

Cypress-Fairbanks Independent School District

Ault Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

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	Formative Reviews		
Strategy 1: Instructional Focus: Improve Tier 1 instruction in 4th grade math. Strategy: Provide professional development for 3rd-5th math teachers and provide administrative support by regularly attending weekly 4th grade math planning. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, ISs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
	 Some Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: 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, APs, P.E. Teacher	Formative		
	Nov	Feb	May
	 Moderate Progress		

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Student Engagement: We will promote active learning by providing hands-on experiences, encouraging peer collaboration, and giving students a voice and choice in their learning. Strategy's Expected Result/Impact: Student engagement will increase as students participate in more hands-on activities and collaborate with their peers. Staff Responsible for Monitoring: Principa, APs, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Student Engagement: Ensure that all parents know about programs and events so that they can encourage participation of their students. Strategy's Expected Result/Impact: Increasing communication of events to parents/families will increase student participation throughout the year. Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
	 Moderate Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, APs, ISs	Formative		
	Nov	Feb	May
	Moderate Progress		
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: MAP Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, APs, Math IS	Formative		
	Nov	Feb	May
	 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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: 100% of staff and students will implement and follow all Lead Safely guidelines and protocols. Strategy's Expected Result/Impact: Increased attendance. Staff Responsible for Monitoring: Principal, nurse, assistant principals, teachers	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, campus staff	Formative		
	Nov	Feb	May
	 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	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Campus Staff	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Registrar	Formative		
	Nov	Feb	May
	 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 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to work to eliminate violence incidents. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, APs	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Implement Weekly Class Meetings each Monday to address areas of the campus culture and matrix. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Leadership Team, PBIS ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 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	Formative		
	Nov	Feb	May
	 Moderate Progress		

Strategy 4 Details		Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)		Formative		
		Nov	Feb	May
		 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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for staff to have perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: Each month, we will focus on a specific aspect of adult/staff mental or physical health. Strategy's Expected Result/Impact: Staff attendance rate will increase by 10%. Staff Responsible for Monitoring: Principal, APs, Counselors, Nurse	Formative		
	Nov	Feb	May
	 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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 75% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table Staff Responsible for Monitoring: Principal, APs, ISs.	Formative		
	Nov	Feb	May
	Moderate Progress		
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 25%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: In the 2025-26 school year post pictures, videos, etc. of activities going on during a typical day at least twice a week. Strategy's Expected Result/Impact: This will increase family engagement with campus social media. Staff Responsible for Monitoring: Principal, APs	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: in the 2025-2026 school year, we will highlight a special event, student organization, or parent involvement event at least once per month on our social media platforms including either photos and/or video in each post. Strategy's Expected Result/Impact: This will highlight and increase family engagement in events. Staff Responsible for Monitoring: Principal, APs, Campus Secretary	Formative		
	Nov	Feb	May
	 Moderate Progress		
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: in 2025-26 school year we will post links to social media sites in our monthly newsletter and add them to our marquee. Strategy's Expected Result/Impact: This will increase the amount of families that interact with our social media outlets and therefore increase engagement. Staff Responsible for Monitoring: Principal, Campus Secretary	Formative		
	Nov	Feb	May
	 Considerable		

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will use shorter SMS messages in our communications to parents. When needed, we will direct them to longer emails for the details. Strategy's Expected Result/Impact: This will allow parents to get information in a more focused way and will increase the likelihood they read the information. Staff Responsible for Monitoring: Principal, Campus Secretary.	Formative		
	Nov	Feb	May
	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Jeff Lacoke	Principal (there is only one principal)
Teacher #1	Heather Childers	Teacher #1
Teacher #2	Janie Lewis	Teacher #2
Teacher #3	Emly Mckian	Teacher #3
Teacher #4	Vanessa Codd	Teacher #4
Teacher #5	Courtney Sherman	Teacher #5
Teacher #6	Amy Peterson	Teacher #6
Teacher #7	Alessandra Tom	Teacher #7
Teacher #8	Brittney Austin	Teacher #8
Other School Leader (Nonteaching Professional) #1	Megan Breidenthal	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Cherita McGahee	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Lauren Pawlak	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Ashley Wallace	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Lynlea Dickerson	Administrator (LEA) #1
Parent #1	Tracey Lewis	Parent #1
Parent #2	Lindsey Pless	Parent #2
Community Member #1	Matt Miller	Community Member #1
Community Member #2	Marcus Breidenthal	Community Member #2
Business Representative #1	Ashley Little	Business Representative #1
Business Representative #2	Jayce King	Business Representative #2

Addendums

Campus

Ault

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	66%	69%	72%	75%	78%
Masters Grade Level	34%	37%	40%	43%	46%

