

Cypress-Fairbanks Independent School District

Emery Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



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!

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Parent and Community Engagement	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	13
Goals	15
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.	15
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	20
Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.	23
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.	24
State Compensatory	26
Personnel for Emery Elementary School:	26
Title I Personnel	27
2019-2020 CPOC	28
Campus Funding Summary	30
Addendums	31

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The indicators included in the Closing the Gaps domain of the 2018-19 accountability system align the state accountability system with the Every Student Succeeds Act (ESSA).

In the Closing the Gaps domain of the 2018-19 accountability system, the campus has been identified for Additional Targeted Support in the following area (s): White (Academic Achievement Reading, Academic Achievement Math, Growth Reading, Growth Math, Student Success)

The Texas Education Agency has given the following guidance for campuses identified for Targeted Support or Additional Targeted Support:

- For campuses that have been identified for Targeted Support or Additional Targeted Support, LEA's are required to develop an action plan to improve those campuses. But those action plans can take any format. Since all campuses in Texas are engaged in annual Campus Improvement Plan processes, for most LEA's it will make the most sense to update your CIP with action steps designed to remedy the cause of the performance issue, rather than also developing a separate Targeted Improvement Plan for the campus. (To the Administrator Addressed notification from the Texas Education Agency on September 9, 2019).

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table along with other STAAR data and conducted the following process:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

The team members included: Jennifer Ng, Felecia Day, Ashley Jensen, Perla Alanis, Cecelia Smith, Nancy Rosas, Anita Vasquez, Ericka Quintanilla, Jessica Gerlich, Orjwan Aloush, Virginia Treat, Araceli Cordova, Talya Robertson, Courtney Baumberger, Agustina Rios, Melanie Maxie, Danielle Below, Cynthia Molina, Chesley Church, Jennifer Carson, Lee Armstrong

The team met on the following date(s): Wednesday, October 16, 2019

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

The following strength were identified based on a review of the 2018-19 data:

1. Our school earned a Distinction Designation in Science.
2. Our 5th grade students out performed the district at the Approaches Level in our overall, Hispanic, African American, Economically Disadvantages and EL populations in Science.
3. Our 3rd, 4th and 5th grade Special Education population increased their scores in Reading from last year.
4. Our 5th grade students overall score was 97% which was 6% higher than the district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: We did not meet our 2019 Incremental Growth Targets for the Approaches level in 3rd or 4th Grade. **Root Cause:** Reading: Our teachers need more opportunities to collaborate and monitor differentiated instruction to meet the needs of our struggling readers.

Problem Statement 2: Writing: Our Hispanic and African American populations are performing below the district. **Root Cause:** Writing: Our teachers need more professional development on how to develop student writing skills.

Problem Statement 3: Math: Our 3rd and 4th grade students are performing more than 20% lower than our 5th grade students at the Approaches level on STAAR. **Root Cause:** Math: Instruction is not being individualized and targeted to meet student needs.

Problem Statement 4: Science: Our Special Education population are performing below the district at the Approaches level on STAAR. **Root Cause:** Science: Teachers need to utilize critical reading strategies in increase student performance.

Problem Statement 5: The campus did not meet all campus performance objective targets in 2018-19. **Root Cause:** The need to deepen understanding and address specific academic needs of our African American, White, English Learners, Special Education and Non Continuously Enrolled student groups.

Problem Statement 6: Additional Targeted Support Reading: 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 7: Additional Targeted Support Math: 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 Summary

School Culture and Climate Strengths

The following are the strengths of the campus in regard to School Culture and Climate: (Summarize the campus strengths in regard to student attendance, restorative discipline, and campus safety based on 2018-19 data.)

1. Emery was named a National Capturing Kids Hearts Showcase School for the third year in a row.
2. Emery was named a No Place For Hate School.
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 second year as a PBIS Level 2 campus, where we focus on students that need tier 1 and tier 2 supports.
4. Emery has a variety of activities for our students to help them become stronger academically, socially, and emotionally including Mu Alpha Theta Math Club, P.A.L.S., Girls Dance Club, Watt Watchers, Girls On The Run, PBIS Levels 1 and 2 and the Sanford Harmony Program.
5. 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: We want to ensure that we are recognizing our students academic and behavioral successes equally throughout the school year. **Root Cause:** School Culture and Climate: We did not have a behavior interventionist in the Spring so we all focused on celebrating behavior achievements.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Strengths

The following are the strengths of the campus in regard to Staff Quality, Recruitment and Retention: (Summarize the campus strengths in regard to Teacher/Paraprofessional attendance and anything else you wish to add based on 2018-19 data.)

1. 100% of our staff is highly qualified.
2. All new teachers have campus mentors and attend our new teacher meeting on campus. They 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.
5. Staff members are recognized in a variety of ways including affirmation posters, at staff meetings and at weekly administration 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: Being a late school means one has to take a half day or full day to make the appt.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Strengths

The following are the strengths of the campus in regard to Parent and Family Engagement: (Summarize the strengths in regard to parent survey data, records of parent attendance at meetings/trainings, and/or other related data from 2018-19.)

1. This is our sixth year to participate in the WATCH DOG Dads Program and our families and staff love it.
2. Emery's PTO Board works diligently to increase the number of volunteers for the school. They host a number of events for the community including an annual carnival, free movie nights and fun mother/son and father/daughter events to provide fun activities for our families.
3. We continue to have our annual Parent Symposium which informs or families about academics, behavior strategies, parent information and ideas on how they can support the school and their children.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: We have 50% of our families attend our night events. **Root Cause:** Parent and Community Engagement: We want to increase our communications by using a variety of social media to entice families to come to Emery for the night events.

Priority Problem Statements

Problem Statement 1: Reading: We did not meet our 2019 Incremental Growth Targets for the Approaches level in 3rd or 4th Grade.

Root Cause 1: Reading: Our teachers need more opportunities to collaborate and monitor differentiated instruction to meet the needs of our struggling readers.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Writing: Our Hispanic and African American populations are performing below the district.

Root Cause 2: Writing: Our teachers need more professional development on how to develop student writing skills.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Math: Our 3rd and 4th grade students are performing more than 20% lower than our 5th grade students at the Approaches level on STAAR.

Root Cause 3: Math: Instruction is not being individualized and targeted to meet student needs.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Science: Our Special Education population are performing below the district at the Approaches level on STAAR.

Root Cause 4: Science: Teachers need to utilize critical reading strategies in increase student performance.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: The campus did not meet all campus performance objective targets in 2018-19.

Root Cause 5: The need to deepen understanding and address specific academic needs of our African American, White, English Learners, Special Education and Non Continuously Enrolled student groups.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Additional Targeted Support Reading: Our White population did not meet the Closing the Gap targets in the areas of Academic Achievement, Reading Growth and Student Success.

Root Cause 6: 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 6 Areas: Student Achievement

Problem Statement 7: Additional Targeted Support Math: Our White population did not meet the Closing the Gap targets in the areas of Academic Achievement, Math Growth and Student Success.

