



**KIRK**  
**MIGHTY TIGERS**

*Whatever it takes! No excuses! No exceptions!*

2007-2008  
**Campus Improvement Plan**  
for  
**Kirk Elementary**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: KIRK ELEMENTARY  
CAMPUS NUMBER: 101907134

Campus Rating: Recognized  
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA (65%)</b>											
X All Students	274	318	86%	100%	285	325	88%		-2		
X African Amer	47	58	81%	18%	39	51	76%		5		
X Hispanic	99	125	79%	39%	104	130	80%		-1		
X White	77	83	93%	26%	86	87	99%		-6		
X Econ Disadv	106	141	75%	44%	105	142	74%		1		
<b>Writing (65%)</b>											
X All Students	99	113	88%	100%	65	82	79%		9		
African Amer	12	17	71%	15%	8	12	67%		4		
X Hispanic	36	43	84%	38%	24	34	71%		13		
X White	36	38	95%	34%	14	16	88%		7		
X Econ Disadv	37	48	77%	42%	23	36	64%		13		
<b>Social Studies (65%)</b>											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
<b>Mathematics (45%)</b>											
X All Students	286	325	88%	100%	289	329	88%		0		
X African Amer	44	59	75%	18%	37	52	71%		4		
X Hispanic	106	128	83%	39%	106	130	82%		1		
X White	82	84	98%	26%	88	88	100%		-2		
X Econ Disadv	111	145	77%	45%	107	144	74%		3		
<b>Science (40%)</b>											
X All Students	72	86	84%	100%	85	113	75%		9		
African Amer	14	16	88%	19%	7	20	35%		53		
X Hispanic	26	36	72%	42%	28	42	67%	Yes	5	4	Yes
White	16	16	100%	19%	31	31	100%		0		
X Econ Disadv	28	39	72%	45%	23	46	50%	Yes	22	13	Yes

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	21	23	91%	100%	28	30	93%		-2		

SDAA data not evaluated for your accountability rating due to grade span, small numbers, or no data.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
17	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS  
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COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	KIRK ELEMENTARY	3	All	123	111	90	100	93	48	39	75	70	93	33	44
Reading/ELA	KIRK ELEMENTARY	3	AA	26	26	100	100	100	7	27	12	10	83	3	25
Reading/ELA	KIRK ELEMENTARY	3	Hispanic	47	35	74	90	79	7	15	30	27	90	9	30
Reading/ELA	KIRK ELEMENTARY	3	White	29	29	100	100	100	20	69	23	23	100	15	65
Reading/ELA	KIRK ELEMENTARY	3	Eco.Dis.	58	46	79	90	83	5	9	34	29	85	8	24
Reading/ELA	KIRK ELEMENTARY	3	Spec.Ed.	3	---	---	---	---	---	---	4	0	0	1	25
Reading/ELA	KIRK ELEMENTARY	3	LEP	41	29	71	90	77	5	12	27	25	93	6	22
Reading/ELA	KIRK ELEMENTARY	3	LEP M1	16	16	100	100	100	8	50	5	5	100	5	100
Reading/ELA	KIRK ELEMENTARY	3	LEP M2								0	0	0	0	0
Reading/ELA	KIRK ELEMENTARY	4	All	121	94	78	90	82	44	36	94	71	76	25	27
Reading/ELA	KIRK ELEMENTARY	4	AA	19	9	47	90	75	4	21	15	8	53	0	0
Reading/ELA	KIRK ELEMENTARY	4	Hispanic	46	35	76	90	81	7	15	41	26	63	8	20
Reading/ELA	KIRK ELEMENTARY	4	White	42	37	88	90	89	24	57	17	16	94	7	41
Reading/ELA	KIRK ELEMENTARY	4	Eco.Dis.	50	31	62	90	75	5	10	44	23	52	1	2
Reading/ELA	KIRK ELEMENTARY	4	Spec.Ed.	9	4	44	90	75	0	0	3	2	67	0	0
Reading/ELA	KIRK ELEMENTARY	4	LEP	25	15	60	90	75	2	8	22	14	64	1	5
Reading/ELA	KIRK ELEMENTARY	4	LEP M1	16	14	88	90	89	4	25	16	10	63	3	19
Reading/ELA	KIRK ELEMENTARY	4	LEP M2	10	10	100	100	100	5	50	10	10	100	8	80
Reading/ELA	KIRK ELEMENTARY	5	All	86	80	93	100	95	28	33	126	113	90	24	19
Reading/ELA	KIRK ELEMENTARY	5	AA	17	15	88	90	89	1	6	24	20	83	1	4
Reading/ELA	KIRK ELEMENTARY	5	Hispanic	36	33	92	100	95	8	22	50	42	84	4	8
Reading/ELA	KIRK ELEMENTARY	5	White	16	15	94	100	96	10	63	32	32	100	12	39
Reading/ELA	KIRK ELEMENTARY	5	Eco.Dis.	39	34	87	90	88	5	13	57	45	79	1	2
Reading/ELA	KIRK ELEMENTARY	5	Spec.Ed.	2	---	---	---	---	---	---	2	0	0	0	0
Reading/ELA	KIRK ELEMENTARY	5	LEP	19	17	89	90	89	1	5	26	18	69	0	0
Reading/ELA	KIRK ELEMENTARY	5	LEP M1	2	---	---	---	---	---	---	3	0	0	1	33
Reading/ELA	KIRK ELEMENTARY	5	LEP M2	11	10	91	100	94	4	36	13	13	100	0	0

