

Cypress-Fairbanks Independent School District

Emery Elementary School

2021-2022 Campus Improvement Plan



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

Value Statement

Emery is a PBIS school. Our motto is Safe, On-Task, Accountable and Respectful (SOAR)

As Eagles, we SOAR each day!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: As a campus, we broke up into small groups to review data relevant to the goals and discussed strategies to address the areas of need. We then met back together as a group to share the information.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following: Upon reviewing the campus data, it was apparent our areas of concerns include the academic progress of our African American, English Learners, Special Education and White student populations as well as the behavioral success of our African American students.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*

- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and at The Commons at Hollyhock Apartments.

Student Achievement

Student Achievement Strengths

1. Our African American population exceeded our target goal on the 4th grade Writing STAAR at the Approaches level. They out performed the district on the 5th grade Science STAAR at the Meets and Masters levels and on the 4th grade Writing STAAR at the Approaches level. African American students in 3rd, 4th and 5th grades out performed our cluster in the following areas: 3rd grade Reading and Math STAAR at the Approaches and the Masters level in Math, 4th grade Reading, Math and Writing STAAR at all levels, 5th grade Reading, Math and Science STAAR at all levels.
2. Our White population met or exceeded our target goal on 3rd grade Math STAAR at the Approaches level, 4th grade Reading STAAR at the Masters level, 4th grade Math STAAR at the Approaches level and 4th grade Writing STAAR at the Meets and Masters levels. They out performed the district on the 4th grade Reading and Writing STAAR at the Masters level and 4th grade Math STAAR at the Approaches level. White students in 3rd, 4th and 5th grades out performed our cluster in the following areas: 3rd grade Math STAAR at the Approaches level, 4th grade Reading STAAR at the Approaches and Masters levels, 4th grade Math STAAR at the Approaches levels, 4th grade Writing STAAR at the Masters level.
3. Our Hispanic population out performed our cluster in the following areas: 4th grade Reading STAAR at the Meets level, 4th grade Math STAAR at all levels, 4th grade Writing STAAR at the Masters level.
4. Our Economically Disadvantaged population out performed our cluster in the following areas: 4th grade Reading STAAR at the Meets level, 4th grade Math STAAR at the Approaches and Meets level, 4th grade Writing at the Approaches level, 5th grade Math STAAR at the Meets and Masters levels.
5. Our SPED population out performed our cluster in the following areas: 4th grade Math STAAR at the Approaches level, 4th grade Writing STAAR at the Approaches level, 5th grade Reading STAAR at the Approaches level, 5th grade Math STAAR at the Approaches and Meets levels, 5th grade Science STAAR at the Approaches level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: We did not meet our 2021 Target Goal for the Approaches level in 3rd, 4th or 5th grades. **Root Cause:** Reading: We need to provide our struggling learners with extended time opportunities to close their learning gaps.

Problem Statement 2: Writing: LEP and SPED students are performing low on state and district assessments because of limited language models and experiences. **Root Cause:** Writing: Teachers need to develop a better understanding of curriculum components and delivering strong language models and experiences to students.

Problem Statement 3: Math: Our 3rd and 4th grade students are performing 10% lower than our 5th grade students at the Approaches level on STAAR. **Root Cause:** Math: Math instruction is not being individualized and targeted to close their learning gaps.

Problem Statement 4: Science: Our emergent bilingual students are performing significantly lower than all other student groups. **Root Cause:** Science: Teachers need to utilize critical reading strategies and differentiated vocabulary instruction to increase student performance.

Problem Statement 5: Students are beginning the 2021-22 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 6: 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.

Problem Statement 7: Additional Targeted Support Reading (data based on 2018-19 identification): Our White population did not meet the Closing the Gap targets in the areas of Academic Achievement, Reading Growth and Student Success. **Root Cause:** Additional Targeted Support Reading: Our campus focus was not on this population so we were not

effectively monitoring data to ensure that first instruction is most beneficial.

Problem Statement 8: Additional Targeted Support Math (data based on 2018-19 identification): Our White population did not meet the Closing the Gap targets in the areas of Academic Achievement, Math Growth and Student Success. **Root Cause:** Additional Targeted Support Math: Our campus focus was not on this population so we were not effectively monitoring data to ensure that first instruction is most beneficial.