Root Cause 7: 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.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: School Culture and Climate: We want to ensure that we are recognizing our students academic and behavioral successes equally throughout the school year.

Root Cause 8: School Culture and Climate: We did not have a behavior interventionist in the Spring so we all focused on celebrating behavior achievements.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Teacher/Paraprofessional Attendance: Staff attendance is low.

Root Cause 9: Teacher/Paraprofessional Attendance: Being a late school means one has to take a half day or full day to make the appt.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: Parent and Community Engagement: We have 50% of our families attend our night events.

Root Cause 10: Parent and Community Engagement: We want to increase our communications by using a variety of social media to entice families to come to Emery for the night events.

Problem Statement 10 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- 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


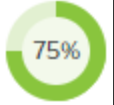


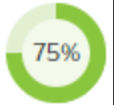

Goals

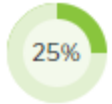








Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.




Performance Objective 1: Curriculum and Instruction & Accountability: By May 2020, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

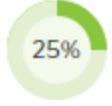


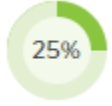





Evaluation Data Source(s) 1: STAAR Reading, Writing, Math and Science results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Reading/ELA: Teachers will use collaborative resources to plan and implement instruction that meets the needs of all students in a variety of ways, including small groups, varied independent reading selections and strategies to help struggling readers.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists	<p>Meet or exceed the targets on the attached CIP target table.</p> <p>Increase in student reading levels in grades K-5th.</p> <p>Increase in scores on district and state assessments.</p>			
				Problem Statements: Student Achievement 1		
<p>2) Writing: 4th grade teachers will implement strategies learned while working with Judy Wallis, a writing consultant, and during professional development.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists	<p>Meet or exceed the targets on the attached CIP target table.</p> <p>Increase in 4th grade students' writing ability on district and state assessments.</p>			
				Funding Sources: 211 - Title 1 - 9000.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Writing: Teachers will implement strategies learned from after-school professional development, campus book studies, and peer observations.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists	Meet or exceed the targets on the attached CIP target table. Increase in writing compositions and revision and editing scores on district and state assessments.			
				Problem Statements: Student Achievement 2		
4) Math: Teachers will effectively implement strategies learned during observations and meetings with Garland Likenhoger, our math consultant, as well as effectively use small group instruction to differentiate instruction.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists	Meet or exceed the targets on the attached CIP target table. Increase in math fluency in grades K-5th. Increase in scores on district and state assessments.			
				Problem Statements: Student Achievement 3 Funding Sources: 211 - Title 1 - 12000.00		
5) Science: Teachers will attend professional development workshops on how to differentiate instruction and how to implement strategies during instruction to meet the needs of all students.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists	Meet or exceed the targets on the attached CIP target table. Increase in scores on district and state assessments.			
				Problem Statements: Student Achievement 4		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Opportunities for All Children to Meet State Standards: Deepen understanding of and address specific academic needs of African American, White, English Learners and Special Education student groups in an effort to provide opportunities for all children.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	<p>Meet or exceed the targets on the attached CIP target table.</p> <p>Students in grades K-5th who participate in after-school tutoring will increase their 9 weeks grades by 2% in math and reading.</p> <p>We have hired a temporary worker to push in to reading classes and pull small groups to help meet increase reading levels and increase student achievement on district and state assessments.</p> <p>Karen Lowery will meet with all grades throughout the school year to share her abilities as a storyteller to enhance the writing abilities of out students. Students will then use her strategies in their writing and increase written composition skills.</p> <p>Little Beakers is a hands-on science experience for our PK and Kindergarten students. They will participate in science activities that will increase their science knowledge and abilities to communicate and work in teams to complete activities.</p> <p>Our Scholastic News subscription has been renewed for teachers to use in the classroom to deepen student understanding of content taught and increase student achievement on district and state assessments.</p> <p>We purchased book shelves for classrooms to help teachers better organize classroom libraries and tubs for stations in all contents to help students have all the materials to maximize first instruction and increase score on district and state assessments.</p> <p>Additional content materials for literacy, math and science for classrooms in all grades to 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, Brain Pop, student snacks for tutoring, and various distribution orders.</p> <p>Lead Your School is a program used to increase teacher</p>			

			capacity and improve first instruction using classroom observation and coaching models to increase student achievement on district and state assessments. We purchased book bags for our students to take books home to read with their families and increase reading fluency and comprehension.			
Problem Statements: Student Achievement 5 Funding Sources: 211 - Title 1 - 108799.00						
7) Providing a well-rounded education: At Emery, we offer a variety of activities that help provide an enriched and accelerated curriculum, including the Sanford Harmony Program, Capturing Kids Hearts Curriculum, PBIS, Mu Alpha Theta-Accelerated Math Club, No Place for Hate activities and Student Ambassadors.	2.5	Principal, Assistant Principals, Teachers	Increase self confidence in students and increase in scores on district and state assessments.			
Problem Statements: Student Achievement 5						
8) Meeting the needs of students who are at-risk of not graduating. We have a Bilingual Reading Enrichment Teacher. and a Math Interventionist. Both teachers push in to classes and pull small groups to support the teacher and meet the needs of students in our building.	2.6	Principal, Instructional Specialists	Close the gaps in learning for students. Increase in scores on district and state assessment.			
Problem Statements: Student Achievement 5						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Reading: We did not meet our 2019 Incremental Growth Targets for the Approaches level in 3rd or 4th Grade. Root Cause 1: Reading: Our teachers need more opportunities to collaborate and monitor differentiated instruction to meet the needs of our struggling readers.
Problem Statement 2: Writing: Our Hispanic and African American populations are performing below the district. Root Cause 2: Writing: Our teachers need more professional development on how to develop student writing skills.
Problem Statement 3: Math: Our 3rd and 4th grade students are performing more than 20% lower than our 5th grade students at the Approaches level on STAAR. Root Cause 3: Math: Instruction is not being individualized and targeted to meet student needs.
Problem Statement 4: Science: Our Special Education population are performing below the district at the Approaches level on STAAR. Root Cause 4: Science: Teachers need to utilize critical reading strategies in increase student performance.
Problem Statement 5: The campus did not meet all campus performance objective targets in 2018-19. Root Cause 5: The need to deepen understanding and address specific academic needs of our African American, White, English Learners, Special Education and Non Continuously Enrolled student groups.

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: Additional Targeted Support: By the end of the 2019-20 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 Source(s) 2: STAAR Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Additional Targeted Support 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.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Meet or exceed the targets on the attached CIP target table. Increase in scores on district and state assessments.			
				Problem Statements: Student Achievement 6		
Additional Targeted Support 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.	2.4, 2.5, 2.6	Principal, Assistant Principals, Instructional Specialists, Teachers	Meet or exceed the targets on the attached CIP target table. Increase in scores on district and state assessments.			
				Problem Statements: Student Achievement 7		
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

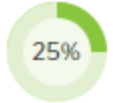


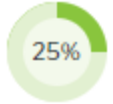





Student Achievement
Problem Statement 6: Additional Targeted Support Reading: Our White population did not meet the Closing the Gap targets in the areas of Academic Achievement, Reading Growth and Student Success. Root Cause 6: Additional Targeted Support Reading: Our campus focus was not on this population so we were not effectively monitoring data to ensure that first instruction is most beneficial.
Problem Statement 7: Additional Targeted Support Math: Our White population did not meet the Closing the Gap targets in the areas of Academic Achievement, Math Growth and Student Success. Root Cause 7: 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.

