

Cypress-Fairbanks Independent School District

Warner Elementary School

2025-2026



Mission Statement

Warner Elementary will provide learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

Effective Communicator; Competent Problem-Solver; Self-directed Learner; Responsible Citizen, and a Quality Producer.

Vision

Our mission at Warner Elementary is to instill within our students high standards for academic achievement, integrity, leadership, and to be a responsible citizen.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

When looking at the data and comparing other schools similar to Warner the following data points need to be addressed.

1. The 3rd grade reading scores for meets grade level and above is 2 % points below the cluster group.
2. The 3rd grade math scores for meets grade level and above is 4% points below the cluster group.
3. The 3rd grade math scores for masters grade level is 9% points below the cluster.
- 4.The 5th grade reading scores for meet grade level and above is 2% points below the cluster group.

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

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthen first time best instruction through specific targeted planning. Strategy: We will be planning and targeting the lesson with higher-order questioning. Strategy's Expected Result/Impact: By planning and targeting the lesson with higher order questioning, more students will show growth, and this will increase our number of students moving from "Meets" to "Masters". Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthen our first time best instruction by targeted planning in the area of differentiation to meet all students' needs. Strategy: By providing targeted planning in the area of differentiation, teachers will be able to provide targeted instruction to all students. Strategy's Expected Result/Impact: The number of students should increase from "Meets" to "Masters". Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthen first time best instruction in all subject areas through specific targeted planning. Strategy: Teachers will come to planning with a breakdown of the most recent data to target student groups for small group instruction. Strategy's Expected Result/Impact: The number of students should increase from "Meets" to "Masters". Staff Responsible for Monitoring: Principal, Assistant principal. Instructional Specialists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative 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, Assistant principals, Instructional specialist, Teachers.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Instructional Specialist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 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
Summative Evaluation: Significant progress made toward meeting Objective
Next Year's Recommendation: continue

Strategy 1 Details		Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase. Staff Responsible for Monitoring: Instructional Specialist, Teachers, Assistant Principal, Principal		Formative		
		Nov	Feb	May
		 Moderate Progress	 Considerable	 Accomplished
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

Next Year's Recommendation: continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will deliver rigorous, TEKS-aligned instruction using manipulatives and technology to actively engage students. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 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

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Warner Elementary will continue to train staff on safety methods, drills and safety plans once a month. Strategy's Expected Result/Impact: All staff members will understand and know how to assist in the event of an emergency. Staff Responsible for Monitoring: Administrative team,	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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: Administrative Team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 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. We will call grade levels over the announcements if their attendance was 95% or above for the previous week. Students will be recognized for perfect attendance with a bracelet and if they have their bracelet on the day we call a surprise reward for them. At the end the year all names with perfect attendance will go into a drawing for a surprise reward.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

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, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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, Assistant Principals.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 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.

High Priority

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

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 continue using project safety monthly lessons, the counselor will continue core essential values, bully prevention, guidance lessons, character trait lessons monthly with students. Staff has been trained on suicide prevention. TIPLINE-used to report bullying anonymously. We will continue to assign adult mentors and PALS at Cy-Ranch HS to work with our students. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, PBIS committee	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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. We will continue to use the PBIS as a school-wide behavior incentive program, to ensure appropriate behaviors are consistently taught and expected. We have move to a digital program to recognize students showing their Warner PRIDE, parents are able to log in to see how their children are doing. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

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, Counselors, PBIS committee	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
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 Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 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 be at 95% or higher.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for each 9 weeks for perfect attendance, semester perfect attendance and full year perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3.25%. Staff Responsible for Monitoring: All	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Warner will provide incentives and recognize staff members who achieve perfect attendance each marking period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3.25%. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 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

Next Year's Recommendation: continue to address areas of need with professional development,

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Guided Reading training with Shonda Guthrie, math training with Garland Linkenhoger training, schoology, Digital Learning Conference Strategy's Expected Result/Impact: Increased technology within the classroom lessons, provide hands on math instruction, schoology lessons for on line learning. Staff Responsible for Monitoring: Administrative team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Warner staff will attend professional development that directly supports student learning and achievement. Using data from WeClimb, planning sessions, and teacher input, we will identify specific areas of need. Strategy's Expected Result/Impact: Increased student growth. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal and Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 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: Met Objective