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	KIRK ELEMENTARY	3	All	125	107	86	90	87	50	40	133	106	80	52	39
Math	KIRK ELEMENTARY	3	AA	26	20	77	90	81	7	27	21	10	48	5	24
Math	KIRK ELEMENTARY	3	Hispanic	50	39	78	90	82	10	20	54	39	72	10	19
Math	KIRK ELEMENTARY	3	White	28	27	96	100	97	16	57	41	41	100	26	63
Math	KIRK ELEMENTARY	3	Eco.Dis.	60	42	70	90	77	8	13	62	38	61	9	15
Math	KIRK ELEMENTARY	3	Spec.Ed.	5	---	---	---	---	---	---	9	6	67	0	0
Math	KIRK ELEMENTARY	3	LEP	44	32	73	90	79	7	16	46	31	67	6	13
Math	KIRK ELEMENTARY	3	LEP M1	16	16	100	100	100	11	69	12	12	100	7	58
Math	KIRK ELEMENTARY	3	LEP M2								0	0	0	0	0
Math	KIRK ELEMENTARY	4	All	122	101	83	90	85	50	41	97	84	87	43	44
Math	KIRK ELEMENTARY	4	AA	19	9	47	90	75	4	21	15	11	73	3	20
Math	KIRK ELEMENTARY	4	Hispanic	46	36	78	90	82	14	30	42	33	79	13	31
Math	KIRK ELEMENTARY	4	White	42	41	98	100	99	23	55	18	18	100	11	61
Math	KIRK ELEMENTARY	4	Eco.Dis.	50	34	68	90	75	11	22	46	33	72	8	17
Math	KIRK ELEMENTARY	4	Spec.Ed.	10	8	80	90	83	1	10	5	5	100	1	20
Math	KIRK ELEMENTARY	4	LEP	25	19	76	90	81	7	28	24	19	79	7	29
Math	KIRK ELEMENTARY	4	LEP M1	16	14	88	90	89	4	25	16	12	75	5	31
Math	KIRK ELEMENTARY	4	LEP M2	10	9	90	100	93	6	60	10	10	100	9	90
Math	KIRK ELEMENTARY	5	All	90	86	96	100	97	48	53	124	117	94	51	41
Math	KIRK ELEMENTARY	5	AA	16	15	94	100	96	4	25	23	19	83	6	26
Math	KIRK ELEMENTARY	5	Hispanic	38	36	95	100	97	16	42	49	46	94	11	22
Math	KIRK ELEMENTARY	5	White	18	17	94	100	96	14	78	32	32	100	16	50
Math	KIRK ELEMENTARY	5	Eco.Dis.	40	38	95	100	97	9	23	55	48	87	7	13
Math	KIRK ELEMENTARY	5	Spec.Ed.	4	---	---	---	---	---	---	2	0	0	0	0
Math	KIRK ELEMENTARY	5	LEP	21	20	95	100	97	5	24	25	22	88	4	16
Math	KIRK ELEMENTARY	5	LEP M1	2	---	---	---	---	---	---	3	0	0	1	33
Math	KIRK ELEMENTARY	5	LEP M2	11	10	91	100	94	5	45	13		100	4	31



