



**2007-2008**

**Campus Improvement Plan**

**for**

**Sampson Elementary**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: SAMPSON ELEMENTARY  
CAMPUS NUMBER: 101907138

Campus Rating: Exemplary  
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	580	588	99%	100%	573	579	99%		0		
African Amer	18	18	100%	3%	15	15	100%		0		
Hispanic	44	46	96%	8%	40	40	100%		-4		
X White	471	477	99%	81%	485	491	99%		0		
Econ Disadv	4	5	80%	1%	6	6	100%		-20		
<b>Writing (65%)</b>											
X All Students	192	195	98%	100%	193	198	97%		1		
African Amer	5	5	100%	3%	6	8	75%		25		
Hispanic	14	15	93%	8%	14	15	93%		0		
X White	161	163	99%	84%	158	160	99%		0		
Econ Disadv	2	2	100%	1%	0	0	-		-		
<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	585	587	100%	100%	572	581	98%		2		
African Amer	18	18	100%	3%	14	15	93%		7		
Hispanic	46	46	100%	8%	39	41	95%		5		
X White	475	476	100%	81%	486	492	99%		1		
Econ Disadv	5	5	100%	1%	6	6	100%		0		
<b>Science (40%)</b>											
X All Students	187	190	98%	100%	162	165	98%		0		
African Amer	10	10	100%	5%	2	2	100%		0		
Hispanic	16	16	100%	8%	12	12	100%		0		
X White	144	147	98%	77%	140	143	98%		0		
Econ Disadv	2	2	100%	1%	1	1	100%		0		

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	22	27	81%	100%	24	26	92%		-11		

