

Cypress-Fairbanks Independent School District

Kirk Elementary School

2024-2025



Mission Statement

Our mission is to nurture a supportive and dynamic learning environment guided by the belief that "I Can, You Can, We Can, Kirk Can." We are dedicated to:

- Empowering Individual Growth: Inspiring each student to develop confidence and a growth mindset, believing "I Can" achieve greatness.
- Fostering Collaboration: Encouraging peer support and teamwork, knowing that together, "You Can" reach new heights.
- Building Community: Creating a strong, united school community where everyone works together, affirming "We Can" accomplish anything.
- Upholding Excellence: Embracing the unique spirit and high standards of Kirk Elementary, ensuring that "Kirk Can" be a place of excellence.

Vision

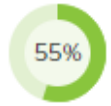
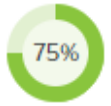





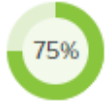


At Kirk Elementary School, we aim to equip every student with the skills, knowledge, and character needed to succeed in their life-long goals.









Goals









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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RLA: Teachers will implement exit tickets to assess understanding of the learning objective and use the exit ticket data to plan for remediation and acceleration.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers, and Reading Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: RLA: Teachers will participate in long term planning sessions to help deepen understanding of grade level TEKS.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will implement exit tickets to assess understanding of the learning objective and use the exit ticket data to plan for remediation and acceleration.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			










Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math: Teachers will participate in long term planning sessions to help deepen understanding of grade level TEKS.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches.</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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, students in the gifted and talented program have the opportunity to participate in DaVinci Day, participate in choir, art club and the opportunity to explore leadership jobs within the classroom and campus.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselor, and Teachers</p>	Formative		
	Nov	Feb	May
			


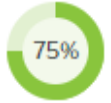




Strategy 10 Details	Formative Reviews		
<p>Strategy 10: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: The percentage of 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.</p> <p>With Title one support, Kirk will implement the following measures.</p> <ol style="list-style-type: none"> Salaries for supplemental staff to assist with meeting student goals in all academic areas. Substitute pay for staff to attend long term planning sessions and staff development in order to improve tier one instruction. Extra duty pay for tutoring and staff development in order to improve tier one instruction. Temporary worker to provide math and reading intervention to assist students in meeting targets listed in CIP. Contracted services to promote hands on learning opportunities for students. Supplies for teachers and students to assist in meeting learning targets. <p>Staff Responsible for Monitoring: Principal, Title one coordinator.</p>	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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.

2024 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









Strategy 1 Details	Formative Reviews		
Strategy 1: Participate in the CFISD Monitor Schools Program. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the plan of action based off of the Effective Schools Framework diagnostics. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Attend an Effective Schools Framework professional development session through Region 4. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Use WeClimb walkthrough observation data to provide feedback and high leverage actions steps to teachers. Strategy's Expected Result/Impact: Teachers will implement high leverage actions to improve instruction. Staff Responsible for Monitoring: Principal ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use student work samples and evidence of learning to make data driven decisions.</p> <p>Strategy's Expected Result/Impact: Teachers will make data driven decisions to provide purposeful remediation and acceleration to students.</p> <p>Staff Responsible for Monitoring: Principal. Assistant Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
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District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.


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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Formative Reviews		
<p>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 from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

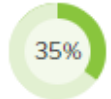

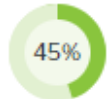

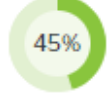



 Continue/Modify







 Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: We will maintain a monitoring notebook to document individual students' progress.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.




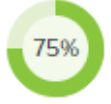




Evaluation Data Sources: AMIRA Data









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 7: 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 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math teachers will model and expect students to use a problem-solving process.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Front desk, Behavior Interventionist, Counselor, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of EOP safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.









Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Principal, Behavior Interventionist, Counselor, Assistant Principals</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>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. 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.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
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 1%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teacher/ paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement our Kirk Can Culture plan in order to increase staff retention and attendance.</p> <p>Strategy's Expected Result/Impact: Staff retention and attendance will increase.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Assistant Principals, Family & Community Engagement Coordinator</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

CPOC

Committee Role	Name	Position
Principal	Kathryn Ford	Principal (there is only one principal)
Teacher #1	Charlotte Herman	Teacher #1
Teacher #2	Tina Malone	Teacher #2
Teacher #3	Stephen Hurst	Teacher #3
Teacher #5	Traci Allen-Hall	Teacher #5
Teacher #4	Roseanna Layton	Teacher #4
Teacher #6	Gabriella Scavella	Teacher #6
Teacher #7	Maria Nieto	Teacher #7
Teacher #8	Jennifer Amaro	Teacher #8
Paraprofessional #1	Katherine Isea	Paraprofessional #1
Paraprofessional #2	Ariana Garcia	Paraprofessional #2
Other School Leader (Nonteaching Professional) #4	Maria Trejo	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #2	Tonya Goree	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Cindy Campbell	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #3	Amanda Flores	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Carrie Higgins	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Wendy Hankins	Administrator (LEA) #1
Administrator (LEA) #2	Ana Maria Steen	Administrator (LEA) #2
Parent #1	Joey Fleece	Parent #1
Parent #2	Chris Leger	Parent #2
Community Member #1	Salman Khan	Community Member #1
Community Member #2	Susan Blowey	Community Member #2
Business Representative #1	Wende Wanye	Business Representative #1
Business Representative #2	Anthony Estrada	Business Representative #2

Addendums

Cypress-Fairbanks ISD

Kirk Elementary

2024-25 Targeted Improvement Plan

To align identification of schools for improvement under the Every Student Succeeds Act (ESSA) with the state's accountability system, TEA utilizes the Closing the Gaps domain performance to identify comprehensive support and improvement (CSI) schools. The Closing the Gaps domain consists of :

- Reading and math performance at meets or higher
- Reading and math growth
- Growth on the Texas English Language Proficiency System (TELPAS)
- Overall performance on STAAR 3-5 in reading, math, and science combined at the approaches, meets, and masters levels.

