

Cypress-Fairbanks Independent School District

Birkes Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Birkes Elementary is a campus in Houston, TX. Birkes is projected to serve 950 students in grades Pre Kindergarten through 5th grade during the 2025-26 school year, which is a decrease from the previous year of 1032.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Birkes Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on May 13, 2025, and again on September 23, 2025. The meetings were held in the Birkes Library. We plan to meet again on November 11, 2025, February 3, 2026 and May 12, 2026 to review and revise the CNA as needed.

At the first meeting on May 13, 2025:

The committee completed a CNA and identified the following, in primary grades, students showed strengths in Phonemic Awareness, Letter Sounds, and Letter Identification, but a major need was identified in Nonsense Words, letter names, and a regression seen in the middle of the school year. For 5th Grade Science, gifted and talented students performed at 100% proficiency and overall performance was above the cluster average.

The following data were evaluated from the 2024-25 school year:

- 3, 4, and 5 Math Benchmark Data
- 3, 4, and 5 Reading Benchmark Data
- 5 Science Benchmark Data
- K, 1, 2 Mclass Data

At the second meeting on Sept 23, 2025, the CPOC:

Mrs. Fernandez opened the meeting with introductions, as all staff, parents, business partners, district representatives, and community members introduced themselves (see sign-in sheet for full attendance). The group celebrated being in the 7th week of school, and parents shared that students were especially looking forward to the upcoming Nature Trails.

Next, Mrs. Fernandez reviewed accountability ratings and distinctions. From 2018–2023, Birkes earned an **A rating each year**, and in 2022–23 earned **all six distinctions**, one of only three campuses to do so. For both 2023–24 and 2024–25, Birkes again earned an **A rating** along with **all six distinctions**.

Mrs. Fernandez also explained what CPOC stands for, referenced BQB local policy, shared who is involved, and noted that CPOC meets four times per year.

The group then reviewed the Comprehensive Needs Assessment. This included data from 3rd–5th grade Math and Reading Benchmarks, the 5th Grade Science Benchmark, and K–2 mClass data. They also reviewed STAAR results, including campus, cluster, and overall data. Highlights included Birkes scoring above both district and state in every grade and subject, and 4th grade math increasing from 74% to 85% in approaches. Reading also had strong results, with a high percentage of students reaching the Masters level. Areas for growth included performance for Special Education students, economically disadvantaged students in math and science, and emergent bilingual students.

Mrs. Fernandez then reviewed recommended CIP strategies. There are eight different goals, each with an instructional focus and strategy connected to the three target sub populations and other areas across the campus. She stressed the importance of being intentional with these strategies. She also shared student opportunities such as Choir, Ambassadors, Name That Book, and Student Council. Title I and State Compensatory funds are being used for temporary workers, tutoring, and instructional materials. Engagement opportunities include Birkes Best and PAWSitive Office Referrals to showcase student success.

The Parent and Family Engagement (PAFE) Policy was also discussed. Mrs. Fernandez explained it is a federally required plan that includes shared responsibility, involvement opportunities, communication, annual meetings, capacity building, and input and feedback. Copies of the PAFE compact were shared for review. She reminded the group that Bingo, which was a big success last year, is an approved event but must follow policy, including purchasing a license.

A Title I budget overview was presented, which included funding for additional staff, family engagement events, instructional materials, reading and math tutors, and software such as Progress Learning.

Ms. Fernandez asked if there were any questions. There were no questions and the meeting ended.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is Special education students had the lowest performance compared to other student groups. Through the root cause analysis process, we identified staff were not consistently exposing students to grade level curriculum.

Our second identified priority problem in the area of **student achievement** is economically disadvantaged students scored 6% lower than all students. Through the root cause analysis process, we identified Staff did not consistently work with students in targeted small group instruction .

Our third identified priority in **student achievement** is that emergent bilingual students scored 5% lower than the overall student population. Through the root cause analysis process, we identified staff did not consistently plan lessons that connect vocabulary to real-world applications.