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 2019-20 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Source(s) 1: Record of safety drills and other required safety actions

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Campus Safety: Staff will ensure all visitors have a badge on or will walk them to the front office, they will implement our No Place For Hate Program, and implement our Capturing Kids Hearts philosophy daily.		Principal, Assistant Principals, Emery Staff	Emery Staff will make sure our campus is safe.			
2) Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.		Principal, Assistant Principals, EOP Coordinator, Emery Staff	100% of EOP safety drills will be conducted by scheduled deadlines.			
 = Accomplished  = No Progress  = 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 2019-20 school year, student attendance will be at 99%.

Evaluation Data Source(s) 2: Student attendance records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.		Principal, Assistant Principals, Teachers	Student attendance will increase to 97%.			
	Problem Statements: School Culture and Climate 1					
2) Identify homeless students and provide the necessary services to support student success.		Registrar, EASE Counselor	100% of homeless students will be identified and provided the necessary services.			
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: School Culture and Climate: We want to ensure that we are recognizing our students academic and behavioral successes equally throughout the school year. Root Cause 1: School Culture and Climate: We did not have a behavior interventionist in the Spring so we all focused on celebrating behavior achievements.</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 2019-20 school year, discipline referrals will be decreased by 10%.

Evaluation Data Source(s) 3: Discipline reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.		Principal, Assistant Principals, Behavior Interventionists, Teachers	Discipline referrals will be decreased by 10%.			
2) Out of School Suspensions: Work one-on-one as needed to support students to attain increased social, emotional and behavioral competencies.		Principal, Assistant Principals, Staff	Out of school suspensions will be reduced by 10%.			
3) Special Opportunity School (SOS) Placements: Work one-on-one as needed to support African American students to attain increased social, emotional and behavioral competencies.		Principal, Assistant Principals, Behavior Interventionist, Teachers	SOS placements of African American students will continue to be 0%.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </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 2019-20 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Source(s) 1: Teacher/Paraprofessional Attendance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teacher/Paraprofessional Attendance: We will recognize staff members and teams who have perfect attendance at our monthly staff meetings.		Principal, Assistant Principals	Teacher/paraprofessional attendance will increase by 5%.			
Problem Statements: Staff Quality, Recruitment, and Retention 1						
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

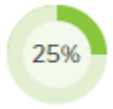


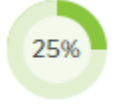

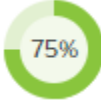
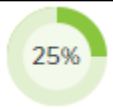


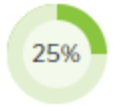


Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance is low. Root Cause 1: Teacher/Paraprofessional Attendance: Being a late school means one has to take a half day or full day to make the appt.

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 2019-20 school year, parent and family engagement will increase by 10%.

Evaluation Data Source(s) 1: Parent Survey
Activity sign-in sheets/records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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, call outs, our school marque, etc.	3.1	Principal, Emery Staff, Title 1 Coordinator	Parent and family engagement will increase by 10%.			
Problem Statements: Parent and Community Engagement 1						
2) Title I Campus: Parent and Family Engagement Policy: The Parent and Family Engagement Policy was created on September 27th by the CPOC committee and made available in English and Spanish on the campus website as well as in the following location(s): The Commons at Hollyhock Apartments.	3.1	Principal, Title 1 Coordinator	100% of the parents and family members will have access to the Parent and Family Engagement Policy.			
Problem Statements: Parent and Community Engagement 1						
3) Title I Campus: Campus Improvement Plan: The Campus Improvement Plan was made available to parents on the campus website, the district website, the front office, and The Commons at Hollyhock Apartments.	3.1	Principal, Title 1 Coordinator	100% of the parents and family members will have access to the Campus Improvement Plan.			
4) Title I Campus: Campus Improvement Plan Language Versions: The Campus Improvement Plan is understandable and in a uniform format. It is written in English and translated based on the district translation procedure.	3.1	Principal, Title 1 Coordinator	Parents will have access to the Campus Improvement Plan in their native language based on the district translation procedures.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Title I Campus: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. August 21st, 5:30-7:00 Popsicles with Parents on the Playground-Emery Elementary August 22nd, 5:30-7:00 Meet the Teacher-Emery Elementary September 24th, 5:00-7:30 Pizza for Papas and Family Library Night-Emery Elementary September 27th, 10:30-11:30 Welcome Back Coffee-Emery Elementary October 24th, 6:00-8:00 Family Skate Night-Bear Creek Skating Rink October 29th, 5:30-7:00-Spooktacular Math Night and Family Library Night-Emery Elementary November 1st, 6:00-8:00 PTO Family Movie Night-Emery Elementary	3.2	Principal, Title 1 Coordinator	Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.			
Problem Statements: Parent and Community Engagement 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent and Community Engagement: We have 50% of our families attend our night events. Root Cause 1: Parent and Community Engagement: We want to increase our communications by using a variety of social media to entice families to come to Emery for the night events.

State Compensatory

Personnel for Emery Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Employee 1	Bilingual Reading Enrichment	Reading	1
Employee 2	Math Interventionist	Math	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Employee 1	Reading Enrichment	Reading	1
Employee 2	Math Interventionist	Math	1
Employee 3	Testing Coordinator	Testing Coordinator	.5
Employee 4	Paraeducator	Paraeducator	.5

2019-2020 CPOC

Committee Role	Name	Position
Classroom Teacher	Shelly Broos	2nd Grade Teacher
Classroom Teacher	Norma Cunningham	3rd Grade Teacher
Classroom Teacher	Hilda Salinas	Kindergarten Teacher
Classroom Teacher	Dylan Hickey-McWhorter	1st Grade Teacher
Classroom Teacher	Melanie Maxie	4th Grade Teacher
Classroom Teacher	Megan Moody	5th Grade Teacher
Classroom Teacher	Anne Brown	PPCD Teacher
Classroom Teacher	Mary Pegg	Art Teacher
Non-classroom Professional	Frances Yeane	Dyslexia Teacher
Non-classroom Professional	Meghan Castle	Nurse
Non-classroom Professional	Marissa Perez	Diagnostician
Non-classroom Professional	Jessica Gerlich	Testing Coordinator
Paraprofessional	Kelly Grissom	Principal Secretary
Paraprofessional	Rita Quintana	Registrar
Paraprofessional	Lydia Everitt	Instructional Paraprofessional
Administrator	Dr. Michelle Merricks	Principal
Administrator	Angela Akin-Fonville	Assistant Principal
Administrator	Khayla Sewell	Assistant Principal
Administrator	Jennifer Carson	Instructional Specialist
Administrator	Chesley Church	Instructional Specialist
Administrator	Kelly McMahon	Primary Coach
Administrator	Myrthala Fischer	Counselor

