

Cypress-Fairbanks Independent School District

Holmsley Elementary School

2023-2024



Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

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

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

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

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

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

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

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

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

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

Student Achievement

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

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

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

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

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

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

School Culture and Climate

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance exceeds the student attendance. **Root Cause:** Teacher/Paraprofessional Attendance: Staff are unaware of the implications of their absences on student academic achievement.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs



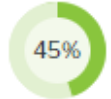



Problem Statement 1: Our parental engagement continues to be low due to lack of time and student safety. **Root Cause:** We need to provide more opportunities for parents to come be involved and engage in their child's learning.







Goals







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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

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









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

Strategy 7 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Salaries- Class Size Reduction teacher and additional support staff will help our students meet standards and make academic growth.</p> <p>PBIS- PBIS rewards and professional development will help our staff and students use the same language in a consistent manner.</p> <p>Extra Duty Pay- Teachers will be able to tutor students to meet standard and make growth in content areas.</p> <p>Substitute Pay- This will allow our teachers to have data digs during day or attend professional development.</p> <p>Contracted Services- For professional development for all staff to develop stronger understanding of strategies for good first instruction and behavioral practices throughout the building and in all the classrooms.</p> <p>Subscriptions- to increase reading fluency and vocabulary (Flocabulary).</p> <p>Instructional Supplies - To be used during instruction of content areas</p> <p>Library Books- will increase circulation of library books to develop stronger reading strategies and comprehension.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1619 198 1757 813" style="text-align: center;">  <p>60%</p> </div> <div data-bbox="1757 198 1894 813" style="text-align: center;">  <p>80%</p> </div> <div data-bbox="1894 198 2032 813"></div> </div>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 824 663 873">  No Progress </div> <div data-bbox="764 824 980 873">  Accomplished </div> <div data-bbox="1081 824 1333 873">  Continue/Modify </div> <div data-bbox="1434 824 1629 873">  Discontinue </div> </div>			

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

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







Evaluation Data Sources: STAAR and Locally Developed Assessments

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

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 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.




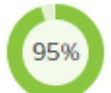




Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
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Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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


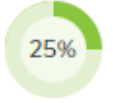
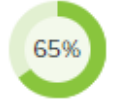






Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All the students and teachers will participate in safety drills. In addition the EOP person will continue to review the safety components at least on a monthly basis.</p> <p>Strategy's Expected Result/Impact: 100% of students will know their expectations for an actual emergency/crisis.</p> <p>Staff Responsible for Monitoring: School Safety Liaison</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Safety Liaison</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

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	Formative		
	Nov	Feb	May
			
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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.






Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>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, restorative circles and guidance lessons, in class- meetings.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our staff will consistently use PBIS language throughout the day and all areas. Additionally, the Behavior Interventionist will provide resources to staff members to help implement restorative practices.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals, PBIS Leadership Team and Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will be at least 96.6%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Feb	May
		N/A	
 No Progress  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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.







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

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

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

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

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

Strategy 1 Details	Formative Reviews		
<p>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. STREAM nights, technology nights.)</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 75%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2023-2024 CPOC

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

Committee Role	Name	Position
Administrator (LEA) #1	Jennifer Frasier	District Representative

Addendums