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
8	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS  
 CAMPUS NAME: SAMPSON ELEMENTARY Campus Rating: Exemplary  
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Analysis groups used to determine ratings are marked with an 'X'.  
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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	SAMPSON ELEMENT	3	All	197	197	100	100	100	131	66	220	220	100	149	68
Reading/ELA	SAMPSON ELEMENT	3	AA	3	---	---	---	---	---	---	5	5	100	3	60
Reading/ELA	SAMPSON ELEMENT	3	Hispanic	15	15	100	100	100	11	73	15	15	100	9	60
Reading/ELA	SAMPSON ELEMENT	3	White	161	161	100	100	100	103	64	188	188	100	129	69
Reading/ELA	SAMPSON ELEMENT	3	Eco.Dis.	1	---	---	---	---	---	---	7	7	100	4	57
Reading/ELA	SAMPSON ELEMENT	3	Spec.Ed.	9	9	100	100	100	3	33	9	9	100	4	44
Reading/ELA	SAMPSON ELEMENT	3	LEP	2	---	---	---	---	---	---	3	0	0	1	33
Reading/ELA	SAMPSON ELEMENT	3	LEP M1	5	---	---	---	---	---	---	2	0	0	1	50
Reading/ELA	SAMPSON ELEMENT	3	LEP M2								0	0	0	0	0
Reading/ELA	SAMPSON ELEMENT	4	All	203	198	98	100	99	115	57	211	206	98	81	38
Reading/ELA	SAMPSON ELEMENT	4	AA	5	---	---	---	---	---	---	8	8	100	2	25
Reading/ELA	SAMPSON ELEMENT	4	Hispanic	16	15	94	100	96	9	56	16	16	100	7	44
Reading/ELA	SAMPSON ELEMENT	4	White	170	166	98	100	99	93	55	171	166	97	63	37
Reading/ELA	SAMPSON ELEMENT	4	Eco.Dis.	2	---	---	---	---	---	---	1	1	100	0	0
Reading/ELA	SAMPSON ELEMENT	4	Spec.Ed.	9	8	89	90	89	2	22	13	12	92	2	15
Reading/ELA	SAMPSON ELEMENT	4	LEP								0	0	0	0	0
Reading/ELA	SAMPSON ELEMENT	4	LEP M1	3	---	---	---	---	---	---	0	0	0	0	0
Reading/ELA	SAMPSON ELEMENT	4	LEP M2	2	---	---	---	---	---	---	6	6	100	4	67
Reading/ELA	SAMPSON ELEMENT	5	All	196	193	98	100	99	93	47	177	176	99	88	50
Reading/ELA	SAMPSON ELEMENT	5	AA	10	10	100	100	100	5	50	2	0	0	0	0
Reading/ELA	SAMPSON ELEMENT	5	Hispanic	16	15	94	100	96	5	31	14	14	100	6	43
Reading/ELA	SAMPSON ELEMENT	5	White	153	151	99	100	99	71	46	153	152	99	76	50
Reading/ELA	SAMPSON ELEMENT	5	Eco.Dis.	2	---	---	---	---	---	---	1	0	0	1	100
Reading/ELA	SAMPSON ELEMENT	5	Spec.Ed.	12	11	92	100	95	3	25	2	0	0	0	0
Reading/ELA	SAMPSON ELEMENT	5	LEP	2	---	---	---	---	---	---	0	0	0	0	0
Reading/ELA	SAMPSON ELEMENT	5	LEP M1								0	0	0	0	0
Reading/ELA	SAMPSON ELEMENT	5	LEP M2								0	0	0	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	SAMPSON ELEMENT	3	All	197	195	99	100	99	135	69	222	214	96	125	56
Math	SAMPSON ELEMENT	3	AA	3	---	---	---	---	---	---	5	4	80	2	40
Math	SAMPSON ELEMENT	3	Hispanic	15	15	100	100	100	10	67	16	14	88	8	50
Math	SAMPSON ELEMENT	3	White	161	160	99	100	99	110	68	188	183	97	108	57
Math	SAMPSON ELEMENT	3	Eco.Dis.	1	---	---	---	---	---	---	7	7	100	3	43
Math	SAMPSON ELEMENT	3	Spec.Ed.	9	9	100	100	100	3	33	11	10	91	4	36
Math	SAMPSON ELEMENT	3	LEP	2	---	---	---	---	---	---	3	3	100	1	33
Math	SAMPSON ELEMENT	3	LEP M1	5	---	---	---	---	---	---	2	2	100	1	50
Math	SAMPSON ELEMENT	3	LEP M2								0	0	0	0	0
Math	SAMPSON ELEMENT	4	All	202	202	100	100	100	165	82	212	210	99	134	63
Math	SAMPSON ELEMENT	4	AA	5	---	---	---	---	---	---	8	8	100	4	50
Math	SAMPSON ELEMENT	4	Hispanic	16	16	100	100	100	13	81	16	16	100	11	69
Math	SAMPSON ELEMENT	4	White	169	169	100	100	100	138	82	172	170	99	106	62
Math	SAMPSON ELEMENT	4	Eco.Dis.	2	---	---	---	---	---	---	1	1	100	0	0
Math	SAMPSON ELEMENT	4	Spec.Ed.	7	7	100	100	100	4	57	14	14	100	7	50
Math	SAMPSON ELEMENT	4	LEP								0	0	0	0	0
Math	SAMPSON ELEMENT	4	LEP M1	3	---	---	---	---	---	---	0	0	0	0	0
Math	SAMPSON ELEMENT	4	LEP M2	2	---	---	---	---	---	---	6	6	100	4	67
Math	SAMPSON ELEMENT	5	All	197	196	99	100	99	144	73	174	174	100	143	82
Math	SAMPSON ELEMENT	5	AA	10	10	100	100	100	6	60	2	0	0	2	100
Math	SAMPSON ELEMENT	5	Hispanic	16	16	100	100	100	11	69	14	14	100	7	50
Math	SAMPSON ELEMENT	5	White	154	153	99	100	99	111	73	150	150	100	126	83
Math	SAMPSON ELEMENT	5	Eco.Dis.	2	---	---	---	---	---	---	1	0	0	1	100
Math	SAMPSON ELEMENT	5	Spec.Ed.	12	12	100	100	100	5	42	0	0	0	1	50
Math	SAMPSON ELEMENT	5	LEP	2	---	---	---	---	---	---	0	0	0	0	0
Math	SAMPSON ELEMENT	5	LEP M1								0	0	0	0	0
Math	SAMPSON ELEMENT	5	LEP M2								0	0	0	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 %
Science	SAMPSON ELEMENT	3	All												
Science	SAMPSON ELEMENT	3	AA												
Science	SAMPSON ELEMENT	3	Hispanic												
Science	SAMPSON ELEMENT	3	White												
Science	SAMPSON ELEMENT	3	Eco.Dis.												
Science	SAMPSON ELEMENT	3	Spec.Ed.												
Science	SAMPSON ELEMENT	3	LEP												
Science	SAMPSON ELEMENT	3	LEP M1												
Science	SAMPSON ELEMENT	3	LEP M2												
Science	SAMPSON ELEMENT	4	All												
Science	SAMPSON ELEMENT	4	AA												
Science	SAMPSON ELEMENT	4	Hispanic												
Science	SAMPSON ELEMENT	4	White												
Science	SAMPSON ELEMENT	4	Eco.Dis.												
Science	SAMPSON ELEMENT	4	Spec.Ed.												
Science	SAMPSON ELEMENT	4	LEP												
Science	SAMPSON ELEMENT	4	LEP M1												
Science	SAMPSON ELEMENT	4	LEP M2												
Science	SAMPSON ELEMENT	5	All	192	188	98	100	99	134	70	173	170	98	100	58
Science	SAMPSON ELEMENT	5	AA	10	10	100	100	100	5	50	2	2	100	1	50
Science	SAMPSON ELEMENT	5	Hispanic	16	16	100	100	100	8	50	14	14	100	7	50
Science	SAMPSON ELEMENT	5	White	149	145	97	100	98	105	70	149	146	98	86	58
Science	SAMPSON ELEMENT	5	Eco.Dis.	2	---	---	---	---	---	---	1	1	100	1	100
Science	SAMPSON ELEMENT	5	Spec.Ed.	10	9	90	100	93	5	50	2	1	50	0	0
Science	SAMPSON ELEMENT	5	LEP	2	---	---	---	---	---	---	0	0	0	0	0
Science	SAMPSON ELEMENT	5	LEP M1								0	0	0	0	0
Science	SAMPSON ELEMENT	5	LEP M2								0	0	0	0	0