Our fourth identified priority problem is in the area of economically disadvantaged/at-risk students experience larger achievement gaps. Through the root cause analysis process, we identified

the need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Behavior Specialist and (2)additional general ed paras.

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			
<p>Strategy 1: Instructional Focus: Teachers will strengthen Tier 1 instruction in all subjects through specific targeted planning.</p> <p>Strategy: Teachers will consistently plan lessons that are aligned to grade-level standards, using scaffolds to support students as needed.</p> <p>Strategy's Expected Result/Impact: Students will make incremental growth.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Teachers will strengthen Tier 1 instruction in all subjects through specific targeted planning.</p> <p>Strategy: Teachers will intentionally plan lessons that teach key vocabulary through hands-on activities and real-world examples.</p> <p>Strategy's Expected Result/Impact: Students will make incremental growth.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Teachers will strengthen Tier 1 instruction in all subjects through specific targeted planning.</p> <p>Strategy: Teachers will plan and regularly conduct targeted small group instruction, using student data to focus on specific skills and needs.</p> <p>Strategy's Expected Result/Impact: Students will make incremental growth.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: 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			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p>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: Choir, Ambassadors, Name that Book, and PBIS</p> <p>Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 1. Salaries - A behavior specialist will provide proactive strategies to increase student time in the classroom and decrease students missing first instruction. 2 para professionals to support students and teachers.</p> <p>2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</p> <p>3. Substitutes- When staff funded by Title 1 are absent, Title 1 funds will pay for their substitute.</p> <p>4. Parent and Family Engagement- Funds will be used to increase parent engagement in events such to help support learning at home.</p> <p>5. Software- Progress Learning will be an additional tool used to check for student understanding, additional practice and monitored growth.</p> <p>6. Materials - Supplies to help support teachers and students in the classroom.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
<p>Strategy 7: Improving Student Engagement: Birkes will provide enrichment opportunities for students to feel connected and successful at school, such as 5th grade Ambassadors, Choir, Book Club, Student Council, Name that Book, and other student leadership opportunities.</p> <p>Strategy's Expected Result/Impact: Increased student engagement outside of instructional time.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 8 Details	Reviews			
<p>Strategy 8: Improving Student Engagement: We will make opportunities to showcase positive student behavior and recognize student contributions or accomplishments, such as student showcase, Birkes Best to celebrate student accomplishments, and positive behavior referrals.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate 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: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<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 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: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
<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: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<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: Increased math proficiency</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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, weekly exterior door checks and other required safety actions

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Safety: PBIS lessons are shared with all staff and delivered to all students. Assistant Principals review the Code of Conduct with students, and our campus Emergency Operations Plan (EOP) is regularly updated and reviewed throughout the year as needed.</p> <p>Strategy's Expected Result/Impact: Staff and students are prepared for an emergency and are equipped with skills focused on creating a positive learning environment.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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 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			
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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 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			
<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. We will use behavior contracts, coach and cover, social skills lessons, role playing, and reflections to reduce our discipline referrals.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	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. Continue to implement and reinforce our PAWS matrix through PBIS.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	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: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 No Progress			
<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 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 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: Incentives such as duty free lunch/recess and staff meeting recognition will be implemented each nine weeks for staff who are absent one or less times each nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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	Reviews			
<p>Strategy 1: High-Quality Professional Development: Campus and district level training targeting student and staff needs will be offered through our CFISD Professional Development system and campus based book studies, literacy training's, restorative practice talks, PBIS development, etc. Teachers and students will model and implement positive behavior interventions and positive behaviors; fewer discipline referrals will take place due to restorative practice implementation; targeted small group instruction will be utilized as part of instructional strategies.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets in the attached CIP data tables Staff Responsible for Monitoring: Principal, APs, ISs, Counselors, Classroom Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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 10%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: When posting on social media, the content will featuring photos and short videos of classroom activities, student celebrations, and community events to increase engagement and showcase the great things happening on campus.</p> <p>Strategy's Expected Result/Impact: Opportunities to highlight and share more campus events will increase parent awareness.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: School staff will post on social media at least once a week and teachers that post on their personal accounts will tag or share their content with the Birkes page.</p> <p>Strategy's Expected Result/Impact: Opportunities to highlight and share more campus events will increase parent awareness.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: Organize and host events that actively include the whole family.</p> <p>Strategy's Expected Result/Impact: Increase parent and community involvement</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: Host events that offer incentives for students and take-home materials that encourage engagement with school activities and learning at home.</p> <p>Strategy's Expected Result/Impact: Increase attendance for parent and community involvement at campus events</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