Committee Role	Name	Position
Administrator	Bettie McGinness	Librarian
Administrator	AJ Hatcher	Behavior Specialist
Community Representative	Mark Gerlich	Community Member
District-level Professional	Lauri Barnes	Director of Special Education
Parent	Leander Francis	Parent
Community Representative	Don Spada	Community Representative
Parent	Hugo Perez	Parent
Business Representative	Mario Cruz Perez	Business Representative
Business Representative	Frank Zuniga	Business Representative

Campus Funding Summary

211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Judy Wallis, Writing Consultant		\$9,000.00
1	1	4	Garland Likenhoger, Math Consultant		\$12,000.00
1	1	6	Extra Duty Pay for Tutoring		\$20,000.00
1	1	6	Temporary Worker		\$33,000.00
1	1	6	Contracted Services-Karen Lowery		\$6,000.00
1	1	6	Contracted Services-Little Beakers		\$3,000.00
1	1	6	Subscriptions: Reading Materials		\$380.00
1	1	6	Supplies: Non-Consumable Instructional		\$7,000.00
1	1	6	Supplies: Instructional		\$31,005.00
1	1	6	Supplies: Staff Development		\$3,500.00
1	1	6	Supplies: PAFE		\$4,914.00
Sub-Total					\$129,799.00
Grand Total					\$129,799.00

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in iXplore, the curriculum management system. iXplore 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) 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 iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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 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.

Mathematics

- Model and expect students to use the 4-step Problem Solving Process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency for 10-15 minutes daily during math instruction to develop automaticity.
 - "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 and provide hands-on experiences 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 and send them home daily in 2nd-5th grade.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- On a regular basis, an average of three times per week, integrate seven classroom Chromebooks and other student devices into the learning environment. Use the devices so that students can create, collaborate, and share their thinking.

Science

Engage students to become STEM literate with 5E lessons that

- are hands-on, inquiry-based lessons that require students to design and conduct investigations according to grade level TEKS expectations (K-1 = 80% of time, 2nd-3rd = 60% of time, 4th-5th = 50% of time);
- have students collect, analyze, and represent data in a variety of ways (graphic organizers, tables, charts, diagrams, infographics, foldables);
- have students communicate results orally and/or in writing based on evidence that supports their thinking;
- cause critical reasoning and thinking to find relevant solutions to classroom-based problems and real world applications;
- integrate technology applications such as web 2.0 resources, Explore Learning, National Geographic, and Houghton Mifflin Harcourt Science Fusion; and
- facilitate an understanding of science vocabulary using note booking and communication skills (listening, speaking, reading, and writing).

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 instruments
- Connect singing with movements and action
- Introduce a variety of classroom rhythm and Orff instruments
- Utilize a variety of sensory modes including auditory, visual, and kinesthetic
- Design activities that allow students to demonstrate/show understanding
- Create lessons and utilize activities that develop understanding of the elements of music: rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize technology in the teaching of music
- 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–12)

- Model and teach artistic thinking– which means being curious 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).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATPI, TAEA and Scholastic art contests, as well as, district art contests and exhibits.
- Participate in activities and events that promote school and community involvement.

Fine Arts Department

Standard Expectations

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 instruments.
- Connect singing with movements and action.
- Introduce a variety of classroom rhythm and Orff instruments.
- Utilize a variety of sensory modes including auditory, visual, and kinesthetic.
- Design activities that allow students to demonstrate/show understanding.
- Create lessons and utilize activities that develop understanding of the elements of music: rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form.
- Utilize technology in the teaching of music.
- 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–12)

- Model and teach artistic thinking– which means being curious 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).
- Utilize the resources available to teachers including the CFISD adopted instructional materials, CFISD Scope and Sequence, CFISD Curriculum Standards and copyright policies.
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including Rodeo, ATPI, TAEA and Scholastic art contests, as well as, district art contests and exhibits.
- Participate in activities and events that promote school and community involvement.

2019-2020 District Writing Plan

Purpose:

To monitor teacher instruction and student work in order to provide training and support necessary to raise student achievement in the area of writing.

Focus: Narrative and Informational writing units

Actions:

1. **2nd - 5th grade students' samples*** will be uploaded to a specified folder and randomly collected for district monitoring.
 - The **samples will be collected** throughout the writing process
 - Campus administration** will read a sample (10 or more) of their grade levels District Assessments listed on the Writing Plan and fill out the feedback form.
 - District personnel will read random samples and complete a feedback form for campus comparison for District Assessments and Unit Samples.
2. **2nd-5th grade teacher's sample** for modeling with specific units will be uploaded in the shared folder
 - Teacher is expected to generate a piece or accommodate the district piece to model with the students during the shared writing time
3. **2nd-5th grade students' samples** with rubric explanations will be hung in every writing classroom for students - Success Criteria (Units - Personal Narrative and Informational Units)
4. **Student samples** will be *displayed* throughout the building by grade level and *celebrated* by campus administration - The Writing Revolution Continues!
 - Campus instructional specialist will change out the samples based on unit
5. **3rd-5th Revising and editing checkpoints** will be taken by every campus and monitored by district personnel
 - Must be given on the district designated day
 - Scanning** will be *monitored* and **results shared** with the curriculum team, Dr. Macias, and Dr. Henry

Assessment Information:

6. **2nd-5th September DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin
 - Trends and patterns within the collection will be noted and feedback provided to the instructional specialist for unit planning (number of samples determined by campus)
7. **2nd-5th November DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin
 - Trends and patterns within the collection will be noted and feedback provided to the instructional specialist for unit planning (number of samples determined by campus)

8. **2nd, 3rd, and 5th Grade January DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin
9. **4th Grade Benchmark writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin
 - ❑ Trends and patterns within the collective group will be noted and feedback provided to the instructional specialist for unit planning (number of samples determined by campus)
10. **2nd and 3rd April DPM writing samples with score point** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers) and campus admin
11. **4th and 5th** will have another sample upload within a specified unit (TBD)

**This is a total of four uploads for each grade level.*

Training Information:

12. **All 3rd and 4th grade** LA teachers will attend an **all day** district training in the fall (Dates and Locations TBD)
13. **All NEW Literacy** teachers attend **Summer New Teacher Literacy Academy** in July (Dates and Locations TBD- Participants will be paid a stipend for attending)
14. All **3rd-5th LA teachers** will attend a **Writing Symposium** in the fall (Dates and Locations TBD)
15. District coaches will consult with Victoria Young about district curriculum and advise next steps
16. District will continue with POP cohorts but will include conversations about curriculum and upcoming units (Participants chosen from district data)

**The curriculum department reserves the right to ask any campus grade level to upload any try-it out, on-demands, and published pieces from any unit.*

Elementary Physical Education/Health Department Standard Expectations

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 instruments
- Connect singing with movements and action
- Introduce a variety of classroom rhythm and Orff instruments
- Utilize a variety of sensory modes including auditory, visual, and kinesthetic
- Design activities that allow students to demonstrate/show understanding
- Create lessons and utilize activities that develop understanding of the elements of music: rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize technology in the teaching of music
- 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