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Sampson Ele.	AA	97.8	98
Sampson Ele.	H	97.6	97.3
Sampson Ele.	W	97.4	97.2
Sampson Ele.	NATIVE	99.1	97.7
Sampson Ele.	ASIAN	97.9	97.9
Sampson Ele.	MALE	97.5	97.3
Sampson Ele.	FEMALE	97.4	97.3
Sampson Ele.	SPED	97.2	97.3
Sampson Ele.	ECD	97.3	96.2
Sampson Ele.	LEP	97.6	97.2
Sampson Ele.	AT RISK	97.5	97.1
Sampson Ele.	GT	97.9	97.6
Sampson Ele.	MIGRANT	0	0

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

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

## Areas to Improve

<b>District Priority:</b>		The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Area of Focus:</b>		<b>Student Safety</b>
<b>Campus Objective:</b>		For 2007 – 2008, the discipline referrals for <u>inappropriate physical contact</u> will be reduced by <b>10%</b> from the previous school year.
<b>Formative Evaluation:</b>		District-developed Reports

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will complete a social contract .		All	Student	Contract form based on Capturing Kids' Hearts	August
	2	Students will be aware of Sampson's Discipline Plan.		All	Student & Parent	Sampson Discipline Plan	August
	3	Students will be given the District's Code of Conduct.		All	Student & Parent	Dist. Code of Conduct	August
	4	Students will participate in weekly class meetings.		All	Student and Homeroom Teacher	Strategies for Capturing Kids' Hearts	On-going
	5	Students will be aware of Building Better Relationships skills and the steps in following them.		All	Student and Teacher	Building Better Relationships Skills Chart	On-going
Teachers	1	Teachers will hold weekly class meetings to encourage courteous and appropriate behavior and making good choices.		All	Homeroom Teachers	BBR skills and Capturing Kid's Hearts	Aug.- May
	2	Teachers will use the skills from Building Better Relationships to encourage positive behavior.	SD	All	Teachers	BBR skills	Aug. - May
	3	Asst. Principals will work with students to reinforce appropriate behavior.		All	Asst. Principals	Code of Conduct & BBR skills	On-going
	4	Counselors' developmental guidance lessons in the classrooms will focus on right choices, making friends		All	Counselors	Dev. Guidance	Aug. - May

