Cypress-Fairbanks Independent School District

Kirk Elementary School

2025-2026

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.

Student Achievement

Student Achievement Summary

- 3rd RLA exceeded the target at the meets achievement level

- 5th RLA exceeded the target at the meets achievement level

- 5th Science exceeded the target at the approaches level

- We had a15 point growth in our accountability rating from last school year

Student Achievement Strengths

- 3rd RLA exceeded the target at the meets achievement level

- 5th RLA exceeded the target at the meets achievement level

- 5th Science exceeded the target at the approaches level

- We had a15 point growth in our accountability rating from last school year

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Students are not meeting the targets at the masters acheivement level in RLA
Root Cause: Instructional Focus Root Cause #1: As a leadership team, we are not consistently giving strategic, aligned and effective feedback to teachers on a regular basis.

Problem Statement 2: Instructional Focus Problem #2: Students are not meeting the targets at the meets or higher level in math
Root Cause: Instructional Focus Root Cause #2: We need to establish a system to support a lesson internalization protocol.

Problem Statement 3: Instructional Focus Problem #3:Special education students are not meeting the target at the approaches level in RLA, math or science
Root Cause: Instructional Focus Root Cause #3: We are in need of a system to monitor and track data on reteach plans in order to close learning gaps effectively.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.
Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as:

School Culture and Climate

School Culture and Climate Strengths

Accoring to the TFI Yearly report 100% of students that were asked knew our school PBIS matrix and had recieved a PBIS reward.

According to the TFI yearly report 100% of staff that were asked had taught the school matrix behavior expectations to students in the current school year and 100% of teachers had given out a PBIS reward.

Our student attendace rate from the 24/25 school year. was 94.20%

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We are not reaching our campus goal of 95% attendance rate.
Root Cause: We need to improve our campus communication related to the importance of regular school attendance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

97% of staff members agree or strongly agree that the work they are asked to do directly relates to their job responsibilities.

97% of staff members agree or strongly agree that quality work is expected of them.

94% of staff agree or strongly agree that they are clear about their job responsibilities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 13% of staff members do not feel like there are opportunities to discuss concerns with campus administrators.
Root Cause: Campus administrators spend the majority of their days observing instruction and attending content area planning sessions, which impacts their availability throughout the school day to meet with staff at unscheduled times.

Family and Community Engagement

Family and Community Engagement Strengths

Our parent and family engagement events have strong attendance rates.

Our PTO has continued to build a strong parent volunteer base for our campus.

Our PTO was able to install a shade covering on the playground and a new gaga ball pit from campus fundraising efforts.

Our PTO helps facilitate campus volunteers for various parent engagement activities throughout the school year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We are not recruting a proportionate amount of bilingual parent volunteers according to our campus demographics.
Root Cause: We are in need of a system to communicate with bilingual families about volunteering opportunities on campus.

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				Reviews			
Strategy 1: Instructional Focus: We will implement a protocol for lesson internalization that will support tier one and tier two instruction.				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy:Teachers will implement a lesson internalization protocol for our high focus TEKS that includes lesson annotation, completed exemplars and planning for misconceptions **Strategy's Expected Result/Impact:** Students will experience increased access to grade-level learning, stronger engagement, and improved mastery of the TEKS. Additionally, targeted Tier Two support will become more precise and effective, resulting in measurable gains in student achievement and growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches				Some Progress			

Strategy 2 Details				Reviews			
Strategy 2: Instructional Focus: We will implement a protocol for lesson internalization that will support tier one and tier two instruction.				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy:The instructional leadership team will consistently give aligned, strategic and effective feedback to teachers on lesson implementation. **Strategy's Expected Result/Impact:** Instructional practices across the campus will become more consistent and effective, leading to increased student engagement, higher levels of academic rigor, and improved student achievement outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches				Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: We will implement a protocol for lesson internalization that will support tier one and tier two instruction.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Teachers will utilize a data tracking system to track student acheivement during re-teach in order to determine the effectiveness of tier two instruction. **Strategy's Expected Result/Impact:** This will lead to more targeted and effective Tier Two interventions, resulting in improved student mastery of prioritized TEKS, closing of learning gaps, and measurable growth for students receiving additional support. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: 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 connect to the TEKS during large group classes. In addition, they can participate in choir, art club, and explore leadership roles within the classroom and across the campus. Students may also join Name That Book, and those in the Gifted and Talented program will have the opportunity to take part in DaVinci Day and Horizons Showcase events.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 6 Details		Reviews		

