Cypress-Fairbanks Independent School District

Emmott Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow

Vision

The Emmott community commits to developing successful, life-long learners in a safe and supportive environment.

Positivity*Respect*Integrity*Determination*Effort

We Can't Hide Our Eagle P.R.I.D.E.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Emmott Elementary is a campus in Houston, Texas. Emmott Elementary is projected to serve 686 students in grades ECSE/PK - 5th grades during the 2025-26 school year, which is an increase from the previous year of 581 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Emmott's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 20, 2025 and again on September 30, 2025. The meetings were held in the Cafeteria (May 2025) and Art Room (September 2025).   We plan to meet again on November 18, 2025, February 11, 2026, and May 19, 2026 to review and revise the CNA as needed.

At the first meeting on May 20, 2025:
The CPOC committee completed the May CIP 24-25 Strategy Evaluation by breaking up into nine groups led by the campus administrative team. The groups included: The administrative team guided committee members through each section of the CIP which included 25-26 projected strategies.The committee also focused on how Title I could contributed to campus needs for the 25-26 school year. The committee also discussed the progress made on goals included in the CIP. Sessions consisted of a 20-minute discussion of the Needs and Assessment of the 2024-2025 and 2025-2026 Emmott CIP. During the meeting the Title I Budget was explained and an overview of how money is disbursed amongst district Title I campuses was also explained. Committee members understood that Emmott is allocated an amount and the campus then chooses how to spend; for example, through salaries, supplies, conferences, field trips etc. Also, there was an explanation of the parent and family engagement allotment and how certain dollars need to be spent for those specific events and activities. Items discussed by staff were ideas

on how they would best see the money spent. Ideas given were: • extra staff – paraprofessionals for kinder • extra staff – paraprofessionals in-class support • Classroom supplies • Extra teachers • Field trips

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

- Campus Clinic EOY data
- Library circulation totals
- Enrichment intervention totals
- 504/TELPAS Student Information
- Diagnostician and Speech evaluations/referrals
- Counselor Overview of Comprehensive Support
- Enrollment Counts
- Attendance Totals EOY
- Employee Perception Survey
- Title 1 Parent Survey
- Assessment Data (state, district, and campus)

At the second meeting on September 30, 2025, Mrs. Austin welcomed the committee and allowed members to introduce themselves. The definition and purpose of the meeting were communicated and an overview of the 24-25 State Accountability rating information for Domains I - III was shared using information from www.txschools.gov. Committee members were broken into 4 data review groups (Primary, ELAR, Math/Sci, Behavior) and asked to identify trends, strengths, and concerns. Group members were also asked to troubleshoot and offer possible solutions. Groups presented their findings and suggestion which included increasing student engagement and accountability, creating consistencies across the campus, making data guided decisions, building a partnership with parents. Mrs. Austin shared the instructional focus and strategies for the and asked for input from committee members.During our meeting of the Campus Improvement Plan Data & Analysis Review: there were g roups of 5-7 reviewed 2024-2025 campus behavior data, STAAR test data, mClass and MAP EOY for trends across 3rd-5th and Primary MAP/mClass assessments.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA:

CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is: All students in all content areas are falling short of the targets at the approaches, meets, and masters levels. Student growth is minimal. Through the root cause analysis process, we identified that - We are not closely following a lesson planning cycle across grade levels and content areas.

Our second identified priority problem in the area of **student achievement** is: Accountability Domain II, part A was a 58 -F for Student Growth. Math STAAR Performance heavily impacted this domain. Through the root cause analysis process, we identified that - We are not providing opportunities for student engagement with hands instructional strategies.

Our third identified priority problem is in the area of In the AA, Two or More, and SpEd sub-pops students did not meet standard on STAAR across all content areas. Through the root cause analysis process, we identified that - we are not providing and teaching students how to use visuals to enhance instruction and understanding for all sub-pops.

Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			
Strategy 1: Instructional Focus: Ensure high-quality, TEKS-based first time instruction for all students, supported by, intentional planning, consistent feedback, student engagement and data-driven small group interventions, with a targeted emphasis on strengthening student growth and closing gaps.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Students in all grade levels will participate in a structured lesson cycle that includes an intentional lesson frame (opening and closing), a connection to prior learning and opportunities to show their understanding. **Strategy's Expected Result/Impact:** The strategy is expected allow teachers include impactful instructional strategies in their teaching and to collect formative data that will allow teachers to adjust instruction to meet the needs of their students. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal.	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Ensure high-quality, TEKS-based first time instruction for all students, supported by, intentional planning, consistent feedback, student engagement and data-driven small group interventions, with a targeted emphasis on strengthening student growth and closing gaps.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Students will routinely participate in lessons that include opportunities for active hands-on instruction that will engage students. **Strategy's Expected Result/Impact:** The strategy is expected to maximize student engagement and allow students to develop a deeper understanding of instructional concepts. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, APs, Principal.	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: Ensure high-quality, TEKS-based first time instruction for all students, supported by, intentional planning, consistent feedback, student engagement and data-driven small group interventions, with a targeted emphasis on strengthening student growth and closing gaps. Strategy: Students will consistently use visuals such as anchor charts, interactive word walls, and interactive content notebooks to reference and enhance their understanding of instructional content. **Strategy's Expected Result/Impact:** This strategy provides a research based approach will help students better understand the content by providing them with reference material to support learning.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			

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

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 5 Details	Reviews			

Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Girls on the Run, Student Council, Art Contests, Choir., Red Carpet Crew.
    Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	Formative			Summative
	Nov	Feb	May	June

Strategy's Expected Result/Impact: Salaries - The class size reduction teachers, 2 Behavior Interventionists, At-Risk Math Interventionist
 	
    Sub pay -When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitutes.
 	
    Field Trips- We will offer an opportunity to send Kindergarten through 5th grade on a field trip to enrich their experiences and help develop schema.
 	
    PBIS supplies - Students will earn incentives using PBIS Rewards. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.
 	
    Extra Duty Pay- Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP.
 	
    Parent Involvement: We will increase parent involvement throughout the year with events like Parent Power Hour, Curriculum Night, Trunk or Treat w/ a Curriculum Treat, etc... These events will help support our goal of increasing parent involvement.
 	
    Temporary Worker - This worker will provide Math and/or Science interventions to improve our achievement data.
 	
    Supplies: Classroom supplies such as ink, toner, anchor chart paper will increase student participation and support our instructional goals as specified in the CIP.
 Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
	Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Improve student engagement by using the live morning announcements and the "Emmott Famous" Livestream to promote events, opportunities, and student caught showing Eagle PRIDE!	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Promoting the students that are showing PRIDE and highlighting opportunities for students to get involved, will encourage other students to exercise their PRIDE and get involved on campus. **Staff Responsible for Monitoring:** Behavior Coaches, Assistant Principals, Principal.	Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: Incorporating an assessment goal setting and data tracking system for students in 2nd - 5th grades.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By reflecting on assessments, setting goals and tracking progress, student will take ownership and be active participants in their own academic achievement. **Staff Responsible for Monitoring:** Teacher, Instructional Specialists, Assistant Principals, Principal.	**Nov**	**Feb**	**May**	**June**
	Some Progress			

Strategy 9 Details	Reviews			
Strategy 9: Evidence-based school improvement strategies: To address our status as a campus with a need for targeted supports of Economically Disadvantaged students, Emmott will:	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Provide opportunities for tutoring in the STAAR tested subjects of RLA and Math, for the targeted group of students close to meeting the state standard of approaches, meets, and masters for 3rd-5th grade students. During these tutoring sessions, APs and principal will conduct tutoring sweeps to ensure the fidelity of quality instruction. Require the use of iXL as an RLA and Math intervention for students in grade levels 3rd- 5th. iXL Math and iXL ELAR will be added to our Closing the Gap weekly rotation. Members of our ILT will visit classrooms during Closing the Gap to ensure the software is being used by students with fidelity. Use one of our state comp ed allocations to fund a 3rd - 5th Math Interventionist.This interventionist will support teachers that are new to the content and/or profession. Interventionist support will be reviewed after each assessment and adjusted as needed. Campus monitoring plan: The campus monitoring plan includes: Campus leaders at Emmott Elementary will conduct and monitor content area data digs approximately one week after DPMs and Benchmarks.District coaches will be asked to support our campus' new ISs with data dig planning. A portion of our staff meetings and CPOC meetings will include a data overview. Data will be posted in the administrative hallways, IS area, and teacher classrooms. Students will also participate in data reviews and goal setting. In addition, we will add agenda items to our A-Team and ILT meeting agendas to review, discuss, and create a plan of support for academic data. District monitoring plan: Emmott is part of the CFISD Monitor School process. The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis. Campus reallocation of resources to support the strategy: We reallocated our proposed State Comp Ed position of a Primary Interventionist to a math Interventionist to support our 3rd - 5th grade students and teachers. District reallocation of resources to support the strategy: none needed **Strategy's Expected Result/Impact:** Economically Disadvantaged Student Performance Goals: Math Meets or Higher: 40% Math Growth: 65% Student Success (Domain I Component Score): 38 raw score Note: If a target is missed, the campus will show growth toward meeting the next interim target. **Staff Responsible for Monitoring:** Principal	Some Progress			