School Culture and Climate

School Culture and Climate Strengths

1. We had no Discretionary DAEP placements for the 2020-2021 school year.
2. Emery was named a National Capturing Kids Hearts Showcase School for the sixth year in a row.
3. 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 third year as a PBIS Level 2 campus, where we focus on students that need tier 1 and tier 2 supports.
4. Emery continues to follow district procedures that assist in ensuring campus safety.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Our AA population has a very high numbers of students with In-School Suspensions. **Root Cause:** School Culture and Climate: Staff members require additional training and supports in restorative discipline.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

1. 100% of our staff is highly qualified.
2. 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.
3. At Emery, we focus on building strong teams and growing their content knowledge.
4. Monthly staff fun days are scheduled throughout the year to provide recognition and appreciation of everyone hard work and dedication.
5. Staff members are recognized in a variety of ways, including affirmation posters, shout outs at staff meetings, posts on our campus google site, and by the administrative teams at their weekly meetings.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is low. **Root Cause:** Teacher/Paraprofessional Attendance: Emery is a late school which means staff members must take a half day or full day off for personal appointments.

Parent and Community Engagement

Parent and Community Engagement Strengths

1. We celebrated our 10th year with our community in a variety of ways including a playground dedication ceremony, videos and pictures of our campus throughout the years, and celebrations with our namesake, Dr. Debbie Emery.
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. 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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Due to COVID 19, we need to think of different ways to include our parents and community in school activities. **Root Cause:** Parent and Community Engagement: In order to adhere to the safety protocols, we could not do all of the activities we have done in the past.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data










- Budgets/entitlements and expenditures data










Goals




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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Teachers will develop literacy in students by ensuring consistent reading time everyday, modeling critical thinking strategies and justifying their thinking while reading.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Teachers use resources and strategies from the district's ESL/BIL and SPED departments to individualize instruction to meet the needs of our EL and SPED students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Teachers will work with Math Consultant Garland Likhogher to strengthen their instructional practices and learn how to implement and use small groups to differentiate instruction effectively.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p> <p>Funding Sources: Consultants: Staff Development - Title I - \$9,000</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Teachers will focus on developing science vocabulary and critical reading skills for our EL students by providing daily vocabulary instruction and modeling critical reading strategies and justifying their thinking.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day, which we call our SOAR time, that includes: additional targeted small group intervention for our most at-risk students and enrichment activities for students who have met and/or exceeded the targets on district and state assessments.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Sanford Harmony Lessons, Capturing Kids Hearts Curriculum, and Grade Level Community Service Projects.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Deepen understanding of and address specific academic needs of the African American, White, English Learners and Special Education student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below.</p> <ol style="list-style-type: none"> Salaries: The interventionists will work with our most at-risk students in 2nd - 5th grade to increase student achievement in math and reading. The instructional paraprofessionals will assist in classrooms to ensure students stay on task while teachers work with small groups. Extra Duty Pay: Teachers will tutor our most at-risk students during after school camps throughout the year to help close the learning gaps and meet the needs of our struggling learners. Temporary Workers: Temporary workers will provide targeted interventions to increase student achievement and help students meet and/or exceed the targets goals on district and state assessments. Contracted Services: Karen Lowery will meet with all grades throughout the school year to share her abilities as a storyteller to enhance the writing abilities of our students. Teachers will help students apply those strategies in their own writing and increase their written composition skills. Supplies: Instructional: Additional content materials purchased for literacy, math and science for classrooms in all grades will increase student learning and academic achievement on district and state assessments, including student book bags, books for classes to use for reading workshops and class read alouds. Supplies PAFE: Materials purchased for afterschool programs for our families and community involvement. <p>Staff Responsible for Monitoring: Principal, Title 1 Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Interventionists Salaries - Title I - \$353,000, Temporary Worker Salary - Title I - \$7,800, Contracted Services: Karen Lowery - Title I - \$7,000, Supplies Consumable Instructional - Title I - \$26,520, Supplies: PAFE - Title I - \$4,993</p>	Formative		
	Nov	Feb	May
	 35%	 70%	 95%



No Progress



Accomplished



Continue/Modify













Discontinue

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

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.








Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring: Teachers will tutor their students during the week for 1 hour for 9 weeks.</p> <p>Strategy's Expected Result/Impact: Students who attend reading tutoring-70% of the students will grow at least two reading levels from the BOY IRL to the EOY IRL and for math- 70% of the students attending math tutoring will meet EOY math standards on benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Extra Duty Pay - ESSER III - \$15,634</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire a Core Content Area Interventionist: Math</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 70% of the students working with the math interventionist will reach approaches or higher on the Math STAAR Test.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Salary - ESSER III - \$84,366</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.











Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional resources will be provided to support classroom instruction, after school enrichment and other campus activities to enhance the overall improvement of academics and behavior.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Instruction and Extra Duty for tutoring - Special Allotment: Compensatory Education - \$4,131</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 4: Additional Targeted Support: By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: White (Academic Achievement Reading (60%), Academic Achievement Math (59%), Growth Reading (69%), Growth Math (74%), Student Success (58%).











Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Additional Targeted Support Reading: Our campus will highlight and monitor our White Population's data after each ELAR assessments and use the data to plan re-teach lessons and provide appropriate interventions.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
	 35%	 70%	 95%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Additional Targeted Support Math: Our campus will highlight and monitor our White Population's data after each Math assessments and use the data to plan re-teach lessons and provide appropriate interventions.</p> <p>Strategy's Expected Result/Impact: Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
	 35%	 70%	 95%
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will implement Capturing Kids Hearts philosophy daily. Strategy's Expected Result/Impact: Emery Staff will make sure our campus is safe for students and staff. Staff Responsible for Monitoring: Principal, Assistant Principals, Emery Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, Assistant Principals, EOP Coordinator, Emery Staff</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%.







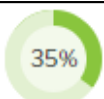

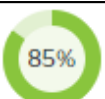
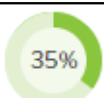

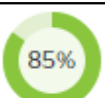
Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will routinely monitor and communicate with administration about students with three or more tardies or absences. The Assistant Principals will contact parents and set up a conference to discuss excessive tardies and absences.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

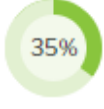






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will implement our PBIS philosophy, CKH program, present our monthly Project Safety lessons and do our annual Code of Conduct presentations with students.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions data will be monitored by the Assistant Principals, Behavior Specialists and the PBIS Level 2 committee members bi-monthly. They will discuss areas of concern and provide staff members strategies and ideas to that will keep our African American Sped students in class for instruction.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will not exceed 25.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Work one-on-one as needed to support students to attain increased social, emotional and behavioral competencies.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will not exceed 5.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Work one-on-one as needed to support African American students to attain increased social, emotional and behavioral competencies.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Emery had a 0 % rate of violent incidents for the 2021 school year. To maintain this goal, we will continue to provide programs and learning opportunities for our students, including Sanford Harmony team building activities, PBIS strategies and Capturing Kids Hearts lessons.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionists, Counselors</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.








Evaluation Data Sources: Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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 2021-22 school year, teacher/paraprofessional attendance will increase by 5%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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

Goal 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 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.







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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff will attend Professional Development, including Capturing Kids Hearts Refreshers, Behavior Sessions and Hacking School Discipline book study throughout the school year.</p> <p>Strategy's Expected Result/Impact: Professional Development will provide our staff with strategies to improve first instruction in all contents, supports for our most at-risk students and address social and emotional need of our students. Emery staff will implement strategies learned from professional development offered to meet the academic and social/emotional needs of our students.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will be invited to attend all of our family events in a variety of ways, including social media, campus newsletters, School Messenger, campus call outs, our school marquee, etc.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Emery Staff, Title 1 Coordinator</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): The Commons at Hollyhock Apartments.</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal and Title 1 Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Families will have the option to participate on campus or virtually so everyone can be included at their comfort level.</p> <p>September 28, 2021 - Family Library Night (ZOOM) 5:30 - 6:30</p> <p>October 26, 2021 - Family Library Night (In Person/ZOOM) 5:30 - 6:30</p> <p>November 16, 2021 - Family Library Night (In Person/ZOOM) 5:30 - 6:30</p> <p>December 7, 2021 - Family Library Night and Unwrap Reading Night (ZOOM) 5:30 - 6:30</p> <p>January 24, 2022 - Family Library Night (ZOOM) 5:30 - 6:30</p> <p>February 22, 2022 - Family Library Night (ZOOM) 5:30 - 6:30</p> <p>February 22, 2022 - 5th Grade Parent Meeting (ZOOM) 6:00 - 7:00</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal and Title 1 Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: PAFE Supplies - Title I - \$1,040</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Emery Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Emery Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Testing Coordinator	1
1 position	Core Content Area Coach	1
1 position	Behavior Interventionist	1
2 positions	Core Content Area Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Interventionist	Reading	1
Staff	Interventionist	Reading	1
Staff	Interventionist	Math	1
Staff	Intervention	Small-group Reading	.5
Staff	Interventionist	Behavior	1