2025-26	Target Check
90%	Met District Strategic Target
69%	Met District Strategic Target
40%	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	70%	72%			
African Am.	57%	59%			
Two or More	60%	62%			
Eco. Dis.	52%	54%			
EB	58%	60%			
SPED	32%	34%			
Highly Mobile	50%	52%			
High Focus	52%	54%			

2025-26	Target Check
74%	Met Reading Board Outcome Target
64%	Met Reading Board Outcome Target
73%	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target
62%	Met Reading Board Outcome Target
37%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	60%	62%			
African Am.	48%	50%			
Two or More	60%	62%			
Eco. Dis.	42%	44%			
EB	58%	60%			
SPED	30%	32%			
Highly Mobile	50%	52%			
High Focus	44%	46%			

2025-26	Target Check
64%	Met Math Board Outcome Target
55%	Met Math Board Outcome Target
73%	Met Math Board Outcome Target
45%	Met Math Board Outcome Target
62%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
47%	Met Math Board Outcome Target

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

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

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	3	Ault	ES2	All	156	89%	144	92%	70%	115	74%	45%	76	49%
Reading	3	Ault	ES2	Hispanic	61	89%	56	92%	66%	43	70%	47%	31	51%
Reading	3	Ault	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Ault	ES2	Asian	11	100%	11	100%	71%	8	73%	50%	6	55%
Reading	3	Ault	ES2	African Am.	11	86%	10	91%	57%	7	64%	*	3	27%
Reading	3	Ault	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Ault	ES2	White	62	88%	56	90%	76%	49	79%	51%	33	53%
Reading	3	Ault	ES2	Two or More	11	*	11	100%	*	8	73%	*	3	27%
Reading	3	Ault	ES2	Eco. Dis.	58	77%	46	79%	52%	32	55%	21%	14	24%
Reading	3	Ault	ES2	EB	34	92%	32	94%	58%	21	62%	42%	15	44%
Reading	3	Ault	ES2	At-Risk	42	73%	32	76%	34%	16	38%	22%	11	26%
Reading	3	Ault	ES2	SPED	27	71%	20	74%	32%	10	37%	17%	5	19%
Reading	3	Ault	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Ault	ES2	High Focus	88	81%	74	84%	52%	48	55%	25%	25	28%
Reading	4	Ault	ES2	All	156	89%	144	92%	71%	117	75%	37%	63	40%
Reading	4	Ault	ES2	Hispanic	44	96%	44	100%	70%	32	73%	33%	16	36%
Reading	4	Ault	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Ault	ES2	Asian	14	85%	12	86%	62%	9	64%	46%	7	50%
Reading	4	Ault	ES2	African Am.	21	70%	15	71%	57%	13	62%	22%	5	24%
Reading	4	Ault	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Ault	ES2	White	72	93%	69	96%	79%	59	82%	43%	33	46%
Reading	4	Ault	ES2	Two or More	5	67%	4	80%	67%	4	80%	*	2	40%
Reading	4	Ault	ES2	Eco. Dis.	56	82%	48	86%	50%	30	54%	23%	15	27%
Reading	4	Ault	ES2	EB	21	86%	19	90%	45%	10	48%	*	2	10%
Reading	4	Ault	ES2	At-Risk	25	78%	20	80%	47%	13	52%	21%	6	24%
Reading	4	Ault	ES2	SPED	46	58%	28	61%	16%	9	20%	*	2	4%
Reading	5	Ault	ES2	All	169	87%	153	91%	72%	128	76%	37%	67	40%
Reading	5	Ault	ES2	Hispanic	62	98%	62	100%	86%	55	89%	36%	24	39%
Reading	5	Ault	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Ault	ES2	Asian	11	88%	10	91%	69%	8	73%	38%	5	45%
Reading	5	Ault	ES2	African Am.	27	65%	18	67%	48%	14	52%	*	7	26%
Reading	5	Ault	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Ault	ES2	White	58	87%	52	90%	71%	43	74%	44%	27	47%
Reading	5	Ault	ES2	Two or More	11	*	11	100%	*	8	73%	*	4	36%
Reading	5	Ault	ES2	Eco. Dis.	61	83%	52	85%	73%	46	75%	29%	20	33%
Reading	5	Ault	ES2	EB	36	85%	32	89%	69%	26	72%	*	10	28%