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Students will receive instruction during Closing the Gap time that will address targeted learning gaps as indicated by MAP data reports.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers understanding how to interpret the data from MAP testing will help them better understand students' learning needs and to prepare lessons that will work to close learning gaps **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal.	**Nov**	**Feb**	**May**	**June**
	Some Progress			

⬤ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: Students will complete 30-60 minutes per week within the IXL or AMIRA program and utilize the data to inform and adjust instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers understanding AMIRA reports will help them better understand students' learning needs and to prepare lessons that will work to close learning gaps **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal.	**Nov**	**Feb**	**May**	**June**
	Some Progress			

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: Students will complete 30-60 minutes per week within the IXL or AMIRA program and/or be pulled into a Closing the Gap small group to address learning gaps in ELAR.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Students will improve performance from Low DNM to High DNM and High DNM to Approaches. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	Some Progress			

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			

Strategy 1: Students will receive instruction during Closing the Gap time that will address academic deficits outlined in MAP reports.
    Strategy's Expected Result/Impact: Teachers understanding how to interpret the data from MAP testing will help   them better understand deficits and prepare to close learning gaps
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
	Formative			Summative

	Nov	Feb	May	June
	Some Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Campus Safety: All students and staff will practice crisis drills and monthly fire drills. They will refer to and implement our Emergency Operating Plan including the Standard Response Protocol on how to handle emergencies on campus during crisis situations.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. The campus will maintain compliance with required safety drills each semester. 2. Staff, students, and community will be informed of procedures in place for crisis situations. 3. Administrative staff will be able to review, refine, and adjust plans of emergency as needed for student safety. **Staff Responsible for Monitoring:** Principal, Assistant Principals		Considerable			

Strategy 2 Details		Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Emergency Operations Representative, Assistant Principals		Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details			Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate Incorporate campus attendance plan that monitors initiatives throughout the year and recognizes improvement across grade levels. Communicate the plan for attendance efforts during parent engagement events. Celebrate growth areas that meet or exceed the 95% goal throughout the year. **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**	**June**
			Moderate Progress			

Strategy 2 Details			Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)			**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal			**Nov**	**Feb**	**May**	**June**
			Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Code of Conduct talks held within first 3 weeks of school and in spring semester. Campus committees will analyze discipline referrals each grading period to determine trends in behaviors. Campus homerooms will implement and present monthly Bringing Out the Best lessons covering Character Education components. Campus homerooms will implement and present daily/weekly activities through Harmony lessons and social skill development. Community Circles will be part of the instructional morning schedule.	**Formative**			**Summative**
	Nov	Feb	May	June
	Moderate Progress			
Strategy's Expected Result/Impact: Violent incidents will be 0%.				
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Coaches, PBIS Committee Members, Emmott Staff				

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The PBIS committee will continue the level 1 model for campus interventions. The team will meet monthly to review disciplinary data, create goals for improvement, develop new lessons/activities for school-wide incentives, and review current campus matrix for support.	**Formative**			**Summative**
	Nov	Feb	May	June
	Moderate Progress			
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.				
Staff Responsible for Monitoring: Emmott Staff, PBIS Committee Members, Principal, Assistant Principals,Counselors, Behavior Coaches				

Strategy 3 Details	Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Some Progress			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Reviews			

Strategy 1: Teacher/Paraprofessional Attendance: Teachers/Paraprofessionals will be recognized for nine week attendance and participate in school-wide activities that promote daily campus attendance.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.
 	
