Cypress-Fairbanks Independent School District

Kirk Elementary School

2022-2023

Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: We met as a CPOC committee on April 26th, 2022 to consider the data that had been collected over the school year, including assessment data, reading level data, EPS data, feedback from one on one meetings with the principal. We met again on August 19th to examine STAAR data trends and state accountability. These conversations led CPOC to determine our problem statements and root causes. At the September 28th meeting the committee once again reviewed all data sources, problem statements, and root causes. We reviewed last years strategies and revised the strategies for this CIP.

The comprehensive needs assessment was reviewed and/or revised on the following dates:

April 26, 2022, August 19th, Sep 28, 2022

In summary, the comprehensive needs assessment denotes the following: The committee found that teachers need to have a deeper understanding of grade level learning objectives in order to have purposeful and data driven planning sessions that include planning for the use of content specific academic vocabulary, data driven small group instruction focusing on individual student need and hands on learning experiences that have real life connections.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on April 26, 2022 and Sep 28, 2022 to develop the CNA and the strategies. Those meetings were held in the the art room starting at 7:30 am and 4 pm. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: Discuss what the CIP is and complete the steps necessary to help create our CIP. These include a needs assessment from the previous year, make goals for needs, discuss professional development for staff, create the budget for resources, plan for parental involvement. We collaborate on our campus achievement data. We looked at the overall school rating, discussed content area problem statements and root causes. Then we planned strategies to address the root causes and problem statements.

Based on feedback from the committee, the campus has the following priorities for the current school year: Purposeful and data driven planning sessions that include planning for the use of content specific academic vocabulary, data driven small group instruction focusing on individual student need and hands on learning experiences that have real life connections.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

In 3rd grade reading, our EB, Eco Dis, White, AA populations met the targets at the masters level.

Our students in 4th all students met the target at the masters level in reading.

In 5th grade all students surpassed the target at the approaches level in reading.

In grade 3 our white population surpassed their target at the masters level in math.

In 5th grade all students surpassed the target at the approaches level in math.

We earned a distinction designation in Science.

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2: Students are not meeting the target goals for the approaches level levels in math.   **Root Cause:** Math: We need to intentionally prepare for planning by spending time studying the grade levels TEKS, essential vocabulary and focal points in order to plan hands on and relevant lessons.

Problem Statement 3: Our at risk population is not meeting their target at the meets level in science.   **Root Cause:** Science: We need to purposefully plan interactive vocabulary activities, real-world/relevant experiences in science, and discuss the impact of them in the classroom using academic conversation and content-based writing.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps.   **Root Cause:** The need to deepen understanding and address specific academic needs of our economically disadvantaged student groups.

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

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

- Staff members support the campus-wide PBIS approach and everyone speaks a "common language."
- According to the 2021 - 2022 Employee Perception Survey:

- 99% of staff believe that quality work is expected of them
- 97% of staff believe that collaboration is encouraged and practiced
- 92% of staff expressed that they are clear about their job responsibilities
- 94% of staff believe quality work is expected of students
- All crisis drills completed as required and staff is aware of all crisis procedures.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: 17% of staff members feel that they are asked to complete duties that fall outside of their job responsibilities. **Root Cause:** School Culture and Climate: There were many initiatives that were being implemented on campus that took time away from instruction and planning time.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- According to the 2021 - 2022 Employee Perception Survey, 97% agreed that collaboration is encouraged and practiced.
- According to the 2021 - 2022 Employee Perception Survey, 99% of the staff are clear about their job responsibilities
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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There were 1,623 staff absences in 2021/22 and of those 71.48% were not filled by a sub.   **Root Cause:** Teacher/ Paraprofessional Attendance: Staff were taking multiple sick days to care for self and family.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Parents appreciate the various instructional events that the school offers and values attending the annual curriculum night and Parent-Teacher conferences.
- A variety of methods are used to ensure consistent communication with parents - Remind messages, weekly classroom emails, campus newsletters twice a month Facebook, Instagram, and Twitter.
- All communication is done in English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: School events have varied rates of attendance and participation.   **Root Cause:** Parent and Community Engagement: We need to plan and host parent events that encourage all parents to attend and feel welcomed.

