
	10%	60%	95%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Ana Diaz	Principal
Classroom Teacher	Krystale Alvarado	PK Teacher
Classroom Teacher	Monica Banda	Kindergarten Teacher
Classroom Teacher	Karlie LeBlanc	1st Grade Teacher
Classroom Teacher	Gabriela Trevino	2nd Grade Bilingual Teacher
Classroom Teacher	Monica Roebuck	3rd grade SEI
Classroom Teacher	Shunta Heath	4th Grade ELAR
Classroom Teacher	Miguel Alvarez	5th Grade Bilingual
Classroom Teacher	Hunter Fry	Special Education Teacher
Non-classroom Professional	Lisa Honeycutt	3-5 ELAR Instructional Specialist
Non-classroom Professional	Laura Segura	2-5 Math Instructional Specialist
Non-classroom Professional	Jennifer Lee	Primary Instructional Specialist
Non-classroom Professional	Joanne Gillock	2-5 Science Instructional Specialist
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Jennifer Frasier	Curriculum Management Systems Coordinator
Parent	Debrah Fortenberry	Parent #1
Parent	add name	parent #2
Community Representative	Judy Brandman	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Tara Wedding	Paraprofessional #1
Paraprofessional	Grace Valderrama	Paraprofessional #2
Administrator	Gustavo Orozco	Assistant Principal
Administrator	Leilani Weber	Assistant Principal
Administrator	Elisabeth Brown	Counselor