CPOC

Committee Role	Name	Position
Principal (there is only one Principal)	Megan Fernandez	Principal
Teacher #1	Shelly Garza	PE Teacher
Teacher #2	Barb Ramirez	Pre-K Teacher
Teacher #3	Kristi Read	1st Grade Teacher
Teacher #4	Gabriela Kuhn	2nd Grade Teacher
Teacher #5	Beth Ashy	3rd Grade Teacher
Teacher #6	Cassidy Malone	4th Grade Teacher
Teacher #7	Annie Kopecky	5th Grade Teacher
Teacher #8	Cynthia Holmes	Dyslexia Teacher
Other School Leader (Nonteaching Professional) #1	Kyndra Hartzler	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Melissa Cardamone	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Romicka Johnson	Counselor
Other School Leader (Nonteaching Professional) #4	Katie Marin	Counselor
Paraprofessional #1	Guadalupe Gallardo	Paraprofessional #1
Paraprofessional #2	Angel Harrington	Paraprofessional #2
Administrator (LEA) #1	Traci Schluter	Director of Psychological Services
Administrator (LEA) #2	Kimberly Roth	Curriculum Coach Secondary Math
Parent #1	Lakeisha Branch	Parent #1
Parent #2	Amy Hayes	Parent #2
Community Member #1	Trina Fryer	Community Member #1
Community Member #2	Penny Crowson	Community Member #2
Business Representative #1	Chris Marshall	Business Representative #1
Business Representative #2	April Thomson	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA
Other School Leader (Nonteaching Professional)	Mikki Woolard	Behavior Specialist
Other School Leader	Tami Scamman	Instructional Specialist

Committee Role	Name	Position
Other School Leader (Nonteaching Professional)	Brenda Berger	Instructional Specialist
Teacher #9	Sheri Hunter	Math Interventionist

Addendums

Campus

Birkes

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	87%	89%	91%	93%	95%
Meets or Above	68%	71%	74%	77%	80%
Masters Grade Level	35%	38%	41%	44%	47%

2025-26	Target Check
90%	Met District Strategic Target
72%	Met District Strategic Target
55%	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	72%	74%			
African Am.	62%	64%			
Hispanic	62%	64%			
Eco. Dis.	62%	64%			
EB	40%	42%			
SPED	31%	33%			
Highly Mobile	67%	69%			
High Focus	58%	60%			

2025-26	Target Check
80%	Met Reading Board Outcome Target
67%	Met Reading Board Outcome Target
71%	Met Reading Board Outcome Target
70%	Met Reading Board Outcome Target
47%	Met Reading Board Outcome Target
39%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
64%	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	57%	59%			
African Am.	38%	40%			
Hispanic	52%	54%			
Eco. Dis.	47%	49%			
EB	25%	27%			
SPED	22%	24%			
Highly Mobile	33%	35%			
High Focus	42%	44%			

