Cypress-Fairbanks Independent School District

Kirk Elementary School

2023-2024

Mission Statement

At Kirk Elementary, we work collaboratively to develop an inviting, supportive learning environment in which all members feel valued. We will engage learners in a rigorous and relevant curriculum that empowers students to participate in rich academic discussions that lead to future successes.

Vision

At Kirk Elementary, we believe in developing lifelong learners who will become the compassionate leaders of tomorrow.

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Needs Assessment Overview Summary

SCHOOL PROFILE

SCHOOL PROFILE

Kirk Elementary is a campus in Houston, Texas. Kirk Elementary opened its doors in 2000. Kirk Elementary is projected to serve 878 students in grades EC - 5 during the 2023-2024 school year, which is an 36 from the previous year of 914.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS
Kirk's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Common Assessment Data
- Discipline Data
- Attendance Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 10, 2023 and again on September 20, 2023 to develop and finalize the CNA. The meetings were held in the library.

At the first meeting on May 10,2023 , principal Katie Ford led

Went over the purpose of meeting CIP Goals Strategies/ Data Budget Building updates 8:45-4:10 New hours Email/ Marque/ social media for school events
Closed over the summer
Budget Went over each type of budget
We are title 1 because we have 50+ students ED Title 1 budget-$351,390
Class size reduction for 2nd and 5th grades $7,000-
Parent involvement Talked about garden committee to save money
Field Trips- $5,000 Temporary Worker-
Math intervention curriculum and teacher will come everyday
Esser budget: Tutoring, Temp Worker, SEL, PBIS Rewards Went over Rating- Overall B Explanation of CIP- CIP Review Went over strategies for our goals together in table groups DATA Review Went over the Protocol for Examining Data Form and how to fill it out Discussed Strengths and needs with our table group Closing Discussed and agreed on budget proposition Discussed Gardening costs being high, discussed volunteer programs Explore options, and get back to a decisions for ready to grow gardens Discussed final thoughts on Budget

At the second meeting on Septmenr 20, 2023 the CPOC went over
Overall Data: We have areas to improve and areas we will focus on for improvement.

Strategies: As we look at all our data, we will continue focusing on ways to improve our scores. We will be engaging in collaborative planning that focuses on student application of TEKS. Teachers will:
- engage in individual planning that focuses on differentiation for their specific student population
- Implement daily number talks in order to build students' number sense and problem-solving abilities
- Intentionally prepare for planning by completing a pre-planning lesson guide focused on analyzing the TEKS
- Create hands-on science experiences that engage students and provide opportunities for them to read, think, talk, write, and type

Title 1 Budget: At this time we are still looking to hire staff to be paid from Title One allocated funds. In the event that we cannot find qualified staff, we will redistribute those funds to extra duty pay, temporary workers, and instructional supplies

ESSER III Budget: We are using funds for a master teacher who will work with SPED teachers, GEN ED teachers, and paras to plan, model, and improve our special programs.

Eagle Burgmann Donation: We are using this donation to support blended learning and Social Emotional Learning.

The council is coming together to come up with this school year's CIP Goals.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically In reading, all sub populations are not performing as well as our white population. Through the root cause analysis process, we identified We need to intentionally prepare for planning by examining grade level TEKS and essential vocabulary in order to plan for instruction for all learners.

Our second identified priority problem is in the area of student achievement, specifically Students are not meeting the target goals for the meets and masters level levels in math. . Through the root cause analysis process, we identified Math: We need to intentionally prepare for planning by spending time studying the grade

levels TEKS, essential vocabulary and focal points in order to plan hands on and relevant lessons.

Our third identified priority problem is in the area of student attendance, specifically there has been a 3.62% decrease in the overall attendance percentage from 2017/18 - 2022/23. Through the root cause analysis process, we identified that after the importance of school attendance has not been clearly communicated to the community.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

In 3rd grade reading our Eco Dis population surpassed the targets at the approaches level in reading.

AA students in 4th grade reading met the target at the approaches level.

In 3rd grade all students met our target at the approaches level in math.

White students surpassed their target goal at the meets level in math.