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By May 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will consistently take daily data on the targeted skill and design small groups based on that data to increase students' reading proficiency. This will be accomplished by teachers completing TEAs Reading Academy and gaining a better understanding of the path to building strong readers.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teachers will be able to plan purposeful and systematic small group instruction, which will result in an increase of students reading on level. **Staff Responsible for Monitoring:** Assistant Principals, Instructional Specialists, Teachers, and Reading Interventionists	35%	50%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will implement daily number talks in order to build students' number sense and problem solving abilities.	Formative		
Strategy's Expected Result/Impact: Students will gain a stronger understanding of number sense and the relationships of numbers. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, and Teachers	Nov	Feb	May
	40%	60%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will plan and implement a variety of hands on learning opportunities in order to build academic vocabulary, science content knowledge and real life application of science concepts.	Formative		
	Nov	Feb	May

Strategy's Expected Result/Impact: By participating in grade level content planning, teachers will be able to develop lessons and word walls to help students develop academic language and vocabulary to assist in meeting or exceeding instructional targets.
 	
    Students will participate in hands on learning activities in our campus garden to assist in meeting or exceeding instructional targets.
    Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, and Teachers
	45%	60%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	30%	50%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: All Students: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	50%	65%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Providing a well-rounded education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Students will have the opportunity to engage in areas of interest that tie to the TEKS during large group classes, library maker space activities, the ability to participate in destination imagination, students in the gifted and talented program have the opportunity to participate in DaVinci Day, participate in choir, and the opportunity to explore leadership jobs within the classroom and campus **Strategy's Expected Result/Impact:** Students will be able to find various activities that help them engage in the whole school program. This will increase student engagement and decrease the need for behavioral interventions. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Counselor, and Teachers	Formative		
	Nov	Feb	May
	30%	65%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Opportunities for All Children to Meet State Standards: Deepen understanding of and address specific academic needs of all, African American, Hispanic, economically disadvantaged, Asian, EL, continuously enrolled, and non-continuously enrolled student groups in an effort to provide opportunities for all children.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: As a Title I campus, Kirk will implement the following measures. 1. Additional staff--1 paraprofessional,1.5 Teacher--will be hired to support small groups, to assist in meeting or exceeding instructional targets, to analyze data and support teachers in planning. 2a. Substitutes and necessary fees for staff to attend professional development such as Region 4 Dyslexia Training, Marcia Kish coaching sessions, Lead4ward training and other staff development opportunities that may arise to increase content knowledge and to increase skills in working with students to assist in meeting or exceeding instructional targets. 2b. Substitutes and necessary fees for teachers to attend long-range planning sessions. 3a. Consumable supplies such as poster maker supplies, paper, sentence strips, folders with brads, page protectors, highlighters, markers, anchor charts, project boards, folders, binders, journals, markers, sticky notes, note cards, printer ink, Velcro, stickers, medals, small prizes, books for students, hands on learning materials, etc. to support learning in math, science, and language arts as well as provide behavioral incentives to assist in meeting or exceeding instructional targets. 3b. Non-consumable instructional supplies such as games, storage bins, manipulatives , and literacy books for math, science, and ELA to provide additional resources and hands-on experiences to assist in meeting or exceeding instructional targets. 4a. Professional development books for staff to increase knowledge of supporting student behavior, student growth, and instructional strategies to assist in meeting or exceeding instructional targets. 4b. Consultants to enrich and enhance student learning such as Garland Linkenhoger,Ready to Grow Gardens, Fort Bend Museum, SparkPoint Innovations, Main Street Theater. 5a. Staff members will provide extra duty instructional time through academic camps purposefully designed based on data to reteach and enrich selected TEKS and snacks for the after school learning program to assist in meeting or exceeding instructional targets. 5b. Extra duty pay for teachers who attend after school share-sessions and staff development. 6. A temporary worker will be hired to support small groups for reteaching instruction to assist in meeting or exceeding instructional targets. 7. Buses to transport students to learning experiences such as field trips to assist in meeting or exceeding instructional targets. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Interventionists, and Teachers	40%	55%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