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

2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Approaches		2020 Approaches Incremental Growth Target	% Growth Needed	Tested 2020	2020 Approaches	
					#	%				#	%
Reading	3	Emery	All	150	115	77%	82%	5%			
Reading	3	Emery	Hispanic	69	54	78%	83%	5%			
Reading	3	Emery	Am. Indian	*	*	*	*	*			
Reading	3	Emery	Asian	*	*	*	*	*			
Reading	3	Emery	African Am.	54	40	74%	80%	6%			
Reading	3	Emery	Pac. Islander	*	*	*	*	*			
Reading	3	Emery	White	20	15	75%	80%	5%			
Reading	3	Emery	Two or More	*	*	*	*	*			
Reading	3	Emery	Eco. Dis.	118	88	75%	80%	5%			
Reading	3	Emery	LEP Current	38	26	68%	73%	5%			
Reading	3	Emery	LEP M1	*	*	*	*	*			
Reading	3	Emery	LEP M2	16	15	94%	99%	5%			
Reading	3	Emery	LEP M3	*	*	*	*	*			
Reading	3	Emery	LEP M4	*	*	*	*	*			
Reading	3	Emery	SPED	16	9	56%	61%	5%			
Reading	4	Emery	All	183	126	69%	74%	5%			
Reading	4	Emery	Hispanic	92	65	71%	76%	5%			
Reading	4	Emery	Am. Indian	*	*	*	*	*			
Reading	4	Emery	Asian	11	9	82%	87%	5%			
Reading	4	Emery	African Am.	60	38	63%	70%	7%			
Reading	4	Emery	Pac. Islander	*	*	*	*	*			
Reading	4	Emery	White	18	12	67%	72%	5%			
Reading	4	Emery	Two or More	*	*	*	*	*			
Reading	4	Emery	Eco. Dis.	131	91	69%	74%	5%			
Reading	4	Emery	LEP Current	26	14	54%	59%	5%			
Reading	4	Emery	LEP M1	22	19	86%	91%	5%			
Reading	4	Emery	LEP M2	5	5	100%	100%	0%			
Reading	4	Emery	LEP M3	22	21	95%	100%	5%			
Reading	4	Emery	LEP M4	*	*	*	*	*			
Reading	4	Emery	SPED	25	9	36%	41%	5%			

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

2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Approaches		2020 Approaches Incremental Growth Target	% Growth Needed	Tested 2020	2020 Approaches	
					#	%				#	%
Read Cumulative	5	Emery	All	177	155	88%	93%	5%			
Read Cumulative	5	Emery	Hispanic	94	82	87%	92%	5%			
Read Cumulative	5	Emery	Am. Indian	*	*	*	*	*			
Read Cumulative	5	Emery	Asian	9	7	78%	83%	5%			
Read Cumulative	5	Emery	African Am.	56	49	88%	93%	5%			
Read Cumulative	5	Emery	Pac. Islander	*	*	*	*	*			
Read Cumulative	5	Emery	White	14	13	93%	98%	5%			
Read Cumulative	5	Emery	Two or More	*	*	*	*	*			
Read Cumulative	5	Emery	Eco. Dis.	119	106	89%	94%	5%			
Read Cumulative	5	Emery	LEP Current	34	24	71%	76%	5%			
Read Cumulative	5	Emery	LEP M1	10	10	100%	100%	0%			
Read Cumulative	5	Emery	LEP M2	5	5	100%	100%	0%			
Read Cumulative	5	Emery	LEP M3	8	8	100%	100%	0%			
Read Cumulative	5	Emery	LEP M4	20	20	100%	100%	0%			
Read Cumulative	5	Emery	SPED	16	8	50%	55%	5%			
Math	3	Emery	All	150	108	72%	77%	5%			
Math	3	Emery	Hispanic	69	52	75%	80%	5%			
Math	3	Emery	Am. Indian	*	*	*	*	*			
Math	3	Emery	Asian	*	*	*	*	*			
Math	3	Emery	African Am.	54	35	65%	70%	5%			
Math	3	Emery	Pac. Islander	*	*	*	*	*			
Math	3	Emery	White	20	15	75%	80%	5%			
Math	3	Emery	Two or More	*	*	*	*	*			
Math	3	Emery	Eco. Dis.	118	82	69%	74%	5%			
Math	3	Emery	LEP Current	38	26	68%	73%	5%			
Math	3	Emery	LEP M1	*	*	*	*	*			
Math	3	Emery	LEP M2	16	16	100%	100%	0%			
Math	3	Emery	LEP M3	*	*	*	*	*			
Math	3	Emery	LEP M4	*	*	*	*	*			
Math	3	Emery	SPED	16	8	50%	55%	5%			

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

2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Approaches		2020 Approaches Incremental Growth Target	% Growth Needed	Tested 2020	2020 Approaches	
					#	%				#	%
Math	4	Emery	All	184	116	63%	68%	5%			
Math	4	Emery	Hispanic	92	60	65%	70%	5%			
Math	4	Emery	Am. Indian	*	*	*	*	*			
Math	4	Emery	Asian	11	10	91%	96%	5%			
Math	4	Emery	African Am.	60	33	55%	60%	5%			
Math	4	Emery	Pac. Islander	*	*	*	*	*			
Math	4	Emery	White	19	11	58%	63%	5%			
Math	4	Emery	Two or More	*	*	*	*	*			
Math	4	Emery	Eco. Dis.	131	81	62%	67%	5%			
Math	4	Emery	LEP Current	26	15	58%	63%	5%			
Math	4	Emery	LEP M1	22	16	73%	78%	5%			
Math	4	Emery	LEP M2	5	4	80%	85%	5%			
Math	4	Emery	LEP M3	22	18	82%	87%	5%			
Math	4	Emery	LEP M4	*	*	*	*	*			
Math	4	Emery	SPED	25	6	24%	29%	5%			
Math Cumulative	5	Emery	All	177	171	97%	100%	3%			
Math Cumulative	5	Emery	Hispanic	94	92	98%	100%	2%			
Math Cumulative	5	Emery	Am. Indian	*	*	*	*	*			
Math Cumulative	5	Emery	Asian	9	9	100%	100%	0%			
Math Cumulative	5	Emery	African Am.	56	53	95%	100%	5%			
Math Cumulative	5	Emery	Pac. Islander	*	*	*	*	*			
Math Cumulative	5	Emery	White	14	13	93%	98%	5%			
Math Cumulative	5	Emery	Two or More	*	*	*	*	*			
Math Cumulative	5	Emery	Eco. Dis.	119	116	97%	100%	3%			
Math Cumulative	5	Emery	LEP Current	34	32	94%	99%	5%			
Math Cumulative	5	Emery	LEP M1	10	10	100%	100%	0%			
Math Cumulative	5	Emery	LEP M2	5	5	100%	100%	0%			
Math Cumulative	5	Emery	LEP M3	8	8	100%	100%	0%			
Math Cumulative	5	Emery	LEP M4	20	20	100%	100%	0%			
Math Cumulative	5	Emery	SPED	16	13	81%	86%	5%			