In 4th grade all students met the target at the approaches level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: In reading, all sub populations are not performing as well as our white population. **Root Cause:** RLA: We need to intentinally prepare for planning and instruction by examing grade level TEKS and implications for instruction in order to plan for all learners.

Problem Statement 2: Math: Student are not meeting the target goals at the meets and masters level in math. **Root Cause:** Math: We need to intentinally prepare for planning and instruction by examing grade level TEKS, grade level focal points and implications for instruction in order to plan for all learners.

Problem Statement 3: Science: All students are not meeting thier targets at the approaches level in science. **Root Cause:** Science: We need to intentinally prepare for planningand instruction by examing grade level TEKS, essential vocabulary and implications for instruction in order to plan hands-on and relevant learning experiences for all learners.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The need to deepen understanding and address specific academic needs of our economically disadvantaged student groups.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

Problem Statement 6: 2023 Identification of Schools for Improvement - Comprehensive Support and Improvement: The campus score on the Closing the Gaps domain was in the bottom 5% of performance statewide. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantages/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

90% of staff agree or strongly agree that oppoartunities exist for them to think for themselves.

96% of staff agree or strongly agree that there are opportunities for professional growth available.

93% of staff agree or strongly agree that procedures have been implemented to keep them safe at work.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 12% of staff believe that there are not opportunities available for them to provide input. **Root Cause:** Feedback from all staff is only gathered a few times per school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

90% of staff agree or strongly agree that oppoartunities exist for them to think for themselves.

96% of staff agree or strongly agree that there are opportunities for professional growth available.

93% of staff agree or strongly agree that procedures have been implemented to keep them safe at work.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.
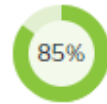
Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will deepen their understanding of grade level TEKS, vertical alignment, implications of TEKS and common mistakes during instruction by engaging in a three part planning process comprised of pre-planning, collaborative planning and individual planning.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teachers will have a deeper understanding of grade level TEKS that promotes strong tier one instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches.	50%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: RLA: Teachers will consistently take daily data on the targeted skill and design small groups based on that data to increase students' reading proficiency.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teachers will be able to plan purposeful and systematic small group instruction, which will result in an increase of students reading achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Teachers, and Reading Interventionists	30%	60%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: RLA: Teachers will participate in long term planning sessions to help deepen understanding of grade level TEKS.	Formative		
Strategy's Expected Result/Impact: Students will meet meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches.	Nov	Feb	May
	50%	85%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: Math: Teachers will implement daily number talks in order to build students' number sense and problem solving abilities.
 	
    Strategy's Expected Result/Impact: Students will gain a stronger understanding of number sense and the relationships of numbers.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Teachers
	Formative

	Nov	Feb	May
	25%	50%	100%

Strategy 5 Details	Formative Reviews

Strategy 5: Math:Teachers will deepen their understanding of grade level TEKS, vertical alignment, implications of TEKS and common mistakes during instruction by engaging in a three part planning process comprised of pre-planning, collaborative planning and individual planning.
 	
    Strategy's Expected Result/Impact: Teachers will have a deeper understanding of grade level TEKS that promotes strong tier one instruction.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.
	Formative

	Nov	Feb	May
	55%	85%	100%

Strategy 6 Details	Formative Reviews

Strategy 6: Math: Teachers will participate in long term planning sessions to help deepen understanding of grade level TEKS.
 	
    Strategy's Expected Result/Impact: Students will meet meet or exceed the targets on the attached CIP target tables
    Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches.
	Formative

	Nov	Feb	May
	50%	85%	100%

Strategy 7 Details	Formative Reviews

Strategy 7: Science: Teachers will create hands-on science experiences that engage students and provide opportunities for them to read, think, talk, write and type.
 	