	Formative			Summative
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: With Title one support, Kirk will implement the following measures. 1. Salaries for class size reduction teacher in second grade and fifth grade. 2. Substitute pay for staff to attend long term planning sessions and staff development in order to improve tier one instruction. 3. Extra duty pay for tutoring and staff development in order to improve tier one instruction. 4. Temporary workers to provide math and reading intervention to assist students in meeting targets listed in CIP. 5. Supplies for teachers and students to assist in meeting learning targets. **Staff Responsible for Monitoring:** Principal, Title one coordinator.	Considerable			

Strategy 7 Details		Reviews		

	Formative			Summative
Strategy 7: Improving Student Engagement: We hold tutoring for third, fourth and fifth graders, 2 days a week after school Sep - April.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: This will strengthen Tier Two interventions, increase mastery of grade-level TEKS, and support improved student achievement and engagement on district and state assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Considerable			

Strategy 8 Details		Reviews		

	Formative			Summative
Strategy 8: Improving Student Engagement: We will implement a choir program for our 2-5 grade students. We will have art club for our 5th grade students.	**Nov**	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: This will provide opportunities for creative expression, collaboration, and performance, contributing to student engagement and a positive school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Some Progress			

No Progress   Accomplished   Continue/Modify   ✗ Discontinue

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided time for regular analysis of MAP and MClass data to identify student strengths and learning gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will lead to more targeted instruction, informed intervention decisions, and improved student growth, ultimately increasing the percentage of students meeting or exceeding their RIT scores and demonstrating measurable academic progress. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coaches	**Nov**	**Feb**	**May**	**June**
	Considerable			

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: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided time for regular progress monitoring using AMIRA to track student performance and growth.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: This will enable targeted instruction and timely interventions, leading to increased student mastery of reading skills, higher percentages of students meeting the 50% AMIRA benchmark, and overall improved reading achievement across the campus. **Staff Responsible for Monitoring:** Principal, Assistant Princpals and Instructional Coaches	Some Progress			

	No Progress		Accomplished		Continue/Modify		Discontinue

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided time for regular progress monitoring using AMIRA to track student performance and growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will enable targeted instruction and timely interventions, leading to increased student mastery of reading skills, higher percentages of students meeting the 50% AMIRA benchmark, and overall improved reading achievement across the campus. **Staff Responsible for Monitoring:** Principal, Assistant Princpals and Instructional Coaches	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			
○ 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	Reviews			
Strategy 1: Teachers will be provided time for regular analysis of MAP data to identify student strengths and learning gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This will lead to more targeted instruction, informed intervention decisions, and improved student growth, ultimately increasing the percentage of students meeting or exceeding their RIT scores and demonstrating measurable academic progress. **Staff Responsible for Monitoring:** Principal, Assistant Princpals and Instructional Coaches	**Nov**	**Feb**	**May**	**June**
	Considerable			

◯ No Progress	◯ Accomplished	→ Continue/Modify	✗ Discontinue

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

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

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

Strategy 1 Details	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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	⭕ Accomplished			

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

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

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

   Evaluation Data Sources: Student attendance records

Strategy 1 Details	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**			**Summative**
	Nov	Feb	May	June
	Considerable			
Strategy 2 Details	**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**			**Summative**
	Nov	Feb	May	June
	Considerable			

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal, Behavior Interventionist, Counselor, Assistant Principals	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Accomplished			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	Some Progress			

⬤ 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	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**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/ paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals	Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Implement our Kirk Can Culture plan in order to increase staff retention and attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff retention and attendance will increase.	**Nov**	**Feb**	**May**	**June**
	Considerable			
No Progress Accomplished Continue/Modify Discontinue				