Next Year's Recommendation: Continue to increase parent/family involvement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Warner currently maintains an X page and has recently added Facebook and Instagram pages to enhance communication and engagement. Strategy's Expected Result/Impact: We hope to reach more parents and community members by having a bigger presence on social Media. Staff Responsible for Monitoring: Administrative team, Social Media Ambassadors	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Each grade level or department has a designated social media ambassador. Our goal is for ambassadors to share pictures or videos weekly, highlighting the great things happening at our school. Strategy's Expected Result/Impact: We aim to increase both the frequency of posts and our overall presence on social media. Staff Responsible for Monitoring: Administrative team, Social Media Ambassadors.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will create additional opportunities for volunteers to actively participate in school events. Strategy's Expected Result/Impact: Increased parent and community involvement by 5%. Staff Responsible for Monitoring: Administrative team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will continue collaborating with community members, local business representatives, and parents to create more opportunities for engagement and presence at the school. Strategy's Expected Result/Impact: Increase in parent and community involvement by 5%. Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Para	Helen Penman	Paraprofessional
Teacher	Lauren Melancon	Teacher
Assistant Principal	Marykate Moore	Assistant Principal
Principal	Schonda Kidd	Principal
Teacher #1	Cierra Gray	Teacher #1
Teacher #2	Amy Court	Teacher #2
Teacher #3	Jessica Loter	Teacher #3
Teacher #4	Tina Flores	Teacher #4
Teacher #5	Tessa Lackey	Teacher #5
Teacher #6	Angela Turner	Teacher #6
Teacher #7	Sonia McNair	Teacher #7
Teacher #8	Denise Ross	Teacher #8
Other School Leader (Nonteaching Professional) #1	Angela Lucas	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Angela Hicks	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Irasema Rocchi	Counselor
Other School Leader (Nonteaching Professional) #4	Lisa Nachin	Counselor
Administrator (LEA) #1	Stacey Beck	Assistant Principal
Parent #1	Ashley Kelly	Parent #1
Parent #2	Jessica Yamaguchi	Parent #2
Community Member #1	Craig Sharpe	Community Member #1
Community Member #2	Brooke Priest	Community Member #2
Business Representative #1	Huynh Chi	Business Representative #1
Business Representative #2	Amy Stark	Business Representative #2

Addendums

Campus

Warner

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	92%	94%	96%	98%	100%
Meets or Above	77%	80%	83%	86%	89%
Masters Grade Level	48%	51%	54%	57%	60%

2025-26	Target Check
92%	Did not meet District Strategic Target
79%	Did not meet District Strategic Target
54%	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	81%	83%			
African Am.	70%	72%			
Hispanic	69%	71%			
Eco. Dis.	62%	64%			
EB	77%	79%			
SPED	57%	59%			
Highly Mobile	0%	2%			
High Focus	74%	76%			

2025-26	Target Check
82%	Did not meet Reading Target
72%	Met Reading Board Outcome Target
73%	Met Reading Board Outcome Target
64%	Did not meet Reading Target
78%	Did not meet Reading Target
58%	Did not meet Reading Target
*	Met Reading Board Outcome Target
75%	Did not meet Reading Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	72%	74%			
African Am.	58%	60%			
Hispanic	42%	44%			
Eco. Dis.	48%	50%			
EB	61%	63%			
SPED	52%	54%			
Highly Mobile	0%	2%			
High Focus	65%	67%			

