Cypress-Fairbanks Independent School District

Lamkin Elementary School

2022-2023

Accountability Rating: B

Mission Statement

MISSION: Lamkin Elementary will provide a safe and positive environment that promotes academic excellence and encourages each student to reach their full potential. Lamkin will support students academically, emotionally and socially.

Vision

VISION: Our goal at Lamkin Elementary is to develop independence, confidence, and high levels of achievement within each student.   We are Lamkin and believe in encouraging students to always show kindness to others and to have an attitude of gratitude.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment:

- In May of 2022, our instructional specialists, coaches and teachers looked at second semester data to preliminary analyze progress towards goals for the 2021-22 school year using benchmark, IRL and checkpoint data.
- The teams identified areas of growth and areas of focus for the 22-23 school year.

The comprehensive needs assessment was reviewed and/or revised on the following dates:

- The CPOC committee met on May 6, 2022.
- The comprehensive needs assessment took place on August 20, 2022

In summary, the comprehensive needs assessment denotes the following:

- After examining STAAR data, our African American and SPED student group is performing below other student groups in reading, math and science.
- Lamkin's meets and masters averages were below the CFISD overall % in 4th/5th math and reading and 5th science.
- Lamkin did not earn designation distinctions for 2021-22.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 6, 2022 and September 23, 2022 to develop the CNA and the strategies. Those meetings were held in the library starting at 7:45am for the meeting in May and 7:30am for the meeting in September. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we:

- Reviewed timely student achievement data and the comprehensive needs assessment that was conducted from the teacher team meetings and root cause analysis process.
- Strategies were determined based off of the root cause analysis process- keeping adults in mind and ways in which we can improve instruction at Lamkin.

Based on feedback from the committee, the campus has the following priorities for the current school year:

- One of Lamkin's primary priorities is to close the achievement gap with our African American and SPED student groups in reading, math and science.
- Increase meets and masters level in all student sub groups.
- Earn at least one designated distinction.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Summary

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	**B**
Student Achievement		77	**C**
STAAR Performance	49	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	**B**
Academic Growth	77	83	**B**
Relative Performance (Eco Dis: 67.7%)	49	81	**B**
Closing the Gaps	80	78	**C**

Student Achievement Strengths

Notable Strengths by Grade Level

Data Source- STAAR Comparison from 2021-2022

**Below are subgroups that showed growth 14% or higher from previous year.

Key: EB- Emergent Bilingual, W- White, H- Hispanic, AA- African American, ED- Economically Disadvantaged, 2+- Two or more races

Math Approaches:

- 3rd grade: EB +14%
- 4th grade: H +28%, AA +22%, W +19%, ED +37%, SPED +37%
- 5th grade: W +20%, EB +17%

Math Meets:

- 4th grade: H +15%, Asian +23%, W +20%, 2+ +27%
- 5th grade: H +26%, W +22%, ED +16%, EB +24%

Math Masters:

- 3rd grade: H +18%, W +23%

Reading Approaches:

- 3rd grade: Asian +18%
- 4th grade: H +21%, AA +20%, ED +19%, EB +22%
- 5th grade: EB +17%

Reading Meets:

- 4th grade: H +22%, Asian +28%, W +17%, ED +21%, EB +26%
- 5th grade: 2+ 16%

Reading Masters:

- 3rd grade: All +16%, H +15%, Asian +46%, 2+ +44%
- 4th grade: H +21%, Asian +36%, W +25%

Science Approaches:

- EB +20%

Science Meets:

- H +24%

Science Masters:

- 2+ 18%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Lamkin's reading performance by African American and students served in Special Education subgroups need improvement in comparison to other subgroups. **Root Cause:** RLA: We need to purposefully plan systematic and explicit instruction, academic conversation and practice purposeful small-groups.

Problem Statement 2: Math: Lamkin's math performance by African American and students served in Special Education need improvement in comparison to other subgroups. **Root Cause:** Math: We need to prepare, plan, and implement differentiated instruction in small group settings.

