

Fort Bend Independent School District

Mary Austin Holley Elementary

2024-2025 Goals/Performance Objectives/Strategies



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 2025, MHE will decrease achievement gaps in Math, Reading, and Science for all student groups, including SPED, ESL, EB, and At Risk students, by ensuring that teachers are effectively implementing the FBISD instructional model by delivering effective tiered instruction using research based, high interest resources and real world learning experiences.







HB3 Goal











Indicators of Success: Formative Assessment

- From BOY to MOY 85% of K-5 grade students will make continuous growth in Reading and Math as measured by NWEA Map.
- By MOY, increase the percentage of 3-5 students performing satisfactorily on Reading and Math District Learning Assessments by 5%.
- By MOY, increase the percentage of 5th grade students performing satisfactorily on the Science District Learning Assessments by 10%.

Summative assessment

- By June 2025 increase the percentage of K-5 students making one year's growth by 5% as measured by NWEA Map.
- By June 2025, grades 3-5 will increase performance on Math STAAR Approaches by 5%.
- By Jun 2025, grades 3-5 will increase performance on Reading STAAR Approaches by 5%.
- By June 2025, grade 5 will increase performance on Science STAAR Approaches by 10%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive coaching on unwrapping the TEKS and learning progressions to develop and deliver impactful instruction to all students including, At Risk, EB, GT, ESL, and SPED, so that they receive rigorous, high quality instruction that encourages achievement in the areas of literacy, numeracy, and scientific thinking.</p> <p>Strategy's Expected Result/Impact: Student achievement in the areas of Reading, Math, and Science will increase across all student groups.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Instructional Interventionists, Bilingual 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 - \$2,200</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 tutorials (HB4545), 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, Math, and Science across all student groups.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Bilingual Specialist, 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: Student Learning 2</p> <p>Funding Sources: Professional Development Opportunities, Professional Resources, resources for small group implementation and interventions - 211 Title I-A - \$11,147</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Students will have opportunities for differentiated learning experiences through the purchasing of hands-on activities, and authentic literature and investing in field trips that encourage the development of literacy, numeracy, scientific thinking and social emotional skills. Strategy's Expected Result/Impact: Students will participate in at least one field trip or enrichment activity this school year to build their background knowledge, writing, numeracy, scientific and social emotional skills. Staff Responsible for Monitoring: Administration, Grade Level Team Leaders Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 Funding Sources: Venues, Transportation - 211 Title I-A - \$4,000	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: At least 85% of MHE students included in the Asian sub population will meet the minimum standard for growth and student achievement on the Math, Reading and Science STAAR test. Strategy's Expected Result/Impact: MHE staff will collect, analyze and use data to plan effective instruction for students within the Asian sub population to ensure the students are consistently meeting the expected standard. Staff Responsible for Monitoring: Administration, Literacy Coach, Math Coach, Teachers Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our At-Risk Student populations continue to have achievement gaps in reading, math, science and social studies. Root Cause: Students within this demographic including Newcomers, EB, SPED, and At Risk students have academic deficits due to a lack of background knowledge and significant social/emotional needs that can impede academic success.

Student Learning

Problem Statement 1: According to our demographics, we will have ten educators who are new to Holley and Fort Bend ISD, as well as veteran educators who are still enhancing their practices regarding the implementation of all components of the instructional model. **Root Cause:** Teachers need deeper content knowledge on implementing all of the components of the math and reading workshop models, specifically small group instruction, mini lessons, and utilizing authentic literature and hands-on activities to increase students' understanding.

Problem Statement 2: Teachers have had limited professional development regarding collecting, tracking and analyzing student data and using it to design impactful lessons. **Root Cause:** Our teachers need more training on analyzing data and using it to design impactful lessons.








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

Performance Objective 2: By June 2025, MHE will improve tier 1 instruction as it relates to supporting emergent bilingual students through professional learning on targeted language development strategies so that second, third, fourth and fifth grade students will increase their percentage of growth on the TELPAS composite by at least one level.

HB3 Goal

Indicators of Success: By June 2025

- The percentage of current second graders who increase their TELPAS composite score by at least one level will increase from 16% to 36% .
- The percentage of current third graders who increase their TELPAS composite score by at least one level will increase from 38% to 58% .
- The percentage of current fourth graders who increase their TELPAS composite score by at least one level will increase from 56% to 76% .
- The percentage of current fifth graders who rate as Advanced Hight will increase from 34% to 54%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: MHE staff will receive professional learning during campus and district professional development days, PLC's, and through second language acquisition coaching to ensure teachers are equipped to utilize effective strategies which increase achievement for emergent bilingual students.</p> <p>Strategy's Expected Result/Impact: Teachers will effectively utilize EB strategies which include sheltered instruction, sentence stems, activating prior knowledge, visuals and content and language supports.</p> <p>Staff Responsible for Monitoring: Administration, LPAC Administrator, Bilingual Specialist, Literacy Coach, Bilingual Literacy Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 Title I-A</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our At-Risk Student populations continue to have achievement gaps in reading, math, science and social studies. **Root Cause:** Students within this demographic including Newcomers, EB, SPED, and At Risk students have academic deficits due to a lack of background knowledge and significant social/emotional needs that can impede academic success.








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

Performance Objective 3: By June 2025, 70% of all students receiving Special Education Resource and Inclusion services will demonstrate growth in the area of literacy consistent with the growth projection provided by the universal screener.

HB3 Goal

Indicators of Success: Formative Assessment
-From BOY to MOY 70% of K-5 grade students will make continuous growth in Reading as measured by NWEA Map.