Staff attendance will be kept at a minimum per month based on Aesop reports for campus and groups.
Classroom instructional performance will increase for content areas.
School morale will increase for the campus.
    Staff Responsible for Monitoring: Assistant Principals, Principal
		Formative			**Summative**

		Nov	Feb	May	June
		Moderate Progress			
	No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Teachers will participate in district and campus professional learning opportunities which focus on specific teaching practices that maximize instructional methods for the current school year. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, District Coaches	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			
	No Progress Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: We are adding an action item to our weekly leadership team agenda to discuss items to add to our marquee and social media account.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Adding a "Marketing" action item to our weekly leadership agenda, will allow us to be intentional about activities happening at school that need to be shared with the community **Staff Responsible for Monitoring:** Principal	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Each team sharing their weekly grade level newsletters and monthly parent newsletters will include social media handles and upcoming campus events	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Including campus social media handles will encourage parents to follow our social media pages. **Staff Responsible for Monitoring:** Assistant Principals and Principals	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: We will strive for an intentional and active Social Media presence with a goal of posting campus highlights at least twice per week.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Posting regularly on Social Media and including hashtags and handles of community partners will allow people inside the Emmott community and beyond to experience the wonderful things taking place on our campus. **Staff Responsible for Monitoring:** Principal.	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: We will host monthly Parent Power Hours on our campus. The goal of our parent Power Hours is to allow our parents to partner with our campus in an effort to improve student outcomes. **Strategy's Expected Result/Impact:** Parents will be exposed to tools, strategies and resources to support the education of their students. With more informed parents, we are expecting improvement in academic and behavioral outcomes. **Staff Responsible for Monitoring:** Counselors, Assistant Principals, Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Carrie Austin	Principal (there is only one principal)
Teacher #1	Stevie Rhodes	Special Ed Teacher
Teacher #2	Stacey Skelton	Deaf Ed
Teacher #3	Debbie Shelton	Pre-K
Teacher #4	Jacqueline Hawkins	Kindergarten
Teacher #5	Jocelynn Flores	Second Grade
Teacher #6	Alexia Gedward	Third Grade
Teacher #7	Reginald Wade	Fourth Grade
Teacher #8	Shahari Sumbler	Fifth Grade
Other School Leader (Nonteaching Professional) #1	Molly Beck	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Casi Gardner	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Jenny Bernas	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Kristal Shaikh	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	* *	Paraprofessional #1
Paraprofessional #2	* *	Paraprofessional #2
Administrator (LEA) #1	Rosha Austin	Assistant Principal
Administrator (LEA) #2	Yolanda Charles	Assistant Principal
Parent #1	Leandra Ramos	Parent #1
Parent #2	* *	Parent #2
Community Member #1	Alex Solar	Community Member #1
Community Member #2	* *	Community Member #2
Business Representative #1	* *	Business Representative #1
Business Representative #2	* *	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus   Emmott

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	39%	42%	45%	48%	51%
Masters Grade Level	14%	17%	20%	23%	26%

2025-26	Target Check
72%	Met District Strategic Target
42%	Met District Strategic Target
18%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	43%	45%			
African Am.	26%	28%			
Two or More	50%	52%			
Eco. Dis.	43%	45%			
EB	50%	52%			
SPED	22%	24%			
Highly Mobile	0%	2%			
High Focus	40%	42%			

2025-26	Target Check
48%	Met Reading Board Outcome Target
31%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
46%	Met Reading Board Outcome Target
52%	Met Reading Board Outcome Target
26%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
43%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	38%	40%			
African Am.	19%	21%			
Two or More	25%	27%			
Eco. Dis.	35%	37%			
EB	40%	42%			
SPED	22%	24%			
Highly Mobile	50%	52%			
High Focus	33%	35%			

2025-26	Target Check
43%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
40%	Met Math Board Outcome Target
37%	Met Math Board Outcome Target
48%	Met Math Board Outcome Target
26%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
36%	Met Math Board Outcome Target