**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	KIRK ELEMENTARY	3	All												
Science	KIRK ELEMENTARY	3	AA												
Science	KIRK ELEMENTARY	3	Hispanic												
Science	KIRK ELEMENTARY	3	White												
Science	KIRK ELEMENTARY	3	Eco.Dis.												
Science	KIRK ELEMENTARY	3	Spec.Ed.												
Science	KIRK ELEMENTARY	3	LEP												
Science	KIRK ELEMENTARY	3	LEP M1												
Science	KIRK ELEMENTARY	3	LEP M2												
Science	KIRK ELEMENTARY	4	All												
Science	KIRK ELEMENTARY	4	AA												
Science	KIRK ELEMENTARY	4	Hispanic												
Science	KIRK ELEMENTARY	4	White												
Science	KIRK ELEMENTARY	4	Eco.Dis.												
Science	KIRK ELEMENTARY	4	Spec.Ed.												
Science	KIRK ELEMENTARY	4	LEP												
Science	KIRK ELEMENTARY	4	LEP M1												
Science	KIRK ELEMENTARY	4	LEP M2												
Science	KIRK ELEMENTARY	5	All	89	74	83	90	85	32	36	121	91	75	28	23
Science	KIRK ELEMENTARY	5	AA	16	14	88	90	89	3	19	22	9	41	0	0
Science	KIRK ELEMENTARY	5	Hispanic	38	27	71	90	77	8	21	47	31	66	7	15
Science	KIRK ELEMENTARY	5	White	17	17	100	100	100	11	65	32	32	100	10	31
Science	KIRK ELEMENTARY	5	Eco.Dis.	40	28	70	90	77	4	10	52	27	52	2	4
Science	KIRK ELEMENTARY	5	Spec.Ed.	2	---	---	---	---	---	---	0	0	0	0	0
Science	KIRK ELEMENTARY	5	LEP	21	12	57	90	75	1	5	23	12	52	0	0
Science	KIRK ELEMENTARY	5	LEP M1	2	---	---	---	---	---	---	3	3	100	1	33
Science	KIRK ELEMENTARY	5	LEP M2	11	9	82	90	85	3	27	13	9	69	3	23

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Kirk Ele.	AA	96.7	96
Kirk Ele.	H	96.4	96.5
Kirk Ele.	W	96.6	96.8
Kirk Ele.	NATIVE	96	96.3
Kirk Ele.	ASIAN	97.7	98.1
Kirk Ele.	MALE	96.7	96.8
Kirk Ele.	FEMALE	96.7	96.7
Kirk Ele.	SPED	93.8	93.6
Kirk Ele.	ECD	96.7	96.4
Kirk Ele.	LEP	96.9	97.1
Kirk Ele.	AT RISK	97.1	97
Kirk Ele.	GT	98.2	98.1
Kirk Ele.	MIGRANT	0	0

Gold Performance Acknowledgment  
 Attendance rates  
 District >= 96.0%  
 Elementary >= 97.0%

