

The Power of
Engagement

2009-2010
Campus Improvement Plan
for
Lamkin Elementary

Cypress-Fairbanks Independent School District

Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Lamkin Elementary Mission Statement

Inherent in the belief that all children have the right to experience success, Lamkin's mission is to provide an environment that is conducive to the development of intellectual, physical, social, and emotional growth which will insure progress toward all children becoming responsible individuals prepared to meet the demands of an increasingly complex society.

Lamkin Elementary
2009-10 Comprehensive Needs Assessment Summary

The staff at Lamkin Elementary includes 57 teachers, 17 paraprofessionals, and 8 administrators. The student population is 43% White, 20% African American, 27% Hispanic, 10% Asian, and .001% Native American. Thirty six percent of students who attend Lamkin Elementary qualify for free or reduced lunch. The mobility rate for Lamkin Elementary students is 17.8% (2006-07 AEIS report).

In accordance with Texas state legislative requirements, the staff at Lamkin Elementary conducted a comprehensive needs assessment for the 2009-10 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2009 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, Lamkin Elementary did not have any student groups with performance below 75% in any grade or content area. Lamkin Elementary will be implementing strategies to maintain an Exemplary rating in all student groups. Additionally, Lamkin Elementary will implement research based strategies to eliminate the achievement gap between African American, Hispanic, White and economically disadvantaged students. Strategies to address current needs in these areas are delineated in Part I of the campus improvement plan.

Lamkin Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2009-10 school year using the PBIS model. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (97%), Hispanic (96%), White (97%), and students who are economically disadvantaged (96%). Efforts will also be made to continue teacher retention at Lamkin Elementary.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Improved Good First Instruction; AR (2-4)	97% overall, same as 97	
		Writing	Writing camp; Round Robin; Saturday School	97% overall, up from 96	
		Math	Math coaches; Sat. school, ST Training	94% overall, down from 97	
		Science	Science Saturday School	95% overall, up from 93	
		Other	Individual Goal Setting	Overall student improvement	
	Subgroups	All	Targets posted; I-station (K-4)	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; PBIS	Decreased office referrals	
		Extracurricular	School clubs/tutoring will be available to students; mentoring programs; Jr. Counselors; Cub buddies; Student Council, PIE Mentors, Drivers License's for 5 th , School-wide incentives, 5 th grade helpers, PALS (CFHS)	Membership in clubs	
		Other	Monday Morning Mentors; Milk and Cookies Night	100% participation	
	Staff			<u>Love and Logic: From Innocence to Entitlement, You Don't Need a Title to be a Leader</u> ; Grant Money	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			
	Community Involvement	Cypress Bible Church adoption			
		Donuts for Dad		Participation	
		Muffins for Mom			

Area of Focus: Campus Culture

District Priority:	1A	The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
Campus Performance Objective:		#7 By May 2010, 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.
Formative Evaluation:		Surveys, Teacher Retention Data...

STP		Strategies	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will use BBR and PBIS skills from the PBIS matrices on a daily basis to resolve conflict and interact appropriately with each other.	All	Counselor, Admin, Teachers, Students	BBR, PBIS Class Meetings, OHI	Ongoing
	2	Students will demonstrate responsibility for their learning and actions while at school. (Why are you here? What works? What will you give?)	All	Counselor, Admin, Teachers, Students	BBR, PBIS Class Meetings, OHI	Ongoing
	3	Students will set personal goals and hold themselves accountable. (Above and below the line, both academically and behaviorally)	All	Counselor, Admin, Teachers, Students	BBR, PBIS Class Meetings, OHI	Ongoing
	4	Students will work with community mentors to improve and build relationships that result in academic success.	All	Counselor, Admin, Mentors	CBC Community	Ongoing
Teachers	1	Teachers will focus on factors they have the ability to change rather than those from the outside they do not (district RRR presentation)(Autonomy – OHI)	All Staff	Principal, Admin, OHI Team, Staff	Campus Made, SD	May 2010
	2	Teachers will set personal goals and hold themselves accountable. (Above and below the line and PBIS matrices)	AR	Admin, Teachers	OHI PBIS	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 2010
	4	All staff attended Dr. Rich Allen to use musical strategies to prepare an environment that engages.	All Staff	Teachers	Materials from Workshop	Ongoing

