

Cypress-Fairbanks Independent School District

Lamkin Elementary School

2023-2024



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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Lamkin Elementary is a campus in Cypress, Texas. Lamkin opened its doors in 1955. Lamkin Elementary is projected to serve 903 students in grades PK-5th during the 2023-2024 school year, which is an decrease from the previous year of 924 students (decrease of 21 students).

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Lamkin's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- CFISD Benchmark Data
- Attendance Data
- Discipline Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 11, 2023 and again on September 21, 2023 to develop and finalize the CNA. The meetings were held in the library at Lamkin at 7:15am.

At the first meeting on May 11, 2023 principal Jill Brister addressed the following:

[Lamkin CPOC Meeting Minutes May 11, 2023, 7:15 a.m.](#)

- Introductions and Welcome - Principal, Jill Brister
- Jill presented a slideshow with pictures and videos of all the great things we've done this year.
- Assistant principal, Krista Dankert, went over each slide and shared with us about the events - theater performance, Safari Night, Field Day, tutoring camps, Tech & Choral Festival, HEB plastic bag challenge, Pre-K to Kinder night, Para breakfast, Self Manager pares to name a few. PTO sponsored movie night, DJ & popsicles for Field Day, Viola Swamp visit, Staff Appreciation treats all week, Watch Dog Dad program, 5th grade party at Urban Air & Orbit with the Houston Astros will visit the last week of school.
- Jill explained that we will be a NAC campus for the 23-24 school year and explained what the program is and what it will look like at Lamkin.
- Student attendance was addressed - the district goal is 97% and our CIP goal is 95%. However, we are only at 93% and it continues to be a struggle.
- Counselor highlights - 228 Guidance Lessons were done this year, mentors are back on campus mentoring 19 students and 21 students qualified

for the GT program.

- Academic highlights - we had science tutors for 3-5, 21 1st grade students in SGRI and reading enrichment. Library highlights - 33,406 books were circulated, the book fairs brought in \$6,000 and we had students participate in Name That Book.
- Jill went over our behavior stats - 137 bus referrals & 282 office referrals. She explained that there are a handful of students driving those numbers.
- Our clinic had 7,049 visits - mixture of students taking daily medicine, injuries, illness and other minor problems.
- Jill showed everyone the CIP, progress notes were conducted and explained it in length and asked for discussion. Julie Fouts went over Science and Math using current benchmarks and 22-23 as a comparison and Becca Rodriguez went over the ELAR scores using 22-23 as a comparison as well as current benchmarks. They both went over our areas of need.
- Jill went over the Title 1 & ESSER Budget for 23-24 and how we will spend the money that was allocated to Lamkin. Details are listed on the Agenda - majority of money will be used on staff to support students in our areas of need. A vote was conducted for approval of the CIP Plan with all in favor, none against. Jill closed the meeting with events happening over the next few weeks - Orbit with the Houston Astros, 5th grade acvies & the senior walk with CFHS and other former Lamkin students. Meeting adjourned at 8:05 a.m.

At the second meeting on September 21, 2023 the CPOC reviewed the campus needs assessments and approved goals:

[Lamkin CPOC Meeting Minutes September 22, 2023, 7:15 a.m.](#)