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
<b>Students</b>	<b>Subjects</b>	<b>Reading/ELA</b>	<b>ARIP; small group instruction; read aloud; independent reading; guided reading; goal setting; visible scoreboards; balanced literacy/Becky Koesel; story elements; achieve 3000; reading specialist; quantum learning</b>	Improvement in TAKS scores in AA and ED sub groups from 2006-2007	
		<b>Writing</b>	<b>Karen Lowery story telling; IS modeling writing; Writers' workshop; goal setting</b>	Improvement in TAKS scores in all sub groups from 2006-2207	
		<b>Math</b>	<b>Math and Music; math helping; math coaching; Math/science instructional specialist; AMIP; goal setting; visible scoreboard; super math camp; quantum learning</b>	Improvement in TAKS scores in AA and ED sub groups from 2006-2007	
		<b>Science</b>	<b>KATS program; in school tutoring; implemented science lab; EUERKA; goal setting; visible scoreboard; planetarium; science; science rotation; science super camp; LoTi</b>	Improvement in TAKS scores in all sub groups from 2006-2007	
		<b>Social Studies</b>	<b>Goal setting; music and movement</b>	benchmarks	
		<b>Other</b>	<b>N/A</b>	N/A	
	<b>Subgroups</b>	<b>All</b>	<b>EUREKA; goal setting; writers' workshop; science rotation; Achieve 3000; super camps; district helping teachers</b>	TAKS Scores	
		<b>AA</b>	<b>KATS program; in school tutoring; math helping; ARIP; AMIP; super camps (science, math)</b>	R=81; W=71; M=75; S=88 Improved TAKS scores	
		<b>H</b>	<b>KATS program; in school tutoring; math helping; ARIP; AMIP; super camps (science, math)</b>	W= 84; M=83; S=72 Improved TAKS scores	
		<b>W</b>	<b>in school tutoring; ARIP; AMIP; super camps (science, math)</b>	W=95; M=98; S=100 Improved or maintained TAKS scores	
		<b>ED</b>	<b>KATS program; in school tutoring; ARIP; AMIP; super camps (science, math); reading specialist; helping teachers</b>	R=75; W=77; M=77; S=72 Improved TAKS scores	
		<b>LEP</b>	<b>KATS program; in school tutoring; ARIP; AMIP</b>	M3=73; M5=95 ; R5=89; W4=79;	
		<b>SE</b>	<b>Small group instruction;</b>	TAKS Scores	
	<b>Social/ Emotional</b>	<b>Discipline</b>	<b>Behavior specialist on campus; district helping teachers; class meetings; social skills lessons;</b>	Data supplement	
		<b>Extracurricular</b>	<b>Destination Imagination; student council; teacher/student mentoring; KATS program;</b>	TAKS Scores	
		<b>Other</b>	<b>PALS; on campus parenting classes for bilingual parents; College Day</b>	Student Mentor Roster; Counselor	

<b>Teacher</b>	<b>Professional Development</b>	<b>Book Studies; TNT workshops; New teacher training in curricular areas;</b>	Teacher participation; positive feedback
	<b>Qualifications</b>	<b>Met criteria for Highly qualified teachers ESL, GT , SpEd certification</b>	100% highly qualified teachers; teacher certification
	<b>New Staff</b>	<b>Mentor Program (regular meetings throughout the year); create positive classroom environment</b>	Mentor Logs; Mentee agendas
	<b>Retention</b>	<b>Mentoring, Team building, staff development, Relationship building, Peer support groups, share sessions;</b>	Large percentage of staff retained
<b>Parent</b>	<b>Parent Involvement</b>	<b>Field trips, PTO, Book Fair Volunteers; VIPS; grade level programs, DARE, Mentors, field day, classroom readers, movie night, ice cream social; bingo night; EUREKA; Fall/Spring fundraisers; homeroom moms/dads; Science demos in the classroom; junior achievement; nature trails; Bus Buddies</b>	Parent sign in sheet participation
	<b>Parent Involvement</b>	<b>Bilingual Parenting classes</b>	Parent sign in sheet

