

Fort Bend Independent School District

Mary Austin Holley Elementary

2025-2026 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.

Value Statement

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**

Table of Contents

Goals 5

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 5

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged. 12

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 16

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities







Performance Objective 1: By May 2026, achievement gaps will be reduced in Math, Reading, and Science by ensuring that at least 85% of students across all groups, including SPED, ESL, EB, and At-Risk, demonstrate 1.5 years of growth on NWEA MAP.

HB3 Goal

Evaluation Data Sources: Formative Assessment
BOY and MOY NWEA MAP Fluency for grades K-2 and MAP Growth for grades K-5

Summative assessment
EOY NWEA MAP Fluency for grades K-2 and MAP Growth for grades K-5

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<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 writing, numeracy, and scientific inquiry.</p> <p>Strategy's Expected Result/Impact: Student achievement in the areas of Reading, Math, and Science will increase across all student groups through consistent implementation of the FBISD instructional model with effective tiered instruction, high-interest resources, and real-world learning experiences.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Bilingual Specialist</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: 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: Demographics 1</p> <p>Funding Sources: - 211 Title I-A - \$5,000</p>	<div><div></div></div> <div>Moderate Progress</div>			

Strategy 2 Details		Reviews			
Strategy 2: We will use PLT'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, intervention, tiered instruction, and small group instruction, that targets students' needs. 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. Staff Responsible for Monitoring: Administration, Instructional Coaches, Bilingual Specialist, Interventionists and Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: IXL, Reading A-Z, Grammar Resources, Reflex Math - 211 Title I-A - \$5,000		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: MHE will increase student capacity in GT learning experiences through Innovation Hour, UIL, Enrichment activities, and Project Based Learning. 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: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 211 Title I-A - \$2,000		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			
<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: Holley staff members are still growing in the areas of collecting, tracking, and analyzing student data and using it to design impactful lessons. **Root Cause:** This continued development in data-driven instruction has impacted our ability to close achievement gaps consistently and ensure every student reaches their full academic potential.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, Tier 1 instruction for emergent bilingual students will be strengthened through targeted professional learning, resulting in at least 85% of students in grades 2-5 increasing their TELPAS composite score by one proficiency level.

- HB3 Goal**
- Evaluation Data Sources:** Formative
Fall Avant assessment and 2025 TELPAS Composite score
- Summative
Spring Avant assessment and 2026 TELPAS Composite score

Strategy 1 Details		Reviews			
Strategy 1: MHE staff will receive professional learning during campus and district professional development days, PLT's, and through second language acquisition coaching to ensure teachers are equipped to utilize effective strategies which increase achievement for emergent bilingual students. 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. Staff Responsible for Monitoring: Administration, LPAC Administrator, Bilingual Specialist, Literacy Coach, Bilingual Literacy Interventionist Title I: 2.51, 2.53 - 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: Professional Development on effective EB Strategies - 211 Title I-A - \$2,500		Formative			Summative
		Oct	Dec	Feb	June
		<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> 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: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, 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 NWEA MAP.

- HB3 Goal**
- Evaluation Data Sources:** Formative Assessment
BOY and MOY NWEA MAP Fluency for grades K-5 and MAP Growth for grades K-5
- Summative assessment
EOY NWEA MAP Fluency for grades K-5 and MAP Growth for grades K-5
Reading STAAR

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 Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 211 Title I-A - \$2,000	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</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: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, students' social-emotional well-being will improve, leading to an 8% reduction in discipline referrals. All students will be empowered to become confident leaders who consistently make positive behavior choices, fostering a safe and supportive environment where every student can thrive.

HB3 Goal

Evaluation Data Sources: The number of discipline referrals listed in Skyward Q will go from 118 in 2025 to 109 or less in 2026.

Strategy 1 Details	Reviews			
Strategy 1: By May 2026, MHE will improve student attendance rates, as demonstrated through PEIMS reporting, by implementing, monitoring, and communicating the campus attendance plan with fidelity and providing student attendance incentives.. Strategy's Expected Result/Impact: Formative The 2025 overall attendance rate of 95% as reported in Skyward Q. Summative 2026 overall attendance rate as reported in Skyward Q Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: - 211 Title I-A - \$1,500	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: MHE will implement a school-wide PBIS behavior system that will include a token economy, student leadership assemblies, PBIS celebrations, and SEL support from a PBIS Interventionist, to promote Profile of a Graduate attributes and improve social-emotional wellness, school pride, and character development for all. 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: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 211 Title I-A - \$2,500	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: 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: School Nurse, Administration, Counselor, Teachers, Wellness Committee Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 199 General Fund - \$1,000	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<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.