		appropriately, treating others as they want to be treated, inappropriate physical contact, and bullying.				Curriculum	
Parents	1	Parents will support the school by reviewing school rules and following through with consequences when their child has code of conduct infractions.	PI	All	Parents, Students and AP's	Code of Conduct	On-going
	2	Parents are given copies of the Sampson Discipline Plan and the Code of Conduct. They work collaboratively with the teacher to help their child make good choices.	PI	All	Parents, Students and Teachers	Sampson Disp. Plan & Code of Conduct	On-going

## Areas to Improve

<b>District Priority:</b>		Ensure that students understand the importance of attending school regularly and completing high school.
<b>Area of Focus:</b>		<b>Attendance</b>
<b>Campus Objective:</b>	#	For 2007 – 2008, the ADA student attendance will be at or above <b>97.2%</b> .
<b>Formative/Summative Evaluation:</b>		District-developed Reports and AEIS

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will earn stickers for their Award Certificates for six-week perfect attendance.		All	Teachers	Award Certificate, stickers	End of each six-weeks
Teachers	1	Teachers will encourage perfect attendance.		All	Teachers	Stickers, classroom acknowledgements	On-going
	2	Teachers will call parents to check on students who are out over two days.		All	Teachers	Phone Calls	On-going
	3	Teachers will provide meaningful, motivational instruction in a student-centered environment everyday in every subject so students want to be in school.		All	Teachers	Curr. Guides	On-going
Parents	1	Parents will receive a calendar for the year indicating holidays and testing days, etc.	PI	All	Principal	Beginning of school letter & calendar	August
	2	At Curriculum Nights, parents will be encouraged to not take vacations during the school days and to schedule appointments after school hours.	PI	All	Principal	Curr. Nights	September

## Areas to Improve

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Area of Focus:</b>		<b>Science</b>
<b>Campus Objective:</b>		By May, 2008, we will increase the percentage of students passing the 5 <sup>th</sup> grade TAKS science test to 100% from the current passing rate of 98%. The number of students rating commended performance will increase by 5% to 75% of the students.
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will participate in hands-on activities to better understand the content.		All	Science teachers	Dist. Curr. Guide, Science Resource Center labs	Aug.-May
	2	Students will be assigned job responsibilities and actively participate in the lab process.		All	Science teachers	Dist. Curr. Guide, Science Resource Center labs	Aug.-May
	3	Students will use a variety of methods to reinforce science vocabulary development.	SD	All	Science teachers	Marzano, Gonzales, Vocabulary Power	Aug.-May
	4	Third grade students will apply knowledge of science TEKS by participating in the study, planning, planting, and harvesting of the Imagination Garden.		All	Stephanie Baker	Imagination Garden	Aug.- May
	5	Students will use the district study guide to reinforce classroom learning.		All	Science teachers	Dist. Study Guide from Curr. Dept.	Aug.-May
	6	Students will keep science journals to record the experiments and important points for each concept.		All	Science teachers	Curr. Guide	Aug.-May
	7	Students will apply knowledge of science TEKS by participating in SRC provided field trip experiences ( ex. Animal Odyssey, Eco- Adventure, Gulf Mysteries, Nature Trails and the Planetarium in the school.)	PI	All	Asst. Prin.. Science teachers, Volunteers & SRC staff	Science Resource Center Programs	Oct.-April
Teachers	1	Teachers will provide hands-on activities and labs to help		All	Science	Dist. Curr.	Aug.-May