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

2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Approaches		2020 Approaches Incremental Growth Target	% Growth Needed	Tested 2020	2020 Approaches	
					#	%				#	%
Writing	4	Emery	All	183	100	55%	60%	5%			
Writing	4	Emery	Hispanic	92	52	57%	62%	5%			
Writing	4	Emery	Am. Indian	*	*	*	*	*			
Writing	4	Emery	Asian	11	9	82%	87%	5%			
Writing	4	Emery	African Am.	60	28	47%	52%	5%			
Writing	4	Emery	Pac. Islander	*	*	*	*	*			
Writing	4	Emery	White	18	9	50%	55%	5%			
Writing	4	Emery	Two or More	*	*	*	*	*			
Writing	4	Emery	Eco. Dis.	130	75	58%	63%	5%			
Writing	4	Emery	LEP Current	26	10	38%	43%	5%			
Writing	4	Emery	LEP M1	22	13	59%	64%	5%			
Writing	4	Emery	LEP M2	5	4	80%	85%	5%			
Writing	4	Emery	LEP M3	22	20	91%	96%	5%			
Writing	4	Emery	LEP M4	*	*	*	*	*			
Writing	4	Emery	SPED	25	8	32%	37%	5%			
Science	5	Emery	All	176	154	88%	93%	5%			
Science	5	Emery	Hispanic	94	86	91%	96%	5%			
Science	5	Emery	Am. Indian	*	*	*	*	*			
Science	5	Emery	Asian	9	8	89%	94%	5%			
Science	5	Emery	African Am.	56	44	79%	84%	5%			
Science	5	Emery	Pac. Islander	*	*	*	*	*			
Science	5	Emery	White	13	12	92%	97%	5%			
Science	5	Emery	Two or More	*	*	*	*	*			
Science	5	Emery	Eco. Dis.	122	106	87%	92%	5%			
Science	5	Emery	LEP Current	35	28	80%	85%	5%			
Science	5	Emery	LEP M1	10	10	100%	100%	0%			
Science	5	Emery	LEP M2	5	5	100%	100%	0%			
Science	5	Emery	LEP M3	8	8	100%	100%	0%			
Science	5	Emery	LEP M4	20	20	100%	100%	0%			
Science	5	Emery	SPED	16	6	38%	43%	5%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability
2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Meets		2020 Meets Incremental Growth Target	% Growth Needed	Tested 2020	2020 Meets	
					#	%				#	%
Reading	3	Emery	All	150	62	41%	46%	5%			
Reading	3	Emery	Hispanic	69	29	42%	47%	5%			
Reading	3	Emery	Am. Indian	*	*	*	*	*			
Reading	3	Emery	Asian	*	*	*	*	*			
Reading	3	Emery	African Am.	54	19	35%	40%	5%			
Reading	3	Emery	Pac. Islander	*	*	*	*	*			
Reading	3	Emery	White	20	10	50%	55%	5%			
Reading	3	Emery	Two or More	*	*	*	*	*			
Reading	3	Emery	Eco. Dis.	118	44	37%	42%	5%			
Reading	3	Emery	LEP Current	38	12	32%	37%	5%			
Reading	3	Emery	LEP M1	*	*	*	*	*			
Reading	3	Emery	LEP M2	16	12	75%	80%	5%			
Reading	3	Emery	LEP M3	*	*	*	*	*			
Reading	3	Emery	LEP M4	*	*	*	*	*			
Reading	3	Emery	SPED	16	3	19%	24%	5%			
Reading	4	Emery	All	183	53	29%	34%	5%			
Reading	4	Emery	Hispanic	92	29	32%	37%	5%			
Reading	4	Emery	Am. Indian	*	*	*	*	*			
Reading	4	Emery	Asian	11	5	45%	50%	5%			
Reading	4	Emery	African Am.	60	13	22%	27%	5%			
Reading	4	Emery	Pac. Islander	*	*	*	*	*			
Reading	4	Emery	White	18	4	22%	27%	5%			
Reading	4	Emery	Two or More	*	*	*	*	*			
Reading	4	Emery	Eco. Dis.	131	34	26%	31%	5%			
Reading	4	Emery	LEP Current	26	3	12%	17%	5%			
Reading	4	Emery	LEP M1	22	9	41%	46%	5%			
Reading	4	Emery	LEP M2	5	3	60%	65%	5%			
Reading	4	Emery	LEP M3	22	10	45%	50%	5%			
Reading	4	Emery	LEP M4	*	*	*	*	*			
Reading	4	Emery	SPED	25	2	8%	13%	5%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability
2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Meets		2020 Meets Incremental Growth Target	% Growth Needed	Tested 2020	2020 Meets	
					#	%				#	%
Read Cumulative	5	Emery	All	177	98	55%	60%	5%			
Read Cumulative	5	Emery	Hispanic	94	53	56%	61%	5%			
Read Cumulative	5	Emery	Am. Indian	*	*	*	*	*			
Read Cumulative	5	Emery	Asian	9	5	56%	61%	5%			
Read Cumulative	5	Emery	African Am.	56	28	50%	55%	5%			
Read Cumulative	5	Emery	Pac. Islander	*	*	*	*	*			
Read Cumulative	5	Emery	White	14	9	64%	69%	5%			
Read Cumulative	5	Emery	Two or More	*	*	*	*	*			
Read Cumulative	5	Emery	Eco. Dis.	119	63	53%	58%	5%			
Read Cumulative	5	Emery	LEP Current	34	7	21%	26%	5%			
Read Cumulative	5	Emery	LEP M1	10	8	80%	85%	5%			
Read Cumulative	5	Emery	LEP M2	5	5	100%	100%	0%			
Read Cumulative	5	Emery	LEP M3	8	6	75%	80%	5%			
Read Cumulative	5	Emery	LEP M4	20	17	85%	90%	5%			
Read Cumulative	5	Emery	SPED	16	2	13%	18%	5%			
Math	3	Emery	All	150	43	29%	34%	5%			
Math	3	Emery	Hispanic	69	21	30%	35%	5%			
Math	3	Emery	Am. Indian	*	*	*	*	*			
Math	3	Emery	Asian	*	*	*	*	*			
Math	3	Emery	African Am.	54	13	24%	29%	5%			
Math	3	Emery	Pac. Islander	*	*	*	*	*			
Math	3	Emery	White	20	8	40%	45%	5%			
Math	3	Emery	Two or More	*	*	*	*	*			
Math	3	Emery	Eco. Dis.	118	33	28%	33%	5%			
Math	3	Emery	LEP Current	38	7	18%	23%	5%			
Math	3	Emery	LEP M1	*	*	*	*	*			
Math	3	Emery	LEP M2	16	9	56%	61%	5%			
Math	3	Emery	LEP M3	*	*	*	*	*			
Math	3	Emery	LEP M4	*	*	*	*	*			
Math	3	Emery	SPED	16	2	13%	18%	5%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability
2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Meets		2020 Meets Incremental Growth Target	% Growth Needed	Tested 2020	2020 Meets	
					#	%				#	%
Math	4	Emery	All	184	71	39%	44%	5%			
Math	4	Emery	Hispanic	92	36	39%	44%	5%			
Math	4	Emery	Am. Indian	*	*	*	*	*			
Math	4	Emery	Asian	11	9	82%	87%	5%			
Math	4	Emery	African Am.	60	18	30%	35%	5%			
Math	4	Emery	Pac. Islander	*	*	*	*	*			
Math	4	Emery	White	19	6	32%	37%	5%			
Math	4	Emery	Two or More	*	*	*	*	*			
Math	4	Emery	Eco. Dis.	131	51	39%	44%	5%			
Math	4	Emery	LEP Current	26	7	27%	32%	5%			
Math	4	Emery	LEP M1	22	11	50%	55%	5%			
Math	4	Emery	LEP M2	5	3	60%	65%	5%			
Math	4	Emery	LEP M3	22	12	55%	60%	5%			
Math	4	Emery	LEP M4	*	*	*	*	*			
Math	4	Emery	SPED	25	3	12%	17%	5%			
Math Cumulative	5	Emery	All	177	119	67%	72%	5%			
Math Cumulative	5	Emery	Hispanic	94	68	72%	77%	5%			
Math Cumulative	5	Emery	Am. Indian	*	*	*	*	*			
Math Cumulative	5	Emery	Asian	9	5	56%	61%	5%			
Math Cumulative	5	Emery	African Am.	56	34	61%	66%	5%			
Math Cumulative	5	Emery	Pac. Islander	*	*	*	*	*			
Math Cumulative	5	Emery	White	14	10	71%	76%	5%			
Math Cumulative	5	Emery	Two or More	*	*	*	*	*			
Math Cumulative	5	Emery	Eco. Dis.	119	77	65%	70%	5%			
Math Cumulative	5	Emery	LEP Current	34	12	35%	40%	5%			
Math Cumulative	5	Emery	LEP M1	10	9	90%	95%	5%			
Math Cumulative	5	Emery	LEP M2	5	5	100%	100%	0%			
Math Cumulative	5	Emery	LEP M3	8	7	88%	93%	5%			
Math Cumulative	5	Emery	LEP M4	20	20	100%	100%	0%			
