

Cypress-Fairbanks Independent School District

Emery Elementary School

2022-2023

Accountability Rating: B



Mission Statement

Cypress Fairbanks Independent School District's Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global learners.

Emery Elementary School's Mission Statement

Emery Elementary will encourage and challenge all students in an individualized, positive and secure environment where students are engaged and motivated to learn, so that they can live and work successfully in an ever-changing society.

Vision

LEAD:Lead, Empower, Achieve, Dream

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: We met at our end of the year CPOC meeting, on May 18, 2022, and reviewed campus needs with our data. To start this school year, on August 19, 2022, our staff reviewed the previous year's data. We divided the staff into groups to analyze specific data for our Comprehensive Needs Assessment. .

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 18, 2022 and August 19, 2022

In summary, the comprehensive needs assessment denotes the following: Language Arts - our SPED students are performing lower than all other sub populations; Math - our percentages decreased in the following areas: white population in 3rd and 4th grade, Asian population in 3rd grade, at-risk population in 4th grade, economically disadvantaged in 5th and our SPED in 5th grade; Science - Our emergent bilingual students are performing significantly lower than all other sub populations. 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 May 18, 2022 and August 19, 2022 to develop the CNA and the strategies. Those meetings were held at Emery Elementary School starting at 4:30pm and 10:00am. 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: reviewed the 2021-2022 campus data in order to determine our campus needs. Staff analyzed data based on content area in order to determine strategies that will produce the most effective outcomes for our campus. _

Based on feedback from the committee, the campus has the following priorities for the current school year: to increase the SPED student STAAR Reading passing rates through increased teacher professional development, increase Science STAAR passing rates by utilizing critical thinking strategies with our emergent bilingual students, and by working with Math Consultant Garland Likenhoger to increase Math STAAR passing rates.

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 Summary

Language Arts

- MOY IRL
 - 4th Grade growth was higher than district average
 - District = 40%
 - Emery = 45%
- 2nd Grade
 - Checkpoints beat all Clust and tied/beat district
 - February Checkpoint
 - District = 64%
 - Emery = 64%
 - March Checkpoint
 - District = 74%
 - Emery = 74%
 - April Checkpoint
 - District = 57%
 - Emery = 62%

Student Achievement Strengths

Language Arts

- 3rd Grade African American sub pop average was above our cluster by 5%
- 4th Grade - 6/7 of our sub pops surpassed our cluster average
- 3rd Grade Reading All increased by 16%
- 4th Grade Reading All increased by 29%
- 5th Grade Reading All increased by 16%

Math

- 5th aligned with District Goals and either met or beat them
- STAAR Scores showed overall growth: 3rd grade increased by 14% and 4th Grade increased by 10%
- Hispanic Sub pop STAAR Scores went up in all grades
- 3rd Grade Math All increased by 14%
- 4th Grade Math All increased by 10%
- 5th Grade Math All increased by 1%

Science

- 5th Grade Hispanic sub population increased by 27%

- 5th Grade African American sub population increased by 24%
- 5th Grade Science STAAR All increased by 4%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our SPED students are performing lower than all other sub populations on 5/7 STAAR assessments administered. **Root Cause:** RLA: There is not purposeful & intentional collaboration between our special education & special program teacher and our general students to support narrowing the achievement gap .

Problem Statement 2: Math: Our white population went down by 5% in 3rd grade and by 20% in 4th grade. **Root Cause:** Math: The extended day interventions were not purposefully planned, focused on targeting specific needs of our students.

Problem Statement 3: Science: Our emergent bilingual students are performing significantly lower than all other student groups. **Root Cause:** Science: Teachers are not utilizing critical reading strategies and differentiated vocabulary instruction to increase student performance.

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 2020 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 Summary

School Culture and Climate Strengths

1. Emery was named a National Capturing Kids Hearts Showcase School for the seventh year in a row.
2. As a Positive Behavior Intervention and Supports (PBIS) campus, it is our goal to create a safe learning environment where all students are Safe, On-Task, Accountable, and Respectful or S.O.A.R. This is our fourth year as a PBIS Level 2 campus, where we focus on students that need tier 1 and tier 2 supports.
3. Emery continues to follow district procedures that assist in ensuring campus safety.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Our African American population has a very high number of students with office referrals. **Root Cause:** School Culture and Climate: Staff members require additional training and supports in restorative discipline, classroom management coaching

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

1. All new teachers and teachers new to our campus have mentors and attend our new teacher meeting on campus held by our Lead Mentors. Our first year teachers are also encouraged to attend the district meetings for new teachers and are active participants in the Emery Academy.
2. At Emery, we focus on building strong teams and growing their content knowledge.
3. Monthly staff fun days are scheduled throughout the year to provide recognition and appreciation of everyone hard work and dedication.
4. Staff members are recognized in a variety of ways, including monthly staff meetings and positive affirmation notes.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is low. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers are out for extended periods.