		with the comprehension of science concepts and to develop a better understanding of the scientific process. Teachers will follow the “experience before label” guideline.			teachers	Guide	
	2	Teachers will use a variety of methods to reinforce science vocabulary such as Marzano and Gonzales strategies and activities from Mentoring Minds Word Play. Technology programs such as PowerPoint and Photo Story will also be used to reinforce vocabulary skills.	SD T	All	Science teachers, Ins. Spec.	Research, Vocab. Power Kit	Aug.-May
	3	Teachers will utilize non-fiction reading on science topics in language arts.		All	Science teachers, Ins. Spec., librarian	Literacy library and school library	Aug.-May
	4	Teachers will ensure that the District Study Guide is being used and utilize the guide to send checkpoints home to parents.		All	Science teachers	Dist. Curr. Dept.	Aug.-May
	5	Teachers will model and reinforce the use of scientific journals through the use of Teacher Tools and the Smartboard.	T	All	Science teachers	Dist. Curr. Guide	Aug.-May
	6	Fifth grade teachers, along with third and fourth grade science teachers, will continue to provide a Science Super Camp to Sampson fifth graders. The third and fourth grade science teachers will participate to remind students of the concepts they learned in the prior years in preparation for the 5 <sup>th</sup> grade science TAKS test.		All	3 <sup>rd</sup> -5 <sup>th</sup> Science teachers Science Liaison	Dist. Curr. Guide	March 2008
	7	Teachers will be responsible for knowing the assessment data on all of their students and planning instruction to re-teach objectives that are shown to be weak.		All	All science teachers, Ins. Spec. & Adm. & Dist. Testing dept.	Testing information & Student tracking binder with charts for organization	On-going
Parents	1	Parents will encourage the use of the study guide for review.	PI	All	Science teachers & parents	Dist. Curr. Dept.	Aug.-May
	2	Parents of younger students will provide learning experiences at home and reinforce scientific vocabulary.	PI	All	Parents	Dist. science scope and seq. and TEKS	Aug.-May

## Areas to Improve

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.					
<b>Area of Focus:</b>		<b>Mathematics</b>					
<b>Campus Objective:</b>		By May, 2008, we will increase the percentage of students passing the TAKS math test from 99% to 100%. The number of students receiving commended performance by amounts noted right or greater		3rd	4 <sup>th</sup>	5th	
				+2/68%	+2/84%	+2/75%	
<b>Formative/Summative Evaluation:</b>		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	Students will be held responsible for using the strategies put in place by the district and school. (i.e. SQ-RQ-CQ-HQ)		All	Students & Teachers	District curr. Guide and school's SQ-RQ-CQ-HQ	Aug. -May
	2	Students will be responsible for learning the math facts.		All	Students, Teachers & parents	Flashcards	Aug. - May
	3	Students will show their work to solve problems.		All	Students & Teachers	Daily work and tests	Aug. - May
	5	When appropriate, students will utilize the manipulatives provided.		All	Teachers & students	School's math tubs	Aug. - May
	6	Students will be encouraged to take pride in their work and their successes.		All	Students, Teachers & Parents	Daily work, tests, student goal charts	Aug. - May
Teachers	1	Teachers will utilize the Smartboard to model processes and the thinking that goes into problem solving. They will encourage the use of multiple strategies to solve problems.	T	All	Math teacher, Ins. Spec.	Dist. Curr. Guide	Aug. - May
	2	Teachers will use a variety of methods to reinforce math vocabulary such as Marzano and Gonzales strategies and activities from Mentoring Minds Word Play. Technology programs such as PowerPoint and the Smartboard will be used to reinforce vocabulary skills.	SD T	All	Math teacher, Ins. Spec.	Research, Vocabulary Power boxes' PowerPoint presentations	Aug. - May
	3	Teachers will provide manipulatives when necessary for		All	Math teacher	Math tubs	Aug. - May

