

# The Power of Engagement

## 2008-2009 Campus Improvement Plan for Lamkin Elementary

**Cypress-Fairbanks Independent School District**

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Improved Good First Instruction	97% overall, up from 90
		Writing	Writing camp; Round Robin; Saturday School	96% overall, up from 91
		Math	Math coaches	96% overall, up from 91
		Science	Science Saturday School	93% overall, up from 88
		Social Studies		
		Other	Individual Goal Setting	Overall student improvement
	Subgroups	All	Targets posted	Marked improvement
		AA	Science, Math, Reading & Writing Sat. School & Individ. goals	Student responses
		H	Science, Math, Reading & Writing Sat. School & Individ. goals	Student scores
		W	Science, Math, Reading & Writing Sat. School & Individ. goals	Student scores
		ED	Science, Math, Reading & Writing Sat. School & Individ. goals	Student attendance
		LEP	Science, Math, Reading & Writing Sat. School & Individ. goals	
		SE	I-station	
	Social/ Emotional	Discipline	Living above the line motivation; personal goals	Decreased office referrals
		Extracurricular	School clubs/tutoring will be available to students; mentoring programs; Jr. Counselors; Cub buddies; Student Council, PALS, PIE Mentors, Drivers License's for 5 <sup>th</sup> , Schoolwide incentives, 5 <sup>th</sup> grade helpers	Membership in clubs
Other		Monday Morning Mentors	100% participation	
Teachers	Professional Development		2X2 Peer Coaching	Large Interest and attendance
			Becky Koesel Literacy; <u>Quantum Learning</u> ; <u>Fred Factor</u>	Used regularly in classrooms
			At-risk & Diverse Student Presentation and Article Review	
	Qualifications	Continue to hire highly qualified teachers	100% HQT	
	New Staff	Mentoring Program	Teacher retention	
	Retention	OHI Implementation	Increased overall OHI	
Parents	VIPS	Volunteering at school	Logged in hours	
	Parental Involvement	HEB Bus Buddies and Mentors		
		Donuts forDad	Participation	
		Muffins for Mom		

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## Area of Focus: Student Safety

<b>District Priority:</b>	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Campus Objectives:</b> #1	For 2008 – 2009, discipline referrals for excessive talking out/disruptive behavior/inappropriate physical contact will be reduced by 10% from the previous school year.
<b>Formative Evaluation:</b>	District & Campus Developed Reports

STP		Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Continue to 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	Ongoing Staff Development
	2	Participate in leadership groups and other student groups focused on good citizenship.	VP	All Students	Teachers Counselor Administrators	Keystone, Classroom Guidance	Ongoing
	3	5 <sup>th</sup> grade students will participate in the DARE prevention program.	VP	5 <sup>th</sup> grade	DARE officer Teachers	DARE materials	Fall 2008
	4	Peer mediation for third graders.	VP	All Third Grade	Counselor	Keystone, Classroom Guidance	Ongoing
Teachers	1	Increase staff training in anger and aggression management strategies, anti-bullying, and conflict resolution through book and professional articles.	SD	Teachers	Counselor Administrators	Campus made	Monthly BBR Meetings
	2	All staff attended both Aric Bostic and Crystal Kuykendall, focusing and understanding relationship building and students from diverse backgrounds.	SD	All staff	District staff Guest Speakers	Guest Speakers	August 2008

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Safety con't							
		<b>Strategies</b>	<b>Codes *</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
	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
	4	Train all staff on 2008-09 Emergency Operations Policies and Procedures.	SD	All Staff	Principal	EOP Plan	August and Ongoing
Parents	1	Provide information to parents at the Pinnacle Apartment complex via the leasing office regarding Lamkin policies, procedures and ways to be involved with the school.	PI	AR	Admin Counselor	PIV Campus made	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
	4	Continue with the school adoption program through Cypress Bible Church to provide mentors, bus buddies and community volunteers.	PI	All Students & Staff	Admin and Church Members	Donated Items	Ongoing

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## Area of Focus: Attendance

<b>District Priority:</b>	Ensure that students understand the importance of attending school regularly and completing high school.
<b>Campus Objective:</b>	#2 For 2008 – 2009, the ADA student attendance will be at or above 97% in all sub-groups.
<b>Formative/Summative Evaluation:</b>	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 as well as postings on School Notes	AR	All Students	Teachers	Folders	Ongoing
	2	Continue with Bravo Awards for perfect weekly attendance by grade level for students.	AR	All Students	Teacher, Admin	Awards Certificates	Ongoing
	3	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	Ongoing

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## Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	62	75	79	90	83
All	88	89	92	100	95
Eco.Dis.	77	81	83	90	85
Hispanic	81	84	89	90	89
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	100	100	100	100	100
Spec.Ed.	88	89	63	90	75
White	97	98	97	100	98