- Introductions and Welcome - Principal, Jill Brister
- Jill showed us pictures of how the first few weeks of school has been. People shared good news and fun things happening on our campus like Dot Day, Friday Friends, & Parent Academy/Open House. It was shared that buses are running smoothly and dismissal is taking 20 to 25 minutes, which is pretty good with 900 + students.
- Jill showed us a list of all the donations we received which include HEB Barker Cypress, Bahama Bucks, Kroger, Nothing Bundt Cakes, SuzyBeez Bakery and more.
- An explanation of what the CPOC (Campus Performance Objective Council) does was given and further discussion took place about the CIP (Campus Improvement Plan) and how they tie into each other. J
- Jill went over the Lamkin Focus - The Intentional 5, and shared what that looks like.
- Jackie Carrillo and Becca Rodriguez went over testing data for ELAR and showed graphs with comparisons to our cluster, district and last year's data. They both pointed out our areas of celebration and said there is a focus on growing our Meets and Masters and reviewed the strategies in our CIP on how we plan on doing that.
- Julie Fouts went over testing data for Math and Science showing graphs with comparisons to our cluster, district and last year's data. She pointed out our areas of celebration and said there is a focus on growing our Meets and Masters, just like ELAR and reviewed the strategies in our CIP on how we plan on doing that.
- Jill went over our funding sources which include Title 1, ESSER, and fundraising. She explained how they all work together to meet the needs of ALL students. She explained how Title 1 funding works and how Lamkin is using those funds specifically by providing the salary for additional staff. She showed the budget sheet to the committee and there was further discussion on how the funds will be used at Lamkin. This will include some parent involvement events including Parent Academy/Open House, Safari Night, Bookfair, PTO Fall Festival, PTO Sweetheart Dance and other activities.
- A vote was conducted for approval of the CIP Plan with all in favor, none against. Jill asked for questions and closed the meeting thanking everyone for coming. The next meeting will be November 15, 2023 at 7:15 a.m. Meeting adjourned at 7:55 a.m.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

- Our first identified priority problem is in the area of student achievement, specifically Reading/Language Arts-

PROBLEM: Student performance across all grade levels and most sub pops are below the targets for Meets and Masters.

Through the root cause analysis process, we identified-

ROOT CAUSE: We have focused small group instruction and intervention toward students performing below grade level or the approaches category.

- Our second identified priority problem is in the area of student achievement, specifically Math-

PROBLEM: Student math performance shows a greater percent of students not meeting, and or Approaching grade level, compared to those Meeting or Mastering.

Through the root cause analysis process, we identified-

ROOT CAUSE: Teachers are not completely knowledgeable on how to effectively implement differentiated instruction to meet all levels of students

- Our third identified priority problem is in the area of school climate/culture-

PROBLEM: Schoolwide discipline procedures including PBIS strategies are not consistently implemented.

Through the root cause analysis process, we identified-

ROOT CAUSE: Staff needs additional training and resources to support PBIS and behavior.

Student Achievement

Student Achievement Strengths



ELA Approaches:

- 3rd grade: AA +9%, EB +15% above target
- 4th grade: W +5%, EB +9%, AR +8%, SPED +8% above target
- 5th grade: AA +18%, ED +7%, SPED +24% above target & above district in every subpop

ELA Meets:

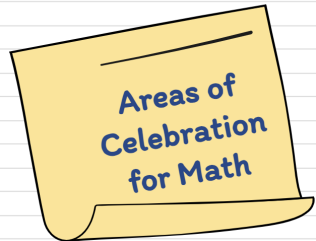
- 3rd grade: AA +6%, EB +1% above target
- 5th grade: AA +7% above target, H +4% & EB +9% higher than district average

ELA Masters:

- 3rd grade: H + 3%, AA +7%, EB +8% higher than district average

ECR- New test item: 5th grade +8% higher than state average, 84% proficient

Key: EB- Emergent Bilingual, W- White, H- Hispanic, AA- African American, ED- Economically Disadvantaged, 2+- Two or more races, ECR- Extended Constructed Response, ELA- English Language Arts



Math Approaches:

- 3rd grade: H +13%, EB +21%, AA +23%
- 4th grade: AA +11%, ED +13%
- 5th grade: AA +23%, ED+11%

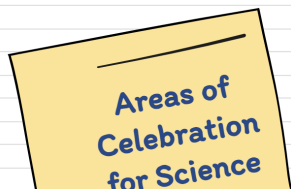
Math Meets:

- 3rd grade: ALL sub-pops +, EB+35%, AA+19%, W+30%
- 4th grade: EB+25%, SPED+18%,
- 5th grade: AA+15%, W+6%

Math Masters:

- 3rd grade: H+4%
- 4th grade: W+9%, H+8%, AA+6%
- 5th grade: SPED+5%

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



Science Approaches:

- 67% overall was highest in cluster
- SPED +18%
- EB +12%
- H +7%

Science Meets:

- SPED +1%

Science Masters:

- H +6% above Cluster Avg.
- AA +2%



Shared at May CPOC:

The following strengths were identified based on a review of the 2022-23 data.