    Strategy's Expected Result/Impact: Students will be able to gain foundational information allowing them to access understanding of the learning objectives.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.
	Formative

	Nov	Feb	May
	30%	60%	100%

Strategy 8 Details	Formative Reviews

Strategy 8: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
 	
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative

	Nov	Feb	May
	25%	60%	100%

Strategy 9 Details	Formative Reviews		

Strategy 9: All Students: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day.
- "WIN" Time is the 25 minutes directly before each grade levels recess time.
-Teachers pull small groups based on data to address learning gaps.
- Groups may change based on student performance data.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	40%	60%	100%

Strategy 10 Details	Formative Reviews		

Strategy 10: Providing a 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: Students will have the opportunity to engage in areas of interest that tie to the TEKS during large group classes, library maker space activities, the ability to participate in destination imagination, students in the gifted and talented program have the opportunity to participate in DaVinci Day, participate in choir, and the opportunity to explore leadership jobs within the classroom and campus
    Strategy's Expected Result/Impact: Students will be able to find various activities that help them engage in the whole school program. This will increase student engagement and decrease the need for behavioral interventions.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselor, and Teachers
	Formative		

	Nov	Feb	May
	30%	60%	100%

Strategy 11 Details	Formative Reviews		

Strategy 11: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs
    Strategy's Expected Result/Impact: With Title one support, Kirk will implement the following measures.
 	
1. Salaries for supplemental staff to assist with meeting student goals in all academic areas.
2. Subsitute pay for staff to attend long term planning sessions and staff development in order to imporve tier one instruction.
3. Extra duty pay for tutoring and staff development in order to improve tier one instruction.
4. Temporary worker to provide math and reading intervention to assist students in meeting targets listed in CIP.
5. Contracted services to promote hand on learning opportunities for students.
6. Supplies for teachers and students to assist in meeting learning targets.
7. Field trips for students to provide hands on learning opportunities and to build background knowledge.
    Staff Responsible for Monitoring: Principal, Title one coordinator.
	Formative		

	Nov	Feb	May
	40%	85%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1:	**Formative**		
Before/After School Program: Students in grades 3-5 will be invited to participate in after school tutoring based on their STAAR/MAP/DPM assessment data.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: By May 2024, students that participate in after school tutorials will show at least 10% increase in their EOY assessment data in math and or reading. **Staff Responsible for Monitoring:** Principal	50%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker in Math will be hired to work with students to improve their academic performance.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the current school year, students who participate in the math intervention program will have at least one year of growth according to MAP assessment data. **Staff Responsible for Monitoring:** Principal	50%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core Content Area Specialist in SPED will be hired to assist teachers in the planning and implementation of accommodating and differentiating instructions to students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the current school year, at-risk students will show a 10% increase in their assessment data from the BOY to EOY assessment in reading and math. **Staff Responsible for Monitoring:** Principal	55%	85%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Mental Health Supports: PBIS Rewards - this is an online platform that supports the implementation of PBIS.	**Formative**		
Strategy's Expected Result/Impact: By the end of the current school year, we will decrease our campus office referrals by 5%. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	55%	85%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk by purchasing additional supplies needed for intstruction.
    Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	35%	85%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
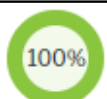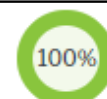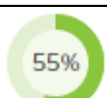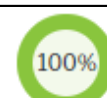
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 4: 2023 Identification of Schools for Improvement - Comprehensive Support and Improvement: The campus will exit Comprehensive Support and Improvement status in the Closing the Gaps domain by showing growth in multiple areas across the Closing the Gaps Domain.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Formative Reviews		
Strategy 1: Participate in the CFISD Monitor Schools Program.		**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal		N/A	60%	95%

Strategy 2 Details		Formative Reviews		
Strategy 2: Participate in an Effective School Framework Diagnostic and create a plan of action based on the results.		**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal		N/A	60%	100%

Strategy 3 Details		Formative Reviews		
Strategy 3: Attend an Effective Schools Framework overview professional development session through Region 4.		**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached data table		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal		N/A	100%	100%

Strategy 4 Details		Formative Reviews		
Strategy 4: Instuctional coaches particpate in SIBME coach the coach series and master series.		**Formative**		
Strategy's Expected Result/Impact: Coaches will gain a deeper understanding of instructional coaching cycles.		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 5: Effective Instruction		N/A	55%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will participate in instructional coaching cycles.	**Formative**		
Strategy's Expected Result/Impact: Teachers will gain a deeper understanding of content delivery.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal. Assistant Principal **ESF Levers:** Lever 5: Effective Instruction	N/A	55%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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
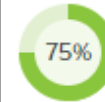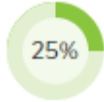
Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: The campus will implement the district policies for safety and participate in all required drills as well as safety actions. The campus will implement the district character education lessons, with PBIS to support the safety of the staff and students. **Strategy's Expected Result/Impact:** Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance. The campus will purchase additional radios to ensure each member involved in the safety drills is able to communicate. **Staff Responsible for Monitoring:** Front desk, Behavior Interventionist, Counselor, Assistant Principals, Principal	**Formative**		
	Nov	**Feb**	**May**
	50%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. **Strategy's Expected Result/Impact:** 100% of EOP safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist	**Formative**		
	Nov	**Feb**	**May**
	50%	85%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	40%	50%	75%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	25%	40%	80%