Parent and Community Engagement

Parent and Community Engagement Strengths

1. We host monthly parent nights to positively and consistently inform parents about the district curriculum
2. Emery's PTO Board works diligently to increase the number of families join the PTO and increase the number of volunteers for school activities. As a result of changes made due to the pandemic, they reach out to families through social media and our school website.
3. We continue to offer support with academics, behavior strategies and other information for parents as well as provide ideas on how they can support our school and their students.
4. We send out monthly newsletters to keep the community informed about campus procedures and current events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parent participation levels are not where they were before the pandemic. **Root Cause:** Parent and Community Engagement: Due to the pandemic, we were lacking parent participation and it has not returned to pre-pandemic status.







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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: All staff will be involved in meetings about student performance and data analysis to create targeted goals, with a focus on our special education population. During data digs, teachers will use data analysis to deepen targeting not cause and clearing up misconceptions.</p> <p>Our campus will host monthly professional development to build continuous communication between our general education teachers and our special education and special programs teachers.</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</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will work with Math Consultant Garland Likhogher to strengthen their instructional practices and learn how to implement and use small groups to differentiate instruction effectively.</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 Specialist</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will focus on developing science vocabulary and critical reading skills for our EL students by providing daily vocabulary instruction and modeling critical reading strategies and justifying their thinking. Including:</p> <ul style="list-style-type: none"> -Word Walls -Science Walks -Increased number of hands-on activities <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 Specialist</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: The campus will provide 30 minutes of targeted instruction each day, which we call our SOAR time, that includes: additional targeted small group intervention for our most at-risk students and enrichment activities for students who have met and/or exceeded the targets on district and state assessments.</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</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Sanford Harmony Lessons, Capturing Kids Hearts Curriculum, and Grade Level Community Service Projects.</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</p>	Formative		
	Nov	Feb	May
			











Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, special education, emergent bilingual and economically disadvantaged 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: Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.</p> <ol style="list-style-type: none"> Salaries: The interventionists will work with our most at-risk students in 2nd - 5th grade to increase student achievement in math and reading. The instructional paraprofessionals will assist in classrooms to ensure students stay on task while teachers work with small groups. Extra Duty Pay: Teachers will tutor our most at-risk students during after school camps throughout the year to help close the learning gaps and meet the needs of our struggling learners. Temporary Workers: Temporary workers will provide targeted interventions to increase student achievement and help students meet and/or exceed the targets goals on district and state assessments. Contracted Services: Karen Lowery will meet with all grades throughout the school year to share her abilities as a storyteller to enhance the writing abilities of our students. Teachers will help students apply those strategies in their own writing and increase their written composition skills. Supplies: Instructional: Additional content materials purchased for literacy, math and science for classrooms in all grades will increase student learning and academic achievement on district and state assessments, including shifting the balance books study bundle, student book bags, composition notebooks, books for classes to use for reading workshops and class read alouds, and whistles. Supplies PAFE: Materials purchased for after school programs for our families and community involvement. <p>Staff Responsible for Monitoring: Principal, Title 1 Coordinator</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>25%</p> </div> <div style="text-align: center;">  <p>50%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		
<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>			

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Friday Night Camps - Students will attend Friday Night Camps to accelerate learning by offering extra instruction during the three hour camps once a month.</p> <p>Strategy's Expected Result/Impact: Students who attend reading camps-70% of the students will grow at least two reading levels from the BOY IRL to the EOY IRL and for math- 70% of the students attending math camps will meet EOY math standards on benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Tutoring: Tutoring</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached data table</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

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): Instructional resources will be provided to support classroom instruction, such as paper, envelopes, and computer ink to enhance the overall improvement of academics and behavior.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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.