ELAR 3rd-5th BM comparison from 2022 with 2023 data

Improvement in TEKS addressing plot elements across all grade levels- school wide focus.

Text evidence continuing focus, improvement in answering questions and citing evidence in oral language noticed across campus.

Math 3rd-5th BM comparison from 2022 with 2023 data:

Overall average increased in all grade levels

DNM percentage decreased in all grade levels

The percentage of current 5th graders Met/Mastered percentage rose 14% from 2022 Benchmark to 2023 Benchmark

Science 5th BM comparison from 2022 with 2023 data

22% decrease in DNM percentage

11% increase in Mastered percentage

20% increase in Met/Mastered percentages

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Student performance across all grade levels and most sub pops are below the targets for Meets and Masters. **Root Cause:** RLA: We have focused small group instruction and intervention toward students performing below grade level or the approaches category.

Problem Statement 2: Math: Student math performance shows a greater percent of students not meeting, and or Approaching grade level, compared to those Meeting or Mastering. **Root Cause:** Math: Teachers are not completely knowledgeable on how to effectively implement differentiated instruction to meet all levels of students

Problem Statement 3: Science: Our Science performance in the Meets and Masters categories was low compared to previous years. **Root Cause:** Science: Students' inability to write about science concepts using academic and nonacademic vocabulary.

Problem Statement 4: Students are beginning the 2023-24 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 Strengths

The following are strengths of the campus in areas of school culture and climate.

- Lamkin is a CKH school
- We have a specials rotation class dedicated to CKH principles
- Active PTO support
- Adopted by 2 faith based organizations
- Decrease in office referrals
- Increase in restorative practices

From the 2023-24 EPS Survey

The following are noted as strengths that correlated with campus goals:

- Opportunities are available to provide input- 61% chose strongly agree and 26% chose agree. This is a 7% increase in SA from the previous year.
- Procedures have been implemented to keep me safe at work.- 70% chose strongly agree and 26% chose agree. This is a 15% increase in SA from the previous year.
- Opportunities for professional growth are available- 63% chose strongly agree and 34% chose agree. This is a 13% increase in SA from the previous year.

Below are three narrative comments that demonstrate the positive culture that we have at Lamkin:

- My ideas are always heard and implemented. My opinion always matters. Respect is held to a different standard. I have never worked in such a healthy environment.
- Lamkin is a great place to work and has a great family-like atmosphere. Most staff members are easy to work with and are flexible. We are hard workers who put students first and it shows.
- The A team is very open to discussions about issues that concern us. They help us problem solve solutions also.

Below are statements from the parent Title I survey from Spring 2023:

- Love the diversity at Lamkin! The PTO are so amazing. Teachers are spectacular and work so hard. Ms. Berry is a true gem. Overall I love being a Lamkin family. The pickup and drop off is so well organized and efficient. We're proud to be Lamkin leopards. My husband and I participate regularly in the various activities and opportunities to volunteer. I don't feel there's a shortage but rather several ways to be involved if one is willing. My kids LOVE the school and are always talking about how to earn "spots" and I love to hear whenever they tell me about the character trait that's being taught that month. It's a great school to gain a valuable education. LOVE LAMKIN!

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Schoolwide discipline procedures including PBIS strategies are not consistently implemented. **Root Cause:** Staff needs additional training and resources to support PBIS and behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in relation to staff quality, recruitment, and retention.

- We are a title I campus and are able to provide needed materials and supplies for teachers
- We offer PD sessions on campus
- Lamkin has two behavior interventionists that help with students and training teachers

From 2022-23 EPS Results:

- Opportunities exist for me to think for myself- 100% of staff agreed or strongly agreed
- Information is available to help me do my job effectively- 98% of staff agreed or strongly agreed
- Various forms of feedback are given to me to help me improve my performance- 96% of staff agreed or strongly agreed
- I am clear about my job responsibilities- 100% of staff agreed or strongly agreed

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Frequent staff absences impacts student learning and lack of substitutes directly impacts teams. **Root Cause:** Teacher/Paraprofessional Attendance: Due to COVID, Flu and other illnesses, staff took absences as needed. Staff also took time off because dr offices do not have late afternoon appointments. Some staff members use their 10 allotted absences each year through a combination of illness and personal leave.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in reference to parent and community engagement.