# Areas to Improve

**District Priority:**

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Area of Focus:**

**Student Safety**

**Campus Objective:** #

For 2007 – 2008, the discipline referrals for inappropriate physical contact will be reduced by **10%** from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Develop and implement alternative discipline strategies that increase parent involvement and improve student behavior.	PI AR	Teachers; Students; Parents	ADMIN Team	BBR; Discipline Data	On-going
	2	Classroom social skill lessons.	VP AR	Students	ADMIN Team	BBR	On-going
	3	Increase awareness and understanding of the Student Code of Conduct with students, parents, and teachers.	PI VP	Teachers; Students; Parents	ADMIN Team Teachers	BBR; Student Code of Conduct	On-going
	4	Learn proper safety procedures including drills.	VP	Teachers; Students	ADMIN Team	Crisis Plan	Monthly drills
Teachers	1	BBR training	VP SD	Teachers	District Training	District Helping Teacher	On-going
	2	Classroom social skill model lessons.	VP SD	Teachers	ADMIN Team	BBR	On-going
	3	Increase awareness and understanding of the Student Code of Conduct with students, parents, and teachers	VP PI	Teachers	ADMIN Team	Student Code of Conduct	On-going
	4	Learn proper safety procedures including drills.	VP	Teachers	ADMIN Team	Crisis Plan	On-going
Parents	1	Increase awareness and understanding of the Student Code of Conduct with students, parents, and teachers.	PI	Parent	ADMIN Team; Teachers	Student Code of Conduct; Parent conferences	On-going
	2	V-Soft	VP	Parent	Staff		On-going

# Areas to Improve

**District Priority:**

Ensure that students understand the importance of attending school regularly and completing high school.

**Area of Focus:**

**Attendance**

**Campus Objective:**

# For 2007 – 2008, the ADA student attendance will be at or above 98%

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Teach proper hand washing and good health practices.	AR	ALL	Nurse; Teachers	Health Curriculum	On-going
	2	Perfect attendance certificates	AR	ALL	Teachers; Registrar	Attendance roster	Every 6 weeks
Teachers	1	Call and follow up on student absences and reinforce the importance of daily attendance.	AR	ALL	Registrar; Teachers	Attendance roster	On-going
	2	Sanitizing classroom tables daily after school	AR	ALL	Teacher; Custodian		On-going
	3	Teach students proper health practices.	AR	ALL	Nurse; Teacher		On-going
Parents	1	Keep open communication with teachers when students are absent.	AR PI	ALL	Parent; Teacher	Attendance roster	On-going

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** Science (Goal: Exemplary)

**Campus Objective:**

By May 2008, we will increase the overall performance in the Hispanic, African American, and Economically Disadvantaged subgroups to the percentages listed below.

#3	<b>Exemplary</b>	<b>5th</b>
	<b>Hispanic</b>	<b>77%</b>
	<b>African American</b>	<b>89%</b>
	<b>Economically Disadvantaged</b>	<b>77%</b>

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Ensure that the students have a minimum of one hour of uninterrupted instruction in science at grades 3, 4, and 5, enabling them to master the TEKS at their grade level.	AR	All students	Teacher; Science Coach; IS; students	Science lab; Curriculum guide	daily
	2	Designate an individual on the administrative team to carry the responsibility of monitoring implementation of the science curriculum, and schedule periodic, "checkpoint" meetings with this person and the science helping teacher to analyze strategies and evaluate effectiveness of instruction.	AR	All students	Teacher; Science Coach; IS; students	Curriculum guide; Science lab; Science journals	daily
	3	Monitor the H, AA, and ED populations in 5 <sup>th</sup> grade science, and provide the teachers with strategies and materials to increase student success.	AR	All students	Teacher; science district helping teacher; ADMIN Team	LoTi; Science Lab; Curriculum guide; science camp	On-going

