

Cypress-Fairbanks Independent School District

Emery Elementary School

2025-2026



Mission Statement

Cypress Fairbanks Independent School District's Mission Statement

Equip students today to impact tomorrow.

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

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Emery Elementary is a campus in Houston, Texas. Emery is projected to serve 907 students in grades PK-5th during the 2025-26 school year, which is a decrease from the previous year of 974 in 2024-25.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Emery's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 21, 2025, and again on September 18, 2025. The meetings were held in the library. We plan to meet again on November 20, February 19, and May 20 to review and revise the CNA as needed.

At the first meeting on May 21, 2025:

Michelle Merricks reviewed the 2024-2025 campus data in order to determine our campus needs for the next school year. Staff analyzed the data based on content area to determine strategies that would be effective and produce improvements for Emery Elementary.

The following data were evaluated from the 2024-25 school year:

- mClass
- MAP

- District Assessments
- Behavior
- Attendance
- Interventions
- Counselor/Library
- Employee Perception Survey
- Title 1 Survey
- Tiered Fidelity Inventory (TFI)

At the second meeting on September 18, 2025, the CPOC:

Members of the CPOC committee met in the library at 4:15 pm to review the purpose of the CPOC team, reviewed the drafted CIP, and the strategies the Emery family will implement throughout the year to improve all areas of student achievement.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is low ECR scores in ELA in 3rd to 5th STAAR scores. Through the root cause analysis process, we identified teachers needing support with how to facilitate this concept and practice it.

Our second identified priority problem in the area of **student achievement** is struggling with single and multistep word problems involving all operations in Math. Through the root cause analysis process, we identified lack of comprehension of the process of the math word problems.

Our third identified priority problem is in the area of **student achievement** is low achievement scores on the 5th grade science STAAR test.

Through the root cause analysis process, we identified teachers will need PD on interactive word walls to use daily in their

classrooms and having more hands-on experiences and building background knowledge to support them in their comprehension of science concepts.

Student Achievement

Student Achievement Strengths

Kindergarten:

The kindergarten class demonstrated consistent improvements throughout the school year, with BOY mClass scores rising from 55% to 67% EOY and Math DPM from 92% to 93%.

First Grade: The first grade class demonstrated consistent improvements throughout the school year, with BOY mClass scores rising from 53% to 80% EOY and Math DPM from 81% to 90%..

Second Grade: The second grade class demonstrated consistent improvements throughout the school year, with BOY scores in RLA rising from 31% o 47% EOY.

Third Grade: RLA

- Surpassed target for AA students (has been a target for a while)
 - AA Target=63% Actual=76% for approaches
 - AA Target=33% Actual=51% for meets
- 3.11Dix, 3.11Dxi Editing as a whole was successful, but specifically capitalization and spelling
- 3.3B and 3.3C Vocabulary and word meanings (prefixes, roots, in context)
- 76% approaches (highest grade level)
- 3.9Ei SCR - majority of students got partial credit (asked for claim)
 - 69% received a score of 1 or 2

Third Grade :Math

- AA was only 7 points shy of the target set at 63% in the approaches category and 1 point above the district. AA was also at 34% in the meets and above category surpassed the Target by13 points set at 21%
- Hispanics were only -3 points shy from the target set at 70% but equal to the district at 67% in the approaches category.
- 3.12 B Numerical Representation and Relationships, 54% of the students earned full credits of the total number of questions on this TEK.

Fourth Grade: RLA

- Almost all student groups met or surpassed the Target in the Meets and above category.
- Our sped population at 27% were only 4 point away from meeting their Target set at 31%
- AA was at 27% -2 point shy of meeting their Target of 29% in the meet and above category.

Fourth Grade: Math

- Almost all student groups met or surpassed the Target in the Meets and above category.
- Our sped population at 27% were only 4 point away from meeting their Target set at 31%
- AA was at 27% -2 point shy of meeting their Target of 29% in the meet and above category.