Problem Statement 3: Science: Lamkin's science performance by African American and students served in Special Education need improvement in comparison to other subgroups. **Root Cause:** Science: We need to ensure ongoing review with an emphasis on vocabulary.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

- Collaborative planning sessions with instructional specialists and content coaches
- PBIS sub committees who work well to provide outreach events for the community and staff
- PBIS sub committee who focus on student growth and celebrations
- Campus culture is warm, inviting, family oriented and student centered.
- Students in 4th/5th have the opportunity to be in choir and drama groups.
- All staff were trained in August of 2021 in the Capturing Kids Hearts Program to work with students by establishing positive relationships, reinforcement and positive culture. Combined with PBIS, our Launch class and the spirit of the campus overall, students are learning and practicing social and emotional skills.
- Staff all trained in PBIS and with the goal of using restorative discipline strategies
- Lamkin has served the Cypress community since 1955 and our traditions are special to students and our families.
- Lamkin students and staff demonstrate school pride and a strong sense of community.
- Lamkin's EPS results demonstrate that our staff feels supported, valued and heard.
- Lamkin students are provided leadership opportunities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Consistent student daily school attendance remains a concern. For 2021-22, our overall attendance was at 95.4%. **Root Cause:** School Culture and Climate: Lamkin will communicate with guardians about the importance of strong attendance and will recognize and incentivize student attendance with celebrations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- All teachers are highly qualified.
- All teachers who require additional certification (ESL, GT) are current and up-to-date.
- Lamkin has 27 new staff members this year and we have a teaching mentor plan in place.
- We are a title I campus and are able to provide needed materials and supplies for teachers.
- Lamkin has 5 teachers currently in post graduate work to obtain either a Masters or Doctorate degree.
- Lamkin began the year fully staffed.
- Teachers are goal oriented and have the "kids first" mentality. The administration works with all individual staff members to help with morale, aspiring job advancement and provides opportunities for all staff to attend professional development to help them both personally and professionally.
- Multiple opportunities and methods are given for staff feedback.
- Admin participated in the CFISD job fair to recruit staff.
- To closely align with our campus demographics, Lamkin sought to hire staff with diverse backgrounds and experiences.
- EPS results show the following:

93% of employees strongly agree or agree that there are opportunities for growth available at Lamkin.

97% of employees strongly agree or agree that the work asked of them relates to their job at Lamkin.

96% of employees strongly agree or agree that opportunities are available to provide input at Lamkin.

95% of employees strongly agree or agree that procedures have been implemented to keep us safe at Lamkin.

99% of employees strongly agree or agree that staff appreciation is built into the school culture at Lamkin.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional: At Lamkin, individual staff coaching is a need to improve instruction as well as classroom management. **Root Cause:** Teacher/Paraprofessional: At Lamkin, practicing many types of coaching will stretch staff to build capacity and strengthen teams, teaching and student achievement.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Back to school Leopard Express was well attended with approximately 85% of students represented in attendance. We offered an AM and PM time frame for families to attend whichever was most convenient.
- At Leopard Express, CFHS cheerleaders helped create a welcoming and spirited atmosphere.
- Our PTO, girl/boy scouts, transportation, Club Rewind, food service all had booths set up with parent information.
- Lamkin hosted 2 Open House evening events with a changed format. Students led their guardian around the school to show different areas in their day. The positive response was overwhelming from parents, kids and staff.
- Our PTO is planning to host several events: Fall Festival, Outside Movie Night, Family Dance, and many local business spirit nights.
- Lamkin will recognize Veterans and incorporate different opportunities for recognition.
- Grandparents Day will take place on the Friday before Thanksgiving with grade level programs.
- Lamkin will have a Fall and Spring book fair event in the evening for families to attend.
- Lamkin social media promotes school wide events and student recognition.
- Lamkin has been formally adopted by two faith based organizations- Cypress United Methodist Church and Messiah Lutheran who support students and staff with school supply drives, snacks, and meals.
- Local business partners donated treats, gift cards, meals and monetary donations that were used during our staff professional development week to welcome back staff.
- Lamkin is excited to welcome community mentors back to face-to-face to meet with students.
- Lamkin staff has adopted the CFPD and they visit Lamkin at times throughout the year as well as our staff providing treats for their officers.
- Lamkin parent readers are encouraged to come back face-to-face.
- Lamkin PTO is spearheading Watch Dog Dads this year with a goal of having each volunteer commit to volunteering for 1 day during the 2022-23 year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Increase involvement and work in partnership with parents in order to enhance their student's academic and overall well being. **Root Cause:** Parent and Community Engagement: Lamkin needs to make an intentional effort to reach out to parents and provide methods they can use to help their children at home as well as host events in their communities.
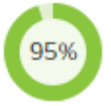
Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023 students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: (1) We will support all students in daily small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (Heggerty Phonics instruction and Implementing Texas Reading Academy strategies). (2) We will support all students in reading comprehension through daily read alouds with accountable talk, with a strategic focus on STAAR rigor.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** ELAR primary coach, ELAR IS, Interventionists and Administration	75%	90%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: (1) Students will apply writing strategies in response to questions across multiple genres of text. They will have opportunities to write critically and deepen thinking in their responses to texts read independently. (2) We will commit to supporting all students with direct instruction of grammar and mechanics, as well as application of these skills to strengthen writing compositions.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** ELAR IS, APs, Principal	40%	65%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: (1) Teachers will support all students by utilizing small group instruction to differentiate, based on identified student needs. During small groups, teachers will focus on implicit math vocabulary instruction, number sense, comprehension skill development and calculation instruction and practice. (2) Teachers will keep a data notebook to record progress of all students and use to goal set with students and plan strategy groups.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables in all sub groups. **Staff Responsible for Monitoring:** Teachers, Math IS, Math coach, Administration	70%	80%	85%