		the lesson.			Math liaison & Principal		
	4	Teachers will meet with students in grades 3-5 to develop individual goals and provide the data to help the students track their achievements.		All	Teacher, Students & Adm, & Ins. Spec.	Sampson Goal Setting Chart	Aug.- May
	5	Teachers will hold students accountable for using strategies and explaining their work.		All	Math teacher	Dist. Curr. Guide	Aug. - May
	6	Teachers will encourage higher level thinking and problem solving.		All	Math teacher, Ins. Spec.	Dist. Curr. Guide, HOTS wheel	Aug. - May
	7	Flexible grouping will take place during instruction to reinforce skills.	AR	At-risk Stud.	Math teacher	Dist. Curr. guide	Aug. - May
	8	Teachers will be responsible for knowing the assessment data on all of their students and planning instruction to re-teach objectives that are shown to be weak. Progress and interventions will be discussed at regularly scheduled student achievement meetings (SAM) with grade level teachers and a-team.		All	Math teachers, Adm. & Ins. Spec. & Dist. Testing Dept.	Testing Information & Stud. tracking binder with charts for organization	On-going
	9	Teachers will tutor students in grades 2-5, who are not showing mastery of the skills, during recess or advisory period for additional reinforcement.	AR	At-risk stud.	Math teacher	Dist. Curr. guide	Aug.- May
	10	The Helping Hand Folder will continue to be used in order for students in grades 3-5 to have a method to review concepts as needed and provided information to parents on strategies to be used to master the skill.		All	Math teacher, Ins. Spec.	Sampson Helping Hand Folder	Aug. - May
	11	Teachers will plan and utilize lessons based on achieving a LoTi Level 3 with their students.	T	All	Teachers/ Tech. Liaison	Tech. Liaison, Ins. Spec.	Aug.- May
	12	Students will use math software to reinforce skills in student classroom computer stations. (ex. Carnival Countdown, Numbers Undercover, Math Arena, Interactive Math, Zoombinis, & Fractions).	T	All	Math teachers, Tech. Liaison	Computer Programs	Aug. -May
	13	Teachers will use the Educaide program to create worksheets, flashcards, and transparencies to assist them with instruction.	T	All	Math teachers	Educaide program	Aug.-May
Parents	1	Parents will practice math facts with the students.	PI	All	Parents/ Students	Flashcards	On-going
	2	Parents will reinforce math vocabulary words with the students.	PI	All	Parents/ Students	Vocabulary cards	On-going
	3	Parents will ensure that weekly homework is completed and strategies used correctly.	PI	All	Parents, stud. & teachers	Homework	Aug-May

## Areas to Improve

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.									
<b>Area of Focus:</b>	<b>Reading/English Language Arts</b>										
<b>Campus Objectives:</b>		<ul style="list-style-type: none"> <li>By May, 2008, we will increase the percentage of students passing the TAKS reading test to 100%. Students earning commended performance will increase by the numbers stated at right.</li> <li>By May, 2008 we will increase the percentage of students promoted to first grade from 98% to 99% based on the end-of-year benchmark.</li> <li>By May, 2008, 85% of kindergarten students will be reading independently on level 4 or higher.</li> <li>By May, 2008, we will increase the percentage of students promoted to second grade from 89% to 92% based on the end-of-year reading benchmark test.</li> </ul>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">3rd</td> <td style="padding: 5px;">4th</td> <td style="padding: 5px;">5th</td> </tr> <tr> <td style="padding: 5px;">+1/70%</td> <td style="padding: 5px;">+3/60%</td> <td style="padding: 5px;">+3/50%</td> </tr> </table>			3rd	4th	5th	+1/70%	+3/60%	+3/50%
			3rd	4th	5th						
+1/70%	+3/60%	+3/50%									
<b>Formative/Summative Evaluation:</b>	District-developed Tests and Texas Assessment of Knowledge and Skills, Kindergarten and First Grade End-of-Year Benchmark										
<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	Through the use of Balanced Literacy strategies, the students will develop the love of reading.		All	LA teachers & students	Dist. Balanced Literacy design	On-going				
	2	The students will build stamina for reading longer and more challenging text.		All	LA teachers & students	Dist. Balanced Literacy design	On-going				
	3	The students will develop strategies for self-reflection and deeper thought in reading.		All	LA teachers & students	Dist. Balanced Lit. Design	On-going				
	4	The students will develop individual goals for improving their reading.		All	LA teachers & students	Goal Setting Chart	On-going				
Teachers	1	Teachers will utilize the Balanced Literacy model to increase the students' use of strategies to increase fluency, comprehension and build stamina for increased reading time and more challenging text. The Smartboard will be used for modeling interactive writing and	SD T	All	LA teachers	Dist. Balanced Literacy design, Smartboard	Aug-May				