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

    Evaluation Data Sources: STAAR and Locally Developed Assessments

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring	**Formative**		
Strategy's Expected Result/Impact: By May 2023, students that participate in morning tutoring will show at least a 10% increase in their scores from BOY to EOY grade level assessments in math and or reading.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Instructional Specialists	20%	55%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.	**Formative**		
Strategy's Expected Result/Impact: By May 2023, students that attend the Bridges math intervention will have one years growth in math.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	45%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area specialist (special education)	**Formative**		
Strategy's Expected Result/Impact: By May 2023, at risk students will show a 10% increase in their assessment data from the BOY to EOY assessment in reading and math.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	55%	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Instructional Coaches will provide professional development sessions in the areas of ELAR, math, science, and building relationships.	**Formative**		
Strategy's Expected Result/Impact: By May 2023, students will have at least one years growth in mastery of ELAR, math, and science concepts.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	25%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Mental Health Supports: PBIS Rewards	**Formative**		
Strategy's Expected Result/Impact: By May 2023, we will decrease our campus office referrals by 10%. **Staff Responsible for Monitoring:** Principal, Instructional Specialists, Assistant Principals	**Nov**	**Feb**	**May**
	55%	90%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2022-2023 school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

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

	Nov	**Feb**	**May**
	40%	75%	100%

Strategy 2 Details	Formative Reviews		

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

	Nov	**Feb**	**May**
	50%	75%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the 2022-2023 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: The campus will provide informational articles to the parents about the importance of attendance, incorporate lessons into PBIS lessons for the students about the importance of attendance.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Student attendance will increase by 1%. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, Counselor, Attendance Secretary, PBIS Committee	25%	50%	85%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-2023 school year, discipline referrals will be decreased by 2%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: The campus will provide staff development utilizing strategies through PBIS, the CFISD character education lessons; along with staff development on working with children with special needs. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 2%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist	Formative		
	Nov	Feb	May
	35%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Out of School Suspensions: The campus will provide staff development on restorative discipline. **Strategy's Expected Result/Impact:** Out of school suspensions will be reduced by 1%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist	Formative		
	Nov	Feb	May
	20%	65%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Special Opportunity School (SOS) Placements: The campus will provide staff development on restorative discipline and working with children with special needs. **Strategy's Expected Result/Impact:** SOS placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist	Formative		
	Nov	Feb	May
	40%	70%	100%

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-2023 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/ Paraprofessional Attendance: The campus will share the campus data for each month's attendance for staff for awareness. We will recognize staff efforts and provide continual encouragement to help ease the stress that can cause absences.			Formative		
			Nov	Feb	May
Strategy's Expected Result/Impact: Teacher/ paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals			40%	55%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-2023 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal	25%	50%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 1: By the end of the 2022-2023 school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: The campus will offer opportunities for the parents to feel more comfortable in the school setting through a variety of events such as: Meet The Teacher, Open House Night, and Curriculum Based Family Nights. In addition, parents will be invited to participate in developing our family engagement contract, book fair, Volunteer Appreciation Luncheon, and field days. Materials will be purchased for Family Night for families to create projects together that will allow students to use that knowledge to build schema to support reading texts/books, science skills, and math practice. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal, Counselor, Assistant Principals, Family & Community Engagement Coordinator	**Formative**		
	Nov	**Feb**	**May**
	30%	70%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Katie Ford	Principal
Classroom Teacher	Charlotte Herman	PK Teacher
Classroom Teacher	Shawntell Martin	Kinder Teacher
Classroom Teacher	Tania Serrano	First Grade Teacher
Classroom Teacher	Roseanna Layton	Second Grade Teacher
Classroom Teacher	Caylee Dodson	Third Grade Teacher
Classroom Teacher	Anne Howell	Fourth Grade Teacher
Classroom Teacher	Michelle Santiago	Fifth Grade Teacher
Classroom Teacher	Jennifer Amaro	SPED Teacher
Non-classroom Professional	Susan Blowey	Assistant Principal
Non-classroom Professional	Debbie Parker	Assistant Principal
Non-classroom Professional	Carrie Higgins	Instructional Specialist
Non-classroom Professional	Amanda Flores	Instructional Specialist
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Maria Trejo	Administrator (LEA) #2
Parent	Joey Fleece	Parent #1
Parent	Wende Wayne	parent #2
Community Representative	Amanda Sitomer	Community Resident #1
Community Representative	Brian McCarthy	Community Resident #2
Business Representative	Thomas Verly	Business Representative #1
Business Representative	Wesley Dogget	Business Representative #2
Paraprofessional	Romana Millan	Paraprofessional #1
Paraprofessional	Juana Briones	Paraprofessional #2