0%	No Progress	100%	Accomplished	→	Continue/Modify	✖	Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline 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. The campus will provide staff development on utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs.
    Strategy's Expected Result/Impact: Violent incidents will be 0%
    Staff Responsible for Monitoring: Principal, Behavior Interventionist, Counselor, Assistant Principals
		Formative		

		Nov	Feb	May
		35%	50%	100%
Strategy 2 Details		**Formative Reviews**		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will provide staff development on utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist
		Formative		

		Nov	Feb	May
		35%	65%	100%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/ Paraprofessional Attendance: The campus will share the campus data for each month's attendance for staff for awareness. We will recognize staff efforts and provide continual encouragement to help ease the stress that can cause absences.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/ paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals		40%	65%	80%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal	40%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: The campus will offer opportunities for the parents to feel more comfortable in the school setting through a variety of events such as: Meet The Teacher, Open House Night, and Curriculum Based Family Nights. In addition, parents will be invited to participate in developing our family engagement contract, book fair, Volunteer Appreciation Luncheon, and field days. Materials will be purchased for Family Night for families to create projects together that will allow students to use that knowledge to build schema to support reading texts/books, science skills, and math practice. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal, Counselor, Assistant Principals, Family & Community Engagement Coordinator	**Formative**		
	Nov	**Feb**	**May**
	35%	70%	100%

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Christina Sanchez	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Amanda Flores	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Paraprofessional #1	Katherine Isea	Paraprofessional #1
Business Representative #2	Larry Thrash	Business Representative #2
Business Representative #1	Thomas Verly	Business Representative #1
Community Member #2	Susan Blowey	Community Member #2
Community Member #1	Amanda Smith	Community Member #1
Parent #2	Wende Wayne	Parent #2
Parent #1	Joey Fleece	Parent #1
Administrator (LEA) #2	Shelby Swancoat	Administrator (LEA) #2
Administrator (LEA) #1	Debbie Parker	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Carrie Higgins	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Cindy Campbell	Other School Leader (Nonteaching Professional) #1
Teacher #8	Jennifer Amaro	Teacher #8
Teacher #7	Selena Zamudio	Teacher #7
Teacher #6	Gabriella Scavella	Teacher #6
Teacher #5	Maria Sheldon	Teacher #5
Teacher #4	Roseanna Layton	Teacher #4
Teacher #3	Kristy White	Teacher #3
Teacher #2	Tina Malone #2	Teacher #2
Teacher #1	Sandy Nielsen	Teacher
Principal	Kathryn Ford	Principal

Addendums

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
    - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
    - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
    - develop academic language proficiency through speaking, reading, writing, and listening;
    - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
    - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
    - review of lesson plans;
    - participation in team planning by administrators;
    - participation in data review/data dig sessions; and
    - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- 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 such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Library Resources
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics
- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- 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.
- Use 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, Gizmos, ClassFlow, Interactive Textbook, 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 such as Google Suites, WeVideo, FlipGrid, etc.
  - Use 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 (grades 2-5) 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 a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

