

Fort Bend Independent School District

Mary Austin Holley Elementary

2023-2024 Formative Review



Mission Statement

FBISD Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Holley Elementary Mission

The MHE learning community will work collaboratively to ensure that each child achieves their fullest potential.

Vision

FBISD Vision

FBISD continuously improves teaching and learning by developing effective staff and building scalable systems.

Holley Elementary Vision

Holley Elementary is Inspiring learners to become leaders.

Core Beliefs

Mary Austin Holley's Core Beliefs:

**Academic Achievement for every student
Accountability
Student Ownership of learning and behavior
Community is our priority
Excellence for all**

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Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2024, MHE will decrease achievement gaps in Math, Reading, and Science for all student groups, including SPED, ESL and EB students, by ensuring the implementation of the FBISD instructional model and that teachers are delivering effective tiered instruction using research based, high interest resources and real world learning experiences.

High Priority

HB3 Goal

Indicators of Success: Formative Assessment

- By MOY increase the percentage of 1st grade students reading near or on grade level in 1st grade as measured by BAS.
- By MOY, increase student performance in inferring within all genres, in grades 3-5, as measured by Formative assessments (Eco dis, EB, ethnicity and Special Education) through tiered instruction.
- By MOY, increase the number of students performing At or Above on the Reading REN360 in grades 1-5 .
- By MOY, increase the number of students performing At or Above on the Math REN36 in grades 1-5.
- By the beginning of the Fall GT referral window, MHE will increase parent awareness of the nature and needs of gifted and talented students using quarterly communication strategies (i.e. Newsletters, meetings, parent teacher conferences).

Summative assessment

- By MOY to EOY increase the percentage of K-1 students reading near on on grade level by 3% as measured by BAS.
- By EOY, increase student performance in inferring within all genres, in grades 3-5, as measured by Formative assessments by 3% for each student group (Eco dis, EB, ethnicity and Special Education through tier 1, 2 and 3 instruction.
- By MOY, increase the number of students performing At or Above on the Reading REN360 in grades 1-5 .
- By EOY, increase the number of students performing At or Above on the Math REN360 by 3% in grades 1-5 .
- By EOY Learning Walks will reflect a 50% increase in the amount of teachers aligned to the instructional model as measured by CC3 on the Learning Walk Tool.
- By June 2024, grades 3-5 will increase performance on Math STAAR Approaches by 5% .
- By Jun 2024, grades 3-5 will increase performance on Reading STAAR Approaches by 5% .

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive coaching on unwrapping the TEKS and learning progressions to gain clarity on the level of rigor needed to develop and deliver impactful instruction that improves the effectiveness of literacy, numeracy and science instruction as evidenced by PLC and Professional Development sign-in sheets.</p> <p>Strategy's Expected Result/Impact: Student achievement in the areas of Reading and Math will increase across all student groups.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Interventionists, EL Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development Opportunities, Professional Resources, resources for small group implementation and interventions - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: We will use PLC's, peer observation and job embedded PD to build teacher capacity in planning, tracking and analyzing teacher and student data in order to implement intervention, tiered instruction, and small group instruction, that targets students' needs.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to plan and implement high quality tiered instruction resulting in student achievement in Reading and Math across all student groups.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists and Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional Development Opportunities, Professional Resources, resources for small group implementation and interventions - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: MHE will increase teacher and parent awareness of the GT program through ongoing communication.</p> <p>Strategy's Expected Result/Impact: There will be an increase in the number of parents and teachers referring students for GT testing.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Campus GT Champion</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2024, MHE will improve students' behavior by focusing on student ownership of behavior practices and the implementation of PBIS as demonstrated by the indicators of success.

Indicators of Success: Formative:

- By September, MHE will create campus-wide behavior expectations for common areas and post throughout the school.
- By September, MHE teachers will engage in professional development on PBIS and implement the strategies throughout the school.
- By October, December, March and May we will decrease the number of discipline referrals quarterly from 2022-2023 data to 2023-24 data by implementing the PBIS strategies.

Summative:

- By May 2024, we will decrease the number of discipline referrals for the current school year in comparison to the 2022-23 school year by 5%.
- BOY to EOY share at least 4 strategies with the staff to build relationships and encourage positive student behaviors.
- BOY to EOY teachers will implement at least 2 PBIS lessons

Strategy 1 Details	Reviews			
<p>Strategy 1: MHE will implement PBIS, SEL and a behavior management system to foster the Profile of a Graduate Attributes in all students and staff which will result in an increase in social emotional wellness, school pride and character development for all stakeholders.</p> <p>Strategy's Expected Result/Impact: There will be an increase in students exhibiting Profile of a Graduate Attributes and discipline referrals will decrease.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Instructional Leadership Team, Classroom Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2024, MHE will improve student attendance rates, as demonstrated through PEIMS reporting, by the campus attendance plan is implemented and monitored with fidelity and providing student attendance incentives..</p> <p>Strategy's Expected Result/Impact: Formative</p> <ul style="list-style-type: none"> -Improve the percentage of students meeting State compulsory attendance expectations each quarter. -Improve the quarterly campus attendance rate to the district expectation of 95%. -Increase from BOY to MOY the number of informational communications sent electronically to parents that focus on the importance of good attendance from 0 to 3. <p>Summative</p> <ul style="list-style-type: none"> -Increase from BOY to EOY the number of informational communications sent electronically to parents that focus on the importance of good attendance from 0 to at least 3 per semester for a total of 10. -Improve the percentage of students meeting state compulsory attendance expectations for the year by 1%. -Decrease the percentage of students with 10 or more absences within one school year. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Incentives for students - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2024, MHE will continue to increase positive climate and culture for parents and staff by providing consistent and timely parent communication and increasing the engagement of all stakeholders as indicated by the indicators of success.

High Priority

Indicators of Success: BOY to MOY increase the parent's positive perception of the overall quality of the school.
BOY to MOY increase the number of opportunities for parents to be involved on the campus.

Summative

BOY to EOY increase the parent's positive perception of the overall quality of the school from 83% to 88%.
MOY to BOY host at least four events focused on building positive relationships between parents and MHE stakeholders.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and guardians will be given at least four opportunities to collaborate with campus staff, participate in campus events and give input regarding campus events and activities.</p> <p>Strategy's Expected Result/Impact: Parents will continue to increase their attendance at school events and volunteer opportunities.</p> <p>Staff Responsible for Monitoring: Administration- Danielle Moss, Principal; Cynthia Kirkpatrick, Assistant Principal Parent Center Coordinator- Rosa Baker Counselor- Tonya Cole</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Incentives for parents to attend and engage - 199 General Fund</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement