

Whatever it Takes

2007-2008
Campus Improvement Plan
for
Lamkin Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: LAMKIN EL
CAMPUS NUMBER: 101907103

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?
Reading/ELA (65%)											
X All Students	364	404	90%	100%	439	478	92%		-2		
X African Amer	52	67	78%	17%	62	66	94%		-16		
X Hispanic	70	84	83%	21%	90	107	84%		-1		
X White	203	213	95%	53%	234	248	94%		1		
X Econ Disadv	81	107	76%	26%	93	114	82%		-6		
Writing (65%)											
X All Students	127	139	91%	100%	134	163	82%		9		
African Amer	24	29	83%	21%	12	15	80%		3		
X Hispanic	31	34	91%	24%	27	37	73%		18		
X White	59	63	94%	45%	78	92	85%		9		
X Econ Disadv	32	40	80%	29%	21	34	62%		18		
Social Studies (65%)											
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	-		-		
Mathematics (45%)											
X All Students	380	404	94%	100%	428	479	89%		5		
X African Amer	56	67	84%	17%	53	67	79%		5		
X Hispanic	76	85	89%	21%	88	107	82%		7		
X White	208	212	98%	52%	233	248	94%		4		
X Econ Disadv	95	108	88%	27%	91	115	79%		9		
Science (40%)											
X All Students	123	139	88%	100%	121	145	83%		5		
African Amer	11	17	65%	12%	17	21	81%		-16		
X Hispanic	24	30	80%	22%	27	37	73%		7		
X White	79	82	96%	59%	59	67	88%		8		
X Econ Disadv	25	33	76%	24%	28	40	70%		6		

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	20	20	100%	100%	15	17	88%		12		

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
18	N/A	N/A	N/A	N/A	N/A

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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	LAMKIN EL	3	All	133	127	95	100	97	62	47	241	226	94	128	53
Reading/ELA	LAMKIN EL	3	AA	20	17	85	90	87	7	35	46	40	87	15	33
Reading/ELA	LAMKIN EL	3	Hispanic	26	25	96	100	97	7	27	61	53	87	23	38
Reading/ELA	LAMKIN EL	3	White	70	68	97	100	98	36	51	109	108	99	75	69
Reading/ELA	LAMKIN EL	3	Eco.Dis.	37	33	89	90	89	8	22	78	65	83	27	35
Reading/ELA	LAMKIN EL	3	Spec.Ed.	5	---	---	---	---	---	---	8	5	63	2	25
Reading/ELA	LAMKIN EL	3	LEP	13	12	92	100	95	3	23	34	27	79	8	24
Reading/ELA	LAMKIN EL	3	LEP M1	13	13	100	100	100	6	46	13	13	100	11	85
Reading/ELA	LAMKIN EL	3	LEP M2								0	0	0	0	0
Reading/ELA	LAMKIN EL	4	All	156	132	85	90	87	48	31	186	155	83	36	19
Reading/ELA	LAMKIN EL	4	AA	33	22	67	90	75	7	21	25	19	76	5	20
Reading/ELA	LAMKIN EL	4	Hispanic	36	28	78	90	82	7	19	40	29	73	4	10
Reading/ELA	LAMKIN EL	4	White	72	67	93	100	95	26	36	99	88	89	23	23
Reading/ELA	LAMKIN EL	4	Eco.Dis.	46	31	67	90	75	10	22	45	29	64	4	9
Reading/ELA	LAMKIN EL	4	Spec.Ed.	5	---	---	---	---	---	---	9	8	89	1	11
Reading/ELA	LAMKIN EL	4	LEP	3	---	---	---	---	---	---	3	0	0	0	0
Reading/ELA	LAMKIN EL	4	LEP M1	13	12	92	100	95	3	23	23	16	70	1	4
Reading/ELA	LAMKIN EL	4	LEP M2	3	---	---	---	---	---	---	9	8	89	2	22
Reading/ELA	LAMKIN EL	5	All	150	135	90	100	93	34	23	163	150	92	46	28
Reading/ELA	LAMKIN EL	5	AA	22	17	77	90	81	3	14	30	24	80	4	13
Reading/ELA	LAMKIN EL	5	Hispanic	30	25	83	90	85	0	0	39	35	90	8	21
Reading/ELA	LAMKIN EL	5	White	87	83	95	100	97	29	34	72	70	97	26	37
Reading/ELA	LAMKIN EL	5	Eco.Dis.	36	28	78	90	82	3	8	48	37	77	8	17
Reading/ELA	LAMKIN EL	5	Spec.Ed.	7	4	57	90	75	2	29	5	5	100	1	20
Reading/ELA	LAMKIN EL	5	LEP	3	---	---	---	---	---	---	6	4	67	0	0
Reading/ELA	LAMKIN EL	5	LEP M1	1	---	---	---	---	---	---	4	0	0	0	0
Reading/ELA	LAMKIN EL	5	LEP M2	12	11	92	100	95	1	8	9	7	78	1	11

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	LAMKIN EL	3	All	132	126	95	100	97	68	52	188	155	82	56	30
Math	LAMKIN EL	3	AA	21	18	86	90	87	7	33	41	26	63	9	22
Math	LAMKIN EL	3	Hispanic	25	22	88	90	89	7	28	40	29	73	5	13
Math	LAMKIN EL	3	White	69	69	100	100	100	42	61	88	81	92	31	35
Math	LAMKIN EL	3	Eco.Dis.	36	33	92	100	95	12	33	52	31	60	6	12
Math	LAMKIN EL	3	Spec.Ed.	3	---	---	---	---	---	---	9	5	56	3	33
Math	LAMKIN EL	3	LEP	12	10	83	90	85	3	25	16	12	75	4	25
Math	LAMKIN EL	3	LEP M1	13	13	100	100	100	9	69	6	5	83	5	83
Math	LAMKIN EL	3	LEP M2								0	0	0	0	0
Math	LAMKIN EL	4	All	156	142	91	100	94	56	36	187	159	85	67	36
Math	LAMKIN EL	4	AA	33	27	82	90	85	8	24	25	16	64	5	20
Math	LAMKIN EL	4	Hispanic	36	31	86	90	87	11	31	40	31	78	6	15
Math	LAMKIN EL	4	White	72	69	96	100	97	27	38	100	91	91	44	44
Math	LAMKIN EL	4	Eco.Dis.	46	37	80	90	83	14	30	46	34	74	10	22
Math	LAMKIN EL	4	Spec.Ed.	5	---	---	---	---	---	---	10	8	80	3	30
Math	LAMKIN EL	4	LEP	3	---	---	---	---	---	---	3	0	0	0	0
Math	LAMKIN EL	4	LEP M1	13	13	100	100	100	4	31	23	19	83	5	22
Math	LAMKIN EL	4	LEP M2	3	---	---	---	---	---	---	9	9	100	7	78
Math	LAMKIN EL	5	All	151	142	94	100	96	69	46	158	146	92	70	43
Math	LAMKIN EL	5	AA	21	17	81	90	84	7	33	30	25	83	10	33
Math	LAMKIN EL	5	Hispanic	32	30	94	100	96	7	22	38	35	92	16	41
Math	LAMKIN EL	5	White	87	84	97	100	98	46	53	68	66	97	32	45
Math	LAMKIN EL	5	Eco.Dis.	36	33	92	100	95	8	22	46	39	85	13	28
Math	LAMKIN EL	5	Spec.Ed.	8	8	100	100	100	3	38	0	0	0	1	25
Math	LAMKIN EL	5	LEP	3	---	---	---	---	---	---	6	2	33	0	0
Math	LAMKIN EL	5	LEP M1	2	---	---	---	---	---	---	4	0	0	1	25
Math	LAMKIN EL	5	LEP M2	12	12	100	100	100	2	17	9	9	100	5	56

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	LAMKIN EL	3	All												
Science	LAMKIN EL	3	AA												
Science	LAMKIN EL	3	Hispanic												
Science	LAMKIN EL	3	White												
Science	LAMKIN EL	3	Eco.Dis.												
Science	LAMKIN EL	3	Spec.Ed.												
Science	LAMKIN EL	3	LEP												
Science	LAMKIN EL	3	LEP M1												
Science	LAMKIN EL	3	LEP M2												
Science	LAMKIN EL	4	All												
Science	LAMKIN EL	4	AA												
Science	LAMKIN EL	4	Hispanic												
Science	LAMKIN EL	4	White												
Science	LAMKIN EL	4	Eco.Dis.												
Science	LAMKIN EL	4	Spec.Ed.												
Science	LAMKIN EL	4	LEP												
Science	LAMKIN EL	4	LEP M1												
Science	LAMKIN EL	4	LEP M2												
Science	LAMKIN EL	5	All	150	132	88	90	89	67	45	161	127	79	44	27
Science	LAMKIN EL	5	AA	21	13	62	90	75	7	33	30	19	63	7	23
Science	LAMKIN EL	5	Hispanic	32	26	81	90	84	10	31	41	29	71	8	20
Science	LAMKIN EL	5	White	86	83	97	100	98	43	50	69	60	87	21	30
Science	LAMKIN EL	5	Eco.Dis.	35	27	77	90	81	11	31	48	30	63	5	10
Science	LAMKIN EL	5	Spec.Ed.	8	7	88	90	89	3	38	7	6	86	1	14
Science	LAMKIN EL	5	LEP	3	---	---	---	---	---	---	6	2	33	0	0
Science	LAMKIN EL	5	LEP M1	1	---	---	---	---	---	---	4	1	25	0	0
Science	LAMKIN EL	5	LEP M2	12	12	100	100	100	7	58	9	6	67	2	22

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Lamkin Ele.	AA	96.6	96.3
Lamkin Ele.	H	96.2	95.9
Lamkin Ele.	W	96.6	96.2
Lamkin Ele.	NATIVE	99.4	100
Lamkin Ele.	ASIAN	97.4	97.6
Lamkin Ele.	MALE	96.5	96.3
Lamkin Ele.	FEMALE	96.7	96.2
Lamkin Ele.	SPED	94.3	93.8
Lamkin Ele.	ECD	96.2	95.8
Lamkin Ele.	LEP	96.8	96.8
Lamkin Ele.	AT RISK	96.4	96.2
Lamkin Ele.	GT	97.9	97.5
Lamkin Ele.	MIGRANT	91.3	99.2

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
Students	Subjects	Reading/ELA	Improved Good First Instruction	90% overall on TAKS
		Writing	Writing camp; Round Robin; Saturday School	91% overall on TAKS
		Math	Math coaches; change in teaching staff (4 th)	91% overall on TAKS
		Science	Science Saturday School	88% overall, up from 83
		Social Studies		
		Other	Individual Goal Setting	
	Subgroups	All	Targets posted	Marked improvement
		AA	Individual Goal Setting; Science & Writing Saturday School	Student responses
		H	Individual Goal Setting; Science & Writing Saturday School	Student scores
		W	Individual Goal Setting; Science & Writing Saturday School	Student scores
		ED	Individual Goal Setting; Science & Writing Saturday School	Student attendance
		LEP SE		
	Social/ Emotional	Discipline	Living above the line motivation; personal goals	Decreased office referrals
		Extracurricular	Before & after school clubs will be available to students; mentoring programs; Jr. Counselors; Cub buddies; Student Council	Membership in clubs
		Other	Monday Morning Mentors	100% participation
Teacher	Professional Development		2X2 Peer Coaching; <u>Whatever It Takes</u> Book Study	Large Interest and attendance
			Becky Koesel Literacy; <u>Quantum Learning</u>	Used regularly in classrooms
	Qualifications	Continue to hire highly qualified teachers	100% HQT	
	New Staff			
	Retention			
Parent			Volunteering at school	Logged in hours
			District/State Awards Recognition	06-07 State Award Winner – again!

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 Objectives: #1

For 2007 – 2008, discipline referrals for excessive talking out/disruptive behavior/inappropriate physical contact will be reduced by 10% from the previous school year.

Formative Evaluation:

District & Campus Developed Reports

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement the social skills program from Building Better Relationships.	VP	All students	BBR liaisons, Teachers, Counselor Administrators	BBR posters Mini lessons Class mtgs. Behav. Cnslt	August Staff Development Ongoing
	2	Participate in leadership groups and other student groups focused on good citizenship.	VP	All Students	Teachers Counselor Administrators	Keystone, Classroom Guidance	Ongoing
Teachers	1	Increase staff training in anger and aggression management strategies, anti-bullying, and conflict resolution.	SD	Teachers	Counselor Administrators	Campus made	Monthly BBR Meetings
	2	Train all new staff in Building Better Relationships.	SD	New staff	District staff BBR liaisons	Student Services Counselor	August 15, 2007
	3	Continue use of the discipline committee to help with suggestions and strategies to be proactive in preventing student misbehavior.	SD	Discipline Committee	Principal Counselor Teachers	Discipline Data	Ongoing
Parents	1	Hold informational meetings with parents at the Pinnacle Apartment complex.	PI	AR	Admin Counselor	Meeting area PIV	Monthly
	2	Continue the mentoring program with an emphasis on academic achievement.	AR	K-5	Mentors, Teachers	Campus made	Ongoing
	3	Communicate with parents regarding their child's behavior by using the weekly communication cards, phone calls, conferences, and/or office referrals.	PI	Parents of identified students	Teachers, Counselor, Administrators	Report Cards, Discipline Data	Weekly Progress Reports

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:

#2 For 2007 – 2008, the ADA student attendance will be at or above 97% in all sub-groups.

Formative/Summative Evaluation:

District-developed Reports and AEIS

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Encourage students to attend school daily and recognize high attendance in school/classroom celebrations.	AR	All Students	Teachers Registrar Administrators	Perfect attendance Certificates Class mtgs.	Ongoing
	2	Encourage students to live above the line and attend school; create in class incentives and/or challenges.	AR	All Students	Administrators Teachers	Awards Certificates	Ongoing
Teachers	1	Create a 'While You Were Out' folder for each student during student absences.	AR	All Students	Teachers	Folders	Ongoing
	2	Call students when absent 2 or more days to inquire about their absence and answer possible academic questions.	AR	All Students	Teachers Administrators	Attendance records	Ongoing
Parents	1	Encourage parents to make contact with the school on or before the 2nd day of a student's absence and arrange for work to be picked up and completed on return to school.	PI	All Students	Teachers	Attendance records Phone log	Ongoing
	2	Inform parents of the requirement to send in a note for an excused absence within 3 school days and to make doctor/dentist appointments after school if possible.	PI	All Students	Teachers Attendance Secretary	Attendance records, Phone log Absence forms in <i>Lamkin Lines</i>	Ongoing

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**

A. By May, 2008 students in grade 5 will increase percentages in meets expectations and commended performance, by designated increments or greater, of student populations demonstrating proficiency on TAKS Science.

Campus Objective: #3

Grade 5	2007 score	2008 expectation	Percentage Increase
AA	62 %	75 %	+ 13 %
H	81 %	84 %	+ 3 %
W	97 %	98 %	+ 1 %
ED	77 %	81 %	+ 4 %
Commended	45%	50%	+ 5%

B. Continue to increase the number of students earning Commended Performance status on TAKS to 50%.

C. Continue to improve achievement on science benchmark tests by raising all scores at least 5% from last years assessment data.

Formative/Summative Evaluation:

Texas Assessment of Knowledge and Skills for 5th grade Science and Benchmark Test Results

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide 'Science Saturday School' for students experiencing difficulty in understanding and passing the science benchmark test.	AR	5 th	Teachers, IS and Admin	Campus made	Spring
	2	Provide extended learning time during lunch with assigned teacher to review and reteach student specific objectives.	AR	4 th -5 th	Teachers	Campus made	Ongoing
	3	Increase the use of hands on experiments and activities with use of the Science Lab.	AR	2-5	Teachers, IS, Helping Teachers	Science Materials	Ongoing

Areas to Improve

Science con't

		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	4	Attend round robin activities provided by 4 th and 5 th grade teachers during designated content Round Robin day.	AR	5 th	Teachers, IS's Admin	Science materials	Spring
	5	Use the SQ-RQ-CQ problem solving method.	All	K-5	Teachers	Science materials	Ongoing
	6	Set individual goals following benchmark and CBA review.	All	K-5	Teachers, Mentors	Goal sheets	Ongoing
Teachers	1	Class and individual data analysis and use of targets to set individual/class goals.	SD	K-5	Teachers, IS's Admin	Data, targets	Ongoing
	2	Focus on vocabulary instruction with use of technology power points and vocabulary suitcases.	T All	K-5	Teachers, IS	Vocabulary cards	Ongoing
	3	Increase use of experiments and hands on activities for all students utilizing the science lab.	All	2-5	Teachers, IS	Science lab	Ongoing
	4	Schedule and access the science helping teacher to review planned lessons and help with modifying lessons to target identified struggling learners.	SD	2-5	Teachers, IS, Helping Teacher	Science lessons	Ongoing
	5	Complete classroom grant requests for additional supplies and equipment for the use in science classrooms and lab.	SD	K-5	Teachers, Admin, IS	Grant Possibilities	Fall 2007 Spring 2008
	6	Utilize art, music and PE teachers to help with cross curriculum instruction and incorporation of science content into the fine arts classrooms.	All	K-5	Teachers	Campus cross-curr lessons	Ongoing
	7	Develop and implement science lessons using the LoTi design.	T All	3-5	Teachers, IS	Technology	Ongoing
Parents	1	Keep parents informed on their child's successes and challenges by making phone calls, sending notes or using email.	PI	K-5	Parents Teachers	Notes, phone calls, email	Ongoing
	2	Ask parents to review science vocabulary words at home.	PI	K-5	Parents	Vocab cards	Ongoing
	3	Use science study guides to help with science homework.	PI	2-5	Parents	Study guides	Ongoing

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**

By May, 2008, students in grades 3, 4, and 5 will increase percentages in meets expectations and commended performance, by designated increments or greater, of student populations demonstrating proficiency on TAKS Math.

Campus Objective: #4

Pop	Grade 3		Grade 4		Grade 5	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
AA	86 %	+ 1 = 87 %	82 %	+3 = 85 %	81 %	+3 = 84 %
H	88 %	+1 = 89 %	86 %	+1 = 87 %	94 %	+2 = 96 %
W	100 %	100 %	96%	+1 = 97 %	97 %	+1 = 98 %
ED	92 %	+3 = 95 %	80%	+3 = 83 %	92 %	+3 = 95%
Commended	52%	+ 4 = 56%	36%	+5 = 41%	33%	+5 = 38%

Formative/Summative Evaluation:

Texas Assessment of Knowledge and Skills for 3, 4, 5 grade Mathematics

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide the opportunity for targeted students to attend Saturday school.	AR	3-5	Teacher, IS, Admin	Manipulatives	Spring
	2	Provide a focus on vocabulary use throughout the math curriculum.	All	K-5	Teachers	Vocabulary cards	Ongoing
	3	Work with all students to set individual goals based on tests/quizzes.	All	K-5	Teachers, Mentors	Goal Sheets	Ongoing
	4	Provide small group instruction for objective specific tutoring.	AR	K-5	Teachers IS, Mentors,	Manipulatives	Ongoing
	5	Use best research based practices and questioning strategies to increase higher order thinking.	AR	K-5	Teachers	HOT questions	Ongoing
	6	Provide homework that is targeted and specific to each obj	All	K-5	Teachers, IS	Educaide	Ongoing

Areas to Improve

Math con't

		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Utilize the assigned math coaches in grades 2-5 to review planned lessons and help with modifying lessons to target identified struggling learners.	SD CE AR	2-5	Teachers, Helping Teachers, IS, Admin	Lesson plans, model lessons	Ongoing
	2	If allotted, provide time for teachers to work with the AMIP teacher and designated students to use proven strategies in both classes to cement understanding.	CE AR SD	3-5	Teachers, AMIP, IS	AMIP Lessons	Spring, 2008
	3	Utilize cross-curricular support from art, music and PE classroom teachers.	SD	3-5	Teachers, Admin, IS	Conference room	Ongoing
	4	Implement the Math n Music program to provide an additional way for students to cement their understanding.	AR T	2-3	Teachers	Software	Ongoing
	5	Continue the use of frequent data analysis and use of targets to determine gaps in students' knowledge and identify struggling students.	AR	K-5	Teachers, IS, Admin	Data, targets	Ongoing
	6	Provide extra tutoring in classes by the instructional specialists.	AR	3-5	IS	Campus materials	Ongoing
	7	Regularly incorporate the Smartboard interactive boards with students and planned interactive lessons.	T	K-5	Teacher	Technology specific	Ongoing
	8	Collaborate with Student Services to provide tutoring specifically for students who live in the Pinnacle Apts.	AR	1-5	District Support Staff	Meeting area	Ongoing
	9	Design and plan an am/pm tutoring program for struggling students to work with their classroom teacher on specific targeted goals.	AR	3-5	Teachers	Campus materials Educaide	2 nd Semester
Parents	1	Review math vocabulary at home on a regular basis.	PI	K-5	Parents	Vocab words	Ongoing
	2	Provide parent instruction for all parents during math instruction night. Review of the 4 step problem solving process for HW use to help better understand the use in the classroom.	PI	3-5	Teachers, Parents	Handouts	Fall, 2007