Teachers	1	Monitor the H, AA, and ED populations in science in grades 3-5, and provide the teachers with strategies and materials to increase student success.	AR SD	Subgroups listed	Teacher; science district helping teacher; ADMIN Team	LoTi Science Lab Curriculum guide	On-going
	2	Monitor that all teachers are implementing SQ-RQ-CQ strategies when doing warm-ups, unit tests, and benchmarks and they are asking higher order thinking questions.	AR SD T	All Teachers	Teacher; ADMIN team	Benchmark and unit tests; lesson plans; LoTi; CBA	On-going
	3	Provide adequate instructional time in grades 1-5.	AR	All Teachers	Teachers; ADMIN Team	Lesson plans; Master schedule	On-going
	4	Monitor that all teachers are using correct strategies regarding vocabulary, homework, and warm-ups.	SD T	All Teachers	ADMIN Team	Curriculum guide; Science lab; Science journals; vocabulary suitcases	On-going
Parents	1	Communicate with parents regarding student achievement through conferences, phone calls, and parent meetings	PI	All parents	Teachers; parents	Student work samples; communication logs	On-going
	2	Provide parents with information to support science concepts at home.	PI	All parents	Teachers; parents	Study guides; ;vocabulary suitcases	On-going

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Mathematics (Goal: Exemplary)**

By May, 2008, we will increase the overall performance of African American, Hispanic, Limited English Proficient and Economically Disadvantaged subgroups to the percentages listed below.

**Campus Objective:** #3

<b>Exemplary</b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
African American	81%	75%	96%
Hispanic	82%	82%	97%
LEP	79%	81%	97%
Economically Disadvantaged	77%	75%	97%

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

<b>STP</b>	<b>Strategies</b>		<b>Codes*</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
Students	1	Improve learning of all students by ensuring that presented lessons include visual, auditory and kinesthetic learning opportunities for students.	AR CE	All	ADMIN Team; math helping; Teachers; super camp	Quantum Learning; Math Lab; Math coaching; lesson plans	On-going
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR CE T	All	Teacher; ADMIN Team; math helping	Benchmark; CBA; teacher made tests; math coaching; Educaide	On-going
	3	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth	AR T	All	Teacher; ADMIN team; math helping;	At risk; CBA; benchmarks;	On-going

	4	Monitor 4 <sup>th</sup> grade student's with intervention plans for At-Risk students	AR CE	LEP; H; AA; ED	Math Helping ADMIN team	Math helping teachers; math lab; Math and Music	On-going
Teachers	1	Schedule grade level math team meetings to review student data and design lessons that utilize research proven teaching strategies.	SD	All math teachers	ADMIN team; Teachers	Lesson Plans, math helping; math coaching; benchmarks; math quizzes; CBA	Weekly
	2	Schedule math coaches to work with 4 <sup>th</sup> grade team on modifying lessons to target identified struggling learners.	SD	4th math coach	ADMIN team	Math coaching; math helping	Bi-Weekly
	3	Schedule meetings with teachers and instructional specialists to go over lesson plans making sure we are reaching struggling learners.	SD	4 <sup>th</sup> grade teachers	Instructional Specialists	Lesson plans	Weekly
Parents	1	Keeping communication open with parents on their child's progress.	PI	Parents of identified students	Teachers	Samples of student work	Weekly

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Reading (Goal: Exemplary)**

By May 2008, we will increase the overall performance in the African American, Hispanic, and Economically Disadvantaged subgroups to the percentages listed below.