2021-2022 CPOC

Committee Role	Name	Position
Classroom Teacher	Erika Quintanilla	Pre-K Teacher
Classroom Teacher	Virginia Treat	Kindergarten Teacher
Classroom Teacher	Kelly Coleman	1st Grade Teacher
Classroom Teacher	Brenda Carmona	2nd Grade Teacher
Classroom Teacher	Socorro Ledezma	3rd Grade Teacher
Classroom Teacher	Michael Riley	4th Grade Teacher
Classroom Teacher	Rachelle Witine	5th Grade Teacher
Classroom Teacher	Anne Brown	PPCD Teacher
Classroom Teacher	Mary Pegg	Art Teacher
Non-classroom Professional	Dylan Hickey-McWhorter	Dyslexia Teacher
Non-classroom Professional	Ashley Redd	Nurse
Non-classroom Professional	Marissa Perez	Diagnostician
Non-classroom Professional	Jessica Gerlich	Testing Coordinator
Paraprofessional	Kelly Grissom	Campus Secretary
Paraprofessional	LaTonya Odom	Registrar
Paraprofessional	Lydia Everitt	PPCD Paraprofessional
Administrator	Dr. Michelle Merricks	Principal
Administrator	Angela Akin-Fonville	Assistant Principal
Administrator	Tara Wehmeyer	Assistant Principal
Administrator	Jennifer Carson	ELAR Instructional Specialist
Administrator	Chesley Church	Math and Science Instructional Specialist
Administrator	Kelly McMahon	Primary Coach
Administrator	Kristen Trevino	Counselor
Administrator	Mayra Olvera	Counselor
Administrator	Bettie McGinness	Librarian
Administrator	Abigail Zimmerman	Behavior Specialist
Administrator	Diamond Hensley	Behavior Specialist
District-level Professional	Lauri Barnes	Director of Special Education

Committee Role	Name	Position
Community Representative	Mark Gerlich	Community Representative
Parent	Leander Francis	Parent
Parent	Hugo Perez	Parent
Community Representative	Don Spada	Community Representative
Business Representative	Frank Zuniga	Business Representative
Business Representative	Mario Cruz Perez	Business Representative

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$15,634.00
1	2	2	Salary		\$84,366.00
Sub-Total					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Consultants: Staff Development		\$9,000.00
1	1	7	Interventionists Salaries		\$353,000.00
1	1	7	Contracted Services: Karen Lowery		\$7,000.00
1	1	7	Temporary Worker Salary		\$7,800.00
1	1	7	Supplies Consumable Instructional		\$26,520.00
1	1	7	Supplies: PAFE		\$4,993.00
4	1	3	PAFE Supplies		\$1,040.00
Sub-Total					\$409,353.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instruction and Extra Duty for tutoring		\$4,131.00
Sub-Total					\$4,131.00