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.																
Content	Gr.	Campus	Student Group	Tested 2022	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				#	#	%			#	%			#	%		
Math	3	Kirk	All	141	69	49%	55%	55%	34	24%	40%	25%	16	11%	25%	10%
Math	3	Kirk	Hispanic	92	44	48%	55%	51%	20	22%	40%	22%	5	5%	40%	8%
Math	3	Kirk	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Kirk	Asian	9	7	78%	80%	86%	5	56%	60%	71%	4	44%	50%	*
Math	3	Kirk	African Am.	17	4	24%	40%	*	2	12%	40%	*	0	0%	40%	*
Math	3	Kirk	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Kirk	White	15	11	73%	80%	78%	6	40%	50%	56%	6	40%	50%	*
Math	3	Kirk	Two or More	5	3	60%	70%	*	1	20%	40%	*	1	20%	40%	*
Math	3	Kirk	Eco. Dis.	101	41	41%	50%	50%	17	17%	40%	17%	3	3%	40%	*
Math	3	Kirk	Emergent Bilingual	62	30	48%	55%	45%	12	19%	40%	9%	2	3%	40%	*
Math	3	Kirk	At-Risk	102	41	40%	50%	43%	17	17%	40%	11%	5	5%	40%	*
Math	3	Kirk	SPED	20	4	20%	40%	33%	1	5%	40%	*	1	5%	40%	*
Math	4	Kirk	All	113	60	53%	60%	60%	28	25%	40%	33%	17	15%	40%	14%
Math	4	Kirk	Hispanic	65	31	48%	55%	62%	12	18%	40%	34%	4	6%	40%	11%
Math	4	Kirk	Am. Indian	9	3	33%	40%	*	1	11%	40%	*	1	11%	40%	*
Math	4	Kirk	Asian	11	11	100%	100%	45%	8	73%	80%	45%	7	64%	70%	*
Math	4	Kirk	African Am.	11	2	18%	40%	*	0	0%	40%	*	0	0%	40%	*
Math	4	Kirk	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Kirk	White	17	13	76%	80%	93%	7	41%	50%	50%	5	29%	40%	*
Math	4	Kirk	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Kirk	Eco. Dis.	86	40	47%	50%	55%	16	19%	40%	26%	8	9%	40%	7%
Math	4	Kirk	Emergent Bilingual	49	21	43%	50%	55%	6	12%	40%	27%	3	6%	40%	7%
Math	4	Kirk	At-Risk	90	44	49%	55%	53%	17	19%	40%	24%	9	10%	40%	7%
Math	4	Kirk	SPED	14	3	21%	40%	24%	0	0%	40%	*	0	0%	40%	*
Math	5	Kirk	All	108	79	73%	75%	55%	44	41%	50%	21%	26	24%	40%	9%
Math	5	Kirk	Hispanic	77	56	73%	75%	52%	27	35%	40%	14%	16	21%	40%	*
Math	5	Kirk	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Kirk	Asian	9	8	89%	95%	89%	7	78%	85%	67%	6	67%	70%	56%
Math	5	Kirk	African Am.	12	7	58%	65%	*	3	25%	40%	*	0	0%	40%	*
Math	5	Kirk	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Kirk	White	7	6	86%	95%	87%	5	71%	75%	47%	3	43%	50%	*
Math	5	Kirk	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Kirk	Eco. Dis.	85	59	69%	75%	45%	30	35%	40%	17%	15	18%	40%	6%
Math	5	Kirk	Emergent Bilingual	47	26	55%	60%	37%	10	21%	40%	12%	6	13%	40%	*
Math	5	Kirk	At-Risk	86	60	70%	75%	44%	29	34%	40%	14%	17	20%	40%	6%
Math	5	Kirk	SPED	10	6	60%	70%	*	4	40%	50%	*	1	10%	40%	*
Reading	3	Kirk	All	141	82	58%	65%	63%	51	36%	40%	33%	26	18%	40%	13%
Reading	3	Kirk	Hispanic	92	54	59%	65%	63%	32	35%	40%	30%	14	15%	40%	9%
Reading	3	Kirk	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Kirk	Asian	9	7	78%	85%	86%	6	67%	75%	71%	4	44%	50%	71%
Reading	3	Kirk	African Am.	17	6	35%	40%	*	2	12%	40%	*	1	6%	40%	*