**Campus Objective:** #3

<b>Exemplary</b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
African American	100%	75%	89%
Hispanic	79%	81%	95%
Economically Disadvantaged	83%	75%	88%

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

<b>STP</b>	<b>Strategies</b>		<b>Codes*</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
Students	1	To increase fluency, provide students with regular opportunities for sustained reading and familiar rereading of independent level texts.	AR CE T	AA;H;ED	Teachers; ADMIN; Reading Enrichment	Reading Enrichment; literacy library; Take home readers; read- aloud; running records; balanced literacy; Read 3000; benchmark; CBA	On-going
	2	Organize flexible and dynamic small groups for reading instruction, reinforcing critical TEKS objectives and selecting teaching points based on the students' need (i.e., guided reading or strategy groups).	AR CE	All Students	Teachers; ADMIN; Reading Enrichment	Reading Enrichment; literacy library; Take home readers; read- aloud; running records; benchmark; CBA; balanced literacy	On-going

	3	Strengthen student independent reading level through guided reading instruction: build students stamina and fluency through increasing time for daily, sustained reading in all grade levels.	AR CE	All Students	Teachers; ADMIN; Reading Enrichment	Reading Enrichment; literacy library; Take home readers; read- aloud; running records; balanced literacy	On-going
	4	Monitor 4 <sup>th</sup> grade student's with intervention plans for At-Risk students.	AR CE T	LEP; H; AA; ED	ADMIN team; Reading Enrichment	Reading Enrichment; benchmark tests; balanced literacy; KATS; Read 180; CBA	Weekly
Teachers	1	Improve 1 <sup>st</sup> graders' accuracy and fluency by dedicating 15+ minutes for independent reading.	AR CE	All Students	1 <sup>st</sup> grade teachers; Reading Enrichment; ADMIN Team	Lesson plans; Benchmark; TPRI; Tejas Lee; CBA	On-going
	2	Improve 2 <sup>nd</sup> and 3 <sup>rd</sup> grade students' reading comprehension through focusing on TEKS performance identified as weak on benchmarks.	AR CE	All Students	Teachers; ADMIN Team; Reading Enrichment	Benchmarks; TPRI; CBA	Every 6 weeks
	3	Implement instruction in area of story elements.	AR CE	All Students	Teachers; ADMIN Team; Reading Enrichment	Lesson plans;	Weekly
	4	Implement the balanced literacy components in reading/ language arts class.	SD	Teachers	ADMIN Team	District Training Lesson Plans	Weekly TNT meetings
Parents	1	Keeping communication open with parents on their child's progress.	PI	Parents of identified students	Teachers	Samples of student work; communication log	Weekly
	2	Weekly reading logs monitored by parents.	PI	All Students	Teachers	Samples of student work	Weekly

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Writing (Goal: Exemplary)**

By May, 2008, we will increase the overall performance of 4<sup>th</sup> grade students demonstrating proficiency by earning a 2 or higher rating on TAKS writing focusing on African American, Hispanic and Economically Disadvantage subgroups to the percentages passing listed below.

**Campus Objective:** #3

Exemplary	4th
African American	75%
Hispanic	84%
Economically Disadvantaged	80%

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Improve 2nd, 3 <sup>rd</sup> , and 4th graders' usage, mechanics, spelling revision, and editing skills identified as weak on benchmark	AR T SD	All Students	Teachers; Writing Committee; ADMIN Team	Units of study; Writers Workshop; <u>The Art of Teaching Writing</u> ; benchmarks; SixTraits; CBA	On-Going
	2	Increase the number of 4's in fourth grade writing TAKS.	AR T SD	All Students	Teachers; Writing Committee; ADMIN Team	Units of study; Writers Workshop; <u>The Art of Teaching Writing</u> ; benchmarks; SixTraits; CBA	On-Going
	3	Identify good traits of writing through literature, while making connections through reading and writing. Writing committee will meet each six weeks to review the required 18 samples per year.	AR SD	All Students	Teachers; Writing Committee; ADMIN Team	Units of study; Writers Workshop; <u>The Art of Teaching Writing</u> ; benchmarks; SixTraits; Karen Lowery; CBA	On-Going
	4	Employ technology tools to facilitate the writing process.	AR SD T	All Students	Teachers; Writing Committee;	Units of study; Writers Workshop; <u>The Art of Teaching Writing</u> ;	On-going

