

Cypress-Fairbanks Independent School District

Walker Elementary School

2025-2026

Mission Statement

The community of Walker Elementary is dedicated to creating an atmosphere in which students, parents, and teachers work collaboratively to build the foundation that supports each child in achieving his/her full potential. This environment promotes learning opportunities that enable our students to become effective communicators, competent problem solvers, self-directed learners, responsible citizens, and quality producers.

Vision

Doing What's Best For Kids

Positive * Safe * Engaging

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Walker Elementary is a campus in Katy, TX. Walker is projected to serve 1092 students in grades PK-51 during the 2025-26 school year, which is an increase from the previous year of 1005.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Walker'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 1, 2025, and again on September 16, 2025. The meetings were held in the library. We plan to meet again on November 5, 2025, February 11, 2026, and May 7, 2026 to review and revise the CNA as needed.

At the first meeting on May 1, 2025:

During the meeting, team members worked in groups to conduct the 2025–2026 Needs Assessment. Each group provided feedback based on their content area. The ELAR group emphasized the importance of implementing intentional first instruction and recommended adding additional support for Tier 3 vocabulary. The Math group identified a need to improve students' comprehension in determining when to add, subtract, multiply, or divide. They also suggested adopting a common organizational strategy to enhance problem-solving skills and recommended incorporating math academic vocabulary into weekly spelling lists. The Science group highlighted the need for grade-level appropriate vocabulary, increased opportunities for hands-on learning, more supplies and materials, and additional practice assessments to support student understanding.

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

- *mClass
- *Amira
- *MAP (BOY, MOY, EOY)
- *Circle Testing
- *DPM Testing
- *STAAR Data

At the second meeting on (September 2025 CPOC meeting date), the CPOC:
(Copy from the meeting minutes what happened during the meeting. These should be in the 2025-26 Title I crate under September CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

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**. We specifically need to provide consistent and quality instruction through strategy/comprehension groups for all students. We also need to implement intentional first instruction and add support for Tier 3 vocabulary. Through the root cause analysis process, we identified: the need to plan and implement specific strategies that model reading behaviors, planning sessions to prioritize intentional first instructional planning with a focus on fluency, comprehension and vocabulary in all subject areas.

Our second identified priority problem in the area of **student achievement**. We have a specific deficit in number sense, applications, computation, academic vocabulary, algebraic reasoning, common organizational strategies, and comprehension. Through the root cause analysis process, we identified that the foundation is lacking, and teachers will need to plan for multiple opportunities to strengthening comprehension while choosing operations within word problems, use of manipulatives and strong number talks to add value to their mathematical knowledge.

Our third identified priority problem is in the area of classroom instruction. Comprehension and fluency is a weak foundation in all subject areas. Through the root cause analysis process, we identified that students need more opportunities in the classroom to experience phonological awareness, fluency and vocabulary instruction. A solid classroom with quality first instruction will allow for successful delivery.

Student Achievement

Student Achievement Strengths

*Campus earned a solid B overall rating.

*Student Achievement – highest performing subgroups in reading were White (89% approaches, 60% meets), Two or more races (82% approaches, 53% meets) and Continuously enrolled (83% approaches, 52% meets). Highest performing subgroups in math were Asian (100% approaches, 80% meets), and White (95% approaches, 71% meets). Science had a solid performance at Approaches (75%). *Academic Growth -reflects a strong growth performance which means students are making significant academic progress compared to peers. High total growth points across all performance bands (525 total points). Particularly strong growth in the meets and masters categories.

*Relative Performance – Performed above expectations when compared to schools with similar percentages of ED students.

*Closing the Gap – above average performance in meeting accountability in all subgroups. High percentages of growth in all subgroups for both reading and math. EL students made strong gains toward proficiency, with scores at or above thresholds (4/4). Performance levels above approaches were consistent across groups.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Student Achievement - Overall Domain score of 76 indicates room for academic growth across all content areas and student groups. There are gaps in the special education (reading approaches 51% and math 48%), African American and Hispanic student groups in all subject areas.

Root Cause: Instructional Focus Root Cause #1: Need for planning sessions to prioritize intentional first instructional planning with a focus on fluency, comprehension and vocabulary in all subject areas.