**District Priority:**

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

**Campus Objective:**

- #3
- A. By May 2009 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.
- B. Continue to increase the number of students earning Commended Performance status on TAKS to 55%.
- 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 5<sup>th</sup> 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 <sup>th</sup>	Teachers, IS and Admin	Campus made	Spring
	2 Provide extended learning time during recess with assigned teacher to review and reteach student specific objectives.	AR	4 <sup>th</sup> -5 <sup>th</sup>	Teachers	Campus made	Ongoing
	3 Increase the use of hands on experiments and activities with use of the Science Lab.	AR	K-5	Teachers, IS,	Science Materials	Ongoing

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Science con't							
		<b>Strategies</b>	<b>Codes*</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
	4	Attend round robin activities provided by 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers during designated content Round Robin day.	AR	5 <sup>th</sup>	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
	7	Use ISN's to keep notes and graphic organizers.	All	4-5	Teachers	ISN's	Ongoing
	8	Continue with third grade review setup for fifth grade participation.	All	5	3 <sup>rd</sup> and 5 <sup>th</sup> Teachers	Science Materials	Spring 2009
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 notecards. (Photo Story)	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	K-5	Teachers, IS	Science lab	Ongoing
	4	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
	5	Develop and implement science lessons using the LoTi design.	T All	3-5	Teachers, IS	Technology	Ongoing
	6	Teachers will participate in vertical planning across grade levels.	All	2-5	Teachers, IS Admin	Data Scope and Sequence	Ongoing
	7	Use checkpoint assessments to monitor progress.	All	1-5	Teachers, IS Admin	Data	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

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## Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	86	87	86	90	87	82	85	93	100	95	81	84	91	100	94
All	95	97	94	100	96	91	94	96	100	97	94	96	98	100	99
Eco.Dis.	92	95	86	90	87	80	83	94	100	96	92	95	93	100	95
Hispanic	88	89	91	100	94	86	87	93	100	95	94	96	97	100	98
LEP	83	85	86	90	87	--	--	89	90	89	--	--	--	--	--
LEP M1	100	100	100	100	100	100	100	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	100	100	100	100	100
Spec.Ed.	--	--	--	--	--	--	--	--	--	--	100	100	--	--	--
White	100	100	97	100	98	96	97	97	100	98	97	98	100	100	100

**District Priority:**

1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

A. By May 2009, 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

B. Continue to increase the number of students earning commended performance status on TAKS to 45% or greater.

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

**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

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		Math con't					
		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
	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	1-5	Teachers, IS	Educaide	Ongoing
	7	Use the windowpane graphic organizer to help students with problem solving.	All	1-5	Teachers	Organizers	Ongoing
Teachers	1	Utilize available math coaches in grades 1-5 to review planned lessons and help with modifying lessons to target identified struggling learners.	SD CE AR	1-5	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	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 specialist/staff members.	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	Plan and implement activities that involve movement and novelty to keep students motivated and engaged.	AR	K-5	Teachers	Campus Materials	Ongoing
	9	Teachers will participate in vertical planning across grade levels.	AR	All	Teachers, IS Admin	Data and Scope and Sequence	Ongoing
	10	Provide students with concrete examples and use of manipulatives to enhance understanding.	AR-	All	Teachers, Liaison	Campus Materials	Ongoing
	11	Provide round robin activities for enrichment and remedial help for all student groups.	AR	2-4	Teachers, IS	Campus Materials	Ongoing

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Math con't							
	12	Design an individual tutoring program for struggling students to work with their classroom teacher on specific targeted goals.	AR	3-5	Teachers	Campus materials Educaide	2 <sup>nd</sup> Semester
Parents	1	Review math vocabulary at home on a regular basis.	PI	K-5	Parents	Vocabulary words	Ongoing
	2	Provide parent instruction for all parents during math instruction night. Review of the 4 step problem solving process and model drawing for HW use to help better understand the use in the classroom.	PI	1-5	Teachers, Parents	Handouts	Fall, 2008
	3	Review multiplication facts weekly at home to help cement student understanding and usage of facts in grades 3,4 and 5.	AR	3-5	Parents, Students	Fact Sheets	May, 2009

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## Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	85	87	91	100	94	67	75	89	90	89	77	81	96	100	97
All	95	97	96	100	97	85	87	95	100	97	90	93	98	100	99
Eco.Dis.	89	89	90	100	93	67	75	94	100	96	78	82	95	100	97
Hispanic	96	97	94	100	96	78	82	93	100	95	83	85	97	100	98
LEP	92	95	92	100	95	--	--	56	90	75	--	--	--	--	--
LEP M1	100	100	100	100	100	92	95	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	100	100	100	92	95	100	100	100
Spec.Ed.	--	--	--	--	--	--	--	--	--	--	57	75	83	90	85
White	97	98	99	100	99	93	95	98	100	99	95	97	99	100	99

**District Priority:**

1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Objective:**

#5

- A. By May 2009, 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.
- B. By May 2009, students in 1<sup>st</sup> through 5<sup>th</sup> grade will increase their fluency to 63%.