Addendums

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Emery	All	103	48	47%	70%	23%	142	87	61%
Math	3	Emery	Hispanic	55	22	40%	70%	30%	70	45	64%
Math	3	Emery	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Emery	Asian	5	5	100%	100%	0%	9	5	56%
Math	3	Emery	African Am.	30	12	40%	70%	30%	49	29	59%
Math	3	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Emery	White	8	6	75%	85%	10%	10	7	70%
Math	3	Emery	Two or More	5	3	60%	70%	10%	*	*	*
Math	3	Emery	Eco. Dis.	77	33	43%	70%	27%	120	71	59%
Math	3	Emery	LEP Current	26	8	31%	68%	37%	44	25	57%
Math	3	Emery	At-Risk	83	36	43%	70%	27%	110	60	55%
Math	3	Emery	SPED	20	5	25%	50%	25%	29	11	38%
Math	4	Emery	All	124	60	48%	70%	22%	151	87	58%
Math	4	Emery	Hispanic	70	36	51%	70%	19%	75	41	55%
Math	4	Emery	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Emery	Asian	8	6	75%	85%	10%	6	5	83%
Math	4	Emery	African Am.	39	13	33%	70%	37%	53	31	58%
Math	4	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Emery	White	5	4	80%	90%	10%	10	6	60%
Math	4	Emery	Two or More	*	*	*	*	*	6	4	67%
Math	4	Emery	Eco. Dis.	98	43	44%	70%	26%	112	56	50%
Math	4	Emery	LEP Current	31	12	39%	58%	19%	36	17	47%
Math	4	Emery	At-Risk	64	37	58%	70%	12%	96	50	52%
Math	4	Emery	SPED	18	3	17%	24%	7%	25	7	28%
Math	5	Emery	All	113	68	60%	70%	10%	140	88	63%
Math	5	Emery	Hispanic	63	37	59%	70%	11%	76	49	64%
Math	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Emery	Asian	*	*	*	*	*	7	5	71%
Math	5	Emery	African Am.	30	17	57%	70%	13%	47	27	57%
Math	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Emery	White	15	10	67%	77%	10%	6	5	83%
Math	5	Emery	Two or More	*	*	*	*	*	*	*	*
Math	5	Emery	Eco. Dis.	94	55	59%	70%	11%	113	66	58%
Math	5	Emery	LEP Current	24	9	38%	88%	50%	38	18	47%
Math	5	Emery	At-Risk	83	45	54%	54%	0%	105	61	58%
Math	5	Emery	SPED	22	10	45%	68%	23%	22	6	27%