		Culture Strategies Con't	Target Group	Person(s) Responsible	Resources	Timeline
Teacher	5	Staff will participate in the Love and Logic: 9 Essential Skills for the Classroom	All	Counselor	Love and Logic Curriculum	October – December 2009
Parents	1	Parents are encouraged to take an active interest and role in their child's learning and participation at Lamkin.	All Families	Parents	Newsletter, Conferencing Super Dads Volunteering	Ongoing
	2	Parents will be provided with the opportunity to participate in a Love and Logic Parenting Class.	All Families	Counselor	Love and Logic Curriculum	February 2010
	3	Dads and other male role models will be provided an opportunity to become involved with students to promote male parent involvement in the school.	All Families	Admin Teachers Counselor	Super Dads Club	August 2009 Ongoing
	4	All staff will participate in keeping School Wires updated and parents will be encouraged to utilize that form of communication that fosters a positive school culture.	All Families	Admin Teachers Parents	School Wires	Ongoing

Area of Focus: Student Safety and Health

District Priority:

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

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

Campus Performance Objectives: #1

Safety: For 2009-2010, discipline referrals for excessive talking out/disruptive behavior/inappropriate physical contact will be reduced by 10% from the previous school year.

Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

Formative Evaluation:

Safety: District & Campus Developed Reports

Health: Fitnessgram Reports and Student Survey

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Continue to implement the social skills program from Building Better Relationships and PBIS.	VP	All students	BBR, PBIS Teachers Counselor Admin	BBR posters, PBIS Matrices Mini lessons Class mtgs. Behav. Cnslt	Ongoing Staff Development
	2	Participate in leadership groups and other student groups focused on supporting students with good citizenship instruction and opportunities.	VP	All Students	Teachers Counselor Administrators	Keystone, Classroom Guidance	Ongoing
	3	Show diligence in personal hygiene by washing hands, using hand sanitizer, coughing into sleeve, using tissues, monitoring fever and remaining away from other students if ill to prevent the spread of flu, colds or H1N1.	All	All Students	Students Teachers Admin Nurse	H1N1 Information HCHD Nurse	Ongoing
	4	Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	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	Continue use of the discipline committee (PBIS team) to help with suggestions and strategies to be proactive in preventing student misbehavior.	SD	Discipline Committee	Principal Counselor Teachers	Discipline Data	Ongoing
	3	Train all staff on 2009-2010 Emergency Operations Policies and Procedures.	SD	All Staff	Principal	EOP Plan	September 2009 and Ongoing
	4	Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing
Parents	1	Provide information to all parents regarding Lamkin policies, procedures and ways to be involved with the school as well as information and suggestions from the PBIS model.	PI	AR	Admin Counselor	PIV Lamkin Lines Campus Information	Monthly
	2	Continue the mentoring program with an emphasis on academic achievement.	AR	K-5	Counselor 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
	5	Provide all parents with an overview of the PBIS program and the Matrix of expectations.	PI	All Parents	Admin Staff	PBIS Information	Ongoing

Area of Focus: Attendance

District Priority:

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

Campus Performance Objective:
Formative/Summative Evaluation:

#2

For 2009-2010, the ADA student attendance will be at or above 97% in all sub-groups.

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 Wires	AR	All Students	Teachers	Folders	Ongoing
	2	Continue with Bravo Awards for perfect weekly attendance by grade level for students, announced weekly.	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
	4	Arrange for any missed classwork to be completed upon return to school.	AR	All Students	Teachers	Missed Classwork	Ongoing
Parents	1	Encourage parents to make contact with the school on or before the 2nd day of a student's absence.	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
	3	Inform parents of the attendance policy both verbally and in writing, and obtain a signature of policy received.	PI	All Students	Admin Attendance Secretary	Attendance Policy Form	Ongoing

Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	142	94	65	143	92	53	96
5	AA	22	91	41	24	79	46	94
5	Hispanic	29	83	48	37	89	43	85
5	White	74	99	72	71	97	56	99
5	Eco. Dis.	49	88	43	42	83	33	89
5	SpEd	--	--	--	8	63	38	--
5	LEP	--	--	--	--	--	--	--
5	LEP M1	--	--	--	--	--	--	--
5	LEP M2	--	--	--	13	100	38	--

District Priority:

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

Campus Performance Objective:

- #3
- A. By May 2010 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 66%.
- 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 the school day with assigned teacher to review and reteach student specific objectives.	AR	4 th -5 th	Teachers	Campus made	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students Cont'd	3	Increase the use of hands on experiments and activities with use of the Science Lab.	AR	K-5	Teachers, IS,	Science Materials	Ongoing
	4	Use the SQ-RQ-CQ problem solving method.	All	K-5	Teachers	Science materials	Ongoing
	5	Set individual goals following benchmark and CBA review.	All	1-5	Teachers, Mentors	Goal sheets	Ongoing
	6	Use ISN's to keep notes and graphic organizers.	All	4-5	Teachers	ISN's	Ongoing
	7	Students will participate in the States of Matter presentation from BP	All	3	Presenter Teachers	BP Information	Spring 2010
Teachers	1	Class and individual data analysis and use of targets to set individual/class goals.	SD	K-5	Teachers, IS Admin	Data, targets	Ongoing
	2	Focus on vocabulary instruction with use of technology power points and vocabulary note cards. (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 and use warm-ups, homework and unit tests to base future plans.	All	2-5	Teachers, IS Admin	Data Scope and Sequence	Ongoing
	7	Use checkpoint assessments to monitor progress.	All	3-5	Teachers, IS Admin	Data	Ongoing
	8	Use anchor charts throughout each classroom and make sure they are visible and continually updated.	All	K-5	Teachers, IS Admin	Content Specific	Ongoing
	9	Introduce a science vocabulary word of the day both in the classroom and on the morning announcements.	All	K-5	Teachers, IS Admin	Content Specific	Ongoing
	10	New teachers to the science curriculum will participate in training provided by the district.	All	2-5	Teachers, ISC staff	Staff Dev. Content	Fall 2009
	11	Teachers will plan to deliver science curriculum in a 60-75 minute uninterrupted time frame.	All	2-5	Teachers, Admin	Content specific	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Keep parents informed on their child's successes and challenges by making phone calls, sending notes or the use of 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

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	136	91	38	161	94	42	94
3	AA	24	92	21	35	86	34	95
3	Hispanic	34	82	24	34	91	35	85
3	White	67	97	51	75	97	43	98
3	Eco. Dis.	38	76	29	51	86	27	81
3	SpEd	--	--	--	--	--	--	--
3	LEP	12	67	8	14	86	29	75
3	LEP M1	7	100	71	14	100	64	100
3	LEP M2	--	--	--	--	--	--	--
4	All	161	94	58	139	96	48	96
4	AA	30	87	47	28	93	32	88
4	Hispanic	42	88	43	28	93	39	89
4	White	70	99	60	66	97	53	99
4	Eco. Dis.	51	84	43	47	94	36	86
4	SpEd	--	--	--	--	--	--	--
4	LEP	17	88	41	9	89	22	89
4	LEP M1	12	100	42	--	--	--	100
4	LEP M2	10	100	90	14	100	71	100
5	All	141	97	59	141	98	57	98
5	AA	21	81	45	23	91	43	84
5	Hispanic	29	100	28	37	97	43	100
5	White	74	100	66	70	100	63	100
5	Eco. Dis.	47	94	41	41	93	46	96
5	SpEd	--	--	--	--	--	--	--
5	LEP	--	--	--	--	--	--	--
5	LEP M1	6	100	17	--	--	--	100
5	LEP M2	--	--	--	13	100	38	--

District Priority:

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

Campus Performance Objective:

- A. By May 2010, 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.
- #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 2010
	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	1-5	Teachers, IS	Educaide	Ongoing
	7	Use the windowpane graphic organizer to help students with problem solving.	All	1-5	Teachers	Organizers	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
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	Scope and Sequence	Ongoing
	4	Implement the ST Math 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/tutors.	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/Seq	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	4	Teachers, IS	Campus Materials	Ongoing
	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 nd Semester
	13	Use anchor charts throughout each classroom and make sure they are visible and continually updates.	AR	K-5	Teachers	Content Specific	Ongoing
	14	Students will use the district provided study and note taking guides to promote understanding and retention.	All	1-5	Teachers	Study and Note taking Guides	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Review math vocabulary at home on a regular basis.	All	K-5	Parents	Vocabulary words	Ongoing
	2	Provide parent instruction for all parents during curriculum 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 2009
	3	Review multiplication facts weekly at home to help cement student understanding and usage of facts grades 3,4,5.	AR	3-5	Parents, Students	Fact Sheets	May 2010
	4	Review addition/subtraction facts weekly at home.	AR	K-2	Parents	Fact Sheets	May 2010