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

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

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

Strategy 1 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal	Some Progress			
	◯ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: As a leadership team we will gather campus wide information in order to have a large bank of items to share with our Kirk community. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: 2. We will create and implement a system for posting one heart warming moment, one student learning moment, one informational post, and one staff highlight moment each month in order to tell the story of Kirk Elementary. **Strategy's Expected Result/Impact:** Improved Social Media Presence **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: . We will include "ways to help" in the classroom teachers weekly newsletters. **Strategy's Expected Result/Impact:** Improved Parent and Community Engagement **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	Feb	May	June
	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: 2. We will will continue to provide opportunities for parents to be involved in the classrooms through our mystery reader program, science demos, PTO meetings, Watch Dog dads, and we will have "questions to ask your child about their learning" at the parent lunch tables for them to access while eating with their child. **Strategy's Expected Result/Impact:** Improved Parent and Community Engagement **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Nov	**Feb**	**May**	**June**
	Considerable			

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Kathryn Ford	Principal
Teacher #1	Julia Hernandez	PK Teacher
Teacher #2	Mia Wallace	Kindergatern Teacher
Teacher #3	Stephen Hurst	First Grade Teacher
Teacher #4	Dorie Glynn	Second Grade Teacher
Teacher #5	Tina Malone	Third Grade Teacher
Teacher #6	Gabriella Scavella	Fourth Grade Teacher
Teacher #7	Carol Peck	Fifth Grade Teacher
Teacher #8	Matthew Jones	Special Education Teacher
Other School Leader (Nonteaching Professional) #1	Carrie Higgins	ELAR Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Amanda Flores	Math Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Dolores Carter	Science Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Kendra Houston	Primary Instructional Specialist
Paraprofessional #1	Katherine Isea	Paraprofessional #1
Paraprofessional #2	Ariana Garcia	Paraprofessional #2
Administrator (LEA) #1	Wendy Hankins	Administrator (LEA) #1
Administrator (LEA) #2	Ana Maria Steen	Administrator (LEA) #2
Parent #1	Victoria Khan	Parent #1
Parent #2	Chris Leger	Parent #2
Community Member #1	Susan Blowey	Community Member #1
Community Member #2	Sara de Jesus	Community Member #2
Business Representative #1	Valerie Hill	Business Representative #1
Business Representative #2	Anthony Estrada	Business Representative #2
District Representative	Alicia Starrett	District Representative #1
District Representative	Laura Blake	District Representative #2

Addendums

Campus   **Kirk**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	35%	38%	41%	44%	47%
Masters Grade Level	15%	18%	21%	24%	27%

2025-26	Target Check
77%	Met District Strategic Target
53%	Met District Strategic Target
29%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	50%	52%			
African Am.	55%	57%			
Hispanic	46%	48%			
Eco. Dis.	42%	44%			
EB	17%	19%			
SPED	23%	25%			
Highly Mobile	0%	2%			
High Focus	42%	44%			

2025-26	Target Check
60%	Met Reading Board Outcome Target
68%	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target
46%	Met Reading Board Outcome Target
27%	Met Reading Board Outcome Target
33%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	34%	36%			
African Am.	18%	20%			
Hispanic	32%	34%			
Eco. Dis.	26%	28%			
EB	10%	12%			
SPED	15%	17%			
Highly Mobile	0%	2%			
High Focus	26%	28%			

2025-26	Target Check
55%	Met Math Board Outcome Target
45%	Met Math Board Outcome Target
53%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
27%	Met Math Board Outcome Target
23%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
34%	Met Math Board Outcome Target