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: Science: Teachers will support all students by providing ongoing review with an emphasis on vocabulary (science and non-science words). During planning sessions, teachers and IS will analyze content vocabulary, identify need for non-academic vocabulary instruction, and ideas for interactive word walls. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Science IS, Science coach, Administration	Nov	Feb	May
	70%	80%	90%

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	70%	90%

Strategy 6 Details	Formative Reviews

	Formative		
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: individually targeted remediation and support for areas that each student has fallen behind in. Teachers will use small group or individual instruction time to work on skill deficits for individual or small groups of students. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Administration	Nov	Feb	May
	60%	90%	95%

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: K-5th Launch LG rotation class, Art Enthusiasts, Choir (4th and 5th), Spelling Bee, Name that Book, STEM group, Principal Advisory Committee (teacher nominated students in 4th and 5th grade), board game group and Drama Group (4th and 5th grade). **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Administration, Teachers	Nov	Feb	May
	70%	80%	100%

Strategy 8 Details	Formative Reviews

	Formative		
Strategy 8: At-risk, (African American, Special Education) students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. **Strategy's Expected Result/Impact:** 1. Students will meet or exceed the expected academic targets attached to the CIP. 2. Supplies, subscriptions and consumables will allow students to participate fully in : science experiments, art, PE, music, writing, reading, dramatic play and math. Supplies will include manipulatives, books, materials to support visuals. 3 . A large group rotation will continue to better help students understand how important both their physical and mental health is in learning new concepts and putting those to use. Materials from Capturing Kid's Hearts (CKH) provided wonderful resources to use in this extension of PE as well as the CATCH program and a spin off of Teen Leadership and PBIS to help students build healthy character	Nov	Feb	May

and leadership traits and make positive personal choices that will help them grow into good citizens. CKH on-line resources will assist teachers in class meetings and character education. Students who earn their self manager badge will wear it on a lanyard and have special privileges.

4. Additional library books will be purchased for student use and for teachers to use in instruction. The books will focus on literature that provide diversity, representation, and student interest. Creating spaces for book groups and discussions will allow for students to collaborate with peers and have in-depth conversations about what they are reading.

5. Temporary workers will provide additional support to struggling students in all content areas.

6. Teacher Extra Duty Pay- (1) After school tutoring and/or Saturday learning opportunities will allow for additional instruction for at-risk students and to help students move from DNM to approaches and approaches to meets/masters. (2) PK to K Transition Night- parents and students will attend an night at school to prepare for kindergarten.

7. Salaries: With funds, we are able to provide a 6th fifth grade teacher and 3 paraprofessionals in order to meet the needs of students and provide small group instruction.

8. PAFE- snacks, books and supplies will be provided in order to enhance the school/home connection.

9. Snacks will be purchased and provided to students after school, during Saturday camps and during the school day to help students fully participate.

10. PD opportunities, as well as staff development supplies/materials, will be provided for staff to improve their capacity.

11. Materials and games for counseling groups to work on turn taking, conflict resolution and social/emotional learning.

12. PD by No Excuses University: Elia Moreno- How to add value to the lives of students and others in 90 seconds, moving from Compassion Fatigue to Compassion Satisfaction and understanding student perspective on Poverty.

13. Supplies will be purchased to enhance the safety of our building. (Traffic cones, radios, portable speaker system and window coverings)

14. Flex seating for use in classrooms and other educational materials to help students in reset and DMC to regain control and make their way back to class to resume learning.