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/English Language Arts**

A. By May, 2008, students in grades 3, 4, and 5 will increase percentages, in meets expectations and commended performance by designated increments or greater, of student populations demonstrating proficiency on TAKS Reading/ELA.

Campus Objective: #5

	Grade 3		Grade 4		Grade 5	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
AA	85 %	+2 = 87%	67 %	+ 8 = 75%	77 %	+4 = 81%
H	96 %	+1 = 97%	78 %	+4 = 82%	83 %	+2 = 85%
W	97%	+1 = 98%	93 %	+2 = 95%	95 %	+2 = 97%
ED	89 %	+1 = 90%	67 %	+8 = 75%	78 %	+4 = 82%
Commended	47%	+3 = 50%	31%	+6 = 37%	23%	+7 = 30%

B. By May, 2008, students in 1st grade will increase their fluency and accuracy to 62%.

C. By May, 2008, students in grades 3, 4 and 5 will improve critical reading skills (obj. 4) to 88% (3rd); 80% (4th) and 82% (5th).

Formative/Summative Evaluation:

Texas Assessment of Knowledge and Skills for Reading / ELA as well as Benchmark Test results.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Dedicate 15+ minutes a day to student selected independent reading.	All	K-5	Teachers Librarian	Literacy/Libr-ary Books	Ongoing
	2	Build listening comprehension by reading higher level books during read-a-louds.	All	K-5	Teachers Librarian	Good literature	Ongoing
	3	Respond to literature with accountable talk, reading response and graphic organizers.	AR	K-5	Teachers, Students	Literacy books	Ongoing
	4	Provide time for students to participate in Accelerated Reader and I Station activities.	AR All	1-5	Teachers, Students	AR and I Station	All by Spring, 2008

Areas to Improve

Reading/English Language Arts con't

	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
	5	Provide opportunities for students to participate in book clubs and literature circles.	AR	2-5	Teachers, IS	Books for study	Ongoing
Teachers	1	Diligently follow the balanced literacy schedule and components developed by the district and campus.	AR	PK-5	Teachers, IS	Literacy materials	Ongoing
	2	Develop mini-lessons focusing on comprehension skills with a special emphasis on objective #4.	AR	1-5	Teachers	Literacy materials	Ongoing
	3	Use anchor charts throughout each class room and make sure they are visible and continually updated.	AR	PK-5	Teachers	Anchor charts	Ongoing
	4	Allow teachers to attend the Becky Koesel presentations scheduled throughout the year focusing on Balanced Literacy and more effective instructional strategies.	SD	2-5	LA Teachers, Administration	<u>Art of Teaching Reading</u>	Ongoing
	5	Provide opportunities for LA/Reading teachers to observe model teachers in the classrooms and in the district.	SD	1-5	LA Teachers, Administration, IS	Model teachers	Ongoing
	6	Provide in-service on how to utilize the campus literacy library of leveled books.	SD	K-5	Teachers, IS, Literacy Coach	Literacy library	Fall, 2007
	7	Help teachers develop a repertoire of activities to increase and improve the reading vocabulary of all students to accelerate reading comprehension and understanding.	CE SD	K-5	RE & SGRI Teacher, LA Helping teacher	Vocabulary enrichment lessons	Ongoing
	8	Schedule and access the literacy/reading coach to help modify lessons to target struggling readers.	CE AR SD	1-5	Literacy coach, Teachers	Lesson plans	Ongoing
	9	Encourage teachers to become ESL certified.	SD	K-5	Staff Dev. Personnel	Staff Dev.	Ongoing
	10	Teachers will regularly participate in vertical teaming for planning and data analysis.	SD	K-5	Teachers, Administration	Meeting time and area	Ongoing
	11	Teachers will participate in book studies to understand and implement balanced literacy.	SD	K-5	Teachers Admin, IS	<u>Growing Readers</u>	Fall, 2007
	12	Teachers will utilize rubrics and multiple assessments to determine student performance.	SD	K-5	Teachers, IS Admin	Rubrics	Ongoing

Areas to Improve

Reading/English Language Arts con't

		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Provide parents with information and instruction on the 'Take Home Book Bag' program.	PI	1-3	Teachers	Handout	Fall, 2007
	2	Provide parents with information and instruction so they may monitor the on-line grades through the PIV.	PI	K-5	Administration, Teachers	Handout Internet access	Fall, Ongoing
	3	Encourage parents to participate in reading with their child for 20+ minutes daily.	PI	PK-5	Parents	Books	Ongoing

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**

A. By May, 2008, students in grade 4 will increase percentages in meets expectations and commended performance by designated increments or greater, of student populations demonstrating proficiency on TAKS Writing.

Grade 4	2007 score	2008 expectation	Percentage Increase
AA	81 %	84 %	+ 3%
H	91 %	94 %	+3%
W	94 %	96 %	+ 2 %
ED	81 %	84 %	+ 3%
Commended	22%	30%	+ 8%

Campus Objective: #5

B. By May, 2008, 3rd graders usage mechanics, spelling, revision and editing skills identified as weak on the 07-08 Benchmarks with an increase to 87%.

C. By May, 2008, 4th graders will increase the number of students earning a 2 or higher rating on the TAKS written composition with 28% scoring a 3 or higher.

D. By May, 2008, 4th grade LEP students will increase their scores from 67% to 77%.

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	Students will use Writers Workshop strategies when writing in the classroom.		K-5	Teachers, IS ISC staff	Book study Staff Dev.	Ongoing/Daily
	2	Students identified as struggling with writing will attend Saturday school for writing.		4 th	Administration, Teachers	Campus made	Spring, 2008
	3	Students will use REV/editing cards (2-5) to practice revision and editing.		2-5	Teachers	District REV cards	Ongoing
	4	Students will analyze high quality writing samples to become familiar with good writing habits and models.		K-5	Teachers	Multiple samples	Ongoing

Areas to Improve

Writing, con't

		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	5	Students will use graphic organizers.	All	K-5	Teachers	Organizer	Ongoing
	6	Students will participate in peer review and editing activities beginning early in the school year.	All	K-5	Teachers	Student work	Ongoing
Teachers	1	Teachers will meet in vertical teams to share and analyze the 18 compositions required by the district.	SD	K-5	Teachers, IS's Administration	Student work	1X per 6 wks
	2	Teachers will plan, organize and present round robin writing day for all 4 th grade students.	All	4 th	Teachers, IS's, Admin	Campus made	Spring
	3	Teachers will use the 6 Traits of Writing strategies as well as <u>Words Their Way</u> as a best practice in classroom instruction.	All	K-5	Teachers	6 Traits <u>Words Their Way</u>	Ongoing
	4	Teachers in all grades will implement the Writing Workshop of balanced literacy into their daily instruction.	All	K-5	Teachers, IS's, Admin	Charts, Journals	Ongoing
	5	3 rd grade teachers will have a greater focus on writing instruction.	All	3rd	Teachers, IS's, Admin	6 Traits of Writing	Ongoing
	6	All teachers will model the writing process on a daily basis.	All	K-5	Teachers	Charts, Journals	Ongoing
	7	Keyboarding/handwriting will be taught during the math or science block.	T	K-5	Teachers	Pencils Paper	Ongoing
Parents	1	Parents will be asked to help supervise writing assignments that are sent for homework.	PI	K-5	Parents	Assignment	Ongoing

* 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:

Social Studies

By May, 2008, Lamkin will increase the percentage of students in each sub-group to 90% or greater demonstrating proficiency on district benchmarks in Social Studies.