Fifth Grade: RLA

- Approaches only 4% from target (74%) with several subpops meeting or exceeding target - especially SPED (app target=31%, actual 39% and meets target=14%, actual 18%)

- Meets and Masters are also close to target with strong subpops. Again, AA beat target on meets (target=45%, actual=50%) and masters (target=24%, actual=28%)
- Drama! 5.9C structure of drama=82%
- Revising improved from benchmark
- Highest meets (51%) and masters (22%) at Emery

Fifth Grade: Math

- AA surpassed their Target by 18 points, their actual score was 67% and the Target was set at 49% in the approaches category. They also were 10 points above their Target in the meets and above category, their actual score was 39% and the Target as set at 29%
- Sped pop were 4 points above their Target of 35%, Sped actual score was 39% in the approaches category.
- 5.1.4 Numerical Representation and Relationships earned full credits for most of those questions in that TEK.

Fifth Grade: Science

- Hispanic pop was -2 point shy of their Target, 57% and Target was set at 59% in the approaches and above category.
- AA pop surpassed their Target by+15 points, Target set at 41% their actual score was 56%
- Emergent Bilingual and Eco. Dis all made increases above their Targets in approaches and above category.
- In the meets and above category, we had Hisp, AA and Eco. Dis all made increased above their Targets.
- 5.2.5.8 C Force and motion was at 65%
- 5.1.5.6 A Matter and Energy at 57%
- 5.4.3.12 D Organism and Environment 88%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: RLA- Our ECRs were low in 3rd, 4th and 5th. For 3rd grade no one received a 10 and 56% scored 0. In 4th, 1 student received a 10 and 34% scored 0 and in 5th, no one received a 9 or 10 and 29%.

Root Cause: Instructional Focus Root Cause #1: Teachers lacking in knowledge on how facilitate the constructing of ECRs.

Problem Statement 2: Instructional Focus Problem #2: Math-Students in 3rd, 4th and 5th grades continued to struggle with single-step and multistep word problems involving all operations. All TEKS in this category scored well below 70%.

Root Cause: Instructional Focus Root Cause #2: Teachers have difficulty teaching this process therefore, students lack knowledge in comprehension causing them to have difficulty understanding the process needed.

Problem Statement 3: Instructional Focus Problem #3: Science Our lowest achieving area was 5th grade science. Students struggle with the vocabulary and comprehension to be successful in this area.

Root Cause: Instructional Focus Root Cause #3: Teachers need to increase students vocabulary (continue to implement interactive word walls) and help students visualize the concepts through scientific experiments.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen our knowledge on economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Testing Coordinator, Science IS and Behavior Interventionist.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to School Culture and Climate:

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to increase students daily attendance. We need to accomplish the district and school goals of 95% or higher. We need to promote student leadership in classes in order to improve positive behavior.

Root Cause: We do not have a motivating system that promotes meeting our attendance goal of 95%. We do not have a leadership group for PBIS such as safety patrol and small groups for behavior management.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to Staff Quality, Recruitment, and Retention:

- **Professional Development:** At Emery we have Emery academy that provides reading, math, science, classroom management strategies, technology and teacher tutoring to enhance their instructional tool kits.
- **Instructional Specialist Support:** Our Instructional Specialists ensure that staff are well-equipped with curriculum knowledge and best practices, fostering confidence and competence in delivering high-quality education.
- **Mentorship Opportunities:** All new teachers and teachers new to our campus have mentors and attend ongoing meetings for support and guidance which contribute to collaboration and a strong sense of belonging within the team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Enhance communication school wide early since this was an area of concern on our employee perception survey and employee feedback.

Root Cause: Teachers communicated that they are not receiving information in a timely manner.

Family and Community Engagement

Family and Community Engagement Strengths

The following are strengths of the campus in regard to Parent and Community Engagement:

- Teachers send out weekly newsletters to encourage communication with families. Emery also sends out monthly newsletters to keep the community informed about campus procedures and current/upcoming events.
- Emery hosts monthly parent nights and events to positively and consistently inform parents about curriculum as well as have the opportunity to see their students work showcased.
- Emery's PTO works to increase the number of families to join the PTO as well as increase the number of volunteers for school activities.
- Emery welcomes parents to have lunch with their students which builds relationships.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Emery PTO and school events have low enrollment and attendance possibly due to lack of Social media presence which will increase parent involvement if used consistently.