2025-26	Target Check
66%	Met Math Board Outcome Target
47%	Met Math Board Outcome Target
61%	Met Math Board Outcome Target
51%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
26%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
45%	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	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	Birkes	ES3	All	148	88%	136	92%	72%	118	80%	46%	75	51%
Reading	3	Birkes	ES3	Hispanic	49	88%	44	90%	62%	35	71%	38%	20	41%
Reading	3	Birkes	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Birkes	ES3	Asian	12	91%	11	92%	87%	11	92%	70%	9	75%
Reading	3	Birkes	ES3	African Am.	30	78%	25	83%	62%	20	67%	30%	10	33%
Reading	3	Birkes	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Birkes	ES3	White	43	93%	42	98%	81%	38	88%	55%	26	60%
Reading	3	Birkes	ES3	Two or More	14	100%	14	100%	100%	14	100%	60%	10	71%
Reading	3	Birkes	ES3	Eco. Dis.	76	85%	70	92%	62%	53	70%	39%	33	43%
Reading	3	Birkes	ES3	EB	32	55%	20	63%	40%	15	47%	*	0	0%
Reading	3	Birkes	ES3	At-Risk	41	70%	32	78%	44%	21	51%	27%	14	34%
Reading	3	Birkes	ES3	SPED	31	56%	19	61%	31%	12	39%	19%	7	23%
Reading	3	Birkes	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Birkes	ES3	High Focus	98	81%	87	89%	58%	63	64%	36%	43	44%
Reading	4	Birkes	ES3	All	168	92%	161	96%	73%	135	80%	46%	84	50%
Reading	4	Birkes	ES3	Hispanic	55	92%	52	95%	68%	41	75%	42%	25	45%
Reading	4	Birkes	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Birkes	ES3	Asian	23	94%	22	96%	94%	22	96%	59%	15	65%
Reading	4	Birkes	ES3	African Am.	35	91%	34	97%	69%	26	74%	31%	12	34%
Reading	4	Birkes	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Birkes	ES3	White	41	92%	40	98%	76%	35	85%	57%	24	59%
Reading	4	Birkes	ES3	Two or More	13	89%	12	92%	67%	10	77%	50%	7	54%
Reading	4	Birkes	ES3	Eco. Dis.	85	88%	80	94%	69%	67	79%	38%	35	41%
Reading	4	Birkes	ES3	EB	31	91%	29	94%	55%	19	61%	*	19	61%
Reading	4	Birkes	ES3	At-Risk	40	82%	37	93%	56%	25	63%	25%	14	35%
Reading	4	Birkes	ES3	SPED	30	68%	22	73%	29%	10	33%	*	10	33%
Reading	5	Birkes	ES3	All	152	87%	142	93%	69%	118	78%	43%	73	48%
Reading	5	Birkes	ES3	Hispanic	49	75%	42	86%	58%	33	67%	43%	24	49%
Reading	5	Birkes	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Birkes	ES3	Asian	19	96%	19	100%	77%	17	89%	46%	10	53%
Reading	5	Birkes	ES3	African Am.	31	93%	30	97%	62%	22	71%	21%	8	26%
Reading	5	Birkes	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Birkes	ES3	White	36	92%	35	97%	79%	31	86%	51%	20	56%
Reading	5	Birkes	ES3	Two or More	16	94%	15	94%	82%	14	88%	53%	10	63%
Reading	5	Birkes	ES3	Eco. Dis.	83	80%	71	86%	58%	52	63%	32%	33	40%
Reading	5	Birkes	ES3	EB	25	67%	18	72%	50%	14	56%	*	14	56%
Reading	5	Birkes	ES3	At-Risk	63	72%	50	79%	53%	35	56%	26%	20	32%
Reading	5	Birkes	ES3	SPED	32	53%	19	59%	28%	11	34%	*	11	34%
Math	3	Birkes	ES3	All	148	77%	125	84%	57%	97	66%	24%	91	61%
Math	3	Birkes	ES3	Hispanic	49	76%	40	82%	52%	30	61%	17%	27	55%
Math	3	Birkes	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Birkes	ES3	Asian	12	91%	11	92%	83%	12	100%	43%	12	100%
Math	3	Birkes	ES3	African Am.	30	65%	23	77%	38%	14	47%	19%	13	43%
Math	3	Birkes	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Birkes	ES3	White	43	83%	39	91%	67%	31	72%	29%	30	70%
Math	3	Birkes	ES3	Two or More	14	80%	12	86%	60%	10	71%	*	9	64%
Math	3	Birkes	ES3	Eco. Dis.	76	72%	57	75%	47%	39	51%	20%	37	49%
Math	3	Birkes	ES3	EB	32	65%	22	69%	25%	10	31%	*	10	31%

