

Cypress-Fairbanks Independent School District

Wells Elementary School

2025-2026

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



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

Goals

Revised/Approved: September 19, 2025

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: RLA Strategy: Teachers will plan explicit, targeted small group instruction and opportunities that promote student voice using strategies from Shonda Guthrie and Eric Sheninger that focus on the personalized needs of students, specifically targeting our emergent bilingual and special education populations. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: RLA Strategy: Teachers will attend Karen Lowery storytelling sessions and participate in classroom challenges to improve writing and achieve student growth. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Math Strategy: Teachers will use student work samples to plan for small group instruction using strategies from Garland Linkenhoger and Eric Sheninger that focus on individual student needs, specifically in our African American and special education populations. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Focus: Science Strategy: Teachers will use assessment data to routinely implement small group instruction using strategies from Eric Sheninger that focus on individual student needs, specifically in our special education population. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Teachers and AP's	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: Teachers will utilize choice boards, playlists, flexible grouping, self-pacing, and other student centered strategies from professional development sessions with Eric Sheninger to encourage individualized student learning throughout the school year. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Teachers will use classroom and assessment data to identify small groups in need of enrichment or intervention and empower these students by providing them with individualized opportunities (eg. choice boards, playlists, differentiated resources) to pursue rigorous learning pathways that meet their individual needs. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate 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
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: 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: Significant progress made toward meeting 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 reading proficiency 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 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: Campus Safety: All staff members will receive training on campus Emergency Operations Plan and safety procedures throughout the year. Strategy's Expected Result/Impact: Staff is confident and capable in regards to our student safety and our Emergency Operations Protocols. Staff Responsible for Monitoring: Principal & EOP Representative (AP)	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 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: Principal and EOP Representative	Formative		
	Nov	Feb	May
	 Considerable	 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.