Root Cause: Emery needs to do a better job at inviting parent to their events on social media consistently.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: ELA- Strengthening ECR instruction in ELA to increase ECR scores in 3rd, 4th and 5th grade. Strategy: To increase ECR scores, we will implement targeted interventions including structured tutoring sessions, focused on small group instruction in the classroom, and strategic support from reading intervention to address specific skill gaps. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Testing Coordinator, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Math- To increase math comprehension of word problems, teachers need to focus on building conceptual understanding using multiple representations and connecting math to real world applications. Strategy: Teachers will target this area in a well-planned and targeted first time instruction, small group, math intervention with the interventionist, tutoring and camps. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Testing Coordinator, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Science- To increase students achievement scores on the 5th grade STAAR, teachers will attend PD on interactive word walls and implement them daily in their classrooms. Strategy: Teachers will also focus on actively engaging students with their hands on experiments and building background knowledge to support them in comprehension of scientific concepts. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Testing Coordinator, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
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
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Art squad, run club, choir, girls with pearls, student council, PBIS, drama club, basketball and soccer club. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: Salaries-Testing Coordinator will assist the teachers and students with testing. Science IS will focus on assisting the teachers and students with the science curriculum, science tutoring groups and science small groups. Behavior Interventionist will assist the teachers and students with behavior management. Extra Duty Pay-Our teachers will do tutoring after school and camps to help enrich the students and close the achievement gap. Temporary Workers- Our temporary workers will see 2nd -5th math small groups daily to assist the teachers with the math curriculum and help grow our students math skills capacity. Contracted Services: The consultants will help the students enhance their story telling skills and their writing skills. Also, the garden consultant will show the students by building capacity in science knowledge in gardening and linking to science lessons. Instructional-Supplies and educational materials for the teachers and students. PAFE-Supplies will be bought for our Unwrap Reading Night, Math Nights, and Science Nights for our family nights focusing on academic fun. Staff Responsible for Monitoring: Principal, Title 1 Coordinator	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Involve students in special events such as Hispanic Heritage Month, Spirit week, choir, girls with pearls etc. Strategy's Expected Result/Impact: Increase school spirit and engagement in clubs and beyond traditional extracurricular activities. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, teachers, counselor	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Implement a new program for students to have leadership roles such as PBIS leaders. Strategy's Expected Result/Impact: More involvement in the two new programs Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, teachers, counselor, behavior interventionist.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction , and/or strategy group instruction. We will utilize Marcia Kish an educational consultant to reinforce differentiation in our small group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal.	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use problem-solving process. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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: Met Objective

Strategy 1 Details		Formative Reviews		
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		Formative		
		Nov	Feb	May
		 Some Progress	 Some Progress	 Considerable
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. Conduct Weekly Exterior Door Sweeps. 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		Formative		
		Nov	Feb	May
		 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
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, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

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/or 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
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: 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 Bringing Out the Best (BOTB) 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
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: Increase awareness and reporting of possible bullying incidents, which will decrease bullying incidents/behaviors. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 4%. Announce a winner at the monthly staff meeting for attendance and they get a certificate.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports
Summative Evaluation: Significant progress made toward meeting 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. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 4%. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	Considerable
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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		
Strategy 1: High-Quality Professional Development: Staff will attend Professional Development, including Capturing Kids Hearts Refreshers, Behavior Sessions, Emery Academy, as well as participate in Instructional Coach led teacher tutoring throughout the year. Strategy's Expected Result/Impact: Professional Development will provide our staff with strategies to improve first time 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	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	Moderate Progress
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will assign a social media Coordinator to highlight events that are happening at Emery throughout the school year. Strategy's Expected Result/Impact: To increase Social Media presence and involvement with all stakeholders. Staff Responsible for Monitoring: Social Media Coordinator, Grade level Social Media Contributor.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: We will share the CFISD important announcements for the community through Emery's Social Media Platform X. Strategy's Expected Result/Impact: To increase Social Media presence and involvement with all stakeholders. Staff Responsible for Monitoring: Social Media Coordinator, Grade level Social Media Contributor.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will have a bilingual parent to be at our PTO meetings, we will have prizes for the grade level that has the most parent representatives. Strategy's Expected Result/Impact: To increase parent involvement at school events such as STAAR night, Parent Symposium, Math night, monthly Academic night and PTO nights, Skate nights etc. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist Teachers, Counselor	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 4 Details		Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Increase communication for our monthly parent nights by utilizing our social media accounts in a timely manner and by implementing homeroom moms for each class to increase communication within the classroom. Strategy's Expected Result/Impact: To increase involvement and attendance at school events. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist Teachers, Counselor		Formative		
		Nov	Feb	May
		 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue				