Math	3	Birkes	ES3	At-Risk	41	59%	25	61%	30%	15	37%	11%	15	37%
Math	3	Birkes	ES3	SPED	31	44%	15	48%	22%	8	26%	*	8	26%
Math	3	Birkes	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Birkes	ES3	High Focus	98	67%	70	71%	42%	44	45%	17%	44	45%
Math	4	Birkes	ES3	All	168	84%	152	90%	66%	125	74%	41%	123	73%
Math	4	Birkes	ES3	Hispanic	55	82%	49	89%	62%	39	71%	38%	37	67%
Math	4	Birkes	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Birkes	ES3	Asian	23	100%	23	100%	100%	23	100%	88%	23	100%
Math	4	Birkes	ES3	African Am.	35	77%	30	86%	51%	20	57%	14%	20	57%
Math	4	Birkes	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Birkes	ES3	White	41	92%	39	95%	78%	34	83%	54%	34	83%
Math	4	Birkes	ES3	Two or More	13	72%	10	77%	56%	8	62%	33%	8	62%
Math	4	Birkes	ES3	Eco. Dis.	85	79%	70	82%	59%	53	62%	33%	53	62%
Math	4	Birkes	ES3	EB	31	64%	21	68%	45%	15	48%	*	15	48%
Math	4	Birkes	ES3	At-Risk	40	67%	29	73%	41%	18	45%	21%	18	45%
Math	4	Birkes	ES3	SPED	30	50%	16	53%	38%	12	40%	*	12	40%
Math	5	Birkes	ES3	All	152	79%	132	87%	56%	99	65%	33%	94	62%
Math	5	Birkes	ES3	Hispanic	49	74%	40	82%	52%	31	63%	31%	28	57%
Math	5	Birkes	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Birkes	ES3	Asian	19	92%	19	100%	73%	15	79%	46%	15	79%
Math	5	Birkes	ES3	African Am.	31	66%	24	77%	34%	14	45%	17%	13	42%
Math	5	Birkes	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Birkes	ES3	White	36	85%	33	92%	67%	27	75%	44%	26	72%
Math	5	Birkes	ES3	Two or More	16	88%	15	94%	59%	11	69%	*	11	69%
Math	5	Birkes	ES3	Eco. Dis.	83	72%	66	80%	42%	41	49%	21%	41	49%
Math	5	Birkes	ES3	EB	25	61%	17	68%	28%	8	32%	*	8	32%
Math	5	Birkes	ES3	At-Risk	63	58%	39	62%	30%	21	33%	16%	21	33%
Math	5	Birkes	ES3	SPED	32	35%	13	41%	*	13	41%	*	13	41%
Science	5	Birkes	ES3	All	152	78%	127	84%	52%	86	57%	28%	53	35%
Science	5	Birkes	ES3	Hispanic	49	69%	37	76%	46%	26	53%	23%	12	24%
Science	5	Birkes	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Birkes	ES3	Asian	19	96%	19	100%	69%	14	74%	35%	7	37%
Science	5	Birkes	ES3	African Am.	31	66%	23	74%	31%	11	35%	*	11	35%
Science	5	Birkes	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Birkes	ES3	White	36	82%	31	86%	59%	22	61%	44%	16	44%
Science	5	Birkes	ES3	Two or More	16	94%	16	100%	71%	12	75%	35%	6	38%
Science	5	Birkes	ES3	Eco. Dis.	83	69%	62	75%	39%	35	42%	17%	16	19%
Science	5	Birkes	ES3	EB	25	50%	13	52%	*	13	52%	*	13	52%
Science	5	Birkes	ES3	At-Risk	63	57%	40	63%	34%	24	38%	14%	10	16%
Science	5	Birkes	ES3	SPED	32	40%	15	47%	20%	7	22%	*	7	22%

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.