Problem Statement 2: Instructional Focus Problem #2: Closing the Gap - several student groups (ED and Sped.) feel short of interim and long-term targets in Math. Low performance for sped, ED and EB subgroups.

Root Cause: Instructional Focus Root Cause #2: We have gaps in foundational numeracy/fluency, instruction lacks focus on problem-solving and real-world application and inconsistent use of accommodations/modifications for Sped and EL populations.

Problem Statement 3: Instructional Focus Problem #3: Accelerated Learning - Improvement is needed to support students who did not meet grade level previously. There is still a high number of students in the "did not meet grade level" and "approaches" category. They did show growth but remain behind.

Root Cause: Instructional Focus Root Cause #3: Too much emphasis on preparation to reach the approaches level, with limited instructional push with rigor for Meets/Masters, lack of differentiated reading and math instruction and extensions for the high-achieving students, and inadequate language scaffolding for ELs.

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

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Behavior Specialist, Math Interventionist, Reading Interventionist, Kindergarten class size reduction teacher, and two paraprofessional positions.

Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Improve the percentage of students achieving Meets and Masters through intentional focus on deep comprehension and vocabulary development. Strategy: Small groups based on performance bands (approaches, meets, and masters), rigorous questioning, targeted interventions, effective progress monitoring and goal setting with students will be reinforced during planning sessions and followed up with data meetings for fidelity. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Raising the percentage of students meeting and mastering grade-level standards by increasing conceptual understanding/comprehension and problem solving proficiency (multi-step). Strategy: Planning intentional number talks to build math reasoning and discussion, spiraled reviews, math fluency interventions, targeted support (small groups and ICS strategies) for Sped and African American students, student data tracking tools and goal setting with students will be reinforced during planning sessions and followed up with data meetings for fidelity. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: 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: PE teacher and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: 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: student council, choir, leadership club, kindness club Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 No Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: 1. Salaries - Reading and Math Interventionists will provide extra support in classrooms with a focus on fluency and comprehension for students that are in need. Kindergarten and 5th grade Class Size Reduction will be able to provide students a smaller and more intensive learning environment that specifically targets academic needs. Two paraprofessionals will provide extra assistance with small groups in 1st and 2nd grade. Behavior Coach will be able to provide students and staff assistance with engaging lessons that allow for hands on learning while implementing social skills and emotional regularity. 2. Outside Garden instruction - Monthly lessons for 2nd grade and other grade levels K-5 will attend two outdoor garden lessons that align with Science TEKS and the current curriculum. Students will plant, maintain and harvest in addition to the lessons led by a garden consultant. 3. Professional Development: Shonda Guthrie - Phonics instruction will be provided by consultant Shonda Guthrie. The focus will be implementation and planning of phonics initial instruction and small group instruction by grade level. Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: Survey students to identify their interests and use the results to create new clubs or programs that reflect their needs and passions. Strategy's Expected Result/Impact: This strategy will ensure that student voices are heard and valued in shaping the school experience. By aligning extracurricular offerings with student interests, the campus will foster a stronger sense of belonging, increase student engagement and promote positive school culture. As a result, overall campus morale and connectedness will improve - contributing to higher student satisfaction and academic motivation. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors and teachers.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Offer leadership training and create meaningful roles for students to mentor younger peers or lead campus initiatives. Strategy's Expected Result/Impact: This strategy will empower students to take ownership of their school community by developing leadership skills, building confidence, and fostering a sense of responsibility. These opportunities will enhance student engagement, promote positive behavior, and strengthen peer relationships. As a result, the campus will see improved student morale, stronger student voice and increased participation in school-wide efforts that support both academic and social-emotional growth. Staff Responsible for Monitoring: Principal and Counselors.	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Specialists and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Specialists and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Instructional Specialists and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Instructional Specialists and Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 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

Summative Evaluation: Met Objective

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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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

Summative Evaluation: Met Objective

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. More natural consequences and limit time away from initial classroom instruction. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Community Circles will be done every Monday in homeroom classes. Topics will be based on need and discipline data. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principals and Principal.	Formative		
	Nov	Feb	May
	 Considerable	 Moderate Progress	 Considerable
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	 Moderate Progress	 Considerable