CPOC

Committee Role	Name	Position
Administrator (LEA) #2	Diamonde Hensley	District-Level Professional
Administrator (LEA) #1	Latisha Bard	District-Level Professional
Principal	Dr. Michelle Merricks	Principal (there is only one)
Other School Leader (non-teaching professional)	Socorro Ledezma	Assistant Principal
Other School Leader (non-teaching professional)	Erika Sanchez	Assistant Principal
Other School Leader (non-teaching professional)	Melissa Simpson	Instructional Specialist
Other School Leader (non-teaching professional)	Lee Armstrong	Instructional Specialist
Other School Leader (non-teaching professional)	Virgina Treat	Instructional Specialist
Other School Leader (non-teaching professional)	Sara Johnson	Instructional Specialist
Other School Leader (non-teaching professional)	Mayra Olvera	Counselor
Other School Leader (non-teaching professional)	Crystal Cuellar	Testing Coordinator
Other School Leader (non-teaching professional)	Patricia Wallace	Title/Interventionist
Other School Leader (non-teaching professional)	Katherine Harty	Diagnostician
Classroom Teacher	Erika Quintanilla	Pre- K Teacher
Classroom Teacher	Crystal Rodriguez-Olsen	Kindergarten Teacher
Classroom Teacher	Karen Daugjberg	1st grade Teacher
Classroom Teacher	Yasmin Hamilton	2nd grade Teacher
Classroom Teacher	Monique Anderson	3rd grade Teacher
Classroom Teacher	Ledis Cano	4th grade Teacher
Classroom Teacher	Traviya Phlegm	5th grade Teacher
Classroom Teacher	Marvin Lewis	ESCE/LS
Classroom Teacher	Antoinette Lassien	Large Group
Teacher	Doris Tatum	Behavior Interventionist
Teacher	Jimmy Boutte	Resource Teacher
Paraprofessional	Elizabeth Gomez	Front Office Paraprofessional
Paraprofessional	LaTonya Odom	Registrar
Paraprofessional	Kelly Grissom	Campus Secretary

Committee Role	Name	Position
Parent	Kat Gooley	Parent
Community Member	Don Spada	Community Member
Business Representative	Ilan Cuellar	Business Representative
Business Representative	Hugo Perez	Business Representative
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Emery

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	33%	36%	39%	42%	45%
Masters Grade Level	13%	16%	19%	22%	25%

2025-26	Target Check
85%	Met District Strategic Target
56%	Met District Strategic Target
30%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	41%	43%			
Hispanic	40%	42%			
Two or More	0%	2%			
Eco. Dis.	40%	42%			
EB	36%	38%			
SPED	4%	6%			
Highly Mobile	0%	2%			
High Focus	40%	42%			

2025-26	Target Check
56%	Met Reading Board Outcome Target
54%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	31%	33%			
Hispanic	31%	33%			
Two or More	14%	16%			
Eco. Dis.	29%	31%			
EB	31%	33%			
SPED	8%	10%			
Highly Mobile	0%	2%			
High Focus	31%	33%			