- Lamkin has an active PTO
- Our PTO and school offered events are well attended
- 150 parents completed the Title I Survey
- Our Title I Survey results show that parents are wanting to get back in to the schools for events
- We have the Watch Dog Program to increase the presence of men on campus
- Title I Survey: How well do you feel your child's school provides parents with opportunities to share feedback and ideas regarding the school's parent and family engagement program and activities? 81% chose well or acceptable.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The Parent Title I Survey shows a desire for more parent communication and that families are interested in attending more events post COVID. **Root Cause:** Lamkin staff needs to send out communication to our families in a variety of formats and encourage families to access the website, newsletters, and social media sites. Lamkin admin will work to find solutions to concerns we have for parents attending events during the school day.


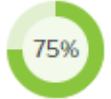

Goals













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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.




Evaluation Data Sources: STAAR RLA, Math, and Science





Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA:</p> <p>(1) Teachers will prioritize and schedule strategy groups targeting high performing students identified by formative and summative assessments to work on strategies to improve academic growth. IS, reading interventionist/enrichment teacher, and general education teachers will work together in weekly planning sessions to plan enrichment for these students and monitor growth and areas for improvement using MAP, Benchmark assessments, Mclass, and Module assessments.</p> <p>(2) We will plan engaging lessons and give more opportunity for students to read paired texts, engage in dialogue, and practice test questions to give more opportunities to compare and contrast 2 or more texts.</p> <p>(3) Students will have spiraled and repetitive opportunities to practice the writing process to improve writing development and a deeper understanding of the purpose and task to assist with SCR and ECR responses when responding to texts. Teachers will vertically align with other grade levels to ensure we are speaking a common language to avoid unnecessary confusion.</p> <p>(4) We will give more opportunities to practice revision in test type questions and instruction on the difference between revision vs. editing.</p> <p>Strategy's Expected Result/Impact: Growth of all students will increase according to MAP data, and the percentage of students scoring in the reporting categories of meets and masters will increase across all grade levels on STAAR. Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Primary Instructional Specialist, ELAR Instructional Specialist, Reading Enrichment Teachers, Reading Extension Teacher, Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: (1) Teachers will support all students by utilizing small group instruction to differentiate, based on identified student needs. (2) Teachers will engage all students with mathematical problem solving through daily content conversations, and use of strategies that focus on STAAR rigor, with ST Math support</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets stated in the CIP target tables. Staff Responsible for Monitoring: Math Instructional Specialist, Math Content Specialist/Coach, Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will support all students by providing more opportunities for students to explain their understanding of content using SCRs that include academic and nonacademic vocabulary</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets stated in the CIP target tables. Staff Responsible for Monitoring: Science Instructional Specialist, Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Lamkin CTG: 8:15-8:45 *Groups will be formed by instructional specialists and teachers and monitored throughout the year. *Groups will rotate based on need. *Students who require hours based on STAAR scores- attendance will be taken to ensure compliance with HB4545</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Primary Literacy Coach, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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 lessons in art class, Principal Advisory Committee (teacher nominated students in 4th and 5th grade), and student council.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: 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</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Title 1 Spending:</p> <p>(1) Salaries- This year, we are funding:</p> <ul style="list-style-type: none"> a. .5 reading intervention teacher to meet the reading needs of struggling K and 1 students b. full time reading extension teacher to work with students in grades 3-5 who are in need of challenge to reach the meets/masters level c. full time class size reduction teacher in our large group rotation who leads a health/CKH class for all K-5 students. The goal is to better help students understand how important both their physical and mental health is in learning new concepts and putting those to use. Also, this class helps students build healthy character and leadership traits and make positive personal choices that will help them grow into good citizens. d. full time para to support in art with STEM activities and to provide language support with EB students e. full time para providing support in math class to close the achievement gap <p>(2) Online PD/Instructional Resources for Capturing Kid's Hearts- CKH on-line resources will assist teachers in class meetings and character education.</p> <p>(3) Supplies, materials, 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.</p> <p>(4) Teacher Extra Duty Pay-</p> <ul style="list-style-type: none"> - 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. - PK to K Transition Night- parents and students will attend an night at school to prepare for kindergarten. <p>(5) Substitute Pay for a title I funded teacher to continue instruction in her absence.</p> <p>(6) PAFE- snacks, learning materials and supplies will be provided in order to enhance the school/home connection.</p> <p>(7) Safety- To ensure effective communication in the event of an emergency, we will purchase additional Kenwood radios to replace broken ones and for nex leadership team members.</p> <p>(8) Snacks will be provided for after school tutoring.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Secretary, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			