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
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- 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.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	3	Kirk	ES 6	All	115	63	55%	65%	39%	29	25%	40%	16%	12	10%	20%	5%
Math	3	Kirk	ES 6	Hispanic	88	45	51%	60%	38%	19	22%	40%	13%	7	8%	20%	*
Math	3	Kirk	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Kirk	ES 6	Asian	7	6	86%	90%	*	5	71%	80%	*	*	*	*	*
Math	3	Kirk	ES 6	African Am.	10	*	*	*	35%	*	*	*	*	*	*	*	*
Math	3	Kirk	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Kirk	ES 6	White	9	7	78%	85%	*	5	56%	65%	*	*	*	*	*
Math	3	Kirk	ES 6	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Kirk	ES 6	Eco. Dis.	94	47	50%	55%	35%	16	17%	25%	12%	*	*	*	*
Math	3	Kirk	ES 6	Emergent Bilingual	56	25	45%	50%	24%	5	9%	20%	*	*	*	*	*
Math	3	Kirk	ES 6	At-Risk	79	34	43%	50%	30%	9	11%	20%	9%	*	*	*	*
Math	3	Kirk	ES 6	SPED	18	6	33%	40%	29%	*	*	*	*	*	*	*	*
Math	4	Kirk	ES 6	All	135	81	60%	70%	58%	45	33%	45%	31%	19	14%	25%	13%
Math	4	Kirk	ES 6	Hispanic	92	57	62%	72%	58%	31	34%	40%	22%	10	11%	25%	7%
Math	4	Kirk	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Kirk	ES 6	Asian	11	5	45%	55%	80%	5	45%	55%	80%	*	*	*	60%
Math	4	Kirk	ES 6	African Am.	14	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Kirk	ES 6	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Kirk	ES 6	White	14	13	93%	100%	73%	7	50%	60%	64%	*	*	*	*
Math	4	Kirk	ES 6	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Kirk	ES 6	Eco. Dis.	104	57	55%	65%	52%	27	26%	35%	23%	7	7%	20%	9%
Math	4	Kirk	ES 6	Emergent Bilingual	67	37	55%	65%	55%	18	27%	40%	18%	5	7%	20%	*
Math	4	Kirk	ES 6	At-Risk	107	57	53%	60%	49%	26	24%	40%	17%	8	7%	20%	*
Math	4	Kirk	ES 6	SPED	21	5	24%	40%	*	*	*	*	*	*	*	*	*
Math	5	Kirk	ES 6	All	110	60	55%	65%	49%	23	21%	30%	23%	10	9%	20%	9%
Math	5	Kirk	ES 6	Hispanic	66	34	52%	65%	42%	9	14%	25%	18%	*	*	*	5%
Math	5	Kirk	ES 6	Am. Indian	7	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Kirk	ES 6	Asian	9	8	89%	95%	83%	6	67%	75%	58%	5	56%	65%	*
Math	5	Kirk	ES 6	African Am.	12	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Kirk	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Kirk	ES 6	White	15	13	87%	95%	87%	7	47%	55%	33%	*	*	*	*
Math	5	Kirk	ES 6	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Kirk	ES 6	Eco. Dis.	88	40	45%	55%	41%	15	17%	25%	14%	5	6%	20%	*
Math	5	Kirk	ES 6	Emergent Bilingual	52	19	37%	45%	39%	6	12%	25%	15%	*	*	*	*
Math	5	Kirk	ES 6	At-Risk	90	40	44%	50%	39%	13	14%	25%	15%	5	6%	20%	*