Area of Focus: Reading/English Language Arts

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	137	98	47	157	96	47	99
3	AA	24	96	29	34	91	44	97
3	Hispanic	35	94	34	32	94	41	96
3	White	66	100	58	74	99	49	100
3	Eco. Dis.	38	95	32	50	90	28	97
3	SpEd	--	--	--	--	--	--	--
3	LEP	14	86	14	13	92	15	87
3	LEP M1	7	100	86	13	100	46	100
3	LEP M2	--	--	--	--	--	--	--
4	All	161	95	42	139	95	40	97
4	AA	30	90	30	28	89	32	93
4	Hispanic	42	90	40	28	93	25	93
4	White	70	99	46	66	98	42	99
4	Eco. Dis.	51	88	27	47	94	30	89
4	SpEd	--	--	--	--	--	--	--
4	LEP	17	88	18	9	56	11	89
4	LEP M1	12	100	17	--	--	--	100
4	LEP M2	10	100	50	14	100	50	100
5	All	142	97	44	142	98	27	98
5	AA	21	95	38	23	96	26	97
5	Hispanic	30	93	27	37	97	8	95
5	White	74	99	49	71	99	32	99
5	Eco. Dis.	46	96	30	41	95	10	97
5	SpEd	--	--	--	6	83	--	--
5	LEP	--	--	--	--	--	--	--
5	LEP M1	6	100	--	--	--	--	100
5	LEP M2	--	--	--	13	100	8	--

District Priority:

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

Campus Performance Objective:

#5 A. By May 2010, 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 2010, students in 1st through 5th 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	K-5	Teachers, Students	AR and I- Station	Ongoing
	5	Students will set a personal goal for independent reading time and for performance on assessments.	AR	1-5	Teachers Students	Literacy Materials	Ongoing
	6	Struggling students will be invited to Saturday School.	AR	3-5	Teachers, IS	Campus made	Spring 2010
	7	Selected struggling students will participate in Bak Pak Critters supplemental reading instruction and promotion program.	AR	2-3	Librarian Teachers Bak Pak	Bak Pak Critters	Fall 2009 Ongoing
	8	Students will participate in Book Talks provided during library time	All	K-5	Librarian	Books	Ongoing
	9	Students may participate in Name That Book competition	All	3,4,5	Teachers IS	NTB Books	Spring 2010
	10	Students may participate in Oratoricals/Oral Presentations	All	2-5	Teachers Admin	Books Internet	Spring 2010

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Diligently follow the balanced literacy schedule and components developed by the district and campus.	AR	K-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 and text selection.	AR	1-5	Teachers	Literacy Materials	Ongoing
	5	Provide opportunities for a struggling LA/Reading teacher to observe model teachers in the classroom.	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, 2009
	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 tutoring 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
	11	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
	12	Large Group teachers will provide cross curricular instruction to further understanding of content.	All	K-5	Teachers	Scope Sequences	Ongoing
	13	Teachers will monitor students who participated in the REL Summer Reading Program	AR	3	Teachers ISC	Books	Summer 2010

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Provide parents with information, child's password and instruction on the 'Take Home Book Bag' program.	PI	K-2, SE	Teachers	Handout	Fall 2009
	2	Provide parents with information and direction so they may monitor the on-line grades through the PIV. Obtain parent signatures for release.	PI	2-5	Administration, Teachers	Handout Internet access	Fall 2009 Ongoing
	3	Encourage parents to participate in reading with their child for 20+ minutes daily.	PI	PK-5	Parents	Books	Ongoing

Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	154	97	30	138	96	30	98
4	AA	28	93	29	28	93	18	95
4	Hispanic	40	98	20	28	96	25	99
4	White	68	97	31	65	95	31	98
4	Eco. Dis.	49	94	18	46	93	17	96
4	SpEd	--	--	--	--	--	--	--
4	LEP	15	100	13	9	89	11	100
4	LEP M1	11	100	27	--	--	--	100
4	LEP M2	10	100	30	14	100	57	100

District Priority:

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

Campus Performance Objective:

- #5
- A. By May 2010, 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 2010, 4th 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 th	Administration, Teachers	Campus made	Spring 2010
	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 share their writing through celebrations such as (Author chair, open mic during lunch, etc).	AR	K-5	Teachers and Students	Student Writing	Ongoing
	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
	7 Students will have real life experience with real Author presentations	All	K-5	Librarian	Authors	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Teachers will plan, organize and present round robin writing day for all 4 th grade students.	AR	4 th	Teachers, IS Admin	Campus made	Spring 2010
	2	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
	3	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
	4	1 st , 2 nd and 3 rd grade teachers will have a greater focus on writing instruction.	AR	1-3	Teachers, IS's, Admin	6 Traits of Writing	Ongoing
	5	All teachers will model the writing process on a daily basis.	All	K-5	Teachers	Charts, Journals	Ongoing
	6	Teachers in fourth grade will use the Ralph Fletcher <u>Qualities of Writing</u> kits to improve instruction.	AR	4	Teachers	Kit	Ongoing
	7	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
	8	Teachers will conduct individual writing conferences with students to target instructional needs.	All	K-5	Teachers	Conference Log	Ongoing
	9	Keyboarding/handwriting will be taught during the instructional day.	T	K-5	Teachers	Computers Paper/Pencil	Ongoing
	10	Staff will vertically plan across grade levels for better writing instruction understanding and application.	All	K-5	Teachers IS	Writing Curriculum	Ongoing
Parents	1	Parents will be asked to help supervise writing assignments that are sent for homework.	PI	K-5	Parents	Assignment	Ongoing
	2	Encourage parents of 4 th grade students to assist their child with creating, revising and editing an original writing assignment.	AR	4	Parents	Handout	Ongoing

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 Performance Objective	#6	By May 2010, 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/historical events/holidays.	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
	5	5 th grade students will participate in Biz Town activities.	All	5	Teachers PTO	Biz Town Resources	Fall 2009
	6	Students will participate in the annual Economics Fair	All	3	Teachers	Curriculum	Spring 2010
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	2-5	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	2-5	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.
All	All students	Best practices and strategies that benefit all students.

CIP PART II: ASSURANCE ADDENDUM

Lamkin Elementary
Gale Parker
2009-2010
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 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.
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.
X	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.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.

CIP PART II: ASSURANCE ADDENDUM

X	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Gale Parker		Principal:	
Deborah McMeekin		Teacher 1:	
Meghan Smith		Teacher 2:	
Mary King		Teacher 3:	
Susanna Spelock		Teacher 4:	
Judy Andersen		Teacher 5:	
Suzanne Allen		Teacher 6:	
Christina Cox/Connie Roberson		Teacher 7:	
Marsha Gonzales		Teacher 8:	
Raquel Roeder/Stephanie Smith		Non-teaching professional 1:	
Kimberly Wallace		Non-teaching professional 2:	
Desiree' Crawford		Parent 1:	
Jessica Conner		Parent 2:	
Rinku Howard		Community resident 1:	
Mary Lawrence		Community resident 2:	
Lauren Black (REACH Unlimited)		Business representative 1:	
Laura Goodwin (Goodwin Designs)		Business representative 2:	
Pam Wells		District representative:	
CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	September 9, 2009	7:45 am	Lamkin Resource Center/Conference Room
2	January 8, 2010	9:15 am	Lamkin Resource Center/Conference Room – AEIS Report
3	December 2, 2009	7:45 am	Lamkin Resource Center/Conference Room
4	February 24, 2010	7:45 am	Lamkin Resource Center/Conference Room
5	May 19, 2010	7:45 am	Lamkin Resource Center/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.

CIP PART II: ASSURANCE ADDENDUM

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.

	Goal	Description	Formative	Summative	Strategy
+	1) TAKS Recognized or Exemplary	For 2009-2010, 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.
+	2) TAKS Commended Performance	For 2009-2010, 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.
+	3) Parent and Community Involvement	For 2009-2010, the percent of parents and community members attending VIPS meetings will increase by 5% .	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.
+	4) Violence Prevention and Intervention	For 2009-2010, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	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.

CIP PART II: ASSURANCE ADDENDUM

+	5) Violence Prevention	For 2009-2010, the discipline referrals for offenses will be reduced by 5% 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 2009-10 .	Implement and monitor the school-wide safety and security plan.
+	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above 90% .	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.
+	7) Highly Qualified Teacher	For 2009-2010, the percent of highly qualified teachers in the core academic areas will be at 100% .	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.

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.

CIP PART II: ASSURANCE ADDENDUM

Lamkin Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	PBIS
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	TE
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.