**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 (depending on grade level) a day to student selected independent reading in order to build endurance.	All	K-5	Teachers Librarian	Literacy/ Library 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	Ongoing

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Reading/English Language Arts con't							
	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
	5	Students will participate in a buddy reading program with a paired class.	AR	K-5	Teachers	Literacy Materials	Ongoing
	6	Students will set a personal goal for independent reading time and for performance on assessments.	AR	1-5	Teachers Students	Literacy Materials	Ongoing
	7	Struggling students will be invited to Saturday School.	AR	3-5	Teachers, IS	Campus made	Spring, 2009
	8	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	Teachers will monitor fluency (WPM) and text selection.	AR	1-5	Teachers	Literacy Materials	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	Use school personnel and specialists to improve reading performance through SGRI, ARIP and Reading Enrichment.	CE AR	1-5	Reading Enrichment and SGRI, Teachers	Schedules	Ongoing
	9	Encourage teachers to become ESL certified.	SD	K-5	Staff Dev. Personnel	Staff Dev.	Ongoing
	10	Teachers will participate in vertical teaming for planning and data analysis.	SD	K-5	Teachers, Administration	Meeting time and area	Ongoing

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Reading/English Language Arts con't							
		<b>Strategies</b>	<b>Codes*</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
	11	Teachers will participate in book studies to understand and implement balanced literacy and best teaching practices.	SD	K-5	Teachers Admin, IS	Professional Materials	Fall 2008 Spring 2009
	12	Provide round robin activities for enrichment and remedial help for all student groups.	AR	2-4	Teachers, IS	Campus Materials	Ongoing
	13	Teachers will utilize rubrics and multiple assessments to determine student performance and analyze data to plan accordingly.	SD	K-5	Teachers, IS Admin	Rubrics, Data	Ongoing
Parents	1	Provide parents with information and instruction on the 'Take Home Book Bag' program.	PI	K-2, SE	Teachers	Handout	Fall, 2008
	2	Provide parents with information and instruction so they may monitor the on-line grades through the PIV.	PI	2-5	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

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## Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	81	84	93	100	95
All	91	94	96	100	97
Eco.Dis.	81	84	93	100	95
Hispanic	91	94	96	100	97
LEP	--	--	89	90	89
LEP M1	93	95	--	--	--
LEP M2	--	--	100	100	100
Spec.Ed.	--	--	--	--	--
White	94	96	95	100	97

**District Priority:**

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

**Campus Objective:**

#5  
 A. By May 2009, 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.  
 B. By May 2009, 4<sup>th</sup> graders will increase the number of students earning a 2 or higher rating on the TAKS written composition with 33% scoring a 3 or higher.

**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.	AR	K-5	Teachers, IS	Dist. Units of Study	Ongoing/Daily
	2 Students identified as struggling with writing will attend Saturday school for writing.	AR	4 <sup>th</sup>	Administration, Teachers	Campus made	Spring, 2009
	3 Students will use REV/editing cards (2-5) to practice revision and editing.	AR	2-5	Teachers	District REV cards	Ongoing
	4 Students will analyze high quality writing samples to become familiar with good writing habits and models.	AR	K-5	Teachers	Multiple samples	Ongoing
	5 Students will share their writing through celebrations such as (Author chair, open mic during lunch, etc).	AR	K-5	Teachers and Students	Student Writing	Ongoing

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		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 <sup>th</sup> grade students.	AR	4 <sup>th</sup>	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	1-5	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 <sup>rd</sup> grade teachers will have a greater focus on writing instruction.	AR	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	Teachers in fourth grade will use the Ralph Fletcher <u>Qualities of Writing</u> kits to improve instruction.	AR	4	Teachers	Kit	Ongoing
	8	Kindergarten and First grade teachers will use the Lucy Caulkin's <u>Best Practices</u> writing kits to improve instruction.	All	K-1	Teachers	Kit	Ongoing
	9	Teachers will conduct individual writing conferences with students to target instructional needs.	All	K-5	Teachers	Conference Log	Ongoing
	10	Keyboarding/handwriting will be taught during the instructional day.	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
	2	Parents have the opportunity to purchase Type to Learn through the district for student use at home.	T	K-5	Parents	Software	Ongoing
	3	Encourage parents of 4 <sup>th</sup> grade students to assist their child with creating, revising and editing an original writing assignment.	AR	4	Parents	Handout	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Social Studies

**District Priority:**

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

**Campus Objective**

#6 By May 2009, Lamkin will increase the percentage of students in each sub-group to 90% or greater demonstrating proficiency on district benchmarks in Social Studies.