					ADMIN Team	technology; benchmarks; SixTraits; CBA	
Teachers	1	Analyze student strengths in areas of instructional need.	AR SD	All Students	Teachers; Writing Committee; ADMIN Team	Units of study; Writers Workshop; <u>The Art of Teaching Writing</u> ; benchmarks; CBA; SixTraits	On-going
	2	Provide an environment which promotes high self esteem and ideas for writing.	AR SD	All Students	Teachers; Writing Committee; ADMIN Team	Units of study; Writers Workshop; <u>The Art of Teaching Writing</u> ; benchmarks; CBA; SixTraits	On-going
	3	Provide students with numerous opportunities each week to practice composing.	AR SD	All students	Teachers; ADMIN team	Lesson plans	On-going
Parents	1	Keeping communication open with parents on their child's progress.	PI	All Students	Teachers	Samples of student work	Weekly
	2	Curriculum night provided for parents to obtain an overview of the teaching components used with balanced literacy.	PI	All Students	Teachers; ADMIN team	Curriculum	First 6 wks

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

# **PART III: ASSURANCE ADDENDUM**

## CIP PART III: ASSURANCE ADDENDUM

**Kirk Elementary  
Doug Ogilvie  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

- (1) Kirk Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Kirk Elementary CPOC has
  - (a) completed a needs assessment which serves as the basis for the CIP.
  - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
    - African American
    - Hispanic
    - White
    - Economically Disadvantaged
    - Special Education
    - Limited English Proficient
  - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
  - (d) included in the CIP these elements.
    - Resources allocated
    - Staff responsible for activities and strategies
    - Formative and summative evaluation criteria
  - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
  - (f) included strategies for improving student attendance.
  - (g) provided for a program to encourage parental and community involvement at the campus.
  - (h) included goals and methods for violence prevention and intervention on campus.
- (3) Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.

**CIP PART III: ASSURANCE ADDENDUM**  
**Section B**

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Kendra Johnson	PK/Kindergarten
Kenneth Beck; Alayna Gibbons (Alt)	1 <sup>st</sup> Grade
Xanthia Jones	2 <sup>nd</sup> Grade
Sarah Brown	3 <sup>rd</sup> Grade
Kelly Reese; Lindsey Johnston (Alt)	4 <sup>th</sup> Grade
Heather Pontious	5 <sup>th</sup> Grade
Lisa Eller	Large Group
Martha Acevedo	SpEd
Adelina Castillo	Bilingual
Karen Tannehill	Paraprofessional
Lori Hawkins, Alma Karfaridis, Lisa Laake	Instructional Specialist
Charlsie Gomez	Staff Development Liaison
Cynthia Powell	Counselor
Doug Oglivie	Principal
Schonda Kidd, Patricia Gongora	Assistant Principal
Cynthia Powell	Counselor
Sarah Kelbe	Parent 1
Sandy Deloney	Parent 2
Jill Richardson	Parent 3
Laura Iniestra	Parent 4
Erie Brown	Community resident 1
Betty Godso	Community resident 2
Lou Allen	Business representative 1
Anne Spellings	Business representative 2
Sadie Woodard	District Representative

### CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 25, 2007	7:30-8:30	Library
2	November 12, 2007	7:30-8:30	Library (public hearing)
3	January 16, 2008	7:30-8:30	Library
4	March 11, 2008	7:30-8:30	Library
5	May 21, 2008	7:30-8:30	Library

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## CIP PART III: ASSURANCE ADDENDUM

### Section C

(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

### CIP PART III: ASSURANCE ADDENDUM

Kirk Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	