2025-26	Target Check
73%	Did not meet Math Target
59%	Did not meet Math Target
44%	Did not meet Math Target
49%	Did not meet Math Target
63%	Did not meet Math Target
55%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
66%	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	Warner	ES1	All	183	93%	172	94%	81%	150	82%	55%	103	56%
Reading	3	Warner	ES1	Hispanic	41	89%	38	93%	69%	30	73%	28%	12	29%
Reading	3	Warner	ES1	Am. Indian	2	*	0	0%	*	0	0%	*	0	0%
Reading	3	Warner	ES1	Asian	56	98%	56	100%	90%	51	91%	69%	39	70%
Reading	3	Warner	ES1	African Am.	29	82%	24	83%	70%	21	72%	52%	16	55%
Reading	3	Warner	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Warner	ES1	White	39	95%	38	97%	82%	33	85%	54%	22	56%
Reading	3	Warner	ES1	Two or More	16	100%	16	100%	92%	15	94%	85%	14	88%
Reading	3	Warner	ES1	Eco. Dis.	47	84%	40	85%	62%	30	64%	28%	14	30%
Reading	3	Warner	ES1	EB	59	87%	52	88%	77%	46	78%	46%	28	47%
Reading	3	Warner	ES1	At-Risk	59	89%	53	90%	78%	47	80%	54%	33	56%
Reading	3	Warner	ES1	SPED	33	78%	26	79%	57%	19	58%	33%	12	36%
Reading	3	Warner	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Warner	ES1	High Focus	102	89%	92	90%	74%	77	75%	49%	52	51%
Reading	4	Warner	ES1	All	224	95%	216	96%	84%	190	85%	59%	134	60%
Reading	4	Warner	ES1	Hispanic	43	88%	39	91%	67%	31	72%	35%	16	37%
Reading	4	Warner	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Warner	ES1	Asian	63	97%	62	98%	94%	60	95%	78%	50	79%
Reading	4	Warner	ES1	African Am.	36	92%	34	94%	80%	29	81%	44%	17	47%
Reading	4	Warner	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Warner	ES1	White	70	98%	69	99%	82%	58	83%	58%	41	59%
Reading	4	Warner	ES1	Two or More	12	100%	12	100%	100%	12	100%	82%	10	83%
Reading	4	Warner	ES1	Eco. Dis.	61	83%	51	84%	57%	36	59%	40%	25	41%
Reading	4	Warner	ES1	EB	70	86%	61	87%	64%	46	66%	28%	20	29%
Reading	4	Warner	ES1	At-Risk	73	90%	67	92%	70%	52	71%	43%	32	44%
Reading	4	Warner	ES1	SPED	46	79%	37	80%	41%	20	43%	*	15	33%
Reading	5	Warner	ES1	All	210	89%	190	90%	82%	175	83%	66%	140	67%
Reading	5	Warner	ES1	Hispanic	44	83%	37	84%	71%	32	73%	56%	25	57%
Reading	5	Warner	ES1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Warner	ES1	Asian	67	91%	62	93%	89%	61	91%	78%	53	79%
Reading	5	Warner	ES1	African Am.	27	89%	25	93%	86%	24	89%	57%	16	59%
Reading	5	Warner	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Warner	ES1	White	57	91%	53	93%	81%	47	82%	62%	36	63%
Reading	5	Warner	ES1	Two or More	14	80%	12	86%	70%	10	71%	60%	9	64%
Reading	5	Warner	ES1	Eco. Dis.	42	77%	33	79%	60%	26	62%	40%	18	43%
Reading	5	Warner	ES1	EB	61	63%	40	66%	42%	26	43%	29%	18	30%
Reading	5	Warner	ES1	At-Risk	79	70%	56	71%	54%	44	56%	37%	30	38%
Reading	5	Warner	ES1	SPED	38	60%	23	61%	43%	17	45%	20%	8	21%
Math	3	Warner	ES1	All	183	87%	162	89%	72%	133	73%	35%	70	38%
Math	3	Warner	ES1	Hispanic	41	72%	30	73%	42%	18	44%	17%	8	20%
Math	3	Warner	ES1	Am. Indian	2	*	2	100%	*	2	100%	*	0	0%
Math	3	Warner	ES1	Asian	56	97%	55	98%	90%	51	91%	52%	30	54%
Math	3	Warner	ES1	African Am.	29	73%	22	76%	58%	17	59%	18%	6	21%
Math	3	Warner	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Warner	ES1	White	39	92%	37	95%	77%	31	79%	32%	13	33%
Math	3	Warner	ES1	Two or More	16	100%	16	100%	85%	14	88%	77%	13	81%
Math	3	Warner	ES1	Eco. Dis.	47	72%	35	74%	48%	23	49%	*	3	6%