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 95.21% overall attendance rate. Student Initiative Attendance Plan - Special \$10 Compass Cash for students who have 2 or fewer absences, per grading period. Quarterly: Attendance Celebrations & Grade-level wide attendance recognition, with sneaky recess. Strategy's Expected Result/Impact: 95.21% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals & PBIS Committee members	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: 95.21% overall attendance rate Staff Responsible for Monitoring: Registrar, Classroom Teachers, Counselor, Assistant Principals & Principal	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 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. Continue use of our effective systems and PBIS strategies. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate 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 have an extremely low number of office referrals driven by a few students. We will continue our effective systems and PBIS strategies in order not to exceed 5% of our student population. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals	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	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 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 Principal(s)	Formative		
	Nov	Feb	May
	 No 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 increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: All staff will use discretion with absences and we will recognize staff with perfect attendance periodically. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal, AP's, Campus Secretary	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will be recognized quarterly for exemplary attendance. Strategy's Expected Result/Impact: Increase staff attendance by 3% Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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 and personalized 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: Provide and promote a menu of options for professional development that allow for flexibility in format and a variety of topics relating to our campus and individual teacher goals. Strategy's Expected Result/Impact: Teachers are provided with high quality training that enables them to effectively support our campus goals and student needs by implementing best practices. Staff Responsible for Monitoring: Principal, IS's, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Development: Shonda Guthrie Primary Phonics. We will have all K-2nd ELAR teachers, along with the ELAR Instructional Specialist, attend phonics training to align instruction with state standards and curriculum. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: ELAR Instructional Specialist, Assistant Principals, & Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will have all of our Kinder-5th grade teachers attend professional development sessions and receive coaching from Eric Sheninger, consultant. The focus is on personalized learning with increased rigor to assist with all students making at least a year's growth, focusing on our higher students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Accomplished	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: N2 Learning Teacher Institute. We have 1 teacher per grade level, plus our Math/Sci IS, that will be attending this cohort that will meet 6 times throughout the year to focus on engagement and strategies aligned with personalized learning for all students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: ELAR Instructional Specialist, Assistant Principals and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: We will have all of our K-5 math teachers attend professional development sessions with Garland Linkenhoger, math consultant. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Math Instructional Specialist, Assistant Principals, & Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 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: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Consistently post our "High 5 Fri-YAY" campus celebrations spotlighting excellence around our campus. We will share these weekly on video announcements and will add the photos to Facebook, Instagram, and our campus app. We will provide visuals for events and experiences happening in our school to educate the parents/community about the opportunities our Explorers have at Wells. Strategy's Expected Result/Impact: Improved Social Media Presence Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Following big events, we will consistently share photo slideshows/videos to highlight the event or accomplishment on Facebook, Instagram, and our campus app. We will celebrate the experience and allow those not able to participate to have a visual of the students, parents, and staff during the event. Strategy's Expected Result/Impact: Improved Social Media Presence Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: We will expand our volunteer base by increasing our VIPS outreach and recruitment frequency. Strategy's Expected Result/Impact: Increased parent engagement and involvement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will utilize our public relations and community engagement VIP Liaison to make more connections with local business and community members. Strategy's Expected Result/Impact: Increased community engagement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Cheryl Fisher	Principal (there is only one principal)
Assistant Principal	Alicia Grison	Administrator (LEA)
Assistant Principal	Shelby Swancoat	Administrator (LEA)
Counselor	LaTasha DeWalt	Other School Leader (Nonteaching Professional)
ELAR Instructional Specialist	Heather Rodermund	Other School Leader (Nonteaching Professional)
M/S Instructional Specialist	Jessica Snyder	Other School Leader (Nonteaching Professional)
Testing Coordinator	Michelle Marshall	Other School Leader (Nonteaching Professional)
Pre-K	Ivana Kovachevich	Teacher
Kindergarten	Jennifer Perry	Teacher
1st Grade	Danielle Griffin	Teacher
2nd Grade M/S	Catterra Fernandez	Teacher
2nd Grade ELAR	Yvette Mendoza	Teacher
3rd M/S	Nathalie Sleiman	Teacher
4th ELAR	Megan Weerts	Teacher
4th M/S	Jessica Renzelman	Teacher
5th Grade Math	Harrison Rubiano	Teacher
SPED Resource	Heather Welch	Teacher
Art	Celine Zeenny	Teacher
Campus Secretary	Rachael Constien	Paraprofessional
Registrar	Nichole Griffith	Paraprofessional
DIstrict Representative	Jeremy Albrecht	CFISD Curriculum Coordinator
Parent #1	Elizabeth Hurt	Parent
Parent #2	Peggy Stephens	Parent
Parent #3	Cassie Frausto	Parent
Community Member #1	Bulbul Shah	Community Member
Community Member #2	Autumn Lance	Community Member
Business Representative #1	Nikita Shah	Business Representative

Committee Role	Name	Position
Business Representative #2	Lakhvinder Maan	Business Representative

Addendums

Campus

Wells

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	90%	92%	94%	96%	98%
Meets or Above	72%	75%	78%	81%	84%
Masters Grade Level	41%	44%	47%	50%	53%

2025-26	Target Check
93%	Met District Strategic Target
79%	Met 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	79%	81%			
African Am.	67%	69%			
Hispanic	82%	84%			
Eco. Dis.	65%	67%			
EB	63%	65%			
SPED	24%	26%			
Highly Mobile	0%	2%			
High Focus	69%	71%			

2025-26	Target Check
80%	Did not meet Reading Target
68%	Did not meet Reading Target
85%	Met Reading Board Outcome Target
68%	Met Reading Board Outcome Target
65%	Did not meet Reading Target
29%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
71%	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	75%	77%			
African Am.	42%	44%			
Hispanic	71%	73%			
Eco. Dis.	48%	50%			
EB	52%	54%			
SPED	20%	22%			
Highly Mobile	0%	2%			
High Focus	59%	61%			