15. Display boards for Bringing out the Best initiatives, student art/work and student recognition of achievement.
Staff Responsible for Monitoring: Administration, IS, Teachers

| 75% | 90% | 100% |

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: After School Program: Tutoring opportunities will be provided to students in need of additional instruction to close the learning gap.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Administration, ELA/Math-Sci IS, Primary/Math coach	Nov	Feb	May
	70%	90%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Decodable books will be purchased to be used as take home readers with readers in K-3.	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables **Staff Responsible for Monitoring:** Administration, Literacy Coach	Nov	Feb	May
	50%	70%	70%

| Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area specialist	Formative		
Strategy's Expected Result/Impact: The goal of hiring the math/science coach is to provide instructional support to teachers in the content area of math/science to plan engaging and objective specific lessons that meet students individual gaps and to make monthly progress in the core content areas. Progress will be measured by individual class assignments, checkpoints, benchmarks and DPM's. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): To close reading gaps, decodable texts will be purchased to use in class with our readers in 2nd and 3rd grades.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Librarian, Teachers, ISs, Literacy Coach, Administration	5%	75%	100%
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2022-2023 school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: The campus will conduct and complete all safety drills required by the state, district and TEA.	**Formative**		
Strategy's Expected Result/Impact: Students will remain safe while at school.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration, Teachers	100%	100%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2022-2023 school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Student Attendance: Students will be in attendance 97% of the time.			**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration, Teachers, Registrar			50%	65%	75%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-2023 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline:	**Formative**		
All staff will participate in a series of staff development presentations/articles and have attended and will use the Capturing Kids Hearts Program to better understand the cultural, economic, emotional, and social differences between students and better relate to behavioral challenges through restorative discipline, CKH and PBIS practices. (Leading a focused positive response through and beyond COVID-19). Continue to promote good conduct and social skill awareness through the Launch class during large group time. Students, staff, and community will be aware of the Cy-Fair Tipline and understand how to use it. Code of Conduct talks are held within the first 2 weeks of school and again in the spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, social media, etc. Present discipline data regularly to the A-Team and staff on referral practices and numbers. Conduct bi-monthly meetings with admin and BIs to target needs.	**Nov**	**Feb**	**May**
	70%	80%	100%
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%.			
Staff Responsible for Monitoring: Administration, Teachers, BI			

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions:	**Formative**		
Various methods will be tried to reduce the number of in-school suspensions including parent ICS, flexible grouping within the grade level to reduce behaviors and having students help with with mentoring younger students who may have had a behavior issue during the day. Daily check in/out systems will be put in place and social skill groups. We will utilize our reset room to help students calm down and be ready to "reset" and return to class.	**Nov**	**Feb**	**May**
	75%	80%	90%
Strategy's Expected Result/Impact: In school suspensions for students will decrease by 2 %.			
Staff Responsible for Monitoring: BI, Teachers, Administration			

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions:	**Formative**		
Various methods will be tried to reduce the number of out of school suspensions including parent ICS, flexible grouping within the grade level, daily check in/out systems will be in place as well as social skills groups. We will utilize our reset room to help students calm down and be ready to "reset" and return to class.	**Nov**	**Feb**	**May**
	75%	80%	100%
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 2%.			
Staff Responsible for Monitoring: BI, Administration, Teachers, PBIS Team			

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Placements to SOS will remain at 0% .All efforts will be made to keep students on campus participating in the campus environment and classroom settings. Use of Plan A/B, PBIS strategies, behavior helping teachers and BI support will be utilized.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements will continue to be 0%. **Staff Responsible for Monitoring:** Administration, BIs	100%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: The PBIS/CKH team will work with all campus staff with strategies to prevent violence in the classroom and in less restricted areas. Lessons will be taught both in the Launch (PE) classroom and by the counselors on character, prevention, and de-escalation of angry peers as well as anti-bullying strategies and how to just say no and stand up for the bystander	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent Incidents will remain at 0% for 22-23. **Staff Responsible for Monitoring:** BI, Teachers, Administration, PBIS Team	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-2023 school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/Paraprofessional attendance will increase by 2% through attendance encouragement. Discussion will include the benefits of accumulating days for emergencies.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. **Staff Responsible for Monitoring:** Administration, Secretary	75%	80%	90%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-2023 school year, 100% of teachers will receive job targeted professional development based on identified needs.

    Evaluation Data Sources: Classroom implementation of professional learning
    Walk-throughs
    Lesson Plans

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers will have multiple opportunities to participate in targeted and specific	**Formative**		
professional development in specific areas of campus/classroom need. Campus based opportunities will be provided during August PD week, weekly planning sessions with instructional specialists, content coaches and behavior interventionists based on Lamkin specific needs. Lamkin is continuing to utilize the Capturing Kids Hearts program. CFPGS and district level content groups provide multiple opportunities for staff development hours to be earned outside of school hours. These opportunities are encouraged to meet specific needs. **Strategy's Expected Result/Impact:** Teachers will implement campus specific strategies into their daily lesson planning and implementation. Student achievement will increase and a reduction in student behavior that impacts the learning environment and students will occur. **Staff Responsible for Monitoring:** Administration, ISs, and counselors	**Nov**	**Feb**	**May**
	80%	90%	95%
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2022-2023 school year, the level of parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Lamkin will continue to provide multiple opportunities for all parents to increase the capacity for involvement in their child's education. We plan to increase face to face events and allow for virtual meetings for parents if their schedule requires. The staff will host a meet the teacher event in August. In September, Lamkin will host two open house evening events. Lamkin will host 2 evening book fair events in November and March. At the book fair in March, grade level teachers will also be present to ways to help and strengthen the home-school connection, and there will be an art show. Lamkin will encourage parent readers and begin the Watch Dog Program, funded by our PTO. Lamkin will host a PK to K transition night in April. In February, parents of students in grades 3, 4 and 5 will be invited to attend a Parent Academy- STAAR edition to learn about testing.	**Formative**		
	Nov	Feb	May
	75%	80%	100%
Strategy's Expected Result/Impact: Parent and family engagement will increase at a participation rate close to pre-pandemic rates. **Staff Responsible for Monitoring:** Administration, Teachers, ISs			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and Community Engagement: Lamkin will host a meet/greet informational meeting at one of our newest communities-Starwood Farms. The intent is to strengthen the communication and partnership with the families of our students who live there.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increased communication and parental involvement. **Staff Responsible for Monitoring:** Administration, Teachers	N/A	50%	50%

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Monica "Jill" Brister	Principal
Classroom Teacher	Tina Dillard	Teacher # 1
Classroom Teacher	Princess Graves	Teacher #2
Classroom Teacher	Gia Padilla	Teacher #3
Classroom Teacher	Daryn Seidl	Teacher #4
Classroom Teacher	Deane Hart	Teacher #5
Classroom Teacher	Amy Detering	Teacher #6
Classroom Teacher	Tanya Joseph	Teacher #7
Classroom Teacher	Chase Berry	Teacher #8
Administrator	Mickie Green	Other School Leader #1
Administrator	Krista Dankert	Other School Leader #2
Non-classroom Professional	Melissa Brantner	Other School Leader #3
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Candace "Candy" Medlin	Administrator (LEA) #2
Parent	Jessica Morgan	Parent #1
Parent	Lori Atkins	Parent #2
Community Representative	Louise Bailey	Community Resident #1
Business Representative	Patty James	Business Representative #1
Business Representative	Jace Sharpton	Business Representative #2
Paraprofessional	Kimberly Wallace	Paraprofessional #1
Paraprofessional	Peggy Carty	Paraprofessional #2
Non-classroom Professional	Julie Fouts	Other School Leader #4
Community Representative	Gale Parker	Community Representative #2