		shared reading.					
	2	Teachers will be responsible for knowing the assessment data on all of their students and planning instruction to re-teach objectives that are shown to be weak. Progress and interventions will be discussed at regularly scheduled student achievement meetings (SAM) with a-team and grade level teachers.		All	LA teachers, Adm. & Ins. Spec. & Dist. Testing Dept.	Student tracking binder with charts for organization	Aug.- May
	3	Students in grades 3-5 will develop individual goals and track their achievements.		All	LA teacher, students & Adm, & Ins. Spec.	Sampson Goal Setting Chart	Aug.- May
	4	Teachers will provide tutoring at recess for students who are not meeting with success on specific objectives.	AR	All	LA teachers	Dist. Curr. Guide	Aug-May
	5	The Reading Enrichment teacher will meet on a regular basis with students who continue to not successfully master the reading TEKS.	AR	At-risk stud.	Reading Enr. Teacher	TEKS	Aug.- May
	6	The Literacy Coach will meet with 3-5 students who are not successful on district and state assessments.	AR	At-risk stud.	Literacy Coach (Ins. Spec.)	TEKS	Aug-May
	7	Quantum Learning techniques will be used to motivate students and “Kick-up the Learning a Notch.”	SD	All	QL Team	QL strategies	Aug-May
	8	Teachers and administrators will be involved in staff development on mastering the Balanced Literacy approach and book studies on <b>The Art of Teaching Reading</b> by Lucy Calkins (for all grades); <b>Growing Readers</b> by Kathy Collins (for primary) and <b>Reading with Meaning</b> by Debbie Miller (for intermediate). Other titles will be added from teacher input and needs.	SD	All	A-team & LA teachers	Stated books	Sept.- May
Parents	1	Parents will actively monitor the home reading log.	PI	All	LA Teachers & Parents	Home readers & Library books	On-going
	2	Parents will encourage the love of reading with their child.	PI	All	Parents	Home readers & Library books	On-going
	3	Parents will have open communications with their child’s reading teacher.	PI	All	Parents & Teachers	Agendas, Daily Charts, Phone calls, Emails, &	Aug - May

						Conf.	
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## Areas to Improve

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
<b>Area of Focus:</b>		<b>Writing</b>
<b>Campus Objective:</b>		By May, 2008, we will increase the percentage of students passing the TAKS Writing test to 100%. The number of students rating a commended performance will increase by 3% to 50% of the students.
<b>Formative/Summative Evaluation:</b>		District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	The students will develop their personal process and style.		All	LA Teacher & Student	Writer's Workshop	On-going
	2	The students will participate in daily writing activities.		All	LA Teacher & Student	Writer's Workshop	Aug – May
	3	The students will understand and use the writing process. They will have access to classroom computer stations, computer lab, and notebook computers to publish their writing.	T	All	LA Teacher & Student, Tech. Liaison	Writer's Workshop Computers	Aug – May
	4	The students will increase endurance and length of their writing.		All	LA Teacher & Student	Writer's Workshop	Aug – May
	5	The students will utilize the Writer's Toolkit		All	LA Teacher & Student	Sampson Writing Comm.	Aug –May
	6	The students will use the <b>R</b> (role) <b>A</b> (audience) <b>F</b> (format) <b>T</b> (topic) strategy to ensure that they write to the prompt.		All	LA Teacher & Student	Sampson Writing Comm.	Aug - May
	7	The students will use appropriate software to publish a piece of their writing. (ex. PowerPoint, Word, depending on grade level.)	T	All	LA Teachers & Student	PowerPoint, Word	Sept. - May
Teachers	1	The teachers will implement <b>Words Their Way</b> strategies to increase vocabulary and spelling skills.	SD	All	LA Teachers, Sampson Writing Comm., Ins. Spec.	<u>Words Their Way</u> and grade level spelling words	Aug -May
	2	Teachers will use the Writer's Workshop classroom guidelines to organize their lessons.	SD	All	LA Teachers, Writing Comm, Ins. Spec.	Dist. Curr. Guide	Aug -May