Perceptions

Problem Statement 1: Staff members need appropriate training that will equip them to address behavior challenges of our high needs student population. Although we decreased discipline referrals last year by 49%, we had 106 referrals during the 2024 - 2025 school year which is a large number. **Root Cause:** Although we decreased discipline referrals last year by 49%, we had 106 referrals during the 2024 - 2025 school year which is a large number.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, positive climate and culture for parents and staff will grow through consistent, timely communication and meaningful stakeholder engagement, resulting in an increase in the campus climate survey's "Overall Quality of School" rating from 88% to at least 90%.

HB3 Goal

Evaluation Data Sources: Title I Culture and Climate Survey categories of Excellent, Good, and Fair will increase.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>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.</p> <p>Strategy's Expected Result/Impact: Parents will continue to increase their attendance at school events and participation in volunteer opportunities . We will have a thriving VIPS room.</p> <p>Staff Responsible for Monitoring: Administration, Parent Center Coordinator, and Counselor, Parent Educator</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Vendors for Instructional presentations, Food Items, Snacks, Craft Items, Decor - 199 General Fund - \$3,500</p>	<div><div></div></div> <div>Considerable</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				


Performance Objective 2 Problem Statements:







Perceptions
<p>Problem Statement 1: Staff members need appropriate training that will equip them to address behavior challenges of our high needs student population. Although we decreased discipline referrals last year by 49%, we had 106 referrals during the 2024 - 2025 school year which is a large number. Root Cause: Although we decreased discipline referrals last year by 49%, we had 106 referrals during the 2024 - 2025 school year which is a large number.</p>

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.

Evaluation Data Sources: Minutes from monthly budget meetings, CPAC meeting minutes, field trip proposals from Team Leaders, documentation of resources purchased for students

Strategy 1 Details	Reviews			
Strategy 1: MHE will increase student engagement and achievement by investing in engaging, research-based instructional materials, hands-on activities and authentic literature that supports differentiated learning and promote literacy, numeracy, scientific thinking, and social-emotional development. Strategy's Expected Result/Impact: All students will make 1.5 year's growth as measured by the MAP assessment. Domain I of the STAAR TEA rating will increase from 72 to at least 75. The Overall score for Domains 1, 2, and 3 will increase from 81 to at least 85. Staff Responsible for Monitoring: Administration, Instructional Coaches, Classroom Teachers, Instructional Interventionists Title I: 2.51, 2.53 - 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: Reflex Math, Time for Kids 4th and 5th Math, Science, Instructional Technology platforms - 211 Title I-A - \$7,000	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: All PK-5 students will participate in an annual field trip that connects real-world experiences to RLA, Math, Science, Social Studies, and citizenship to improve overall student outcomes. Strategy's Expected Result/Impact: Students will achieve 1.5 year's growth on the MAP assessment in reading and math. Staff Responsible for Monitoring: Administration, Instructional Coaches, Classroom Teachers, Instructional Interventionists Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Entrance fees, funding for bus transportation - 211 Title I-A - \$10,000	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: MHE will build teacher leaders by providing professional development opportunities in the areas of RLA, Math, Science, PBIS, and Emergent Bilingual strategies. Strategy's Expected Result/Impact: Teachers will deliver impactful, rigorous lessons that meet the needs of all students. Staff Responsible for Monitoring: Administration, Instructional Coaches, Bilingual Specialist, Classroom Teachers, Instructional Interventionists Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Region IV PD, PD opportunities aligned to district and campus goals - 211 Title I-A - \$3,000	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<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: We have several 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 new instructional model. **Root Cause:** Teachers need deeper content knowledge on implementing all of the components of the math and reading workshop models, specifically teacher led small group instruction, effective intervention, utilizing authentic literature and hands-on activities to increase students' engagement and academic growth.