Reading	5	Ault	ES2	At-Risk	78	71%	58	74%	56%	46	59%	13%	12	15%
Reading	5	Ault	ES2	SPED	42	50%	22	52%	31%	14	33%	*	2	5%
Math	3	Ault	ES2	All	156	83%	138	88%	60%	100	64%	33%	56	36%
Math	3	Ault	ES2	Hispanic	61	87%	55	90%	61%	39	64%	34%	23	38%
Math	3	Ault	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Ault	ES2	Asian	11	93%	11	100%	64%	7	64%	*	3	27%
Math	3	Ault	ES2	African Am.	11	71%	8	73%	48%	6	55%	*	2	18%
Math	3	Ault	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Ault	ES2	White	62	83%	53	85%	62%	40	65%	38%	25	40%
Math	3	Ault	ES2	Two or More	11	*	11	100%	*	8	73%	*	3	27%
Math	3	Ault	ES2	Eco. Dis.	58	71%	43	74%	42%	26	45%	19%	13	22%
Math	3	Ault	ES2	EB	34	83%	29	85%	58%	21	62%	*	10	29%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Ault	ES2	At-Risk	42	56%	25	60%	39%	18	43%	20%	10	24%
Math	3	Ault	ES2	SPED	27	58%	16	59%	30%	9	33%	*	3	11%
Math	3	Ault	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Ault	ES2	High Focus	88	72%	66	75%	44%	41	47%	20%	20	23%
Math	4	Ault	ES2	All	156	77%	127	81%	56%	95	61%	29%	55	35%
Math	4	Ault	ES2	Hispanic	44	81%	37	84%	57%	26	59%	22%	11	25%
Math	4	Ault	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Ault	ES2	Asian	14	83%	12	86%	67%	10	71%	58%	9	64%
Math	4	Ault	ES2	African Am.	21	50%	11	52%	25%	6	29%	*	2	10%
Math	4	Ault	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Ault	ES2	White	72	85%	63	88%	67%	50	69%	40%	31	43%
Math	4	Ault	ES2	Two or More	5	67%	4	80%	*	3	60%	*	2	40%
Math	4	Ault	ES2	Eco. Dis.	56	65%	38	68%	35%	21	38%	12%	8	14%
Math	4	Ault	ES2	EB	21	67%	15	71%	48%	11	52%	*	5	24%
Math	4	Ault	ES2	At-Risk	25	60%	16	64%	37%	10	40%	20%	6	24%
Math	4	Ault	ES2	SPED	46	44%	22	48%	13%	7	15%	*	3	7%
Math	5	Ault	ES2	All	169	87%	153	91%	60%	108	64%	42%	73	43%
Math	5	Ault	ES2	Hispanic	62	93%	60	97%	62%	41	66%	31%	21	34%
Math	5	Ault	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Ault	ES2	Asian	11	94%	11	100%	81%	10	91%	69%	8	73%
Math	5	Ault	ES2	African Am.	27	65%	18	67%	30%	10	37%	26%	8	30%
Math	5	Ault	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Ault	ES2	White	58	89%	53	91%	62%	38	66%	47%	29	50%
Math	5	Ault	ES2	Two or More	11	*	11	100%	*	9	82%	*	7	64%
Math	5	Ault	ES2	Eco. Dis.	61	83%	52	85%	52%	34	56%	27%	18	30%
Math	5	Ault	ES2	EB	36	77%	29	81%	46%	18	50%	*	5	14%
Math	5	Ault	ES2	At-Risk	78	73%	59	76%	35%	30	38%	15%	14	18%
Math	5	Ault	ES2	SPED	42	62%	27	64%	19%	9	21%	*	3	7%
Science	5	Ault	ES2	All	169	88%	155	92%	62%	112	66%	35%	59	35%
Science	5	Ault	ES2	Hispanic	62	98%	62	100%	60%	40	65%	26%	18	29%
Science	5	Ault	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Ault	ES2	Asian	11	81%	9	82%	69%	8	73%	44%	5	45%
Science	5	Ault	ES2	African Am.	27	65%	18	67%	39%	14	52%	22%	7	26%
Science	5	Ault	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Ault	ES2	White	58	91%	55	95%	69%	42	72%	42%	26	45%
Science	5	Ault	ES2	Two or More	11	*	11	100%	*	8	73%	*	3	27%
Science	5	Ault	ES2	Eco. Dis.	61	87%	55	90%	50%	32	52%	21%	15	25%
Science	5	Ault	ES2	EB	36	85%	32	89%	*	15	42%	*	5	14%
Science	5	Ault	ES2	At-Risk	78	73%	59	76%	35%	30	38%	15%	14	18%
Science	5	Ault	ES2	SPED	42	58%	26	62%	27%	13	31%	*	3	7%

2025-2026 Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K–5)

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

Elementary Music (K–5)

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

Visual Arts (K–5)

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