Cypress-Fairbanks Independent School District

Emery Elementary School

2023-2024

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

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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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
	Formative		

	Nov	Feb	May
	30%	60%	100%

Strategy 2 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
	Formative		

	Nov	Feb	May
	N/A	100%	100%

Strategy 3 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Meet of exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
	Formative		

	Nov	Feb	May
	25%	60%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	N/A	30%	100%

Strategy 5 Details	Formative Reviews

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. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Formative		
	Nov	Feb	May
	30%	60%	100%

Strategy 6 Details	Formative Reviews

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. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Formative		
	Nov	Feb	May
	20%	40%	100%

Strategy 7 Details	Formative Reviews

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 **Strategy's Expected Result/Impact:** 1. Salaries: The interventionist will work with our most at-risk students in second through fith grade to increase achievment in math and reading. The instructional paraprofessionals will assit in classrooms, to ensure students stay on task while teacher are working with small groups. 2. 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. 3. 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. 4. 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. 5. 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. 6. Supplies PAFE: Materials purchased for after school programs for our families and community involvement. **Staff Responsible for Monitoring:** Principal, Title 1 Coordinator	Formative		
	Nov	Feb	May
	30%	60%	100%

0% No Progress   100% 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Teachers will tutor 2 days each week for 24 weeks during After School SOAR Tutoring.	**Formative**		
Strategy's Expected Result/Impact: 70% of the students attending reading tutoring will pass their benchmark and STAAR Reading Test.	**Nov**	**Feb**	**May**
For math, 70% of the students attending math tutoring will pass their benchmark and STAAR Math Test. **Staff Responsible for Monitoring:** Principal	20%	60%	100%

0% No Progress	100% 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		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	60%	100%
	0% No Progress 100% 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 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

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will implement Capturing Kids Hearts philosophy daily.	**Formative**		
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	**Nov**	**Feb**	**May**
	25%	50%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
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	**Nov**	**Feb**	**May**
	40%	70%	100%
0% No Progress 100% 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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	20%	40%	90%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	N/A	20%	100%

0% No Progress	100% 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Counselors
	Formative		

	Nov	**Feb**	**May**
	20%	60%	100%

Strategy 2 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers
	Formative		

	Nov	**Feb**	**May**
	30%	60%	100%

0% No Progress   100% 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will recognize staff members and teams who have perfect attendance at our monthly staff meetings.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 4%. **Staff Responsible for Monitoring:** Principal, Assistant Principals	N/A	20%	80%

0% No Progress   100% 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 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
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. **Staff Responsible for Monitoring:** Principal and Assistant Principals	20%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details			Formative Reviews		
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.			**Formative**		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, Emery Staff, Title 1 Coordinator			30%	60%	100%
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