Math Cumulative	5	Emery	SPED	16	3	19%	24%	5%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability
2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Meets		2020 Meets Incremental Growth Target	% Growth Needed	Tested 2020	2020 Meets	
					#	%				#	%
Writing	4	Emery	All	183	30	16%	21%	5%			
Writing	4	Emery	Hispanic	92	15	16%	21%	5%			
Writing	4	Emery	Am. Indian	*	*	*	*	*			
Writing	4	Emery	Asian	11	4	36%	41%	5%			
Writing	4	Emery	African Am.	60	9	15%	20%	5%			
Writing	4	Emery	Pac. Islander	*	*	*	*	*			
Writing	4	Emery	White	18	1	6%	11%	5%			
Writing	4	Emery	Two or More	*	*	*	*	*			
Writing	4	Emery	Eco. Dis.	130	19	15%	20%	5%			
Writing	4	Emery	LEP Current	26	2	8%	13%	5%			
Writing	4	Emery	LEP M1	22	5	23%	28%	5%			
Writing	4	Emery	LEP M2	5	1	20%	25%	5%			
Writing	4	Emery	LEP M3	22	8	36%	41%	5%			
Writing	4	Emery	LEP M4	*	*	*	*	*			
Writing	4	Emery	SPED	25	0	0%	5%	5%			
Science	5	Emery	All	176	106	60%	65%	5%			
Science	5	Emery	Hispanic	94	63	67%	72%	5%			
Science	5	Emery	Am. Indian	*	*	*	*	*			
Science	5	Emery	Asian	9	6	67%	72%	5%			
Science	5	Emery	African Am.	56	27	48%	53%	5%			
Science	5	Emery	Pac. Islander	*	*	*	*	*			
Science	5	Emery	White	13	8	62%	67%	5%			
Science	5	Emery	Two or More	*	*	*	*	*			
Science	5	Emery	Eco. Dis.	122	72	59%	64%	5%			
Science	5	Emery	LEP Current	35	11	31%	36%	5%			
Science	5	Emery	LEP M1	10	9	90%	95%	5%			
Science	5	Emery	LEP M2	5	5	100%	100%	0%			
Science	5	Emery	LEP M3	8	7	88%	93%	5%			
Science	5	Emery	LEP M4	20	20	100%	100%	0%			
Science	5	Emery	SPED	16	2	13%	18%	5%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability
2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Masters		2020 Masters Incremental Growth Target	% Growth Needed	Tested 2020	2020 Masters	
					#	%				#	%
Reading	3	Emery	All	150	32	21%	26%	5%			
Reading	3	Emery	Hispanic	69	16	23%	28%	5%			
Reading	3	Emery	Am. Indian	*	*	*	*	*			
Reading	3	Emery	Asian	*	*	*	*	*			
Reading	3	Emery	African Am.	54	9	17%	22%	5%			
Reading	3	Emery	Pac. Islander	*	*	*	*	*			
Reading	3	Emery	White	20	6	30%	35%	5%			
Reading	3	Emery	Two or More	*	*	*	*	*			
Reading	3	Emery	Eco. Dis.	118	23	19%	24%	5%			
Reading	3	Emery	LEP Current	38	3	8%	13%	5%			
Reading	3	Emery	LEP M1	*	*	*	*	*			
Reading	3	Emery	LEP M2	16	10	63%	68%	5%			
Reading	3	Emery	LEP M3	*	*	*	*	*			
Reading	3	Emery	LEP M4	*	*	*	*	*			
Reading	3	Emery	SPED	16	1	6%	11%	5%			
Reading	4	Emery	All	183	21	11%	16%	5%			
Reading	4	Emery	Hispanic	92	11	12%	17%	5%			
Reading	4	Emery	Am. Indian	*	*	*	*	*			
Reading	4	Emery	Asian	11	2	18%	23%	5%			
Reading	4	Emery	African Am.	60	5	8%	13%	5%			
Reading	4	Emery	Pac. Islander	*	*	*	*	*			
Reading	4	Emery	White	18	2	11%	16%	5%			
Reading	4	Emery	Two or More	*	*	*	*	*			
Reading	4	Emery	Eco. Dis.	131	12	9%	14%	5%			
Reading	4	Emery	LEP Current	26	0	0%	5%	5%			
Reading	4	Emery	LEP M1	22	2	9%	14%	5%			
Reading	4	Emery	LEP M2	5	1	20%	25%	5%			
Reading	4	Emery	LEP M3	22	8	36%	41%	5%			
Reading	4	Emery	LEP M4	*	*	*	*	*			
Reading	4	Emery	SPED	25	1	4%	9%	5%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability
2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Masters		2020 Masters Incremental Growth Target	% Growth Needed	Tested 2020	2020 Masters	
					#	%				#	%
Read Cumulative	5	Emery	All	177	57	32%	37%	5%			
Read Cumulative	5	Emery	Hispanic	94	31	33%	38%	5%			
Read Cumulative	5	Emery	Am. Indian	*	*	*	*	*			
Read Cumulative	5	Emery	Asian	9	4	44%	49%	5%			
Read Cumulative	5	Emery	African Am.	56	16	29%	34%	5%			
Read Cumulative	5	Emery	Pac. Islander	*	*	*	*	*			
Read Cumulative	5	Emery	White	14	4	29%	34%	5%			
Read Cumulative	5	Emery	Two or More	*	*	*	*	*			
Read Cumulative	5	Emery	Eco. Dis.	119	35	29%	34%	5%			
Read Cumulative	5	Emery	LEP Current	34	1	3%	8%	5%			
Read Cumulative	5	Emery	LEP M1	10	4	40%	45%	5%			
Read Cumulative	5	Emery	LEP M2	5	2	40%	45%	5%			
Read Cumulative	5	Emery	LEP M3	8	3	38%	43%	5%			
Read Cumulative	5	Emery	LEP M4	20	14	70%	75%	5%			
Read Cumulative	5	Emery	SPED	16	1	6%	11%	5%			
Math	3	Emery	All	150	13	9%	14%	5%			
Math	3	Emery	Hispanic	69	4	6%	11%	5%			
Math	3	Emery	Am. Indian	*	*	*	*	*			
Math	3	Emery	Asian	*	*	*	*	*			
Math	3	Emery	African Am.	54	5	9%	14%	5%			
Math	3	Emery	Pac. Islander	*	*	*	*	*			
Math	3	Emery	White	20	4	20%	25%	5%			
Math	3	Emery	Two or More	*	*	*	*	*			
Math	3	Emery	Eco. Dis.	118	12	10%	15%	5%			
Math	3	Emery	LEP Current	38	2	5%	10%	5%			
Math	3	Emery	LEP M1	*	*	*	*	*			
Math	3	Emery	LEP M2	16	1	6%	11%	5%			
Math	3	Emery	LEP M3	*	*	*	*	*			
Math	3	Emery	LEP M4	*	*	*	*	*			
Math	3	Emery	SPED	16	0	0%	5%	5%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability
2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Masters		2020 Masters Incremental Growth Target	% Growth Needed	Tested 2020	2020 Masters	
					#	%				#	%
Math	4	Emery	All	184	38	21%	26%	5%			
Math	4	Emery	Hispanic	92	19	21%	26%	5%			
Math	4	Emery	Am. Indian	*	*	*	*	*			
Math	4	Emery	Asian	11	5	45%	50%	5%			
Math	4	Emery	African Am.	60	8	13%	18%	5%			
Math	4	Emery	Pac. Islander	*	*	*	*	*			
Math	4	Emery	White	19	4	21%	26%	5%			
Math	4	Emery	Two or More	*	*	*	*	*			
Math	4	Emery	Eco. Dis.	131	26	20%	25%	5%			
Math	4	Emery	LEP Current	26	2	8%	13%	5%			
Math	4	Emery	LEP M1	22	5	23%	28%	5%			
Math	4	Emery	LEP M2	5	2	40%	45%	5%			
Math	4	Emery	LEP M3	22	7	32%	37%	5%			
Math	4	Emery	LEP M4	*	*	*	*	*			
Math	4	Emery	SPED	25	1	4%	9%	5%			
Math Cumulative	5	Emery	All	177	64	36%	41%	5%			
Math Cumulative	5	Emery	Hispanic	94	39	41%	46%	5%			
Math Cumulative	5	Emery	Am. Indian	*	*	*	*	*			
Math Cumulative	5	Emery	Asian	9	3	33%	38%	5%			
Math Cumulative	5	Emery	African Am.	56	14	25%	30%	5%			
Math Cumulative	5	Emery	Pac. Islander	*	*	*	*	*			
Math Cumulative	5	Emery	White	14	6	43%	48%	5%			
Math Cumulative	5	Emery	Two or More	*	*	*	*	*			
Math Cumulative	5	Emery	Eco. Dis.	119	43	36%	41%	5%			
Math Cumulative	5	Emery	LEP Current	34	4	12%	17%	5%			
Math Cumulative	5	Emery	LEP M1	10	6	60%	65%	5%			
Math Cumulative	5	Emery	LEP M2	5	4	80%	85%	5%			
Math Cumulative	5	Emery	LEP M3	8	6	75%	80%	5%			
Math Cumulative	5	Emery	LEP M4	20	13	65%	70%	5%			
Math Cumulative	5	Emery	SPED	16	2	13%	18%	5%			