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	Warner	ES1	EB	59	79%	47	80%	61%	37	63%	26%	16	27%
Math	3	Warner	ES1	At-Risk	59	83%	50	85%	68%	41	69%	36%	22	37%
Math	3	Warner	ES1	SPED	33	65%	22	67%	52%	18	55%	26%	9	27%
Math	3	Warner	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Warner	ES1	High Focus	102	82%	85	83%	65%	67	66%	31%	33	32%
Math	4	Warner	ES1	All	224	88%	200	89%	74%	169	75%	54%	124	55%
Math	4	Warner	ES1	Hispanic	43	76%	33	77%	56%	26	60%	31%	15	35%
Math	4	Warner	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Warner	ES1	Asian	63	91%	58	92%	87%	56	89%	76%	49	78%
Math	4	Warner	ES1	African Am.	36	88%	32	89%	60%	23	64%	48%	18	50%
Math	4	Warner	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Warner	ES1	White	70	93%	66	94%	75%	53	76%	47%	34	49%
Math	4	Warner	ES1	Two or More	12	91%	11	92%	91%	11	92%	64%	8	67%
Math	4	Warner	ES1	Eco. Dis.	61	72%	45	74%	44%	28	46%	25%	16	26%
Math	4	Warner	ES1	EB	70	66%	47	67%	47%	34	49%	34%	25	36%
Math	4	Warner	ES1	At-Risk	73	74%	55	75%	58%	43	59%	40%	30	41%
Math	4	Warner	ES1	SPED	46	56%	26	57%	38%	18	39%	21%	10	22%
Math	5	Warner	ES1	All	210	92%	195	93%	81%	172	82%	51%	110	52%
Math	5	Warner	ES1	Hispanic	44	90%	40	91%	71%	32	73%	44%	21	48%
Math	5	Warner	ES1	Am. Indian	1	*	0	0%	*	0	0%	*	0	0%
Math	5	Warner	ES1	Asian	67	95%	64	96%	92%	62	93%	74%	51	76%
Math	5	Warner	ES1	African Am.	27	79%	22	81%	64%	18	67%	25%	8	30%
Math	5	Warner	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Warner	ES1	White	57	95%	56	98%	81%	48	84%	41%	25	44%
Math	5	Warner	ES1	Two or More	14	90%	13	93%	80%	12	86%	*	5	36%
Math	5	Warner	ES1	Eco. Dis.	42	81%	35	83%	50%	19	45%	23%	10	24%
Math	5	Warner	ES1	EB	61	75%	47	77%	67%	42	69%	29%	26	43%
Math	5	Warner	ES1	At-Risk	79	77%	62	78%	56%	45	57%	30%	25	32%
Math	5	Warner	ES1	SPED	38	63%	25	66%	43%	19	50%	17%	7	18%
Science	5	Warner	ES1	All	210	90%	192	91%	71%	152	72%	45%	95	45%
Science	5	Warner	ES1	Hispanic	44	83%	37	84%	58%	27	61%	35%	16	36%
Science	5	Warner	ES1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Warner	ES1	Asian	67	93%	63	94%	84%	57	85%	63%	43	64%
Science	5	Warner	ES1	African Am.	27	86%	24	89%	64%	18	67%	21%	6	22%
Science	5	Warner	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Warner	ES1	White	57	95%	55	96%	68%	40	70%	44%	26	46%
Science	5	Warner	ES1	Two or More	14	80%	12	86%	60%	9	64%	*	4	29%
Science	5	Warner	ES1	Eco. Dis.	42	73%	31	74%	44%	19	45%	19%	9	21%
Science	5	Warner	ES1	EB	61	65%	40	66%	30%	19	31%	*	2	3%
Science	5	Warner	ES1	At-Risk	79	72%	58	73%	40%	32	41%	16%	14	18%
Science	5	Warner	ES1	SPED	38	72%	28	74%	28%	11	29%	21%	9	24%

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.