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

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

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	3	Emmott	ES6	All	103	75%	81	79%	43%	49	48%	23%	26	25%
Reading	3	Emmott	ES6	Hispanic	46	80%	39	85%	45%	24	52%	24%	13	28%
Reading	3	Emmott	ES6	Am. Indian	1	*	1		*	0	0%	*	0	0%
Reading	3	Emmott	ES6	Asian	2	100%	2	100%	*	2	100%	*	1	50%
Reading	3	Emmott	ES6	African Am.	36	59%	23	64%	26%	11	31%	*	6	17%
Reading	3	Emmott	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Emmott	ES6	White	8	89%	8	100%	56%	6	75%	*	4	50%
Reading	3	Emmott	ES6	Two or More	10	*	8	80%	*	6	60%	*	2	20%
Reading	3	Emmott	ES6	Eco. Dis.	78	71%	57	73%	43%	36	46%	23%	20	26%
Reading	3	Emmott	ES6	EB	25	90%	23	92%	50%	13	52%	*	6	24%
Reading	3	Emmott	ES6	At-Risk	36	62%	23	64%	21%	9	25%	12%	5	14%
Reading	3	Emmott	ES6	SPED	31	39%	13	42%	*	8	26%	*	2	6%
Reading	3	Emmott	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Emmott	ES6	High Focus	89	69%	63	71%	40%	38	43%	21%	21	24%
Reading	4	Emmott	ES6	All	109	77%	88	81%	48%	58	53%	16%	20	18%
Reading	4	Emmott	ES6	Hispanic	59	72%	46	78%	49%	33	56%	14%	10	17%
Reading	4	Emmott	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Emmott	ES6	Asian	6	*	5	83%	*	4	67%	*	2	33%
Reading	4	Emmott	ES6	African Am.	30	76%	25	83%	38%	13	43%	18%	6	20%
Reading	4	Emmott	ES6	Pac. Islander	2	*	2	100%	*	1	50%	*	0	0%
Reading	4	Emmott	ES6	White	9	91%	8	89%	73%	6	67%	*	1	11%
Reading	4	Emmott	ES6	Two or More	3	*	2	67%	*	1	33%	*	1	33%
Reading	4	Emmott	ES6	Eco. Dis.	76	75%	59	78%	46%	37	49%	16%	14	18%
Reading	4	Emmott	ES6	EB	18	*	13	72%	*	9	50%	*	4	22%
Reading	4	Emmott	ES6	At-Risk	26	68%	19	73%	32%	9	35%	*	4	15%
Reading	4	Emmott	ES6	SPED	31	38%	13	42%	*	5	16%	*	1	3%
Reading	5	Emmott	ES6	All	91	71%	69	76%	44%	44	48%	21%	22	24%
Reading	5	Emmott	ES6	Hispanic	44	65%	32	73%	38%	19	43%	19%	10	23%
Reading	5	Emmott	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Emmott	ES6	Asian	3	100%	3	100%	100%	3	100%	*	2	67%
Reading	5	Emmott	ES6	African Am.	30	68%	22	73%	36%	13	43%	*	5	17%
Reading	5	Emmott	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Emmott	ES6	White	10	71%	9	90%	71%	8	80%	*	5	50%
Reading	5	Emmott	ES6	Two or More	4	*	3	75%	*	1	25%	*	0	0%
Reading	5	Emmott	ES6	Eco. Dis.	72	67%	50	69%	40%	31	43%	13%	11	15%
Reading	5	Emmott	ES6	EB	15	46%	8	53%	38%	6	40%	*	3	20%
Reading	5	Emmott	ES6	At-Risk	48	55%	28	58%	24%	13	27%	12%	7	15%
Reading	5	Emmott	ES6	SPED	26	*	10	38%	*	3	12%	*	1	4%
Math	3	Emmott	ES6	All	103	65%	72	70%	38%	44	43%	20%	23	22%
Math	3	Emmott	ES6	Hispanic	46	70%	35	76%	40%	22	48%	20%	10	22%
Math	3	Emmott	ES6	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Math	3	Emmott	ES6	Asian	2	100%	2	100%	100%	2	100%	*	1	50%
Math	3	Emmott	ES6	African Am.	36	44%	21	58%	19%	11	31%	*	7	19%
Math	3	Emmott	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Emmott	ES6	White	8	78%	6	75%	*	5	63%	*	3	38%
Math	3	Emmott	ES6	Two or More	10	*	7	70%	*	4	40%	*	2	20%
Math	3	Emmott	ES6	Eco. Dis.	78	62%	51	65%	35%	29	37%	18%	16	21%