Summative assessment
-By June 2025 70% of all students receiving Special Education Resource and Inclusion services will make at least one year's growth in reading as measured by NWEA Map.

Strategy 1 Details	Reviews			
Strategy 1: All students receiving Special Education Resource and Inclusion services will have their reading fluency and comprehension levels assessed at the beginning, middle and end of the year in accordance with their IEP. Strategy's Expected Result/Impact: At least 70% of all students receiving Special Education Resource and Inclusion services will demonstrate growth in the area of literacy consistent with the growth projection provided by the universal screener. Staff Responsible for Monitoring: Administration, Campus Compliance Coordinator, SPED Case managers, Sped Teachers Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our At-Risk Student populations continue to have achievement gaps in reading, math, science and social studies. Root Cause: Students within this demographic including Newcomers, EB, SPED, and At Risk students have academic deficits due to a lack of background knowledge and significant social/emotional needs that can impede academic success.

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 2025, MHE will improve students' overall social emotional well being by implementing student ownership of behavior practices and PBIS strategies so that all students are equipped with the tools and support they need to be confident leaders who consistently make positive behavior choices.







Indicators of Success: Formative:



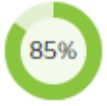




- By September, MHE will create a campus-wide PBIS system to track and reward positive behaviors.
- By September, MHE teachers will engage in at least one professional development opportunity focused on PBIS and SEL.
- BOY to MOY teachers will collaborate with the PBIS Interventionist to implement at least 2 PBIS lessons.
- BOY to MOY teachers will implement at least 4 morning circles.
- The number of discipline referrals will decrease by 1% quarterly, October, December, March and May, according to Skyward discipline data

Summative:

- By May 2025, MHE will have successfully implemented a campus-wide PBIS system to track and reward positive behaviors.
- By May 2025, MHE teachers will engage in at least two professional development opportunities focused on PBIS and SEL.
- By May 2025, we will decrease the number of discipline referrals for the current school year in comparison to the 2023-2024 school year by 5%.
- BOY to EOY hold a Fall, Winter and Spring Leadership Assembly with students in grades K-5.
- BOY to EOY teachers will collaborate with the PBIS Interventionist to implement at least 4 PBIS lessons.
- BOY to EOY teachers will implement at least 8 morning circles.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 week in Pre-Kindergarten, Kindergarten and self-contained Special Education classes so that they consistently have a weekly attendance rate of at least 93%. -Consistently meet the state compulsory attendance rate of 95% weekly across all grade levels. -Increase from BOY to MOY the number of informational communications sent electronically to parents that focus on the importance of good attendance from 2 to 4 per semester. <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 2 to at least 4 per semester for a total of 8. -Increase the percentage of students meeting state compulsory attendance expectations for the year by 1%. -Decrease the overall 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 1</p> <p>Funding Sources: Incentives for students - 211 Title I-A - \$4,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: MHE will implement a school wide PBIS 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. Strategy's Expected Result/Impact: There will be an increase in students exhibiting Profile of a Graduate Attributes and as a result, discipline referrals will decrease. Staff Responsible for Monitoring: Administration, Counselor, Instructional Leadership Team, Classroom Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I-A - \$4,000		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: MHE will increase teacher and parent awareness of the GT program through ongoing communication to increase the amount of students being referred for Gifted and Talented Testing and ultimately increase our number of identified students. Strategy's Expected Result/Impact: There will be an increase in the number of parents and teachers referring students for GT testing. Staff Responsible for Monitoring: Administration, Counselor, Campus GT Champion Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1 Funding Sources: - 199 General Fund - \$2,785		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 4 Details		Reviews			
Strategy 4: MHE will improve the overall health and well being of all students by creating a campus wellness committee that will meet at least four times a year and encourage students to make healthy food choices. Strategy's Expected Result/Impact: A schoolwide healthy snack policy will be implemented and students will replace unhealthy snacks choices with healthy snack choices such as fruit, vegetables, crackers or granola bars during their scheduled snack time. Staff Responsible for Monitoring: Administration, Counselor, Teachers, Wellness Committee Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Dec	Feb	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our At-Risk Student populations continue to have achievement gaps in reading, math, science and social studies. Root Cause: Students within this demographic including Newcomers, EB, SPED, and At Risk students have academic deficits due to a lack of background knowledge and significant social/emotional needs that can impede academic success.
School Processes & Programs
Problem Statement 1: Although we decreased discipline referrals during the 2023- 2024 school year, we had 165 referrals during the 2024 - 2025 school year which is still a large number that we would like to decrease by at least 5%. Root Cause: We have a high needs population, and we must provide ongoing opportunities for staff members to deepen their knowledge of appropriate SEL supports and PBIS strategies and empower our students to use the strategies so that we continue to cultivate an overall positive culture and climate for all students and staff.
Perceptions
Problem Statement 1: 9% of our parents feel dissatisfied with the amount of opportunities to be involved in their child's school. Root Cause: We need to work towards offering a variety of opportunities for parents to be involved at different times of the day to accommodate different work schedules and interests.








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 2025, 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.

Indicators of Success: BOY to MOY increase the parent's positive perception of the overall quality of the school.
BOY to MOY provide at least three opportunities for parents to be involved in activities 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 three opportunities for parents to be involved in activities on the campus.

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 9% of our parents feel dissatisfied with the amount of opportunities to be involved in their child's school. Root Cause: We need to work towards offering a variety of opportunities for parents to be involved at different times of the day to accommodate different work schedules and interests.

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