 No Progress
 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 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		
<p>Strategy 1: Before/After School Program: Small group after-school tutoring sessions- 2 days/week for reading and math for all grade levels (K-5)</p> <p>Strategy's Expected Result/Impact: ELAR: For 23-24, one of our ELA focuses in grades 3-5 will be 11.C: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. While students work to revise their own writing, there is a challenge with reading others writing and answering test-like multiple choice questions. 55% of 3rd graders, 45% of 4th graders, and 45% of 5th graders did not meet the standard for this TEK on the 2023 ELA Benchmark. We will write and incorporate test-like questions in our weekly grammar instruction and decrease students in the DNM category by 10%, while increasing students in the approaches, meets, and master's category by 5% or more in each.</p> <p>MATH: For the 2023-2024 school year, one of our Math focuses in grades 3rd-5th will be "Solve with fluency one and two step problems involving the four operations". While students can compute the 4 operations in isolation, this becomes challenging when presented in one and two step word problems. On the Spring of 2023 Math Benchmark, 46% of 3rd graders, 51% of 4th graders, and 43% of 5th graders did not meet the standard of problem solving TEKS 3.4K, 4.4K, and 5.4B. We will incorporate small group instruction and decrease the percentage of students in the DNM category by 10%, while increasing the percentage of students in Approaches, Meets and Masters category by 5% in each.</p> <p>PRIMARY: For 23-24, one of our ELA focuses in grades K-1 will be 2.B.i: demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences. While students are improving with decoding, it is still an overall weakness. 28% of kindergarteners and 43% of 1st graders did not meet the standard for this TEK on the 2023 EOY mClass DPM. We will continue the use of daily Heggerty Phonemic Awareness and include decodable readers in instruction to increase meeting the standard by 5% or more in each grade level.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Primary Coach, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			






Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Two Saturday camps for grades 3rd, 4th and 5th will take place in the Spring of 2024 to review prior to STAAR in reading, math and science.</p> <p>Strategy's Expected Result/Impact: For 23-24, one of our ELA focuses in grades 3-5 will be 11.C: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. While students work to revise their own writing, there is a challenge with reading others writing and answering test-like multiple choice questions. 55% of 3rd graders, 45% of 4th graders, and 45% of 5th graders did not meet the standard for this TEK on the 2023 ELA Benchmark. We will write and incorporate test-like questions in our weekly grammar instruction and decrease students in the DNM category by 10%, while increasing students in the approaches, meets, and master's category by 5% or more in each.</p> <p>MATH: For the 2023-2024 school year, one of our Math focuses in grades 3rd-5th will be "Solve with fluency one and two step problems involving the four operations". While students can compute the 4 operations in isolation, this becomes challenging when presented in one and two step word problems. On the Spring of 2023 Math Benchmark, 46% of 3rd graders, 51% of 4th graders, and 43% of 5th graders did not meet the standard of problem solving TEKS 3.4K, 4.4K, and 5.4B. We will incorporate small group instruction and decrease the percentage of students in the DNM category by 10%, while increasing the percentage of students in Approaches, Meets and Masters category by 5% in each.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Primary Coach, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core Content Area Specialist in Math and Science will be hired to work with students to improve their academic performance.</p> <p>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 progress in these core content areas. Progress will be measured by individual class assignments, checkpoints, and BM tests.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Closing the Gaps: Eliminate the achievement gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Meet or exceed CIP targets</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Funds will be used on supplies for instructional use and extra duty pay for tutoring.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 current 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: Significant progress made toward meeting Objective