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will implement Capturing Kids Hearts philosophy daily.</p> <p>Strategy's Expected Result/Impact: Emery Staff will make sure our campus is safe for students and staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Emery Staff</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: Principal, Assistant Principals, EOP Coordinator, Emery Staff</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 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

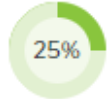


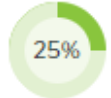








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will routinely monitor and communicate with administration about students with three or more tardies or absences. The Assistant Principals will contact parents and set up a conference to discuss excessive tardies and absences.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</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>			








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 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will implement our PBIS philosophy, CKH program, present our monthly Project Safety lessons and do our annual Code of Conduct presentations with students.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions data will be monitored by the Assistant Principals, Behavior Specialists and the PBIS Level 2 committee members bi-monthly. They will discuss areas of concern and provide staff members strategies and ideas to that will keep our students in class for instruction.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for students will decrease by 5% .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Work one-on-one as needed to support students to attain increased social, emotional and behavioral competencies.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will decrease by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Work one-on-one as needed to support students to attain increased social, emotional and behavioral competencies.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			






Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Emery had a 0 % rate of violent incidents for the 2021-2022 school year. To maintain this goal, we will continue to provide programs and learning opportunities for our students, including Sanford Harmony team building activities, PBIS strategies and Capturing Kids Hearts lessons.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Counselors</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 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will recognize staff members and teams who have perfect attendance at our monthly staff meetings.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff will attend Professional Development, including Capturing Kids Hearts Refreshers, Behavior Sessions and Life Space Crisis Intervention Training, throughout the year.</p> <p>Strategy's Expected Result/Impact: Professional Development will provide our staff with strategies to improve first instruction in all contents, supports for our most at-risk students and address social and emotional need of our students. Emery staff will implement strategies learned from professional development offered to meet the academic and social/emotional needs of our students.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</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 2022-23 school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will be invited to attend all of our family events in a variety of ways, including social media, campus newsletters, School Messenger, campus call outs, our school marque, etc.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Emery Staff, Title 1 Coordinator</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Michelle Merricks	Principal
Classroom Teacher	Erika Quintanilla	PK Teacher
Classroom Teacher	Virginia Treat	Kindergarten Teacher
Classroom Teacher	Kelly Coleman	1st Grade Teacher
Classroom Teacher	Brenda Carmona	2nd Grade Teacher
Classroom Teacher	Stacie Howell	3rd Grade Teacher
Classroom Teacher	Kylee Miller	4th Grade Teacher
Classroom Teacher	Kaylee Conley	5th Grade Teacher
Classroom Teacher	Misty Alvarado	ECSE Teacher
Non-classroom Professional	Marissa Perez	Diagnostician
Non-classroom Professional	Rachel Menchaca	Large Group Teacher
Non-classroom Professional	Bettie McGinness	Librarian
Non-classroom Professional	Socorro Ledezma	Testing Coordinator
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Lauri Barnes	Administrator (LEA) #2
Parent	Vanesa Flores	Parent #1
Parent	LaTosha Antonow	parent #2
Community Representative	Don Spada	Community Resident #1
Community Representative	Mark Gerlich	Community Resident #2
Business Representative	Hugo Perez	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Lydia Everitt	Paraprofessional #1
Paraprofessional	Brittney Smith	Paraprofessional #2
Administrator	Cournette Hawkins	Assistant Principal
Administrator	Jennifer Carson	Instructional Specialist
Administrator	Chesley Church	Instructional Specialist
Administrator	Kelly McMahon	Primary Instructional Specialist

Committee Role	Name	Position
Administrator	Mayra Olvera	Counselor
Administrator	Kristin Trevino	Counselor
Administrator	Abby Zimmerman	Behavior Interventionist
Administrator	Michael Riley	Behavior Interventionist
Paraprofessional	LaTonya Odom	Registrar
Non-classroom Professional	Ashley Redd	Nurse
Administrator	Angela Akin Fonville	Assistant Principal