Addendums

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Lamkin	All	143	102	71%	78%	83%	57	40%	47%	60%	31	22%	25%	23%
Math	3	Lamkin	Hispanic	46	36	78%	85%	91%	19	41%	47%	65%	11	24%	27%	28%
Math	3	Lamkin	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lamkin	Asian	11	9	82%	90%	100%	6	55%	61%	85%	3	27%	30%	46%
Math	3	Lamkin	African Am.	35	14	40%	45%	63%	6	17%	22%	37%	3	9%	15%	*
Math	3	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lamkin	White	41	35	85%	92%	89%	22	54%	60%	75%	14	34%	38%	25%
Math	3	Lamkin	Two or More	9	7	78%	85%	*	3	33%	38%	*	0	0%	5%	*
Math	3	Lamkin	Eco. Dis.	97	61	63%	70%	78%	27	28%	35%	49%	12	12%	14%	15%
Math	3	Lamkin	Emergent Bilingual	13	9	69%	75%	90%	6	46%	52%	80%	4	31%	34%	*
Math	3	Lamkin	At-Risk	94	59	63%	70%	68%	28	30%	36%	45%	12	13%	15%	17%
Math	3	Lamkin	SPED	22	8	36%	41%	45%	4	18%	23%	27%	1	5%	8%	*
Math	4	Lamkin	All	118	79	67%	74%	76%	44	37%	42%	48%	16	14%	17%	21%
Math	4	Lamkin	Hispanic	38	30	79%	86%	86%	15	39%	44%	51%	3	8%	12%	16%
Math	4	Lamkin	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lamkin	Asian	8	7	88%	93%	78%	5	63%	69%	67%	2	25%	28%	*
Math	4	Lamkin	African Am.	35	15	43%	48%	54%	7	20%	25%	20%	1	3%	8%	*
Math	4	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lamkin	White	27	21	78%	85%	84%	14	52%	57%	66%	8	30%	33%	39%
Math	4	Lamkin	Two or More	9	6	67%	73%	75%	3	33%	38%	42%	2	22%	25%	*
Math	4	Lamkin	Eco. Dis.	77	46	60%	65%	73%	22	29%	34%	37%	6	8%	12%	15%
Math	4	Lamkin	Emergent Bilingual	10	7	70%	77%	67%	1	10%	15%	*	1	10%	15%	*
Math	4	Lamkin	At-Risk	66	36	55%	60%	68%	17	26%	31%	32%	6	9%	14%	11%
Math	4	Lamkin	SPED	17	8	47%	52%	47%	2	12%	16%	*	1	6%	10%	*
Math	5	Lamkin	All	160	112	70%	75%	75%	68	43%	48%	39%	29	18%	21%	11%
Math	5	Lamkin	Hispanic	68	51	75%	82%	80%	35	51%	56%	39%	14	21%	24%	*
Math	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lamkin	Asian	14	13	93%	95%	88%	10	71%	76%	63%	6	43%	46%	*
Math	5	Lamkin	African Am.	40	15	38%	43%	61%	4	10%	15%	26%	1	3%	9%	*
Math	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lamkin	White	31	27	87%	94%	83%	17	55%	60%	55%	7	23%	26%	17%
Math	5	Lamkin	Two or More	6	5	83%	91%	88%	2	33%	37%	*	1	17%	20%	*
Math	5	Lamkin	Eco. Dis.	97	57	59%	64%	70%	36	37%	42%	30%	12	12%	17%	6%
Math	5	Lamkin	Emergent Bilingual	20	16	80%	85%	58%	9	45%	50%	*	1	5%	10%	*
Math	5	Lamkin	At-Risk	114	73	64%	70%	66%	38	33%	38%	26%	13	11%	15%	*
Math	5	Lamkin	SPED	21	7	33%	38%	42%	2	10%	15%	*	0	0%	5%	*
Reading	3	Lamkin	All	143	110	77%	83%	79%	75	52%	57%	54%	47	33%	38%	22%
Reading	3	Lamkin	Hispanic	46	36	78%	84%	83%	24	52%	57%	57%	12	26%	30%	20%
Reading	3	Lamkin	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lamkin	Asian	11	10	91%	94%	92%	7	64%	69%	77%	6	55%	59%	46%
Reading	3	Lamkin	African Am.	35	19	54%	59%	68%	11	31%	35%	41%	7	20%	24%	22%
Reading	3	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lamkin	White	41	36	88%	93%	86%	27	66%	71%	59%	18	44%	48%	17%