2025-26	Target Check
56%	Met Math Board Outcome Target
55%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
55%	Met Math Board Outcome Target
55%	Met Math Board Outcome Target
53%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
55%	Met Math Board Outcome Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
Reading	3	Emery	ES7	All	135	76%	115	85%	41%	75	56%	13%	41	30%
Reading	3	Emery	ES7	Hispanic	69	74%	58	84%	40%	37	54%	12%	20	29%
Reading	3	Emery	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Emery	ES7	Asian	4	83%	4	100%	*	3	75%	*	2	50%
Reading	3	Emery	ES7	African Am.	47	76%	40	85%	51%	26	55%	15%	14	30%
Reading	3	Emery	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Emery	ES7	White	5	88%	5	100%	*	3	60%	*	2	40%
Reading	3	Emery	ES7	Two or More	10	71%	8	80%	*	6	60%	*	3	30%
Reading	3	Emery	ES7	Eco. Dis.	99	73%	85	86%	40%	54	55%	11%	30	30%
Reading	3	Emery	ES7	EB	55	64%	45	82%	36%	30	55%	*	16	29%
Reading	3	Emery	ES7	At-Risk	59	68%	50	85%	34%	32	54%	11%	17	29%
Reading	3	Emery	ES7	SPED	38	29%	31	82%	*	21	55%	*	11	29%
Reading	3	Emery	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Emery	ES7	High Focus	126	74%	110	87%	40%	69	55%	12%	37	29%
Reading	4	Emery	ES7	All	149	68%	127	85%	49%	87	58%	16%	44	30%
Reading	4	Emery	ES7	Hispanic	85	69%	72	85%	48%	47	55%	17%	25	29%
Reading	4	Emery	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Emery	ES7	Asian	6	71%	5	83%	71%	5	83%	*	2	33%
Reading	4	Emery	ES7	African Am.	45	59%	38	84%	39%	25	56%	12%	13	29%
Reading	4	Emery	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Emery	ES7	White	7	100%	7	100%	80%	6	86%	*	2	29%
Reading	4	Emery	ES7	Two or More	6	*	5	83%	*	4	67%	*	2	33%
Reading	4	Emery	ES7	Eco. Dis.	111	65%	94	85%	44%	62	56%	16%	33	30%
Reading	4	Emery	ES7	EB	59	63%	50	85%	42%	33	56%	12%	17	29%
Reading	4	Emery	ES7	At-Risk	66	60%	56	85%	38%	36	55%	9%	19	29%
Reading	4	Emery	ES7	SPED	28	37%	23	82%	21%	15	54%	*	8	29%
Reading	5	Emery	ES7	All	142	70%	120	85%	51%	79	56%	22%	44	31%
Reading	5	Emery	ES7	Hispanic	67	71%	56	84%	54%	37	55%	19%	20	30%
Reading	5	Emery	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Emery	ES7	Asian	9	*	8	89%	*	5	56%	*	3	33%
Reading	5	Emery	ES7	African Am.	52	70%	44	85%	50%	28	54%	28%	16	31%
Reading	5	Emery	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Emery	ES7	White	10	*	8	80%	*	6	60%	*	3	30%
Reading	5	Emery	ES7	Two or More	4	*	4	100%	*	3	75%	*	2	50%
Reading	5	Emery	ES7	Eco. Dis.	97	66%	82	85%	45%	53	55%	13%	29	30%
Reading	5	Emery	ES7	EB	55	65%	46	84%	42%	30	55%	10%	16	29%
Reading	5	Emery	ES7	At-Risk	104	61%	88	85%	40%	57	55%	11%	31	30%
Reading	5	Emery	ES7	SPED	50	39%	42	84%	18%	27	54%	*	15	30%
Math	3	Emery	ES7	All	135	64%	114	84%	31%	75	56%	8%	42	31%
Math	3	Emery	ES7	Hispanic	69	67%	58	84%	31%	38	55%	12%	21	30%
Math	3	Emery	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Emery	ES7	Asian	4	*	4	100%	*	3	75%	*	2	50%
Math	3	Emery	ES7	African Am.	47	56%	39	83%	34%	25	53%	*	14	30%
Math	3	Emery	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Emery	ES7	White	5	75%	4	80%	*	3	60%	*	2	40%
Math	3	Emery	ES7	Two or More	10	*	9	90%	*	6	60%	*	3	30%