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

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

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	3	Kirk	ES6	All	111	71%	90	81%	50%	67	60%	27%	39	35%
Reading	3	Kirk	ES6	Hispanic	75	69%	57	76%	46%	40	53%	26%	20	27%
Reading	3	Kirk	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Kirk	ES6	Asian	7	88%	7	100%	75%	6	86%	63%	5	71%
Reading	3	Kirk	ES6	African Am.	22	73%	19	86%	55%	15	68%	*	10	45%
Reading	3	Kirk	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Kirk	ES6	White	5	86%	5	100%	86%	5	100%	*	4	80%
Reading	3	Kirk	ES6	Two or More	2	*	2	100%	*	1	50%	*	0	0%
Reading	3	Kirk	ES6	Eco. Dis.	87	66%	70	80%	42%	40	46%	16%	25	29%
Reading	3	Kirk	ES6	EB	55	44%	35	64%	17%	15	27%	*	5	9%
Reading	3	Kirk	ES6	At-Risk	60	56%	40	67%	30%	22	37%	11%	10	17%
Reading	3	Kirk	ES6	SPED	30	46%	20	67%	23%	10	33%	*	5	17%
Reading	3	Kirk	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Kirk	ES6	High Focus	103	66%	80	78%	42%	55	53%	16%	25	24%
Reading	4	Kirk	ES6	All	119	76%	95	80%	49%	75	63%	21%	40	34%
Reading	4	Kirk	ES6	Hispanic	95	68%	72	76%	43%	57	60%	15%	28	29%
Reading	4	Kirk	ES6	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Reading	4	Kirk	ES6	Asian	7	75%	6	86%	63%	6	86%	*	4	57%
Reading	4	Kirk	ES6	African Am.	8	94%	8	100%	50%	6	75%	*	4	50%
Reading	4	Kirk	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Kirk	ES6	White	7	100%	7	100%	71%	6	86%	*	4	57%
Reading	4	Kirk	ES6	Two or More	1	83%	1	100%	*	0	0%	*	0	0%
Reading	4	Kirk	ES6	Eco. Dis.	84	74%	74	88%	42%	44	52%	15%	20	24%
Reading	4	Kirk	ES6	EB	66	61%	50	76%	27%	25	38%	*	5	8%
Reading	4	Kirk	ES6	At-Risk	67	71%	55	82%	38%	35	52%	10%	10	15%
Reading	4	Kirk	ES6	SPED	26	46%	15	58%	*	7	27%	*	4	15%
Reading	5	Kirk	ES6	All	108	75%	90	83%	57%	70	65%	25%	40	37%
Reading	5	Kirk	ES6	Hispanic	72	76%	57	79%	58%	45	63%	20%	22	31%
Reading	5	Kirk	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Kirk	ES6	Asian	8	89%	8	100%	78%	7	88%	78%	7	88%
Reading	5	Kirk	ES6	African Am.	18	*	15	83%	*	10	56%	*	5	28%
Reading	5	Kirk	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Kirk	ES6	White	6	100%	6	100%	71%	5	83%	*	4	67%
Reading	5	Kirk	ES6	Two or More	4	*	4	100%	*	3	75%	*	2	50%
Reading	5	Kirk	ES6	Eco. Dis.	76	74%	60	79%	53%	45	59%	18%	20	26%
Reading	5	Kirk	ES6	EB	59	71%	45	76%	44%	30	51%	11%	10	17%
Reading	5	Kirk	ES6	At-Risk	87	68%	65	75%	47%	45	52%	13%	15	17%
Reading	5	Kirk	ES6	SPED	31	37%	15	48%	*	7	23%	*	3	10%
Math	3	Kirk	ES6	All	111	55%	79	71%	34%	61	55%	16%	25	23%
Math	3	Kirk	ES6	Hispanic	75	56%	50	67%	32%	40	53%	13%	13	17%
Math	3	Kirk	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Kirk	ES6	Asian	7	75%	7	100%	63%	6	86%	*	5	71%
Math	3	Kirk	ES6	African Am.	22	*	15	68%	*	10	45%	*	5	23%
Math	3	Kirk	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Kirk	ES6	White	5	71%	5	100%	*	4	80%	*	2	40%
Math	3	Kirk	ES6	Two or More	2	*	2	100%	*	1	50%	*	0	0%