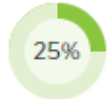









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All Lamkin staff were trained on safety protocols in August PD and throughout the school year. All Lamkin staff and students will work to develop strong relationships with each other and our community through the implementation of PBIS, Capturing Kids Hearts and BOTB lessons.</p> <p>Strategy's Expected Result/Impact: Students will be safe at school and feel secure to seek assistance from a trusted adult in times of need.</p> <p>Staff Responsible for Monitoring: Teachers, Counselors, Lamkin Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

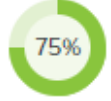









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>We will:</p> <ul style="list-style-type: none"> - recognize weekly the top three grade levels on the announcements - identify the homeroom class on each grade level that has the highest attendance per 9 weeks - systematic plan in place for reaching out to parents of students with poor attendance - communicating with families via newsletter, social media platforms, and School Messenger about the importance of good attendance - recognize students at the end of a marking period for good attendance <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <ul style="list-style-type: none"> - recognize weekly the top three grade levels on the announcements - identify the homeroom class on each grade level that has the highest attendance per 9 weeks - systematic plan in place for reaching out to parents of students with poor attendance - communicating with families via newsletter, social media platforms, and School Messenger about the importance of good attendance - recognize students at the end of a marking period for good attendance <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors and Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: eachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. 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</p> <p>Strategy's Expected Result/Impact: Violent Incidents will remain at 0%</p> <p>Staff Responsible for Monitoring: Teachers, Behavior Interventionists, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.</p> <p>Lamkin will implement a variety of strategies and programs to support a safe environment.</p> <ul style="list-style-type: none"> - Staff will have PD sessions 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. - Lamkin will 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. - Use of reset room, lunch bunch groups, ABL wall - Implement and present monthly Project Safety lessons covering bullying, suicide, social media, etc. - Conduct bi-monthly meetings with admin and BIs to target needs, conduct data review referral practices and numbers. - Guidance lessons (led by counselors) <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers, Behavior Interventionists, Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Secretary, Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 current 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: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Teachers will have multiple opportunities to participate in targeted and specific 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. All staff will participate in a book study for CTE time.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Coaches, Assistant Principals, Counselors and Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 current school year, the level of parent and family engagement will increase by 10%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement:</p> <p>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 Watchdog Program, funded by our PTO. 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. Parents will be allowed to come to lunch with their child beginning in September on Tue, Wed and Thur. Lamkin PTO will provide events throughout the year as well.</p> <p>To ensure communication- we will use Smore to communicate monthly, use of REMIND from teachers, School Messenger, school marquee, Lamkin website, and teacher emails.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase to pre-pandemic rates. We hope to increase parent participation at events by 10%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Caches, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Lisa Gray	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Megan Casas	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Peggy Carty	Paraprofessional #2
Paraprofessional #1	Kim Wallace	Paraprofessional #1
Business Representative #2	Patty James	Business Representative #2
Business Representative #1	Jace Sharpton	Business Representative #1
Community Member #2	Gale Parker	Community Member #2
Community Member #1	Louise Bailey	Community Member #1
Parent #2	Jessica Morgan	Parent #2
Parent #1	Jaime Smith	Parent #1
Administrator (LEA) #2	Krista Dankert	Administrator (LEA) #2
Administrator (LEA) #1	Ashley Clayburn	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Julie Fouts	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Becca Rodriguez	Other School Leader (Nonteaching Professional) #1
Teacher #8	Chase Berry	Teacher #8
Teacher #7	Franz Williams	Teacher #7
Teacher #6	Amy Detering	Teacher #6
Teacher #5	Denea Hart	Teacher #5
Teacher #4	Gina Raia	Teacher #4
Teacher #3	Carmen Perez	Teacher #3
Teacher #2	Gia Padilla	Teacher #2
Teacher #1	Amy Faulkner	Teacher #1
Principal	Jill Brister	Principal

