

Cypress-Fairbanks Independent School District

Emery Elementary School

2023-2024

LET THE
GAMES BEGIN



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

SCHOOL PROFILE

Emery Elementary is a campus in Houston, Texas. Emery Elementary opened its doors in 2010. Emery Elementary is projected to serve 1,062 students in grades PK-5th during the 2023-2024 school year, which is an decrease from the previous year of 1,147.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 18, 2023, and again on August 25th, 2023 to develop and finalize the CNA. The meetings were held at Emery Elementary both at 4:30 p.m

At the first meeting on May 18, 2023, principal Michelle Merricks reviewed the 2022-2023 campus data in order to determine our campus needs for the next school year. Staff analyzed data based on content area to determine strategies that would be effective and produce improvements for Emery Elementary.

At the second meeting on August 25th, 2023, the CPOC team will review the goals and the strategies needed to be implemented for this upcoming school year. .

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

- Our first identified priority problem is in the area of student achievement, specifically in SPED and EB populations on the ELA STAAR test. Through the root cause analysis process, we identified teachers are needing more support in differentiating and scaffolding.
- Our second identified priority problem is in the area of student achievement, specifically SPED population on the Math STAAR test. Through the root cause analysis process, we identified teachers are needing training on how to be more intentional and purposeful with first instruction.
- Our third identified priority problem is in the area of discipline, specifically our African American boys have a higher rate of office referrals. Through the root cause analysis process, we identified that additional training is required in restorative discipline and classroom management.

Student Achievement

Student Achievement Summary

ELAR

- 3rd grade AA increased by 7% at Approaches.
- 5th grade LEP increased by 6% at Approaches.

Math

- 3rd grade "Approaches" beat the cluster in the sub-pops of H, AA, W, ED.
- 4th grade "Meets" score achieved targeted goal.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

ELAR

- 2nd grade tied or beat the district on their February, March, and April checkpoints.
- 4th grade beat the district on the MOY IRL.
- 5th grade beat the district on the MOY IRL.

MATH

- 1st grade beat the district on all tests.
- 2nd grade beat the district on all but one test.
- 4th grade beat the district on checkpoint 5.

SCIENCE

- 2nd grade beat or tied the district on all but one test.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: SPED and EB/ESL populations performed lower than the other populations across at all grade levels. **Root Cause:** RLA: Teachers need more support in differentiation of our curriculum to include multiple strategies to help scaffold for our SPED and EB/ESL students.

Problem Statement 2: Math: Our SPED student are underperforming compared to the district and clusters. **Root Cause:** Math: Our math teachers need training on how to be more intentional and purposeful by making connections with SPED students by using math manipulatives, supplemental aids, number sense, discourse, and valuable resources.

Problem Statement 3: Science: Emery students are having a difficult time connecting and transferring hands on experiences to STAAR formatted questions. **Root Cause:** Science:

Teachers need to create authentic learning experiences and practice using STAAR formatted questions more frequently.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 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 Strengths

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

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: Our AA population has a very high number of students with office referrals compared to other sub-pops. **Root Cause:** Staff members require additional training and supports and restorative disciplined classroom management and 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: We continue to struggle with staff attendance and turnover. **Root Cause:** Teacher/Paraprofessional Attendance: Staff has a difficult time managing mental health and added outside stressors as they navigate the school year which leads to taking more than usual time off.

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 participation levels continue to be at a lower level than desired. **Root Cause:** Parents are unaware of opportunities to participate and be involved in events and activities occurring at Emery that require staff to communicate in multiple modalities of communication.








Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Staff will be involved in meetings about student performance and data analysis to create targeted goals, with a focus on our Special Education and Emergent Bilingual/English as a Second Language populations. Teachers will participate in Data Digs to analyze results to target misconceptions and deepen understandings. Teachers will also work with ELA Consultants Elizabeth Martin to strengthen their instructional practices. Our campus will host professional development to target student's learning needs.</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 Region IV Math Consultants to strengthen their instructional practices and learn how to 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 Specialists</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will focus on developing science vocabulary and critical reading skills for all students by providing daily vocabulary instruction and modeling critical reading strategies to justify their thinking and connect hands on experiences to STAAR questioning format.</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 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
	N/A		
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 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: 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:</p> <ol style="list-style-type: none"> Salaries: The interventionist will work with our most at-risk students in second through fifth grade to increase achievement in math and reading. The instructional paraprofessionals will assist in classrooms, to ensure students stay on task while teachers are working with small groups. Extra Duty Pay: Teachers will tutor our most at risk students during after school tutoring and STAAR 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 student meet and or exceed the target goals on the district and state assessments. Contracted Services: Karen Lowery will meet with all grades throughout the year to share her abilities as a storyteller to enhance the writing abilities of our students. Teachers will help students apply these strategies in their own writing. Supplies: Instructional: Additional content materials purchased for literacy, math, and science for all classrooms and all grades will increase student learning and academic achievement on district and state assessments. 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
			



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







Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Teachers will tutor 2 days each week for 24 weeks during After School SOAR Tutoring.</p> <p>Strategy's Expected Result/Impact: 70% of the students attending reading tutoring will pass their benchmark and STAAR Reading Test. For math, 70% of the students attending math tutoring will pass their benchmark and STAAR Math Test</p> <p>Staff Responsible for Monitoring: Principal</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 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will implement Capturing Kids Hearts philosophy daily. Strategy's Expected Result/Impact: Emery Staff will make sure our campus is safe for students and staff. 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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. 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 current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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






Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Emery will maintain a 0% rate of violent incidents for the current school year. 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
	 20%	 60%	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will implement our PBIS philosophy, CKH program, present our monthly Project Safety lessons and do our Fall/Spring Code of Conduct presentations with students.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
	 30%	 60%	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 4%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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 4%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
	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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.







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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff will attend Professional Development, including Capturing Kids Hearts Refreshers, Behavior Sessions and Emery Curriculum Academy 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 current school year, parent and family engagement will increase by 10%.

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

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 marquee, 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 style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Michelle Merricks	Principal
Classroom Teacher	Erika Quintanilla	PK Teacher
Classroom Teacher	Virginia Treat	Kindergarten Teacher
Classroom Teacher	Karen Daugbjerg	1st Grade Teacher
Classroom Teacher	Omar Banda	2nd Grade Teacher
Classroom Teacher	Kelsey Enman	3rd Grade Teacher
Classroom Teacher	Alicen King	4th Grade Teacher
Classroom Teacher	Stacie Howell	5th Grade Teacher
Classroom Teacher	Sierra Mendoza	ECSE Teacher
Non-classroom Professional	Marissa Perez	Diagnostician
Non-classroom Professional	Sarah Zuckerman	Large Group Teacher
Non-classroom Professional	Nicle Campfield	Interventionist
Non-classroom Professional	Gabriela Mendoza	Testing Coordinator
Administrator	Cournette Hawkins	Assistant Principal
Administrator	Jennifer Carson	Instructional Specialist
Administrator	Chesley Church	Instructional Specialist
Administrator	Mayra Olvera	Counselor
Administrator	Anesha Cordero	Counselor
Non-classroom Professional	Bettie McGinness	Librarian
Administrator	Wynitra Lewis	Behavior Interventionist
Administrator	Michael Riley	Behavior Interventionist
Paraprofessional	LaTonya Odom	Registrar
Paraprofessional	Brittney Smith	Paraprofessional #1
Non-classroom Professional	Socorro Ledezma	Resource Teacher
Administrator	William Payne	Assistant Principal
Community Representative	Don Spada	Community Resident #1
District-level Professional	Winona Lincoln	Administrator (LEA) #1

Committee Role	Name	Position
Parent	Michelle Thorn	Parent #1
Business Representative	Hugo Perez	Business Representative

Addendums