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Emery	All	103	54	52%	70%	18%	142	96	68%
Reading	3	Emery	Hispanic	55	23	42%	70%	28%	70	48	69%
Reading	3	Emery	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Emery	Asian	5	5	100%	100%	0%	9	7	78%
Reading	3	Emery	African Am.	30	18	60%	70%	10%	49	32	65%
Reading	3	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Emery	White	8	4	50%	70%	20%	10	8	80%
Reading	3	Emery	Two or More	5	4	80%	90%	10%	*	*	*
Reading	3	Emery	Eco. Dis.	77	38	49%	70%	21%	120	78	65%
Reading	3	Emery	LEP Current	26	6	23%	68%	45%	44	27	61%
Reading	3	Emery	At-Risk	83	39	47%	70%	23%	110	68	62%
Reading	3	Emery	SPED	20	5	25%	56%	31%	29	13	45%
Reading	4	Emery	All	124	63	51%	70%	19%	151	121	80%
Reading	4	Emery	Hispanic	70	33	47%	70%	23%	75	57	76%
Reading	4	Emery	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Emery	Asian	8	6	75%	85%	10%	6	6	100%
Reading	4	Emery	African Am.	39	19	49%	70%	21%	53	43	81%
Reading	4	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Emery	White	5	4	80%	90%	10%	10	9	90%
Reading	4	Emery	Two or More	*	*	*	*	*	6	5	83%
Reading	4	Emery	Eco. Dis.	97	46	47%	70%	23%	112	89	79%
Reading	4	Emery	LEP Current	31	5	16%	54%	38%	36	24	67%
Reading	4	Emery	At-Risk	64	33	52%	70%	18%	96	71	74%
Reading	4	Emery	SPED	18	2	11%	36%	25%	25	10	40%
Reading	5	Emery	All	112	73	65%	70%	5%	139	105	76%
Reading	5	Emery	Hispanic	62	40	65%	70%	5%	76	57	75%
Reading	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Emery	Asian	*	*	*	*	*	7	5	71%
Reading	5	Emery	African Am.	30	20	67%	70%	3%	46	34	74%
Reading	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Emery	White	15	9	60%	70%	10%	6	6	100%
Reading	5	Emery	Two or More	*	*	*	*	*	*	*	*
Reading	5	Emery	Eco. Dis.	93	58	62%	70%	8%	112	83	74%
Reading	5	Emery	LEP Current	23	11	48%	65%	17%	38	21	55%
Reading	5	Emery	At-Risk	82	47	57%	70%	13%	104	73	70%
Reading	5	Emery	SPED	22	9	41%	44%	3%	22	7	32%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Emery	All	111	65	59%	70%	11%	139	88	63%
Science	5	Emery	Hispanic	62	38	61%	71%	10%	75	48	64%
Science	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Emery	Asian	*	*	*	*	*	7	5	71%
Science	5	Emery	African Am.	29	15	52%	70%	18%	47	26	55%
Science	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Emery	White	15	9	60%	70%	10%	6	6	100%
Science	5	Emery	Two or More	*	*	*	*	*	*	*	*
Science	5	Emery	Eco. Dis.	92	51	55%	70%	15%	112	68	61%
Science	5	Emery	LEP Current	23	5	22%	80%	58%	37	15	41%
Science	5	Emery	At-Risk	81	40	49%	70%	21%	104	63	61%
Science	5	Emery	SPED	23	5	22%	38%	16%	21	6	29%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Emery	All	124	29	23%	39%	16%	151	31	21%
Math	4	Emery	Hispanic	70	15	21%	39%	18%	75	13	17%
Math	4	Emery	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Emery	Asian	8	4	50%	50%	0%	6	3	50%
Math	4	Emery	African Am.	39	7	18%	30%	12%	53	8	15%
Math	4	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Emery	White	5	2	40%	45%	5%	10	4	40%
Math	4	Emery	Two or More	*	*	*	*	*	6	3	50%
Math	4	Emery	Eco. Dis.	98	20	20%	39%	19%	112	21	19%
Math	4	Emery	LEP Current	31	4	13%	27%	14%	36	6	17%
Math	4	Emery	At-Risk	64	20	31%	35%	4%	96	18	19%
Math	4	Emery	SPED	18	0	0%	12%	12%	25	1	4%
Math	5	Emery	All	113	46	41%	66%	25%	140	53	38%
Math	5	Emery	Hispanic	63	24	38%	70%	32%	76	26	34%
Math	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Emery	Asian	*	*	*	*	*	7	4	57%
Math	5	Emery	African Am.	30	12	40%	59%	19%	47	17	36%
Math	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Emery	White	15	7	47%	71%	24%	6	4	67%
Math	5	Emery	Two or More	*	*	*	*	*	*	*	*
Math	5	Emery	Eco. Dis.	94	37	39%	63%	24%	113	37	33%