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.																
Content	Gr.	Campus	Student Group	Tested 2022	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				#	#	%			#	%			#	%		
Reading	3	Lamkin	Two or More	9	8	89%	93%	*	5	56%	61%	*	4	44%	47%	*
Reading	3	Lamkin	Eco. Dis.	97	70	72%	78%	73%	44	45%	50%	48%	23	24%	28%	15%
Reading	3	Lamkin	Emergent Bilingual	13	8	62%	67%	82%	4	31%	35%	*	3	23%	27%	*
Reading	3	Lamkin	At-Risk	94	67	71%	77%	61%	40	43%	48%	31%	17	18%	23%	11%
Reading	3	Lamkin	SPED	22	9	41%	45%	41%	5	23%	27%	23%	5	23%	25%	*
Reading	4	Lamkin	All	118	84	71%	76%	77%	57	48%	53%	34%	37	31%	35%	14%
Reading	4	Lamkin	Hispanic	38	32	84%	89%	82%	20	53%	58%	31%	15	39%	43%	12%
Reading	4	Lamkin	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lamkin	Asian	8	6	75%	79%	89%	6	75%	78%	*	5	63%	66%	*
Reading	4	Lamkin	African Am.	35	19	54%	59%	51%	11	31%	36%	23%	5	14%	18%	*
Reading	4	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lamkin	White	27	21	78%	82%	87%	17	63%	67%	53%	12	44%	47%	21%
Reading	4	Lamkin	Two or More	9	6	67%	70%	92%	3	33%	37%	*	0	0%	5%	*
Reading	4	Lamkin	Eco. Dis.	77	52	68%	73%	72%	31	40%	45%	25%	18	23%	27%	15%
Reading	4	Lamkin	Emergent Bilingual	10	6	60%	64%	75%	4	40%	44%	*	1	10%	13%	*
Reading	4	Lamkin	At-Risk	66	35	53%	58%	66%	20	30%	35%	20%	12	18%	21%	10%
Reading	4	Lamkin	SPED	17	6	35%	39%	47%	4	24%	28%	*	2	12%	16%	*
Reading	5	Lamkin	All	160	127	79%	85%	85%	92	58%	63%	57%	57	36%	40%	25%
Reading	5	Lamkin	Hispanic	68	59	87%	92%	88%	42	62%	66%	60%	25	37%	40%	21%
Reading	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lamkin	Asian	14	13	93%	98%	88%	11	79%	83%	88%	9	64%	67%	*
Reading	5	Lamkin	African Am.	40	22	55%	60%	78%	12	30%	34%	41%	4	10%	15%	13%
Reading	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lamkin	White	31	27	87%	92%	93%	22	71%	75%	70%	16	52%	55%	47%
Reading	5	Lamkin	Two or More	6	5	83%	87%	88%	5	83%	86%	63%	3	50%	53%	*
Reading	5	Lamkin	Eco. Dis.	97	68	70%	76%	83%	46	47%	51%	47%	25	26%	29%	20%
Reading	5	Lamkin	Emergent Bilingual	20	16	80%	85%	83%	10	50%	54%	50%	6	30%	33%	*
Reading	5	Lamkin	At-Risk	114	88	77%	82%	78%	55	48%	53%	45%	28	25%	28%	13%
Reading	5	Lamkin	SPED	21	5	24%	29%	53%	4	19%	22%	*	1	5%	9%	*
Science	5	Lamkin	All	160	114	71%	78%	67%	72	45%	50%	28%	27	17%	21%	10%
Science	5	Lamkin	Hispanic	68	53	78%	84%	71%	36	53%	58%	33%	12	18%	22%	17%
Science	5	Lamkin	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lamkin	Asian	14	13	93%	95%	75%	10	71%	75%	*	6	43%	46%	*
Science	5	Lamkin	African Am.	40	16	40%	45%	48%	4	10%	16%	13%	0	0%	6%	*
Science	5	Lamkin	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lamkin	White	31	27	87%	93%	83%	20	65%	69%	47%	7	23%	27%	*
Science	5	Lamkin	Two or More	6	5	83%	88%	88%	2	33%	34%	*	2	33%	37%	*
Science	5	Lamkin	Eco. Dis.	97	56	58%	63%	58%	31	32%	37%	23%	11	11%	15%	6%
Science	5	Lamkin	Emergent Bilingual	20	14	70%	75%	58%	6	30%	33%	*	2	10%	13%	*
Science	5	Lamkin	At-Risk	114	74	65%	70%	58%	41	36%	41%	17%	14	12%	16%	6%
Science	5	Lamkin	SPED	21	4	19%	23%	37%	2	10%	13%	*	1	5%	10%	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
    - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
    - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
    - develop academic language proficiency through speaking, reading, writing, and listening;
    - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
    - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
    - review of lesson plans;
    - participation in team planning by administrators;
    - participation in data review/data dig sessions; and
    - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
    - Incorporate the use of digital tools such as:
        - Google Suite
        - Scholastic Literacy Pro
        - Scholastic Storyworks (2nd-5th)
        - Amplify Reading
        - Amira Suite
        - HMH Suite
        - Library Resources
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
    - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics
- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.