2025-26	Target Check
79%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
74%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
54%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
60%	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	Wells	ES1	All	174	92%	165	95%	79%	140	80%	57%	105	60%
Reading	3	Wells	ES1	Hispanic	39	95%	38	97%	82%	33	85%	54%	23	59%
Reading	3	Wells	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Wells	ES1	Asian	41	94%	39	95%	86%	36	88%	65%	28	68%
Reading	3	Wells	ES1	African Am.	22	83%	19	86%	67%	15	68%	54%	13	59%
Reading	3	Wells	ES1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	3	Wells	ES1	White	59	93%	56	95%	75%	45	76%	52%	32	54%
Reading	3	Wells	ES1	Two or More	12	92%	12	100%	75%	10	83%	58%	8	67%
Reading	3	Wells	ES1	Eco. Dis.	28	82%	24	86%	65%	19	68%	38%	12	43%
Reading	3	Wells	ES1	EB	37	75%	28	76%	63%	24	65%	25%	10	27%
Reading	3	Wells	ES1	At-Risk	37	81%	31	84%	64%	24	65%	31%	12	32%
Reading	3	Wells	ES1	SPED	28	52%	15	54%	24%	8	29%	*	10	36%
Reading	3	Wells	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Wells	ES1	High Focus	78	84%	66	85%	69%	55	71%	38%	31	40%
Reading	4	Wells	ES1	All	208	96%	202	97%	86%	184	88%	55%	120	58%
Reading	4	Wells	ES1	Hispanic	44	95%	43	98%	74%	34	77%	45%	21	48%
Reading	4	Wells	ES1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Wells	ES1	Asian	57	100%	57	100%	90%	53	93%	66%	38	67%
Reading	4	Wells	ES1	African Am.	20	81%	17	85%	69%	15	75%	44%	10	50%
Reading	4	Wells	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Wells	ES1	White	70	97%	69	99%	92%	66	94%	59%	42	60%
Reading	4	Wells	ES1	Two or More	16	88%	15	94%	88%	15	94%	*	8	50%
Reading	4	Wells	ES1	Eco. Dis.	39	92%	37	95%	81%	32	82%	46%	19	49%
Reading	4	Wells	ES1	EB	44	83%	37	84%	78%	35	80%	*	16	36%
Reading	4	Wells	ES1	At-Risk	43	92%	40	93%	76%	33	77%	35%	16	37%
Reading	4	Wells	ES1	SPED	24	79%	20	83%	42%	11	46%	*	12	50%
Reading	5	Wells	ES1	All	202	94%	192	95%	84%	174	86%	60%	125	62%
Reading	5	Wells	ES1	Hispanic	44	91%	41	93%	81%	36	82%	53%	24	55%
Reading	5	Wells	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Wells	ES1	Asian	55	97%	54	98%	91%	51	93%	72%	40	73%
Reading	5	Wells	ES1	African Am.	17	93%	16	94%	69%	12	71%	34%	6	35%
Reading	5	Wells	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Wells	ES1	White	77	93%	72	94%	85%	67	87%	62%	49	64%
Reading	5	Wells	ES1	Two or More	9	92%	9	100%	83%	8	89%	58%	6	67%
Reading	5	Wells	ES1	Eco. Dis.	31	82%	26	84%	59%	19	61%	33%	11	35%
Reading	5	Wells	ES1	EB	40	79%	32	80%	58%	24	60%	29%	12	30%
Reading	5	Wells	ES1	At-Risk	80	84%	69	86%	63%	51	64%	33%	27	34%
Reading	5	Wells	ES1	SPED	26	58%	16	62%	32%	10	38%	*	10	38%