Reading	3	Kirk	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Kirk	White	15	11	73%	80%	78%	8	53%	60%	56%	5	33%	40%	*
Reading	3	Kirk	Two or More	5	3	60%	70%	*	3	60%	65%	*	2	40%	50%	*
Reading	3	Kirk	Eco. Dis.	101	49	49%	55%	61%	23	23%	40%	28%	13	13%	40%	6%
Reading	3	Kirk	Emergent Bilingual	62	31	50%	55%	54%	13	21%	40%	21%	7	11%	40%	*
Reading	3	Kirk	At-Risk	102	49	48%	55%	49%	25	25%	40%	20%	12	12%	40%	*
Reading	3	Kirk	SPED	20	7	35%	40%	28%	3	15%	40%	*	1	5%	40%	*
Reading	4	Kirk	All	113	78	69%	70%	62%	51	45%	50%	32%	38	34%	40%	13%
Reading	4	Kirk	Hispanic	65	44	68%	70%	64%	30	46%	50%	30%	20	31%	40%	9%
Reading	4	Kirk	Am. Indian	9	4	44%	50%	*	2	22%	40%	*	2	22%	40%	*
Reading	4	Kirk	Asian	11	11	100%	100%	55%	9	82%	90%	55%	8	73%	80%	*
Reading	4	Kirk	African Am.	11	5	45%	50%	50%	2	18%	40%	*	1	9%	40%	*
Reading	4	Kirk	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Kirk	White	17	14	82%	85%	79%	8	47%	55%	43%	7	41%	50%	*
Reading	4	Kirk	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Kirk	Eco. Dis.	86	56	65%	70%	53%	34	40%	50%	21%	24	28%	40%	*
Reading	4	Kirk	Emergent Bilingual	49	30	61%	70%	50%	15	31%	40%	12%	8	16%	40%	*
Reading	4	Kirk	At-Risk	90	59	66%	70%	53%	36	40%	50%	18%	24	27%	40%	*
Reading	4	Kirk	SPED	14	6	43%	50%	33%	3	21%	40%	*	1	7%	40%	*
Reading	5	Kirk	All	109	90	83%	90%	67%	64	59%	70%	49%	37	34%	40%	22%
Reading	5	Kirk	Hispanic	78	65	83%	90%	67%	43	55%	70%	47%	23	29%	40%	18%
Reading	5	Kirk	Am. Indian	*	*	*	*	71%	*	*	*	*	*	*	*	*
Reading	5	Kirk	Asian	9	9	100%	100%	100%	9	100%	100%	78%	4	44%	50%	67%
Reading	5	Kirk	African Am.	12	7	58%	65%	*	4	33%	40%	*	3	25%	50%	*
Reading	5	Kirk	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Kirk	White	7	6	86%	90%	75%	5	71%	75%	69%	5	71%	75%	*
Reading	5	Kirk	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Kirk	Eco. Dis.	86	69	80%	85%	62%	45	52%	60%	42%	26	30%	40%	20%
Reading	5	Kirk	Emergent Bilingual	48	36	75%	80%	62%	24	50%	60%	33%	7	15%	40%	15%
Reading	5	Kirk	At-Risk	87	70	80%	85%	60%	45	52%	60%	42%	21	24%	40%	18%
Reading	5	Kirk	SPED	10	6	60%	70%	*	3	30%	40%	*	2	20%	40%	*
Science	5	Kirk	All	109	80	73%	80%	48%	50	46%	50%	22%	23	21%	40%	*
Science	5	Kirk	Hispanic	78	55	71%	80%	45%	30	38%	40%	18%	10	13%	40%	*
Science	5	Kirk	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Kirk	Asian	9	9	100%	100%	89%	7	78%	85%	67%	6	67%	70%	*
Science	5	Kirk	African Am.	12	7	58%	65%	*	6	50%	60%	*	2	17%	40%	*
Science	5	Kirk	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Kirk	White	7	7	100%	100%	75%	5	71%	80%	31%	3	43%	60%	*
Science	5	Kirk	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Kirk	Eco. Dis.	86	58	67%	75%	40%	33	38%	40%	18%	12	14%	40%	*
Science	5	Kirk	Emergent Bilingual	48	29	60%	70%	37%	15	31%	40%	13%	3	6%	40%	*
Science	5	Kirk	At-Risk	87	62	71%	80%	38%	35	40%	50%	15%	12	14%	40%	*
Science	5	Kirk	SPED	10	6	60%	70%	*	3	30%	40%	*	1	10%	40%	*