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
	 Accomplished	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 15%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports
Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Maintain consistent emphasis on initial instruction by classroom teachers and celebrating perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 15%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	Some Progress	Moderate Progress	Considerable
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: District Professional Development and specific campus based ongoing staff development through Vertical Team Meetings. Strategy's Expected Result/Impact: Vertically aligned campus in all subject areas. Providing teachers with opportunities to successfully navigate digital learning and future ready skills. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal.	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Create a content calendar that outlines weekly themes to focus on, post regularly across platforms using visuals and hashtags, and assign a dedicated team to manage content creation. Strategy's Expected Result/Impact: This strategy will lead to more consistent and engaging communication with families and the school community. A dedicated content team will ensure high-quality, timely, and relevant content, resulting in increased parent engagement, improved perception of the campus culture and stronger support for school programs and events. Staff Responsible for Monitoring: Principal, Assistant Principals, content team and teachers.	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Create a monthly "Campus Highlights" video or picture recap to share with the community that captures campus events, student and staff achievements, and academic milestones. Strategy's Expected Result/Impact: This strategy will strengthen school-to-home connections by providing families and community members with a clear and engaging window. This will showcase the positive culture of the campus, celebrate student and staff accomplishments and highlight academic success. As a result our community will feel more informed, included, and invested in the school's success. Staff Responsible for Monitoring: Principal, Assistant Principals, content team and teachers.	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Develop clear, accessible communication channels by providing translated materials, utilizing multiple platforms (emails, texts, social media), and offering regular family information sessions. Strategy's Expected Result/Impact: This strategy will ensure that all families - regardless of language or preferred method of communication - receive timely, relevant, and understandable information about school events, expectations, and student progress. The result will be stronger family-school partnerships, increased attendance at school events, and more equitable engagement across diverse populations, all contributing to improved student outcomes. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, content team and teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Create a parent engagement calendar that includes all school events, volunteer opportunities, and academic workshops shared at the start of each term. Provide regular reminders through newsletters, social media, and phone calls to keepensure families know how they can be involved. Strategy's Expected Result/Impact: This strategy will provide families with a clear and predictable roadmap for how they can be involved throughout the school year. By organizing the communicating opportunities in advance - and - reinforcing them with consistent reminders - the school will reduce confusion, increase participation and foster a welcoming environment. As a result, more families will engage and lead to a stronger school-community partnership. Staff Responsible for Monitoring: All staff members.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

Addendums

Campus

Walker

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	75%	77%	79%	81%	83%
Meets or Above	44%	47%	50%	53%	56%
Masters Grade Level	16%	19%	22%	25%	28%

2025-26	Target Check
75%	Did not meet District Strategic Target
47%	Met District Strategic Target
22%	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	57%	59%			
African Am.	61%	63%			
Hispanic	51%	53%			
Eco. Dis.	56%	58%			
EB	40%	42%			
SPED	17%	19%			
Highly Mobile	50%	52%			
High Focus	52%	54%			

2025-26	Target Check
58%	Did not meet Reading Target
62%	Did not meet Reading Target
54%	Met Reading Board Outcome Target
56%	Did not meet Reading Target
42%	Met Reading Board Outcome Target
3%	Did not meet Reading Target
*	Met Reading Board Outcome Target
54%	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	33%	35%			
African Am.	31%	33%			
Hispanic	33%	35%			
Eco. Dis.	30%	32%			
EB	40%	42%			
SPED	13%	15%			
Highly Mobile	0%	2%			
High Focus	32%	34%			

2025-26	Target Check
	Did not meet Math Target
34%	Met Math Board Outcome Target
36%	Met Math Board Outcome Target
31%	Did not meet Math Target
42%	Met Math Board Outcome Target
13%	Did not meet Math Target
*	Met Math Board Outcome Target
33%	Did not meet Math Target