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	Wells	ES1	All	174	90%	160	92%	75%	137	79%	46%	82	47%
Math	3	Wells	ES1	Hispanic	39	87%	35	90%	71%	29	74%	42%	17	44%
Math	3	Wells	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Wells	ES1	Asian	41	95%	40	98%	81%	35	85%	55%	23	56%
Math	3	Wells	ES1	African Am.	22	71%	16	73%	42%	11	50%	29%	7	32%
Math	3	Wells	ES1	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	3	Wells	ES1	White	59	93%	56	95%	80%	49	83%	45%	28	47%
Math	3	Wells	ES1	Two or More	12	100%	12	100%	92%	12	100%	42%	6	50%
Math	3	Wells	ES1	Eco. Dis.	28	64%	19	68%	48%	14	50%	24%	8	29%
Math	3	Wells	ES1	EB	37	70%	27	73%	52%	20	54%	39%	15	41%
Math	3	Wells	ES1	At-Risk	37	81%	30	81%	62%	24	65%	40%	15	41%
Math	3	Wells	ES1	SPED	28	50%	15	54%	*	14	50%	*	10	36%
Math	3	Wells	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Wells	ES1	High Focus	78	79%	63	81%	59%	47	60%	38%	31	40%
Math	4	Wells	ES1	All	208	83%	175	84%	62%	138	66%	40%	97	47%
Math	4	Wells	ES1	Hispanic	44	73%	33	75%	46%	21	48%	24%	12	27%
Math	4	Wells	ES1	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Wells	ES1	Asian	57	94%	54	95%	86%	50	88%	61%	36	63%
Math	4	Wells	ES1	African Am.	20	56%	12	60%	*	10	50%	*	10	50%
Math	4	Wells	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Wells	ES1	White	70	87%	62	89%	66%	48	69%	42%	30	43%
Math	4	Wells	ES1	Two or More	16	75%	13	81%	*	8	50%	*	8	50%
Math	4	Wells	ES1	Eco. Dis.	39	85%	34	87%	46%	19	49%	23%	10	26%
Math	4	Wells	ES1	EB	44	67%	30	68%	61%	28	64%	*	22	50%
Math	4	Wells	ES1	At-Risk	43	66%	29	67%	43%	19	44%	17%	8	19%
Math	4	Wells	ES1	SPED	24	58%	15	63%	32%	10	42%	*	12	50%
Math	5	Wells	ES1	All	202	87%	184	91%	70%	148	73%	43%	97	48%
Math	5	Wells	ES1	Hispanic	44	83%	37	84%	66%	30	68%	43%	20	45%
Math	5	Wells	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Wells	ES1	Asian	55	95%	53	96%	80%	45	82%	59%	33	60%
Math	5	Wells	ES1	African Am.	17	72%	13	76%	45%	8	47%	*	9	53%
Math	5	Wells	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Wells	ES1	White	77	89%	72	94%	74%	58	75%	36%	30	39%
Math	5	Wells	ES1	Two or More	9	91%	9	100%	73%	7	78%	55%	5	56%
Math	5	Wells	ES1	Eco. Dis.	31	72%	23	74%	38%	13	42%	21%	7	23%
Math	5	Wells	ES1	EB	40	83%	34	85%	50%	21	53%	25%	11	28%
Math	5	Wells	ES1	At-Risk	80	71%	58	73%	40%	35	44%	24%	20	25%
Math	5	Wells	ES1	SPED	26	42%	12	46%	26%	8	31%	*	10	38%
Science	5	Wells	ES1	All	202	94%	193	96%	74%	158	78%	48%	107	53%
Science	5	Wells	ES1	Hispanic	44	91%	41	93%	68%	32	73%	38%	17	39%
Science	5	Wells	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Wells	ES1	Asian	55	97%	54	98%	82%	46	84%	57%	32	58%
Science	5	Wells	ES1	African Am.	17	83%	15	88%	45%	8	47%	*	9	53%
Science	5	Wells	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Wells	ES1	White	77	95%	74	96%	79%	63	82%	54%	42	55%
Science	5	Wells	ES1	Two or More	9	100%	9	100%	92%	9	100%	75%	7	78%
Science	5	Wells	ES1	Eco. Dis.	31	82%	26	84%	51%	16	52%	23%	8	26%
Science	5	Wells	ES1	EB	40	92%	37	93%	54%	23	58%	*	15	38%
Science	5	Wells	ES1	At-Risk	80	86%	70	88%	53%	43	54%	22%	19	24%

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
					#	%	#	%	%	#	%	%	#	%
Science	5	Wells	ES1	SPED	26	68%	18	69%	42%	12	46%	*	10	38%

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.