Math	5	Emery	LEP Current	24	4	17%	32%	15%	38	5	13%
Math	5	Emery	At-Risk	83	26	31%	35%	4%	105	35	33%
Math	5	Emery	SPED	22	6	27%	30%	3%	22	1	5%
Reading	4	Emery	All	124	34	27%	29%	2%	151	71	47%
Reading	4	Emery	Hispanic	70	20	29%	32%	3%	75	30	40%
Reading	4	Emery	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Emery	Asian	8	4	50%	55%	5%	6	4	67%
Reading	4	Emery	African Am.	39	8	21%	22%	1%	53	26	49%
Reading	4	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Emery	White	5	2	40%	45%	5%	10	7	70%
Reading	4	Emery	Two or More	*	*	*	*	*	6	4	67%
Reading	4	Emery	Eco. Dis.	97	22	23%	26%	3%	112	52	46%
Reading	4	Emery	LEP Current	31	1	3%	12%	9%	36	9	25%
Reading	4	Emery	At-Risk	64	18	28%	30%	2%	96	34	35%
Reading	4	Emery	SPED	18	1	6%	8%	2%	25	3	12%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Emery	All	112	32	29%	55%	26%	139	69	50%
Reading	5	Emery	Hispanic	62	16	26%	56%	30%	76	33	43%
Reading	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Emery	Asian	*	*	*	*	*	7	5	71%
Reading	5	Emery	African Am.	30	9	30%	50%	20%	46	23	50%
Reading	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Emery	White	15	5	33%	64%	31%	6	5	83%
Reading	5	Emery	Two or More	*	*	*	*	*	*	*	*
Reading	5	Emery	Eco. Dis.	93	26	28%	53%	25%	112	50	45%
Reading	5	Emery	LEP Current	23	0	0%	21%	21%	38	7	18%
Reading	5	Emery	At-Risk	82	16	20%	25%	5%	104	41	39%
Reading	5	Emery	SPED	22	1	5%	13%	8%	22	2	9%
Science	5	Emery	All	111	30	27%	60%	33%	139	39	28%
Science	5	Emery	Hispanic	62	16	26%	67%	41%	75	21	28%
Science	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Emery	Asian	*	*	*	*	*	7	3	43%
Science	5	Emery	African Am.	29	8	28%	48%	20%	47	11	23%
Science	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Emery	White	15	4	27%	62%	35%	6	3	50%
Science	5	Emery	Two or More	*	*	*	*	*	*	*	*
Science	5	Emery	Eco. Dis.	92	24	26%	59%	33%	112	28	25%
Science	5	Emery	LEP Current	23	0	0%	31%	31%	37	4	11%
Science	5	Emery	At-Risk	81	16	20%	25%	5%	104	26	25%
Science	5	Emery	SPED	23	2	9%	13%	4%	21	1	5%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Emery	All	103	3	3%	9%	6%	142	15	11%
Math	3	Emery	Hispanic	55	0	0%	6%	6%	70	10	14%
Math	3	Emery	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Emery	Asian	5	1	20%	25%	5%	9	2	22%
Math	3	Emery	African Am.	30	1	3%	9%	6%	49	3	6%
Math	3	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Emery	White	8	1	13%	20%	7%	10	0	0%
Math	3	Emery	Two or More	5	0	0%	10%	10%	*	*	*
Math	3	Emery	Eco. Dis.	77	2	3%	10%	7%	120	11	9%
Math	3	Emery	LEP Current	26	1	4%	5%	1%	44	4	9%
Math	3	Emery	At-Risk	83	2	2%	5%	3%	110	10	9%
Math	3	Emery	SPED	20	0	0%	5%	5%	29	2	7%
Math	4	Emery	All	124	13	10%	21%	11%	151	10	7%
Math	4	Emery	Hispanic	70	7	10%	21%	11%	75	3	4%
Math	4	Emery	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Emery	Asian	8	2	25%	30%	5%	6	2	33%
Math	4	Emery	African Am.	39	4	10%	13%	3%	53	3	6%
Math	4	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Emery	White	5	0	0%	21%	21%	10	2	20%
Math	4	Emery	Two or More	*	*	*	*	*	6	0	0%
Math	4	Emery	Eco. Dis.	98	8	8%	20%	12%	112	7	6%
Math	4	Emery	LEP Current	31	1	3%	8%	5%	36	2	6%
Math	4	Emery	At-Risk	64	9	14%	15%	1%	96	6	6%
Math	4	Emery	SPED	18	0	0%	4%	4%	25	1	4%
Math	5	Emery	All	113	23	20%	36%	16%	140	20	14%
Math	5	Emery	Hispanic	63	9	14%	40%	26%	76	9	12%
Math	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Emery	Asian	*	*	*	*	*	7	3	43%
Math	5	Emery	African Am.	30	8	27%	30%	3%	47	4	9%
Math	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Emery	White	15	4	27%	43%	16%	6	3	50%
Math	5	Emery	Two or More	*	*	*	*	*	*	*	*
Math	5	Emery	Eco. Dis.	94	21	22%	35%	13%	113	13	12%
Math	5	Emery	LEP Current	24	0	0%	9%	9%	38	1	3%