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability
2019-20 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.

2019 Data (ETS data file 6-10-19). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2019	2019 Masters		2020 Masters Incremental Growth Target	% Growth Needed	Tested 2020	2020 Masters	
					#	%				#	%
Writing	4	Emery	All	183	12	7%	12%	5%			
Writing	4	Emery	Hispanic	92	5	5%	10%	5%			
Writing	4	Emery	Am. Indian	*	*	*	*	*			
Writing	4	Emery	Asian	11	3	27%	32%	5%			
Writing	4	Emery	African Am.	60	4	7%	12%	5%			
Writing	4	Emery	Pac. Islander	*	*	*	*	*			
Writing	4	Emery	White	18	0	0%	5%	5%			
Writing	4	Emery	Two or More	*	*	*	*	*			
Writing	4	Emery	Eco. Dis.	130	7	5%	10%	5%			
Writing	4	Emery	LEP Current	26	1	4%	9%	5%			
Writing	4	Emery	LEP M1	22	1	5%	10%	5%			
Writing	4	Emery	LEP M2	5	1	20%	25%	5%			
Writing	4	Emery	LEP M3	22	3	14%	19%	5%			
Writing	4	Emery	LEP M4	*	*	*	*	*			
Writing	4	Emery	SPED	25	0	0%	5%	5%			
Science	5	Emery	All	176	55	31%	36%	5%			
Science	5	Emery	Hispanic	94	33	35%	40%	5%			
Science	5	Emery	Am. Indian	*	*	*	*	*			
Science	5	Emery	Asian	9	3	33%	38%	5%			
Science	5	Emery	African Am.	56	14	25%	30%	5%			
Science	5	Emery	Pac. Islander	*	*	*	*	*			
Science	5	Emery	White	13	4	31%	36%	5%			
Science	5	Emery	Two or More	*	*	*	*	*			
Science	5	Emery	Eco. Dis.	122	34	28%	33%	5%			
Science	5	Emery	LEP Current	35	3	9%	14%	5%			
Science	5	Emery	LEP M1	10	4	40%	45%	5%			
Science	5	Emery	LEP M2	5	2	40%	45%	5%			
Science	5	Emery	LEP M3	8	3	38%	43%	5%			
Science	5	Emery	LEP M4	20	13	65%	70%	5%			
Science	5	Emery	SPED	16	1	6%	11%	5%			