2023-2024 CPOC

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

Committee Role	Name	Position
Classroom Teacher	Erika Quintanilla	PK Teacher
Principal	Michelle Merricks	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	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	3	Emery	ES 6	All	150	96	64%	69%	56%	46	31%	36%	25%	15	10%	15%	4%
Math	3	Emery	ES 6	Hispanic	77	52	68%	73%	60%	21	27%	32%	29%	5	6%	11%	*
Math	3	Emery	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Emery	ES 6	Asian	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Emery	ES 6	African Am.	47	27	57%	62%	39%	17	36%	41%	11%	6	13%	18%	*
Math	3	Emery	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Emery	ES 6	White	11	8	73%	78%	91%	*	*	*	45%	*	*	*	*
Math	3	Emery	ES 6	Two or More	7	5	71%	76%	*	*	*	*	*	*	*	*	*
Math	3	Emery	ES 6	Eco. Dis.	115	72	63%	68%	55%	33	29%	34%	26%	9	8%	13%	5%
Math	3	Emery	ES 6	Emergent Bilingual	54	30	56%	61%	59%	12	22%	27%	23%	*	*	*	*
Math	3	Emery	ES 6	At-Risk	90	45	50%	55%	49%	18	20%	25%	16%	6	7%	12%	*
Math	3	Emery	ES 6	SPED	26	7	27%	37%	30%	*	*	*	*	*	*	*	*
Math	4	Emery	ES 6	All	154	87	56%	61%	48%	50	32%	37%	17%	21	14%	19%	5%
Math	4	Emery	ES 6	Hispanic	85	45	53%	58%	48%	23	27%	32%	15%	9	11%	16%	*
Math	4	Emery	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Emery	ES 6	Asian	9	6	67%	72%	*	6	67%	72%	*	*	*	*	*
Math	4	Emery	ES 6	African Am.	45	25	56%	61%	45%	13	29%	34%	20%	5	11%	16%	*
Math	4	Emery	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Emery	ES 6	White	10	8	80%	85%	*	5	50%	55%	*	*	*	*	*
Math	4	Emery	ES 6	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Emery	ES 6	Eco. Dis.	130	70	54%	59%	46%	41	32%	37%	14%	14	11%	16%	*
Math	4	Emery	ES 6	Emergent Bilingual	55	27	49%	54%	43%	13	24%	29%	10%	*	*	*	*
Math	4	Emery	ES 6	At-Risk	100	45	45%	50%	35%	21	21%	26%	6%	7	7%	12%	*
Math	4	Emery	ES 6	SPED	29	10	34%	44%	21%	5	17%	22%	*	*	*	*	*
Math	5	Emery	ES 6	All	152	95	63%	68%	62%	38	25%	30%	31%	6	4%	9%	8%
Math	5	Emery	ES 6	Hispanic	82	47	57%	62%	76%	11	13%	18%	34%	*	*	*	8%
Math	5	Emery	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Emery	ES 6	Asian	7	7	100%	100%	71%	6	86%	91%	*	*	*	*	*
Math	5	Emery	ES 6	African Am.	47	30	64%	69%	39%	12	26%	31%	20%	*	*	*	*
Math	5	Emery	ES 6	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Emery	ES 6	White	10	6	60%	65%	64%	6	60%	65%	*	*	*	*	*
Math	5	Emery	ES 6	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Math	5	Emery	ES 6	Eco. Dis.	111	66	59%	64%	59%	28	25%	30%	29%	*	*	*	6%
Math	5	Emery	ES 6	Emergent Bilingual	43	20	47%	52%	70%	6	14%	19%	30%	*	*	*	9%
Math	5	Emery	ES 6	At-Risk	103	54	52%	57%	53%	15	15%	20%	22%	*	*	*	5%