Addendums

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 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 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 the reading and writing block.
- 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)
 - Boost 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
 - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of 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 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level		
					2023	#	%	%		#	%	%		#	%	%		#	%
					#														
Math	3	Lamkin	ES 4	All	132	109	83%	88%	72%	79	60%	68%	46%	30	23%	27%	13%		
Math	3	Lamkin	ES 4	Hispanic	46	42	91%	92%	80%	30	65%	70%	47%	13	28%	30%	11%		
Math	3	Lamkin	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Lamkin	ES 4	Asian	13	13	100%	100%	100%	11	85%	89%	*	6	46%	50%	*		
Math	3	Lamkin	ES 4	African Am.	41	26	63%	69%	53%	15	37%	41%	25%	*	*	10%	*		
Math	3	Lamkin	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	3	Lamkin	ES 4	White	28	25	89%	92%	76%	21	75%	79%	62%	7	25%	30%	*		
Math	3	Lamkin	ES 4	Two or More	4	*	*	*	70%	*	*	*	60%	*	*	*	*		
Math	3	Lamkin	ES 4	Eco. Dis.	94	73	78%	80%	64%	46	49%	52%	40%	14	15%	18%	7%		
Math	3	Lamkin	ES 4	Emergent Bilingual	10	9	90%	91%	100%	8	80%	82%	*	*	*	10%	*		
Math	3	Lamkin	ES 4	At-Risk	60	41	68%	70%	65%	27	45%	49%	24%	10	17%	19%	*		
Math	3	Lamkin	ES 4	SPED	22	10	45%	50%	30%	6	27%	30%	25%	*	*	*	*		
Math	4	Lamkin	ES 4	All	144	110	76%	80%	67%	69	48%	53%	45%	30	21%	25%	18%		
Math	4	Lamkin	ES 4	Hispanic	49	42	86%	89%	74%	25	51%	55%	50%	8	16%	18%	17%		
Math	4	Lamkin	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Lamkin	ES 4	Asian	9	7	78%	82%	92%	6	67%	72%	85%	*	*	*	54%		
Math	4	Lamkin	ES 4	African Am.	35	19	54%	60%	41%	7	20%	24%	20%	*	*	*	*		
Math	4	Lamkin	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	4	Lamkin	ES 4	White	38	32	84%	88%	77%	25	66%	71%	57%	15	39%	43%	23%		
Math	4	Lamkin	ES 4	Two or More	12	9	75%	80%	*	5	42%	46%	*	*	*	*	*		
Math	4	Lamkin	ES 4	Eco. Dis.	95	69	73%	80%	59%	35	37%	41%	35%	14	15%	18%	9%		
Math	4	Lamkin	ES 4	Emergent Bilingual	12	8	67%	73%	71%	*	*	*	53%	*	*	*	*		
Math	4	Lamkin	ES 4	At-Risk	71	48	68%	73%	49%	23	32%	37%	28%	8	11%	14%	9%		
Math	4	Lamkin	ES 4	SPED	17	8	47%	51%	17%	*	*	*	*	*	*	*	*		
Math	5	Lamkin	ES 4	All	133	100	75%	79%	68%	52	39%	43%	38%	14	11%	14%	12%		
Math	5	Lamkin	ES 4	Hispanic	41	33	80%	85%	67%	16	39%	43%	41%	*	*	*	*		
Math	5	Lamkin	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Lamkin	ES 4	Asian	8	7	88%	90%	78%	5	63%	68%	56%	*	*	*	*		
Math	5	Lamkin	ES 4	African Am.	46	28	61%	67%	55%	12	26%	30%	18%	*	*	*	*		
Math	5	Lamkin	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*		
Math	5	Lamkin	ES 4	White	29	24	83%	86%	81%	16	55%	61%	57%	5	17%	19%	24%		
Math	5	Lamkin	ES 4	Two or More	8	7	88%	90%	70%	*	*	*	*	*	*	*	*		
Math	5	Lamkin	ES 4	Eco. Dis.	88	62	70%	76%	58%	26	30%	34%	22%	5	6%	9%	5%		
Math	5	Lamkin	ES 4	Emergent Bilingual	12	7	58%	65%	67%	*	*	*	33%	*	*	*	*		
Math	5	Lamkin	ES 4	At-Risk	82	54	66%	72%	56%	21	26%	30%	24%	*	*	*	8%		