Addendums

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Holmsley	All	112	83	74%	79%	66%	45	40%	45%	35%	27	24%	29%	13%
Math	3	Holmsley	Hispanic	70	51	73%	78%	68%	26	37%	42%	31%	15	21%	26%	9%
Math	3	Holmsley	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Holmsley	Asian	5	3	60%	65%	82%	3	60%	65%	64%	1	20%	25%	45%
Math	3	Holmsley	African Am.	18	11	61%	66%	47%	6	33%	38%	*	2	11%	16%	*
Math	3	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Holmsley	White	12	11	92%	97%	64%	5	42%	47%	55%	5	42%	47%	*
Math	3	Holmsley	Two or More	5	5	100%	100%	*	4	80%	85%	*	3	60%	65%	*
Math	3	Holmsley	Eco. Dis.	88	62	70%	75%	60%	33	38%	43%	30%	19	22%	27%	9%
Math	3	Holmsley	Emergent Bilingual	42	29	69%	74%	65%	16	38%	43%	30%	9	21%	26%	*
Math	3	Holmsley	At-Risk	86	60	70%	75%	58%	26	30%	35%	25%	13	15%	20%	*
Math	3	Holmsley	SPED	18	6	33%	38%	40%	2	11%	16%	*	0	0%	5%	*
Math	4	Holmsley	All	117	68	58%	63%	64%	26	22%	27%	38%	12	10%	15%	8%
Math	4	Holmsley	Hispanic	78	45	58%	63%	61%	15	19%	24%	39%	6	8%	13%	11%
Math	4	Holmsley	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Holmsley	Asian	8	5	63%	68%	83%	3	38%	43%	*	1	13%	18%	*
Math	4	Holmsley	African Am.	16	7	44%	49%	57%	1	6%	11%	*	1	6%	11%	*
Math	4	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Holmsley	White	11	8	73%	78%	67%	4	36%	41%	42%	2	18%	23%	*
Math	4	Holmsley	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*
Math	4	Holmsley	Eco. Dis.	87	46	53%	58%	63%	18	21%	26%	35%	7	8%	13%	9%
Math	4	Holmsley	Emergent Bilingual	48	24	50%	55%	61%	11	23%	28%	34%	4	8%	13%	*
Math	4	Holmsley	At-Risk	85	45	53%	58%	58%	17	20%	25%	31%	7	8%	13%	*
Math	4	Holmsley	SPED	19	5	26%	31%	47%	2	11%	16%	*	1	5%	10%	*
Math	5	Holmsley	All	127	106	83%	88%	86%	67	53%	58%	41%	30	24%	29%	11%
Math	5	Holmsley	Hispanic	87	74	85%	90%	86%	43	49%	54%	42%	15	17%	22%	*
Math	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Holmsley	Asian	9	7	78%	83%	100%	6	67%	72%	*	4	44%	49%	*
Math	5	Holmsley	African Am.	17	13	76%	81%	76%	7	41%	46%	29%	3	18%	23%	*
Math	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Holmsley	White	10	8	80%	85%	100%	7	70%	75%	45%	6	60%	65%	*
Math	5	Holmsley	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Holmsley	Eco. Dis.	86	70	81%	86%	85%	38	44%	49%	38%	15	17%	22%	8%
Math	5	Holmsley	Emergent Bilingual	39	31	79%	84%	83%	12	31%	36%	32%	2	5%	10%	*
Math	5	Holmsley	At-Risk	100	79	79%	84%	86%	43	43%	48%	34%	14	14%	19%	7%
Math	5	Holmsley	SPED	15	9	60%	65%	86%	2	13%	18%	*	0	0%	5%	*
Reading	3	Holmsley	All	112	94	84%	89%	75%	60	54%	59%	46%	35	31%	36%	16%
Reading	3	Holmsley	Hispanic	70	59	84%	89%	76%	33	47%	52%	44%	18	26%	31%	10%
Reading	3	Holmsley	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Holmsley	Asian	5	3	60%	65%	91%	3	60%	65%	73%	2	40%	45%	*
Reading	3	Holmsley	African Am.	18	14	78%	83%	53%	9	50%	55%	29%	5	28%	33%	*
Reading	3	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Holmsley	White	12	11	92%	97%	80%	9	75%	80%	60%	7	58%	63%	50%
Reading	3	Holmsley	Two or More	5	5	100%	100%	*	4	80%	85%	*	2	40%	45%	*
Reading	3	Holmsley	Eco. Dis.	88	73	83%	88%	69%	47	53%	58%	36%	25	28%	33%	11%
Reading	3	Holmsley	Emergent Bilingual	42	36	86%	91%	69%	20	48%	53%	36%	10	24%	29%	*
Reading	3	Holmsley	At-Risk	86	70	81%	86%	62%	38	44%	49%	31%	21	24%	29%	*
Reading	3	Holmsley	SPED	18	10	56%	61%	33%	6	33%	38%	*	4	22%	27%	*
Reading	4	Holmsley	All	117	98	84%	89%	74%	62	53%	58%	34%	31	26%	31%	14%
Reading	4	Holmsley	Hispanic	78	64	82%	87%	71%	38	49%	54%	29%	16	21%	26%	14%
Reading	4	Holmsley	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Holmsley	Asian	8	7	88%	93%	*	3	38%	43%	*	2	25%	30%	*
Reading	4	Holmsley	African Am.	16	13	81%	86%	70%	9	56%	61%	35%	5	31%	36%	*
Reading	4	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Holmsley	White	11	11	100%	100%	83%	9	82%	87%	*	5	45%	50%	*
Reading	4	Holmsley	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	4	Holmsley	Eco. Dis.	87	73	84%	89%	71%	45	52%	57%	32%	20	23%	28%	13%
Reading	4	Holmsley	Emergent Bilingual	48	35	73%	78%	63%	20	42%	47%	27%	5	10%	15%	12%
Reading	4	Holmsley	At-Risk	85	69	81%	86%	66%	38	45%	50%	21%	15	18%	23%	10%
Reading	4	Holmsley	SPED	19	9	47%	52%	53%	4	21%	26%	*	1	5%	10%	*
Reading	5	Holmsley	All	127	104	82%	87%	83%	74	58%	63%	57%	40	31%	36%	22%
Reading	5	Holmsley	Hispanic	87	70	80%	85%	80%	49	56%	61%	54%	24	28%	33%	16%
Reading	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holmsley	Asian	9	7	78%	83%	83%	6	67%	72%	83%	3	33%	38%	*
Reading	5	Holmsley	African Am.	17	15	88%	93%	85%	7	41%	46%	45%	3	18%	23%	25%
Reading	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holmsley	White	10	8	80%	85%	100%	8	80%	85%	82%	7	70%	75%	45%
Reading	5	Holmsley	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Holmsley	Eco. Dis.	86	66	77%	82%	84%	41	48%	53%	54%	13	15%	20%	18%
Reading	5	Holmsley	Emergent Bilingual	39	27	69%	74%	74%	17	44%	49%	40%	3	8%	13%	*
Reading	5	Holmsley	At-Risk	100	78	78%	83%	80%	50	50%	55%	50%	20	20%	25%	14%
Reading	5	Holmsley	SPED	15	7	47%	52%	50%	5	33%	38%	*	3	20%	25%	*
Science	5	Holmsley	All	127	93	73%	78%	71%	56	44%	49%	29%	25	20%	25%	8%
Science	5	Holmsley	Hispanic	87	64	74%	79%	66%	37	43%	48%	26%	15	17%	22%	7%
Science	5	Holmsley	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holmsley	Asian	9	7	78%	83%	*	6	67%	72%	*	2	22%	27%	*
Science	5	Holmsley	African Am.	17	10	59%	64%	75%	4	24%	29%	25%	2	12%	17%	*
Science	5	Holmsley	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holmsley	White	10	8	80%	85%	100%	7	70%	75%	*	6	60%	65%	*
Science	5	Holmsley	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Holmsley	Eco. Dis.	86	58	67%	72%	68%	30	35%	40%	26%	9	10%	15%	6%
Science	5	Holmsley	Emergent Bilingual	39	23	59%	64%	51%	11	28%	33%	21%	5	13%	18%	*
Science	5	Holmsley	At-Risk	100	69	69%	74%	67%	36	36%	41%	27%	14	14%	19%	6%
Science	5	Holmsley	SPED	15	6	40%	45%	50%	1	7%	12%	*	1	7%	12%	*