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 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 is not limited to 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.

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-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 from among varied genres and reading levels 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 the *Continuum of Literacy Learning* and 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 reading and writing workshop.
- 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)
        - Amplify Reading
        - Amira Suite
        - HMH Suite
        - Library Resources
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
    - Utilized 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 Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- 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 rhythm and Orff 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 the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- 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.
- 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.

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

	KIRK		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All**	Target and Actual Rate	38%	38%	40%	37%	42%	45%	48%
		Total Number Meets or Higher		39		50			
		Total Number Tested		102		134			
		Points away from or above target		0		-3			
		Difference from Prior Year				-1			
		Growth from Prior Year				-3%			
	Hispanic	Target and Actual Rate	30%	33%	32%	34%	34%	37%	40%
		Total Number Meets or Higher		20		30			
		Total Number Tested		61		89			
		Points away from or above target		+3		+2			
		Difference from Prior Year				+1			
		Growth from Prior Year				3%			
	Eco. Disadv.	Target and Actual Rate	26%	32%	28%	25%	30%	33%	36%
		Total Number Meets or Higher		24		24			
		Total Number Tested		76		96			
		Points away from or above target		+6		-3			
		Difference from Prior Year				-7			
		Growth from Prior Year				-22%			
	EL (Current & Monitored)	Target and Actual Rate	27%	33%	29%	28%	31%	34%	37%
		Total Number Meets or Higher		21		19			
		Total Number Tested		63		69			
		Points away from or above target		+6		-1			
		Difference from Prior Year				-5			
		Growth from Prior Year				-15%			
	Cont. Enrolled	Target and Actual Rate	39%	43%	41%	41%	43%	46%	49%
		Total Number Meets or Higher		38		46			
		Total Number Tested		89		111			
		Points away from or above target		+4		0			
		Difference from Prior Year				-2			
		Growth from Prior Year				-5%			

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

	KIRK	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math / **All**	Target and Actual Rate	38%	22%	40%	25%	42%	45%	48%
	Total Number Meets or Higher		22		33			
	Total Number Tested		102		134			
	Points away from or above target		-16		-15			
	Difference from Prior Year				+3			
	Growth from Prior Year				14%			
Hispanic	Target and Actual Rate	32%	16%	34%	21%	36%	39%	42%
	Total Number Meets or Higher		10		19			
	Total Number Tested		61		89			
	Points away from or above target		-16		-13			
	Difference from Prior Year				+5			
	Growth from Prior Year				31%			
Eco. Disadv.	Target and Actual Rate	30%	14%	32%	18%	34%	37%	40%
	Total Number Meets or Higher		11		17			
	Total Number Tested		76		96			
	Points away from or above target		-16		-14			
	Difference from Prior Year				+4			
	Growth from Prior Year				29%			
EL (Current & Monitored)	Target and Actual Rate	35%	21%	37%	23%	39%	42%	45%
	Total Number Meets or Higher		13		16			
	Total Number Tested		63		69			
	Points away from or above target		-14		-14			
	Difference from Prior Year				+2			
	Growth from Prior Year				10%			
Cont. Enrolled	Target and Actual Rate	42%	25%	44%	27%	46%	49%	52%
	Total Number Meets or Higher		22		30			
	Total Number Tested		89		111			
	Points away from or above target		-17		-17			
	Difference from Prior Year				+2			
	Growth from Prior Year				8%			