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Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%		#	%	%		#	%	%	
Math	5	Kirk	ES 6	SPED	15	*	*	*	20%	*	*	*	*	*	*	*	*
Reading	3	Kirk	ES 6	All	115	72	63%	70%	56%	38	33%	40%	40%	15	13%	20%	16%
Reading	3	Kirk	ES 6	Hispanic	88	55	63%	70%	51%	26	30%	40%	35%	8	9%	20%	13%
Reading	3	Kirk	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Kirk	ES 6	Asian	7	6	86%	90%	*	5	71%	75%	*	5	71%	80%	*
Reading	3	Kirk	ES 6	African Am.	10	*	*	*	52%	*	*	*	43%	*	*	*	*
Reading	3	Kirk	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Kirk	ES 6	White	9	7	78%	85%	71%	5	56%	65%	71%	*	*	*	*
Reading	3	Kirk	ES 6	Two or More	1	*	*	*	86%	*	*	*	*	*	*	*	*
Reading	3	Kirk	ES 6	Eco. Dis.	94	57	61%	70%	52%	26	28%	40%	37%	6	6%	20%	13%
Reading	3	Kirk	ES 6	Emergent Bilingual	56	30	54%	60%	28%	12	21%	30%	13%	*	*	*	*
Reading	3	Kirk	ES 6	At-Risk	79	39	49%	55%	44%	16	20%	30%	28%	*	*	*	6%
Reading	3	Kirk	ES 6	SPED	18	5	28%	40%	21%	*	*	*	*	*	*	*	*
Reading	4	Kirk	ES 6	All	134	83	62%	70%	76%	43	32%	40%	42%	17	13%	20%	18%
Reading	4	Kirk	ES 6	Hispanic	91	58	64%	70%	74%	27	30%	40%	38%	8	9%	20%	13%
Reading	4	Kirk	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Kirk	ES 6	Asian	11	6	55%	65%	90%	6	55%	65%	80%	*	*	*	60%
Reading	4	Kirk	ES 6	African Am.	14	7	50%	60%	60%	*	*	*	*	*	*	*	*
Reading	4	Kirk	ES 6	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Kirk	ES 6	White	14	11	79%	85%	91%	6	43%	50%	73%	*	*	*	*
Reading	4	Kirk	ES 6	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Kirk	ES 6	Eco. Dis.	103	55	53%	65%	71%	22	21%	30%	34%	*	*	*	11%
Reading	4	Kirk	ES 6	Emergent Bilingual	66	33	50%	60%	68%	8	12%	30%	26%	*	*	*	*
Reading	4	Kirk	ES 6	At-Risk	106	56	53%	65%	68%	19	18%	30%	27%	*	*	*	*
Reading	4	Kirk	ES 6	SPED	21	7	33%	50%	38%	*	*	*	*	*	*	*	*
Reading	5	Kirk	ES 6	All	112	75	67%	75%	71%	55	49%	60%	43%	25	22%	30%	18%
Reading	5	Kirk	ES 6	Hispanic	66	44	67%	75%	69%	31	47%	60%	39%	12	18%	25%	10%
Reading	5	Kirk	ES 6	Am. Indian	7	5	71%	80%	*	*	*	*	*	*	*	*	*
Reading	5	Kirk	ES 6	Asian	9	9	100%	100%	92%	7	78%	90%	50%	6	67%	80%	42%
Reading	5	Kirk	ES 6	African Am.	12	*	*	*	56%	*	*	*	*	*	*	*	*
Reading	5	Kirk	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Kirk	ES 6	White	16	12	75%	83%	86%	11	69%	75%	79%	*	*	*	50%
Reading	5	Kirk	ES 6	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Kirk	ES 6	Eco. Dis.	89	55	62%	70%	64%	37	42%	50%	33%	18	20%	30%	7%
Reading	5	Kirk	ES 6	Emergent Bilingual	52	32	62%	70%	65%	17	33%	40%	30%	8	15%	25%	7%

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					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	5	Kirk	ES 6	At-Risk	91	55	60%	70%	63%	38	42%	50%	30%	16	18%	25%	6%
Reading	5	Kirk	ES 6	SPED	15	*	*	*	24%	*	*	*	*	*	*	*	*
Science	5	Kirk	ES 6	All	112	54	48%	70%	42%	25	22%	40%	17%	*	*	*	5%
Science	5	Kirk	ES 6	Hispanic	66	30	45%	55%	39%	12	18%	30%	12%	*	*	*	5%
Science	5	Kirk	ES 6	Am. Indian	7	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Kirk	ES 6	Asian	9	8	89%	95%	50%	6	67%	75%	*	*	*	*	*
Science	5	Kirk	ES 6	African Am.	12	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Kirk	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Kirk	ES 6	White	16	12	75%	85%	73%	5	31%	40%	47%	*	*	*	*
Science	5	Kirk	ES 6	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Kirk	ES 6	Eco. Dis.	89	36	40%	55%	29%	16	18%	30%	7%	*	*	*	*
Science	5	Kirk	ES 6	Emergent Bilingual	52	19	37%	50%	29%	7	13%	25%	10%	*	*	*	*
Science	5	Kirk	ES 6	At-Risk	91	35	38%	50%	30%	14	15%	25%	7%	*	*	*	*
Science	5	Kirk	ES 6	SPED	15	*	*	*	*	*	*	*	*	*	*	*	*