Math	5	Emery	At-Risk	83	11	13%	15%	2%	105	12	11%
Math	5	Emery	SPED	22	2	9%	10%	1%	22	0	0%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Emery	All	103	7	7%	21%	14%	142	34	24%
Reading	3	Emery	Hispanic	55	3	5%	23%	18%	70	17	24%
Reading	3	Emery	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Emery	Asian	5	1	20%	25%	5%	9	5	56%
Reading	3	Emery	African Am.	30	0	0%	17%	17%	49	10	20%
Reading	3	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Emery	White	8	2	25%	30%	5%	10	2	20%
Reading	3	Emery	Two or More	5	1	20%	25%	5%	*	*	*
Reading	3	Emery	Eco. Dis.	77	5	6%	19%	13%	120	28	23%
Reading	3	Emery	LEP Current	26	1	4%	8%	4%	44	7	16%
Reading	3	Emery	At-Risk	83	6	7%	10%	3%	110	20	18%
Reading	3	Emery	SPED	20	0	0%	6%	6%	29	2	7%
Reading	4	Emery	All	124	16	13%	15%	2%	151	31	21%
Reading	4	Emery	Hispanic	70	7	10%	12%	2%	75	10	13%
Reading	4	Emery	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Emery	Asian	8	2	25%	30%	5%	6	1	17%
Reading	4	Emery	African Am.	39	5	13%	15%	2%	53	15	28%
Reading	4	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Emery	White	5	2	40%	45%	5%	10	4	40%
Reading	4	Emery	Two or More	*	*	*	*	*	6	1	17%
Reading	4	Emery	Eco. Dis.	97	7	7%	9%	2%	112	21	19%
Reading	4	Emery	LEP Current	31	0	0%	5%	5%	36	2	6%
Reading	4	Emery	At-Risk	64	8	13%	15%	2%	96	9	9%
Reading	4	Emery	SPED	18	1	6%	10%	4%	25	2	8%
Reading	5	Emery	All	112	23	21%	32%	11%	139	46	33%
Reading	5	Emery	Hispanic	62	12	19%	33%	14%	76	24	32%
Reading	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Emery	Asian	*	*	*	*	*	7	4	57%
Reading	5	Emery	African Am.	30	8	27%	29%	2%	46	11	24%
Reading	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Emery	White	15	2	13%	29%	16%	6	4	67%
Reading	5	Emery	Two or More	*	*	*	*	*	*	*	*
Reading	5	Emery	Eco. Dis.	93	19	20%	29%	9%	112	30	27%
Reading	5	Emery	LEP Current	23	0	0%	3%	3%	38	2	5%
Reading	5	Emery	At-Risk	82	11	13%	15%	2%	104	24	23%
Reading	5	Emery	SPED	22	0	0%	6%	6%	22	1	5%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Emery	All	111	7	6%	31%	25%	139	17	12%
Science	5	Emery	Hispanic	62	1	2%	35%	33%	75	6	8%
Science	5	Emery	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Emery	Asian	*	*	*	*	*	7	3	43%
Science	5	Emery	African Am.	29	5	17%	25%	8%	47	5	11%
Science	5	Emery	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Emery	White	15	1	7%	31%	24%	6	2	33%
Science	5	Emery	Two or More	*	*	*	*	*	*	*	*
Science	5	Emery	Eco. Dis.	92	6	7%	28%	21%	112	10	9%
Science	5	Emery	LEP Current	23	0	0%	9%	9%	37	2	5%
Science	5	Emery	At-Risk	81	2	2%	5%	3%	104	9	9%
Science	5	Emery	SPED	23	0	0%	6%	6%	21	0	0%

Emery

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	38%	43%							37%		43%	47%	30%
2022	40%	45%	NA	NA	NA	NA	NA	NA	39%	NA	45%	49%	32%
2023	42%	47%	NA	NA	NA	NA	NA	NA	41%	NA	47%	51%	34%
2024	45%	50%	NA	NA	NA	NA	NA	NA	44%	NA	50%	54%	37%
2025	48%	53%	NA	NA	NA	NA	NA	NA	47%	NA	53%	57%	40%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 29% to 39% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
29%	31%	33%	36%	39%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	25%	30%							27%		30%	30%	24%
2022	27%	32%	NA	NA	NA	NA	NA	NA	29%	NA	32%	32%	26%
2023	29%	34%	NA	NA	NA	NA	NA	NA	31%	NA	34%	34%	28%
2024	32%	37%	NA	NA	NA	NA	NA	NA	34%	NA	37%	37%	31%
2025	35%	40%	NA	NA	NA	NA	NA	NA	37%	NA	40%	40%	34%

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Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - “Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.” NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including “what do you notice/wonder” and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.