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

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

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	%	%	%	%	%	%	%	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Walker	ESS	All	144	79%	115	80%	57%	84	58%	27%	40	28%
Reading	3	Walker	ESS	Hispanic	61	76%	45	74%	51%	33	54%	22%	16	26%
Reading	3	Walker	ESS	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Walker	ESS	Asian	7	88%	6	86%	75%	5	71%	*	1	14%
Reading	3	Walker	ESS	African Am.	53	77%	41	77%	61%	33	62%	34%	21	40%
Reading	3	Walker	ESS	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Walker	ESS	White	14	100%	14	100%	83%	12	86%	*	1	7%
Reading	3	Walker	ESS	Two or More	9	100%	9	100%	*	1	11%	*	1	11%
Reading	3	Walker	ESS	Eco. Dis.	94	81%	78	83%	56%	53	56%	24%	24	26%
Reading	3	Walker	ESS	EB	38	65%	25	66%	40%	16	42%	15%	6	16%
Reading	3	Walker	ESS	At-Risk	50	70%	36	72%	46%	24	48%	20%	12	24%
Reading	3	Walker	ESS	SPED	40	33%	14	35%	*	1	3%	*	1	3%
Reading	3	Walker	ESS	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Walker	ESS	High Focus	114	76%	90	79%	52%	62	54%	23%	26	23%
Reading	4	Walker	ESS	All	160	87%	140	88%	52%	84	53%	24%	40	25%
Reading	4	Walker	ESS	Hispanic	77	91%	71	92%	49%	42	55%	21%	19	25%
Reading	4	Walker	ESS	Am. Indian	1	*	0	0%	*	0	0%	*	0	0%
Reading	4	Walker	ESS	Asian	9	88%	8	89%	*	1	11%	*	2	22%
Reading	4	Walker	ESS	African Am.	61	83%	52	85%	56%	38	62%	28%	19	31%
Reading	4	Walker	ESS	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Walker	ESS	White	7	100%	4	57%	75%	3	43%	*	0	0%
Reading	4	Walker	ESS	Two or More	5	*	5	100%	*	0	0%	*	0	0%
Reading	4	Walker	ESS	Eco. Dis.	108	87%	95	88%	49%	54	50%	19%	22	20%
Reading	4	Walker	ESS	EB	51	91%	47	92%	44%	23	45%	18%	10	20%
Reading	4	Walker	ESS	At-Risk	65	85%	56	86%	43%	29	45%	13%	9	14%
Reading	4	Walker	ESS	SPED	34	72%	25	74%	28%	10	29%	*	0	0%
Reading	5	Walker	ESS	All	175	76%	134	77%	58%	103	59%	30%	54	31%
Reading	5	Walker	ESS	Hispanic	86	80%	70	81%	61%	56	65%	30%	29	34%
Reading	5	Walker	ESS	Am. Indian	3	*	2	67%	*	2	67%	*	1	33%
Reading	5	Walker	ESS	Asian	9	*	5	56%	*	4	44%	*	2	22%
Reading	5	Walker	ESS	African Am.	55	69%	41	75%	51%	32	58%	24%	17	31%
Reading	5	Walker	ESS	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Walker	ESS	White	14	*	8	57%	*	5	36%	*	3	21%
Reading	5	Walker	ESS	Two or More	8	100%	8	100%	100%	4	50%	*	2	25%
Reading	5	Walker	ESS	Eco. Dis.	118	71%	85	72%	54%	65	55%	25%	31	26%
Reading	5	Walker	ESS	EB	69	64%	45	65%	39%	28	41%	16%	12	17%
Reading	5	Walker	ESS	At-Risk	113	64%	73	65%	45%	52	46%	21%	25	22%
Reading	5	Walker	ESS	SPED	38	38%	16	42%	21%	9	24%	*	0	0%
Math	3	Walker	ESS	All	144	64%	93	65%	33%	49	34%	17%	26	18%
Math	3	Walker	ESS	Hispanic	61	63%	39	64%	33%	22	36%	18%	14	23%
Math	3	Walker	ESS	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Walker	ESS	Asian	7	88%	6	86%	*	1	14%	*	0	0%