Math	3	Emery	ES7	Eco. Dis.	99	61%	84	85%	29%	54	55%	8%	30	30%
Math	3	Emery	ES7	EB	55	62%	46	84%	31%	30	55%	*	16	29%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#									
Math	3	Emery	ES7	At-Risk	59	60%	50	85%	28%	32	54%	9%	17	29%
Math	3	Emery	ES7	SPED	38	29%	32	84%	*	20	53%	*	11	29%
Math	3	Emery	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Emery	ES7	High Focus	126	62%	107	85%	31%	69	55%	8%	38	30%
Math	4	Emery	ES7	All	149	52%	127	85%	32%	83	56%	11%	44	30%
Math	4	Emery	ES7	Hispanic	85	54%	72	85%	32%	47	55%	11%	25	29%
Math	4	Emery	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Emery	ES7	Asian	6	*	5	83%	*	4	67%	*	2	33%
Math	4	Emery	ES7	African Am.	45	38%	38	84%	27%	24	53%	*	13	29%
Math	4	Emery	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Emery	ES7	White	7	90%	7	100%	*	4	57%	*	2	29%
Math	4	Emery	ES7	Two or More	6	*	5	83%	*	4	67%	*	2	33%
Math	4	Emery	ES7	Eco. Dis.	111	47%	94	85%	30%	61	55%	9%	33	30%
Math	4	Emery	ES7	EB	59	42%	50	85%	23%	32	54%	*	17	29%
Math	4	Emery	ES7	At-Risk	66	40%	56	85%	20%	36	55%	5%	19	29%
Math	4	Emery	ES7	SPED	28	27%	23	82%	14%	15	54%	*	8	29%
Math	5	Emery	ES7	All	142	68%	120	85%	35%	78	55%	12%	42	30%
Math	5	Emery	ES7	Hispanic	67	69%	56	84%	31%	36	54%	14%	20	30%
Math	5	Emery	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Emery	ES7	Asian	9	*	8	89%	*	5	56%	*	3	33%
Math	5	Emery	ES7	African Am.	52	67%	44	85%	39%	28	54%	9%	15	29%
Math	5	Emery	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Emery	ES7	White	10	*	8	80%	*	6	60%	*	2	20%
Math	5	Emery	ES7	Two or More	4	*	4	100%	*	3	75%	*	2	50%
Math	5	Emery	ES7	Eco. Dis.	97	63%	82	85%	31%	53	55%	10%	29	30%
Math	5	Emery	ES7	EB	55	60%	46	84%	17%	30	55%	*	16	29%
Math	5	Emery	ES7	At-Risk	104	57%	88	85%	17%	57	55%	5%	31	30%
Math	5	Emery	ES7	SPED	50	39%	42	84%	*	27	54%	*	15	30%
Science	5	Emery	ES7	All	142	55%	120	85%	19%	79	56%	8%	43	30%
Science	5	Emery	ES7	Hispanic	67	57%	56	84%	17%	37	55%	*	20	30%
Science	5	Emery	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Emery	ES7	Asian	9	*	8	89%	*	5	56%	*	3	33%
Science	5	Emery	ES7	African Am.	52	56%	44	85%	20%	28	54%	9%	15	29%
Science	5	Emery	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Emery	ES7	White	10	*	8	80%	*	6	60%	*	3	30%
Science	5	Emery	ES7	Two or More	4	*	4	100%	*	3	75%	*	2	50%
Science	5	Emery	ES7	Eco. Dis.	97	50%	82	85%	17%	53	55%	4%	29	30%
Science	5	Emery	ES7	EB	55	48%	46	84%	10%	30	55%	*	16	29%
Science	5	Emery	ES7	At-Risk	104	42%	88	85%	8%	57	55%	*	31	30%
Science	5	Emery	ES7	SPED	50	27%	42	84%	*	27	54%	*	15	30%

2025-2026 Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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, Performance Matters, 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
 - Use district-approved 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 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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:
 - o Use Chromebook devices to engage in face-to-face and digital collaboration
 - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - o Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.