Early Childhood Literacy Board Outcome Goal

	LAMKIN	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All** — Target and Actual Rate	47%	41%	49%	55%	51%	54%	57%
	Total Number Meets or Higher		39		74			
	Total Number Tested		95		135			
	Points away from or above target		-6		+6			
	Difference from Prior Year				+14			
	Growth from Prior Year				34%			
	African American — Target and Actual Rate	25%	30%	27%	41%	29%	32%	35%
	Total Number Meets or Higher		6		13			
	Total Number Tested		20		32			
	Points away from or above target		+5		+14			
	Difference from Prior Year				+11			
	Growth from Prior Year				37%			
	Hispanic — Target and Actual Rate	40%	32%	42%	51%	44%	47%	50%
	Total Number Meets or Higher		11		23			
	Total Number Tested		34		45			
	Points away from or above target		-8		+9			
	Difference from Prior Year				+19			
	Growth from Prior Year				59%			
	White — Target and Actual Rate	61%	59%	63%	68%	65%	68%	71%
	Total Number Meets or Higher		16		27			
	Total Number Tested		27		40			
	Points away from or above target		-2		+5			
	Difference from Prior Year				+9			
	Growth from Prior Year				15%			
	Eco. Disadv. — Target and Actual Rate	35%	31%	37%	47%	39%	42%	45%
	Total Number Meets or Higher		16		42			
	Total Number Tested		52		89			
	Points away from or above target		-4		+10			
	Difference from Prior Year				+16			
	Growth from Prior Year				52%			
	EL (Current & Monitored) — Target and Actual Rate	52%	24%	54%	59%	56%	59%	62%
	Total Number Meets or Higher		5		17			
	Total Number Tested		21		29			
	Points away from or above target		-28		+5			
	Difference from Prior Year				+35			
	Growth from Prior Year				146%			
	Cont. Enrolled — Target and Actual Rate	46%	42%	48%	54%	50%	53%	56%
	Total Number Meets or Higher		32		58			
	Total Number Tested		77		107			
	Points away from or above target		-4		+6			
	Difference from Prior Year				+12			
	Growth from Prior Year				29%			
	Non-Cont. Enrolled — Target and Actual Rate	48%	39%	50%	57%	52%	55%	58%
	Total Number Meets or Higher		7		16			
	Total Number Tested		18		28			
	Points away from or above target		-9		+7			
	Difference from Prior Year				+18			
	Growth from Prior Year				46%			

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

	LAMKIN		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	**All**	Target and Actual Rate	54%	36%	56%	44%	58%	61%	64%
		Total Number Meets or Higher		34		59			
		Total Number Tested		95		135			
		Points away from or above target		-18		-12			
		Difference from Prior Year				+8			
		Growth from Prior Year				22%			
	African American	Target and Actual Rate	25%	15%	27%	25%	29%	32%	35%
		Total Number Meets or Higher		3		8			
		Total Number Tested		20		32			
		Points away from or above target		-10		-2			
		Difference from Prior Year				+10			
		Growth from Prior Year				67%			
	Hispanic	Target and Actual Rate	53%	32%	55%	44%	57%	60%	63%
		Total Number Meets or Higher		11		20			
		Total Number Tested		34		45			
		Points away from or above target		-21		-11			
		Difference from Prior Year				+12			
		Growth from Prior Year				38%			
	White	Target and Actual Rate	61%	48%	63%	55%	65%	68%	71%
		Total Number Meets or Higher		13		22			
		Total Number Tested		27		40			
		Points away from or above target		-13		-8			
		Difference from Prior Year				+7			
		Growth from Prior Year				15%			
	Eco. Disadv.	Target and Actual Rate	35%	21%	37%	30%	39%	42%	45%
		Total Number Meets or Higher		11		27			
		Total Number Tested		52		89			
		Points away from or above target		-14		-7			
		Difference from Prior Year				+9			
		Growth from Prior Year				43%			
	EL (Current & Monitored)	Target and Actual Rate	58%	33%	60%	48%	62%	65%	68%
		Total Number Meets or Higher		7		14			
		Total Number Tested		21		29			
		Points away from or above target		-25		-12			
		Difference from Prior Year				+15			
		Growth from Prior Year				45%			
	Cont. Enrolled	Target and Actual Rate	54%	36%	56%	46%	58%	61%	64%
		Total Number Meets or Higher		28		49			
		Total Number Tested		77		107			
		Points away from or above target		-18		-10			
		Difference from Prior Year				+10			
		Growth from Prior Year				28%			
	Non-Cont. Enrolled	Target and Actual Rate	57%	33%	59%	36%	61%	64%	67%
		Total Number Meets or Higher		6		10			
		Total Number Tested		18		28			
		Points away from or above target		-24		-23			
		Difference from Prior Year				+3			
		Growth from Prior Year				9%			