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

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

Reading		HOLMSLEY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
	All	Target and Actual Rate	39%	37%	41%	55%	43%	46%	49%
		Total Number Meets or Higher		41		60			
		Total Number Tested		112		109			
		Points away from or above target		-2		+14			
		Difference from Prior Year				+18			
		Growth from Prior Year				49%			
	Hispanic	Target and Actual Rate	33%	31%	35%	49%	37%	40%	43%
		Total Number Meets or Higher		24		33			
		Total Number Tested		78		67			
		Points away from or above target		-2		+14			
		Difference from Prior Year				+18			
		Growth from Prior Year				58%			
	Eco. Disadv.	Target and Actual Rate	36%	32%	38%	54%	40%	43%	46%
		Total Number Meets or Higher		26		44			
		Total Number Tested		82		81			
		Points away from or above target		-4		+16			
		Difference from Prior Year				+22			
		Growth from Prior Year				69%			
	EL (Current & Monitored)	Target and Actual Rate	35%	27%	37%	49%	39%	42%	45%
		Total Number Meets or Higher		16		26			
		Total Number Tested		59		53			
		Points away from or above target		-8		+12			
		Difference from Prior Year				+22			
		Growth from Prior Year				81%			
	Cont. Enrolled	Target and Actual Rate	38%	37%	40%	54%	42%	45%	48%
		Total Number Meets or Higher		33		45			
		Total Number Tested		89		83			
		Points away from or above target		-1		+14			
		Difference from Prior Year				+17			
		Growth from Prior Year				46%			
	Non-Cont. Enrolled	Target and Actual Rate	45%	35%	47%	58%	49%	52%	55%
		Total Number Meets or Higher		8		15			
		Total Number Tested		23		26			
		Points away from or above target		-10		+11			
		Difference from Prior Year				+23			
		Growth from Prior Year				66%			

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

	HOLMSLEY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	**All** — Target and Actual Rate	40%	29%	42%	42%	44%	47%	50%
	Total Number Meets or Higher		33		46			
	Total Number Tested		112		109			
	Points away from or above target		-11		0			
	Difference from Prior Year				+13			
	Growth from Prior Year				45%			
	Hispanic — Target and Actual Rate	33%	27%	35%	39%	37%	40%	43%
	Total Number Meets or Higher		21		26			
	Total Number Tested		78		67			
	Points away from or above target		-6		+4			
	Difference from Prior Year				+12			
	Growth from Prior Year				44%			
	Eco. Disadv. — Target and Actual Rate	36%	27%	38%	38%	40%	43%	46%
	Total Number Meets or Higher		22		31			
	Total Number Tested		82		81			
	Points away from or above target		-9		0			
	Difference from Prior Year				+11			
	Growth from Prior Year				41%			
	EL (Current & Monitored) — Target and Actual Rate	38%	24%	40%	36%	42%	45%	48%
	Total Number Meets or Higher		14		19			
	Total Number Tested		59		53			
	Points away from or above target		-14		-4			
	Difference from Prior Year				+12			
	Growth from Prior Year				50%			
	Cont. Enrolled — Target and Actual Rate	38%	28%	40%	37%	42%	45%	48%
	Total Number Meets or Higher		25		31			
	Total Number Tested		89		83			
	Points away from or above target		-10		-3			
	Difference from Prior Year				+9			
	Growth from Prior Year				32%			
	Non-Cont. Enrolled — Target and Actual Rate	50%	35%	52%	58%	54%	57%	60%
	Total Number Meets or Higher		8		15			
	Total Number Tested		23		26			
	Points away from or above target		-15		+6			
	Difference from Prior Year				+23			
	Growth from Prior Year				66%			

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

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

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

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

Elementary Physical Education/Health (K-5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.