Addendums

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: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%	#	%				
Reading	3	Emery	White	10	8	80%	90%	82%	6	60%	70%	64%	2	20%	30%	*
Reading	3	Emery	Two or More	*	*	*	*	71%	*	*	*	*	*	*	*	*
Reading	3	Emery	Eco. Dis.	120	78	65%	85%	67%	56	47%	57%	33%	28	23%	33%	10%
Reading	3	Emery	Emergent Bilingual	44	27	61%	81%	54%	18	41%	51%	31%	7	16%	26%	*
Reading	3	Emery	At-Risk	110	68	62%	82%	50%	43	39%	49%	24%	20	18%	28%	6%
Reading	3	Emery	SPED	29	13	45%	65%	35%	6	21%	31%	*	2	7%	17%	*
Reading	4	Emery	All	151	121	80%	85%	63%	71	47%	57%	33%	31	21%	31%	15%
Reading	4	Emery	Hispanic	75	57	76%	86%	60%	30	40%	50%	30%	10	13%	2300%	11%
Reading	4	Emery	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emery	Asian	6	6	100%	100%	78%	4	67%	77%	67%	1	17%	27%	*
Reading	4	Emery	African Am.	53	43	81%	90%	63%	26	49%	59%	33%	15	28%	38%	15%
Reading	4	Emery	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emery	White	10	9	90%	95%	80%	7	70%	80%	*	4	40%	50%	*
Reading	4	Emery	Two or More	6	5	83%	90%	*	4	67%	77%	*	1	17%	27%	*
Reading	4	Emery	Eco. Dis.	112	89	79%	90%	61%	52	46%	56%	31%	21	19%	29%	12%
Reading	4	Emery	Emergent Bilingual	36	24	67%	80%	57%	9	25%	35%	27%	2	6%	16%	*
Reading	4	Emery	At-Risk	96	71	74%	85%	53%	34	35%	45%	23%	9	9%	19%	9%
Reading	4	Emery	SPED	25	10	40%	60%	27%	3	12%	22%	17%	2	8%	18%	*
Reading	5	Emery	All	139	105	76%	85%	75%	69	50%	60%	43%	46	33%	43%	19%
Reading	5	Emery	Hispanic	76	57	75%	85%	71%	33	43%	53%	39%	24	32%	42%	17%
Reading	5	Emery	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emery	Asian	7	5	71%	80%	100%	5	71%	81%	*	4	57%	67%	*
Reading	5	Emery	African Am.	46	34	74%	80%	76%	23	50%	60%	42%	11	24%	34%	16%
Reading	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emery	White	6	6	100%	100%	90%	5	83%	83%	60%	4	67%	77%	*
Reading	5	Emery	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emery	Eco. Dis.	112	83	74%	85%	73%	50	45%	55%	40%	30	27%	37%	18%
Reading	5	Emery	Emergent Bilingual	38	21	55%	75%	66%	7	18%	28%	30%	2	5%	15%	*
Reading	5	Emery	At-Risk	104	73	70%	80%	69%	41	39%	49%	32%	24	23%	33%	14%
Reading	5	Emery	SPED	22	7	32%	52%	38%	2	9%	19%	*	1	5%	15%	*
Science	5	Emery	All	139	88	63%	80%	37%	39	28%	38%	12%	17	12%	22%	3%
Science	5	Emery	Hispanic	75	48	64%	80%	33%	21	28%	38%	11%	6	8%	18%	*
Science	5	Emery	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emery	Asian	7	5	71%	80%	71%	3	43%	53%	*	3	43%	53%	*
Science	5	Emery	African Am.	47	26	55%	75%	34%	11	23%	33%	10%	5	11%	21%	*
Science	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emery	White	6	6	100%	100%	56%	3	50%	60%	*	2	33%	43%	*
Science	5	Emery	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emery	Eco. Dis.	112	68	61%	80%	32%	28	25%	35%	11%	10	9%	19%	*
Science	5	Emery	Emergent Bilingual	37	15	41%	61%	23%	4	11%	21%	*	2	5%	15%	*
Science	5	Emery	At-Risk	104	63	61%	80%	24%	26	25%	35%	7%	9	9%	19%	*
Science	5	Emery	SPED	21	6	29%	50%	23%	1	5%	15%	*	0	0%	10%	*