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	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	5	Emery	ES 6	SPED	27	9	33%	43%	25%	*	*	*	*	*	*	*	*
Reading	3	Emery	ES 6	All	149	100	67%	72%	66%	58	39%	44%	37%	17	11%	16%	20%
Reading	3	Emery	ES 6	Hispanic	77	49	64%	69%	71%	30	39%	44%	43%	10	13%	18%	24%
Reading	3	Emery	ES 6	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Emery	ES 6	Asian	5	*	*	*	83%	*	*	*	*	*	*	*	*
Reading	3	Emery	ES 6	African Am.	46	33	72%	77%	52%	16	35%	40%	23%	*	*	*	*
Reading	3	Emery	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Emery	ES 6	White	11	9	82%	87%	91%	7	64%	69%	45%	*	*	*	*
Reading	3	Emery	ES 6	Two or More	7	5	71%	76%	*	*	*	*	*	*	*	*	*
Reading	3	Emery	ES 6	Eco. Dis.	114	76	67%	72%	65%	38	33%	38%	37%	11	10%	15%	21%
Reading	3	Emery	ES 6	Emergent Bilingual	54	29	54%	59%	68%	17	31%	36%	32%	*	*	*	20%
Reading	3	Emery	ES 6	At-Risk	90	45	50%	55%	56%	22	24%	29%	26%	5	6%	11%	14%
Reading	3	Emery	ES 6	SPED	26	9	35%	45%	27%	*	*	*	*	*	*	*	*
Reading	4	Emery	ES 6	All	157	99	63%	68%	72%	52	33%	38%	36%	23	15%	20%	14%
Reading	4	Emery	ES 6	Hispanic	87	52	60%	65%	70%	26	30%	35%	37%	10	11%	16%	11%
Reading	4	Emery	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emery	ES 6	Asian	9	7	78%	83%	*	6	67%	74%	*	*	*	*	*
Reading	4	Emery	ES 6	African Am.	46	29	63%	68%	71%	15	33%	38%	35%	7	15%	20%	18%
Reading	4	Emery	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emery	ES 6	White	10	8	80%	85%	100%	*	*	*	*	*	*	*	*
Reading	4	Emery	ES 6	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Emery	ES 6	Eco. Dis.	133	81	61%	66%	69%	41	31%	36%	31%	16	12%	17%	10%
Reading	4	Emery	ES 6	Emergent Bilingual	56	32	57%	62%	71%	15	27%	32%	25%	*	*	*	*
Reading	4	Emery	ES 6	At-Risk	102	54	53%	58%	59%	23	23%	28%	22%	9	9%	14%	*
Reading	4	Emery	ES 6	SPED	30	8	27%	37%	36%	5	17%	22%	*	*	*	*	*
Reading	5	Emery	ES 6	All	155	117	75%	80%	64%	66	43%	48%	41%	30	19%	24%	18%
Reading	5	Emery	ES 6	Hispanic	82	58	71%	76%	61%	32	39%	44%	41%	14	17%	23%	15%
Reading	5	Emery	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emery	ES 6	Asian	7	7	100%	100%	86%	*	*	*	71%	*	*	*	*
Reading	5	Emery	ES 6	African Am.	50	38	76%	81%	65%	21	42%	47%	35%	8	16%	21%	14%
Reading	5	Emery	ES 6	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emery	ES 6	White	10	9	90%	95%	73%	6	60%	65%	45%	*	*	*	*
Reading	5	Emery	ES 6	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Emery	ES 6	Eco. Dis.	114	83	73%	78%	63%	46	40%	45%	39%	20	18%	23%	15%
Reading	5	Emery	ES 6	Emergent Bilingual	44	29	66%	71%	54%	13	30%	35%	32%	*	*	*	9%

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	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	5	Emery	ES 6	At-Risk	105	72	69%	74%	51%	34	32%	37%	30%	15	14%	19%	10%
Reading	5	Emery	ES 6	SPED	26	10	38%	48%	21%	*	*	*	*	*	*	*	*
Science	5	Emery	ES 6	All	153	57	37%	50%	38%	19	12%	22%	8%	5	3%	13%	*
Science	5	Emery	ES 6	Hispanic	81	27	33%	50%	43%	9	11%	21%	10%	*	*	*	*
Science	5	Emery	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emery	ES 6	Asian	7	5	71%	76%	71%	*	*	*	*	*	*	*	*
Science	5	Emery	ES 6	African Am.	50	17	34%	50%	25%	5	10%	20%	*	*	*	*	*
Science	5	Emery	ES 6	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emery	ES 6	White	9	5	56%	70%	45%	*	*	*	*	*	*	*	*
Science	5	Emery	ES 6	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Emery	ES 6	Eco. Dis.	112	36	32%	50%	36%	12	11%	21%	9%	*	*	*	*
Science	5	Emery	ES 6	Emergent Bilingual	43	10	23%	50%	30%	*	*	*	*	*	*	*	*
Science	5	Emery	ES 6	At-Risk	104	25	24%	50%	28%	7	7%	17%	6%	*	*	*	*
Science	5	Emery	ES 6	SPED	26	6	23%	43%	*	*	*	*	*	*	*	*	*

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 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 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 the reading and writing block.
- 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)
        - Boost 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
    - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge or 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 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.