Math	3	Kirk	ES6	Eco. Dis.	87	48%	50	57%	26%	27	31%	9%	11	13%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Math	3	Kirk	ES6	EB	55	29%	25	45%	10%	15	27%	*	5	9%
Math	3	Kirk	ES6	At-Risk	60	40%	30	50%	22%	20	33%	8%	10	17%
Math	3	Kirk	ES6	SPED	30	38%	15	50%	*	7	23%	*	2	7%
Math	3	Kirk	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Kirk	ES6	High Focus	103	47%	60	58%	26%	35	34%	8%	15	15%
Math	4	Kirk	ES6	All	119	59%	81	68%	33%	50	42%	16%	25	21%
Math	4	Kirk	ES6	Hispanic	95	56%	60	63%	28%	40	42%	11%	21	22%
Math	4	Kirk	ES6	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Math	4	Kirk	ES6	Asian	7	88%	7	100%	63%	5	71%	*	2	29%
Math	4	Kirk	ES6	African Am.	8	39%	5	63%	*	3	38%	*	1	13%
Math	4	Kirk	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Kirk	ES6	White	7	86%	7	100%	*	2	29%	*	1	14%
Math	4	Kirk	ES6	Two or More	1	86%	1	100%	*	0	0%	*	0	0%
Math	4	Kirk	ES6	Eco. Dis.	84	51%	50	60%	27%	30	36%	12%	14	17%
Math	4	Kirk	ES6	EB	66	49%	40	61%	20%	20	30%	*	5	8%
Math	4	Kirk	ES6	At-Risk	67	53%	40	60%	23%	20	30%	10%	15	22%
Math	4	Kirk	ES6	SPED	26	31%	12	46%	*	5	19%	*	2	8%
Math	5	Kirk	ES6	All	108	62%	78	72%	30%	50	46%	16%	34	31%
Math	5	Kirk	ES6	Hispanic	72	61%	50	69%	22%	30	42%	7%	20	28%
Math	5	Kirk	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Kirk	ES6	Asian	8	78%	8	100%	78%	7	88%	78%	7	88%
Math	5	Kirk	ES6	African Am.	18	*	10	56%	*	5	28%	*	3	17%
Math	5	Kirk	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Kirk	ES6	White	6	86%	6	100%	86%	6	100%	*	3	50%
Math	5	Kirk	ES6	Two or More	4	*	4	100%	*	2	50%	*	1	25%
Math	5	Kirk	ES6	Eco. Dis.	76	56%	50	66%	20%	25	33%	9%	15	20%
Math	5	Kirk	ES6	EB	59	56%	40	68%	*	15	25%	*	7	12%
Math	5	Kirk	ES6	At-Risk	87	52%	50	57%	13%	20	23%	*	7	8%
Math	5	Kirk	ES6	SPED	31	*	15	48%	*	7	23%	*	3	10%
Science	5	Kirk	ES6	All	108	72%	87	81%	34%	45	42%	18%	25	23%
Science	5	Kirk	ES6	Hispanic	72	70%	60	83%	27%	30	42%	12%	15	21%
Science	5	Kirk	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Kirk	ES6	Asian	8	78%	8	100%	78%	7	88%	56%	5	63%
Science	5	Kirk	ES6	African Am.	18	*	9	50%	*	3	17%	*	2	11%
Science	5	Kirk	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Kirk	ES6	White	6	100%	6	100%	*	3	50%	*	2	33%
Science	5	Kirk	ES6	Two or More	4	*	4	100%	*	2	50%	*	1	25%
Science	5	Kirk	ES6	Eco. Dis.	76	68%	60	79%	29%	30	39%	14%	20	26%
Science	5	Kirk	ES6	EB	59	62%	45	76%	16%	15	25%	*	5	8%
Science	5	Kirk	ES6	At-Risk	87	64%	65	75%	21%	20	23%	*	5	6%
Science	5	Kirk	ES6	SPED	31	37%	15	48%	*	7	23%	*	3	10%

2025-2026 Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools
  - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science
Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to
- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - 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
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  - Communicate and share conclusions using digital tools

Elementary Physical Education/Health (K–5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.