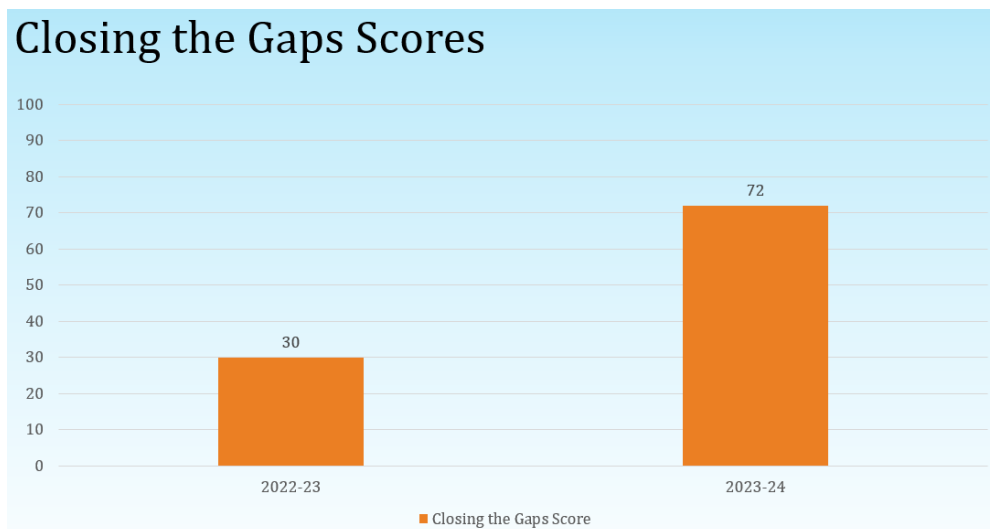
To identify schools for (CSI), TEA annually ranks all Title I campuses based on the Closing the Gaps scaled scores. First, TEA determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type. TEA then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI.

Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited.

Kirk Elementary was identified for CSI during the 2022-23 accountability cycle. In the 2023-24 accountability cycle they made exponential growth and were identified as Comprehensive Support and Improvement: Progress School. They are working toward exiting CSI during the 2024-25 accountability cycle.

As a campus receiving Comprehensive Support, a Targeted Improvement Plan must be created and submitted to the board for approval. Feedback on the plan was obtained at the campus level during a public meeting on November 20, 2024.

Student Performance Data



Campus SMART Goal

By the end of the 2024-25 school year, the campus scale score on the Closing the Gaps domain will be higher than a 30.

This SMART Goal will be achieved by meeting the Closing the Gaps current targets or by showing growth toward meeting the targets. The Texas Education Agency sets targets for the elementary campuses in the following areas:

- Reading and math performance at meets or higher
- Reading and math growth
- Growth on the Texas English Language Proficiency System (TELPAS)
- Overall performance on STAAR 3-5 in reading, math, and science combined at the approaches, meets, and masters levels.

In each of these areas, the campus is responsible for the following student groups:

- All
- African American
- Hispanic
- High Focus (economically disadvantaged, emergent bilingual, current special education, foster care, homeless, migrant)

Improvement Strategies

During the 2023-24 school year, the campus participated in the Texas Education Agency designed Effective Schools Framework (ESF) Diagnostic process. The ESF Diagnostic is a collaborative effort between the campus and district leadership team facilitated by a trained ESF Facilitator from Region 4. The diagnostic process requires campus and district leadership to walk side-by-side through reflection and evidence collection activities that support the overall analysis of campus practices.

Working collaboratively, the campus, district, and Region 4 identified the campus following areas of need:

- Building teacher capacity through observation and feedback cycles
- Data driven instruction

The strategies listed below have been put in place by the campus to address building teacher capacity through observation and feedback cycles:

- Scheduling walk-throughs and documenting feedback conversations that include high leverage actions steps based on John Hattie's effect size research.
- Utilizing the We Climb walkthrough platform to conduct observations with specific feedback.
- Using We Climb observation data to identify trends and "look fors" throughout the building.
- Determining teachers need for observation feedback through a tiered teacher system, utilizing observation data to determine observation frequency.
- Identifying clear goals and action steps for all coaching cycles.

The strategies listed below have been put in place by the campus to address data driven instruction:

- Creating and implementing a data tracking system to monitor the progress of each student's individual growth on district common assessments throughout the year.
- Revising data dig protocols to include indications of success, potential problems of practice, common misconceptions, root causes and plans to respond.
- Implementing long term planning sessions that include a 3-hour block of protected time for in depth conversations regarding student data and adjustments to instructional delivery based on the data.
- Posting all classroom current common assessment data.

Campus Support Provided by the District

- District curriculum
- Title I funds
- Monitor Schools participation
- Additional support positions:
 - Primary Coach
 - Reading Interventionist
 - Math Interventionist (2)
 - Science Coach
 - ESL Interventionist
 - Class size reduction teacher in 5th grade
 - Reading Transition Specialist

Plan Evaluation

The strategies listed above are included in the Campus Improvement Plan where they are evaluated in November, February, and May. The campus will work with the CFISD Monitor Schools team and Region 4 throughout the school year to monitor strategy implementation. Furthermore, the campus is required to submit the Targeted Improvement Plan to the Texas Education Agency and conduct an end of year progress check.

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.

2024-2025 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
 - Achieve 3000
 - 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 and other content conversation and fluency routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of 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, Performance Matters, 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 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.