Math	3	Emmott	ES6	EB	25	80%	21	84%	*	12	48%	*	5	20%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Math	3	Emmott	ES6	At-Risk	36	52%	20	56%	26%	10	28%	12%	5	14%
Math	3	Emmott	ES6	SPED	31	39%	13	42%	*	8	26%	*	1	3%
Math	3	Emmott	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Emmott	ES6	High Focus	89	62%	57	64%	33%	32	36%	17%	17	19%
Math	4	Emmott	ES6	All	109	47%	68	62%	29%	38	35%	11%	14	13%
Math	4	Emmott	ES6	Hispanic	59	44%	37	63%	30%	21	36%	*	6	10%
Math	4	Emmott	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Emmott	ES6	Asian	6	*	6	100%	*	4	67%	*	2	33%
Math	4	Emmott	ES6	African Am.	30	39%	15	50%	18%	7	23%	*	4	13%
Math	4	Emmott	ES6	Pac. Islander	2	*	1	50%	*	0	0%	*	0	0%
Math	4	Emmott	ES6	White	9	82%	8	89%	45%	5	56%	*	2	22%
Math	4	Emmott	ES6	Two or More	3	*	1	33%	*	1	33%	*	0	0%
Math	4	Emmott	ES6	Eco. Dis.	76	44%	35	46%	28%	23	30%	11%	10	13%
Math	4	Emmott	ES6	EB	18	*	11	61%	*	6	33%	*	2	11%
Math	4	Emmott	ES6	At-Risk	26	32%	13	50%	18%	6	23%	*	2	8%
Math	4	Emmott	ES6	SPED	31	*	15	48%	*	4	13%	*	1	3%
Math	5	Emmott	ES6	All	91	62%	60	66%	24%	26	29%	12%	13	14%
Math	5	Emmott	ES6	Hispanic	44	65%	31	70%	16%	9	20%	*	5	11%
Math	5	Emmott	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Emmott	ES6	Asian	3	100%	3	100%	83%	3	100%	*	2	67%
Math	5	Emmott	ES6	African Am.	30	55%	17	57%	*	8	27%	*	3	10%
Math	5	Emmott	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Emmott	ES6	White	10	*	7	70%	*	5	50%	*	3	30%
Math	5	Emmott	ES6	Two or More	4	*	2	50%	*	1	25%	*	0	0%
Math	5	Emmott	ES6	Eco. Dis.	72	55%	41	57%	18%	15	21%	*	6	8%
Math	5	Emmott	ES6	EB	15	69%	11	73%	*	6	40%	*	2	13%
Math	5	Emmott	ES6	At-Risk	48	43%	22	46%	12%	7	15%	*	4	8%
Math	5	Emmott	ES6	SPED	26	*	8	31%	*	2	8%	*	1	4%
Science	5	Emmott	ES6	All	91	63%	65	71%	31%	34	37%	9%	10	11%
Science	5	Emmott	ES6	Hispanic	44	65%	32	73%	27%	15	34%	*	5	11%
Science	5	Emmott	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Emmott	ES6	Asian	3	100%	3	100%	*	3	100%	*	1	33%
Science	5	Emmott	ES6	African Am.	30	50%	19	63%	27%	10	33%	*	2	7%
Science	5	Emmott	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Emmott	ES6	White	10	71%	9	90%	*	5	50%	*	2	20%
Science	5	Emmott	ES6	Two or More	4	*	2	50%	*	1	25%	*	0	0%
Science	5	Emmott	ES6	Eco. Dis.	72	58%	43	60%	23%	19	26%	*	4	6%
Science	5	Emmott	ES6	EB	15	46%	8	53%	*	4	27%	*	1	7%
Science	5	Emmott	ES6	At-Risk	48	45%	23	48%	14%	14	29%	*	4	8%
Science	5	Emmott	ES6	SPED	26	*	8	31%	*	3	12%	*	0	0%

2025-2026 Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools
  - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

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

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - 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
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  - Communicate and share conclusions using digital tools

Elementary Physical Education/Health (K–5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

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