	3	Teachers will incorporate the strategies of <u>Six Traits Plus One</u> and the research and ideas of Barry Lane and Lorie Jamison.	SD	All	LA Teachers, Sampson Writing Comm, Ins. Spec.	<u>Six Traits Plus One</u> , out of district workshops of Barry Lane & Lorie Jameson	Aug-May
	4	Teachers and administrators will be involved in a book study on <b><u>Working Through the Hard Parts and They're All Hard Parts!</u></b> By Katie Wood Ray	SD	All	LA Teachers and A-team	Stated Book	Sept. - May
	5	The teachers will use the mini-lesson approach to reinforce skills based on the students' needs from assessments.		All	LA Teachers	Student writing, Tests	Aug-May
	6	Through the use of individual conferencing, teachers will offer strategies to collect, expand and revise ideas.		All	LA Teachers & Students	Student writing, Tests	Aug. -May
	7	Teachers, at all levels, will use writing journals as a teaching tool and for modeling the <i>thinking</i> behind writing.		All	LA Teachers & students		
	8	Fourth grade teachers will provide a Parent Writing Night to inform parents of TAKS expectations and the role they play in reinforcing writing at home.	PI	All	Fourth grade LA teachers	TEKS	November 2007
	9	The teachers will use rubrics to inform students and parents of the high expectations for student writing.	PI	All	LA teachers, Ins. Spec.	Rubrics used	Aug-May
Parents	1	Parents of 4 <sup>th</sup> grade students will be introduced to the TEKS expectations at a writing meeting for parents and students. Parent assistance will be solicited to reinforce writing at home.	PI	4 <sup>th</sup> grade studs.	4 <sup>th</sup> grade LA teachers	Teachers' presentations & sample writings	October 2007
	2	Parents will be provided with ideas of how to share writing in the home setting.	PI	All	LA Teachers	Handouts	October

**\* 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**

**Sampson Elementary  
Cindy O'Brien  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

**Section A**

X (1) Sampson 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 Sampson 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, dyslexia treatment programs, and pregnancy-related services.
- (f) included strategies for dropout prevention and reduction. (middle school and high school)
- (g) included strategies for improving student attendance.
- (h) included strategies for improving the campus's completion rate. (high school)
- (i) provided for a program to encourage parental and community involvement at the campus.
- (j) included goals and methods for violence prevention and intervention on campus.
- (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.

## Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Kileen Crenshaw	Teacher 1
Kendall McKinney	Teacher 2
Laura Acosta	Teacher 3
Lori Wilson	Teacher 4
Liz Hoeft	Teacher 5
Gwen Engle	Teacher 6
Nancy Mueller	Teacher 7
Kim Fox	Teacher 8
Harriet Brown	Non-teaching professional 1
Laura Briggs	Non-teaching professional 2
Meagan Bradley	Parent 1
Stephanie Greaves	Parent 2
Margaret Szakasits	Community resident 1
Thomas Novasad	Community resident 2
Michael Mallams – Supervising Partner / Sonic	Business representative 1
Steve Wilson – Wilson Import Repair	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	August 20, 2007	1:30	School Library
2	September 12, 2007	3:30	School Library
3	November 14, 2007	7:30	School Library
4	January 23, 2008	7:30	School Library
5	April 23, 2008	7:30	School 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.

## Section C

### Other Legal Requirements

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>90%</b> .	
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.

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

## Section D

Sampson 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	