Early Childhood Literacy Board Outcome Goal

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

		EMERY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	42%	20%	44%	49%	46%	49%	52%
		Total Number Meets or Higher		20		68			
		Total Number Tested		99		138			
		Points away from or above target		-22		+5			
		Difference from Prior Year				+29			
		Growth from Prior Year				145%			
	African American	Target and Actual Rate	38%	16%	40%	50%	42%	45%	48%
		Total Number Meets or Higher		5		23			
		Total Number Tested		31		46			
		Points away from or above target		-22		+11			
Difference from Prior Year					+34				
Growth from Prior Year					213%				
Hispanic	Target and Actual Rate	43%	19%	45%	49%	47%	50%	53%	
	Total Number Meets or Higher		10		34				
	Total Number Tested		53		70				
	Points away from or above target		-24		+4				
	Difference from Prior Year				+30				
	Growth from Prior Year				158%				
SPED	Target and Actual Rate	17%	9%	19%	27%	21%	24%	27%	
	Total Number Meets or Higher		2		8				
	Total Number Tested		22		30				
	Points away from or above target		-8		+8				
	Difference from Prior Year				+18				
	Growth from Prior Year				200%				
Eco. Disadv.	Target and Actual Rate	37%	20%	39%	48%	41%	44%	47%	
	Total Number Meets or Higher		15		56				
	Total Number Tested		75		117				
	Points away from or above target		-17		+9				
	Difference from Prior Year				+28				
	Growth from Prior Year				140%				
EL (Current & Monitored)	Target and Actual Rate	43%	16%	45%	47%	47%	50%	53%	
	Total Number Meets or Higher		6		24				
	Total Number Tested		37		51				
	Points away from or above target		-27		+2				
	Difference from Prior Year				+31				
	Growth from Prior Year				194%				
Cont. Enrolled	Target and Actual Rate	47%	21%	49%	50%	51%	54%	57%	
	Total Number Meets or Higher		16		52				
	Total Number Tested		78		104				
	Points away from or above target		-26		+1				
	Difference from Prior Year				+29				
	Growth from Prior Year				138%				
Non-Cont. Enrolled	Target and Actual Rate	30%	19%	32%	47%	34%	37%	40%	
	Total Number Meets or Higher		4		16				
	Total Number Tested		21		34				
	Points away from or above target		-11		+15				
	Difference from Prior Year				+28				
	Growth from Prior Year				147%				

Early Childhood Math Board Outcome Goal

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

		EMERY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	29%	12%	31%	30%	33%	36%	39%
		Total Number Meets or Higher		12		42			
		Total Number Tested		99		138			
		Points away from or above target		-17		-1			
		Difference from Prior Year				+18			
		Growth from Prior Year				150%			
	African American	Target and Actual Rate	25%	13%	27%	26%	29%	32%	35%
		Total Number Meets or Higher		4		12			
		Total Number Tested		31		46			
		Points away from or above target		-12		-1			
		Difference from Prior Year				+13			
		Growth from Prior Year				100%			
	Hispanic	Target and Actual Rate	30%	8%	32%	27%	34%	37%	40%
		Total Number Meets or Higher		4		19			
		Total Number Tested		53		70			
		Points away from or above target		-22		-5			
		Difference from Prior Year				+19			
		Growth from Prior Year				238%			
	SPED	Target and Actual Rate	8%	9%	10%	20%	12%	15%	18%
		Total Number Meets or Higher		2		6			
		Total Number Tested		22		30			
		Points away from or above target		+1		+10			
		Difference from Prior Year				+11			
		Growth from Prior Year				122%			
Eco. Disadv.	Target and Actual Rate	27%	12%	29%	29%	31%	34%	37%	
	Total Number Meets or Higher		9		34				
	Total Number Tested		75		117				
	Points away from or above target		-15		0				
	Difference from Prior Year				+17				
	Growth from Prior Year				142%				
EL (Current & Monitored)	Target and Actual Rate	30%	16%	32%	24%	34%	37%	40%	
	Total Number Meets or Higher		6		12				
	Total Number Tested		37		51				
	Points away from or above target		-14		-8				
	Difference from Prior Year				+8				
	Growth from Prior Year				50%				
Cont. Enrolled	Target and Actual Rate	30%	13%	32%	35%	34%	37%	40%	
	Total Number Meets or Higher		10		36				
	Total Number Tested		78		104				
	Points away from or above target		-17		+3				
	Difference from Prior Year				+22				
	Growth from Prior Year				169%				
Non-Cont. Enrolled	Target and Actual Rate	24%	10%	26%	18%	28%	31%	34%	
	Total Number Meets or Higher		2		6				
	Total Number Tested		21		34				
	Points away from or above target		-14		-8				
	Difference from Prior Year				+8				
	Growth from Prior Year				80%				

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.

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 of 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.