**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 (Read-a-loud).	AR	3-5	Teachers	Social Studies books	Ongoing
Teachers	1 5 <sup>th</sup> 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
	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

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**\*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.
All	All students	Best practices and strategies that benefit all students.

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## Area of Focus: Campus Culture

<b>District Priority:</b>	1A	The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
<b>Campus Objective:</b>		#7 By May, 2009, Lamkin will practice and improve the autonomy of our organization to maintain our ideals and goals as well as meet staff needs while managing demands from the outside.
<b>Formative Evaluation:</b>		Surveys, Teacher Retention Data...

STP		Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will use BBR skills on a daily basis to resolve conflict and interact appropriately with each other.	All	Counselor, Admin, Teachers, Students	BBR, Class Meetings, OHI	Ongoing
	2	Students will demonstrate responsibility for their learning and actions while at school. (Why are you here? What does it take? What will you give?)	All	Counselor, Admin, Teachers, Students	BBR, Class Meetings, OHI	Ongoing
	3	Students will set personal goals and hold themselves accountable. (Above and below the line)	All	Counselor, Admin, Teachers, Students	BBR, Class Meetings, OHI	Ongoing
Teachers	1	Teachers will focus on factors they have the ability to change rather than those from the outside they do not.	All Staff	Principal, Admin, OHI Team, Staff	Campus Made, SD	May, 2009
	2	Teachers will set personal goals and hold themselves accountable. (Above and below the line)	All	Admin, Teachers	OHI	Ongoing
	3	All staff will work as cohesive teams to work toward the interdependence level of functioning.	All Staff	Principal, Admin, OHI Team, Staff	Campus Made, SD	May, 2009
Parents	1	Parents are welcome to our building and are encouraged to take an active interest and role in their child's learning and participation at Lamkin.	All Families	Parents	Newsletter, Conferencing	Ongoing

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## CIP PART II: ASSURANCE ADDENDUM

### Lamkin Elementary

Gale Parker

2008 – 2009

### Campus Improvement Plan

Cypress-Fairbanks Independent School District

### Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	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	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
NA	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
NA	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
NA	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
NA	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	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	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.
NA	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

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## CIP PART II: ASSURANCE ADDENDUM

### Section B

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Gale Parker	Principal:
Deborah McMeekin	Teacher 1: Kindergarten Representative
June Hurt	Teacher 2: First Grade Representative
Mary King	Teacher 3: Second Grade Representative
Susie Spelock	Teacher 4: Third Grade Representative
Judy Andersen	Teacher 5: Fourth Grade Representative
Heather Ford	Teacher 6: Fifth Grade Representative
Donna Ganster	Teacher 7: Large Group Representative
Ryann Priska	Teacher 8: Special Education Representative
Monica Brister	Non-teaching professional 1: Instructional Specialist
Brandy Henderson	Non-teaching professional 2: Counselor
Rinku Howard	Parent 1:
Desiree' Crawford	Parent 2:
Sammy McCarty	Community resident 1: General Electric
Marilyn Meyers	Community resident 2: Cypress Bible Church
Leslie Martone	Business representative 1: Cy-Fair FCU
Barbara Schneider	Business representative 2: REACH Unlimited
Pam Wells	District Administrative Representative

#### CPOC Meetings\* for '08 – '09

#	Date	Time	Location
1	October 16, 2008	7:45 am	Conference Room/Library
2	November 12, 2008	9:15 am	Library (AEIS Report)
3	January 15, 2009	7:45 am	Conference Room/Library
4	March 10, 2009	7:45 am	Conference Room/Library
5	May 15, 2009	7:45 am	Conference Room/Library

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## CIP PART II: ASSURANCE ADDENDUM

\* 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

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	1) TAKS Recognized or Exemplary	For 2008-2009, 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.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
<b>X</b>	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>5%</b> .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
<b>NA</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>0%</b> .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

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## CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>5%</b> from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for <b>Lamkin</b> .	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>90%</b> .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
NA	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
NA	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
NA	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide

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## CIP PART II: ASSURANCE ADDENDUM

					students to appropriate testing, classes, and programs.
NA	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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## CIP PART II: ASSURANCE ADDENDUM

### Section D

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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## CIP PART II: ASSURANCE ADDENDUM

<b>Lamkin Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
4-Nov	Elementary Staff	Campus	
	Secondary Staff	Campus	
19-Jan	All Staff	District Staff	
4-June	All Staff	Campus	

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