Campus Objective #6

	Grade 3		Grade 4		Grade 5	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
AA	78%	+4 = 82%	97%	+2 = 99%	90%	+2 = 92%
H	76%	+4 = 80%	100%	100%	88%	+3 = 91%
W	94%	+2 = 96%	100%	100%	88%	+4 = 91%
ED	74%	+6 = 80%	98%	+1 = 99%	87%	+3 = 90%

Formative/Summative Evaluation:

District-developed Tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will participate in daily warm-ups provided by the district.	AR	2-5	Teachers	Warm ups	Ongoing
	2	Students will discuss and view district made PowerPoint presentations for special events.	All	K-5	Teachers, SS Liaison + Dept	PowerPoint programs	Ongoing
	3	Students will practice using vocabulary words so they become part of their everyday language.	All	K-5	Teachers	Vocabulary words	Ongoing
	4	Students will integrate 15+ minutes a day of independent social studies content into their language arts classroom.	AR	3-5	Teachers	Social Studies books	Ongoing
Teachers	1	5 th grade teachers will participate in the <i>George to George</i> program.	AR	5	Teachers, District personnel	<i>George to George</i> study	Ongoing
	2	Teachers will utilize the benchmark study guides to help with review for the benchmark tests.	All	1-5	Teachers	Study guides	Ongoing

Areas to Improve

Social Studies, con't

		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	3	Teachers will make sure students use the ISN notebooks and provide instruction for their use.	AR All	3-5	Teachers	ISN notebooks	Ongoing
Parents	1	Parents will be given social studies vocabulary words and a study guide to practice at home with their child.	All PI	1-5	Teachers Parents	Vocabulary cards	Ongoing
	2	Parents/Community volunteers will provide Junior Achievement lessons for most grade levels.	All	K-5	Teachers Volunteers	JA Curriculum	Ongoing

Legend

Code	Plan	Indicates that the strategy addresses...
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

**Lamkin Elementary
Gale Parker, Principal
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- X** (1) Lamkin 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])
- X** (2) The Lamkin Elementary CPOC has
- X** (a) completed a needs assessment which serves as the basis for the CIP.
 - X** (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
 - X** (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - X** (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - X** (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - X** (g) included strategies for improving student attendance.
 - X** (i) provided for a program to encourage parental and community involvement at the campus.
 - X** (j) included goals and methods for violence prevention and intervention on campus.
 - X** (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- X** (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

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Molly Edwards	Teacher 1
Heather Ford	Teacher 2
Marsha Gonzales	Teacher 3
Patersa Johnson	Teacher 4
Melissa Kelly	Teacher 5
Stacia McCain	Teacher 6
Susanna Spelock	Teacher 7
Tom Solbeck	Teacher 8
Monica Brister	Non-teaching professional 1
Kathleen Covey	Non-teaching professional 2
Rinku Howard	Parent 1
Kristi Bradley	Parent 2
Lauren Black	Community resident 1
Desiree Crawford	Community resident 2
Martha Krause (Autumn Leaves Florist)	Business representative 1
Isaac Christlieb(HEB Grocery Barker Cypress/290)	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 14, 2007	7:45 a.m.	Lamkin Elementary Conference Room
2	November 8, 2007	9:00 a.m.	Lamkin Elementary Resource Center (Accountability Hearing)**
3	January 16, 2007	7:45 a.m.	Lamkin Elementary Conference Room
4	March 6, 2007	7:45 a.m.	Lamkin Elementary Conference Room
5	May 14, 2007	7:45 a.m.	Lamkin Elementary Conference Room

- **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

• **Section C**

CIP PART III: ASSURANCE ADDENDUM

Other Legal Requirements

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by 10% .	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 100% .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

CIP PART III: ASSURANCE ADDENDUM

Section D

Lamkin 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	Overview
3-Aug	GLT/AMS	Elementary – A.M.	Data Analysis
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
15 - Aug	Lamkin Goal Setting (TE Day)	Campus Staff	2007-2008 Goals
16-Aug-17	New Staff Orientation	District Staff	Overview
20-Aug	All Staff	Campus Admin	Expectations
21-Aug	All Staff	Campus/District Personnel	BBR
22-Aug	All Staff	Campus Staff	Campus Planning
23-Aug	Elementary/Secondary	District Staff	Curriculum Update
24-Aug	All Staff	Campus Staff	Planning and Preparation
8-Oct	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	Time Equivalency
4-Jan	All Staff	Campus Staff	Second Semester Prep
18 - Feb	All Staff	Campus Staff	Time Equivalency
30-May	All Staff	Campus Staff	End of Year