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%	%	
					#												
Math	5	Lamkin	ES 4	SPED	19	8	42%	47%	30%	*	*	*	*	*	*	*	*
Reading	3	Lamkin	ES 4	All	133	105	79%	81%	75%	72	54%	56%	51%	29	22%	25%	20%
Reading	3	Lamkin	ES 4	Hispanic	46	38	83%	85%	82%	26	57%	59%	51%	9	20%	22%	16%
Reading	3	Lamkin	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lamkin	ES 4	Asian	13	12	92%	93%	83%	10	77%	79%	*	6	46%	48%	*
Reading	3	Lamkin	ES 4	African Am.	41	28	68%	70%	53%	17	41%	43%	36%	9	22%	25%	*
Reading	3	Lamkin	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lamkin	ES 4	White	29	25	86%	88%	83%	17	59%	61%	55%	5	17%	25%	31%
Reading	3	Lamkin	ES 4	Two or More	4	*	*	*	90%	*	*	*	80%	*	*	*	*
Reading	3	Lamkin	ES 4	Eco. Dis.	95	69	73%	75%	69%	46	48%	51%	44%	14	15%	18%	12%
Reading	3	Lamkin	ES 4	Emergent Bilingual	11	9	82%	85%	75%	*	*	*	*	*	*	*	*
Reading	3	Lamkin	ES 4	At-Risk	61	37	61%	65%	63%	19	31%	35%	27%	7	11%	13%	*
Reading	3	Lamkin	ES 4	SPED	22	9	41%	42%	25%	5	23%	25%	*	*	*	*	*
Reading	4	Lamkin	ES 4	All	144	111	77%	80%	79%	49	34%	40%	46%	20	14%	18%	19%
Reading	4	Lamkin	ES 4	Hispanic	49	40	82%	84%	81%	15	31%	40%	46%	6	12%	16%	15%
Reading	4	Lamkin	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lamkin	ES 4	Asian	9	8	89%	91%	100%	*	*	*	69%	*	*	*	46%
Reading	4	Lamkin	ES 4	African Am.	35	18	51%	56%	61%	8	23%	30%	29%	*	*	*	12%
Reading	4	Lamkin	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lamkin	ES 4	White	38	33	87%	89%	87%	20	53%	60%	60%	8	21%	25%	23%
Reading	4	Lamkin	ES 4	Two or More	12	11	92%	94%	*	*	*	*	*	*	*	*	*
Reading	4	Lamkin	ES 4	Eco. Dis.	95	68	72%	74%	73%	24	25%	30%	38%	14	15%	18%	12%
Reading	4	Lamkin	ES 4	Emergent Bilingual	12	9	75%	78%	76%	*	*	*	29%	*	*	*	*
Reading	4	Lamkin	ES 4	At-Risk	71	47	66%	69%	64%	14	20%	25%	21%	7	10%	12%	8%
Reading	4	Lamkin	ES 4	SPED	17	8	47%	50%	24%	*	*	*	*	*	*	*	*
Reading	5	Lamkin	ES 4	All	135	115	85%	87%	72%	77	57%	59%	42%	34	25%	27%	17%
Reading	5	Lamkin	ES 4	Hispanic	42	37	88%	90%	70%	25	60%	65%	39%	9	21%	23%	11%
Reading	5	Lamkin	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lamkin	ES 4	Asian	8	7	88%	89%	89%	7	88%	90%	56%	*	*	*	*
Reading	5	Lamkin	ES 4	African Am.	46	36	78%	80%	53%	19	41%	43%	28%	6	13%	18%	*
Reading	5	Lamkin	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lamkin	ES 4	White	30	28	93%	95%	86%	21	70%	73%	62%	14	47%	50%	35%
Reading	5	Lamkin	ES 4	Two or More	8	7	88%	89%	90%	5	63%	66%	*	*	*	*	*
Reading	5	Lamkin	ES 4	Eco. Dis.	90	75	83%	85%	63%	42	47%	50%	33%	18	20%	25%	8%
Reading	5	Lamkin	ES 4	Emergent Bilingual	12	10	83%	84%	67%	6	50%	52%	33%	*	*	*	*