Math	3	Walker	ESS	African Am.	53	60%	33	62%	31%	18	34%	15%	12	23%
Math	3	Walker	ESS	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Walker	ESS	White	14	100%	14	100%	*	0	0%	*	0	0%
Math	3	Walker	ESS	Two or More	9	*	1	11%	*	8	89%	*	0	0%
Math	3	Walker	ESS	Eco. Dis.	94	64%	61	65%	30%	29	31%	15%	15	16%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	3	Walker	ES5	EB	38	60%	24	63%	40%	16	42%	20%	8	21%
Math	3	Walker	ES5	At-Risk	50	57%	30	60%	29%	15	30%	12%	7	14%
Math	3	Walker	ES5	SPED	40	42%	17	43%	*	5	13%	*	1	3%
Math	3	Walker	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Walker	ES5	High Focus	114	62%	72	63%	32%	38	33%	15%	18	16%
Math	4	Walker	ES5	All	160	67%	108	68%	41%	67	42%	18%	30	19%
Math	4	Walker	ES5	Hispanic	77	68%	53	69%	46%	38	49%	17%	17	22%
Math	4	Walker	ES5	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Math	4	Walker	ES5	Asian	9	100%	9	100%	63%	2	22%	*	0	0%
Math	4	Walker	ES5	African Am.	61	61%	38	62%	28%	19	31%	11%	8	13%
Math	4	Walker	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Walker	ES5	White	7	88%	6	86%	63%	5	71%	50%	4	57%
Math	4	Walker	ES5	Two or More	5	*	1	20%	*	3	60%	*	1	20%
Math	4	Walker	ES5	Eco. Dis.	108	65%	71	66%	39%	43	40%	17%	19	18%
Math	4	Walker	ES5	EB	51	65%	34	67%	42%	22	43%	15%	8	16%
Math	4	Walker	ES5	At-Risk	65	60%	40	62%	34%	23	35%	15%	11	17%
Math	4	Walker	ES5	SPED	34	50%	18	53%	31%	11	32%	14%	5	15%
Math	5	Walker	ES5	All	175	79%	140	80%	48%	85	49%	20%	36	21%
Math	5	Walker	ES5	Hispanic	86	83%	72	84%	54%	50	58%	18%	18	21%
Math	5	Walker	ES5	Am. Indian	3	*	1	33%	*	2	67%	*	1	33%
Math	5	Walker	ES5	Asian	9	100%	9	100%	*	2	22%	*	3	33%
Math	5	Walker	ES5	African Am.	55	71%	40	73%	36%	23	42%	17%	12	22%
Math	5	Walker	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Walker	ES5	White	14	*	10	71%	*	4	29%	*	2	14%
Math	5	Walker	ES5	Two or More	8	100%	8	100%	*	4	50%	*	0	0%
Math	5	Walker	ES5	Eco. Dis.	118	76%	91	77%	40%	48	41%	14%	18	15%
Math	5	Walker	ES5	EB	69	77%	54	78%	34%	24	35%	16%	9	13%
Math	5	Walker	ES5	At-Risk	113	70%	80	71%	35%	41	36%	14%	17	15%
Math	5	Walker	ES5	SPED	38	48%	19	50%	17%	7	18%	*	0	0%
Science	5	Walker	ES5	All	175	71%	125	71%	36%	64	37%	11%	21	12%
Science	5	Walker	ES5	Hispanic	86	75%	65	76%	36%	34	40%	8%	10	12%
Science	5	Walker	ES5	Am. Indian	3	*	2	67%	*	1	33%	*	1	33%
Science	5	Walker	ES5	Asian	9	*	4	44%	*	4	44%	*	1	11%
Science	5	Walker	ES5	African Am.	55	68%	38	69%	32%	19	35%	10%	5	9%
Science	5	Walker	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Walker	ES5	White	14	*	10	71%	*	4	29%	*	2	14%
Science	5	Walker	ES5	Two or More	8	*	6	75%	*	2	25%	*	2	25%
Science	5	Walker	ES5	Eco. Dis.	118	68%	81	69%	32%	39	33%	5%	6	5%
Science	5	Walker	ES5	EB	69	66%	46	67%	18%	13	19%	*	4	6%
Science	5	Walker	ES5	At-Risk	113	64%	73	65%	23%	27	24%	7%	9	8%
Science	5	Walker	ES5	SPED	38	48%	19	50%	17%	7	18%	*	1	3%

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.