

**2007-2008**  
**Campus Improvement Plan**  
for  
**Post Elementary**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: POST EL  
CAMPUS NUMBER: 101907104

Campus Rating: Academically Acceptable  
Grade Span: PK - 05

Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA (65%)</b>											
X All Students	346	384	90%	100%	326	359	91%		-1		
X African Amer	53	60	88%	16%	47	53	89%		-1		
X Hispanic	139	165	84%	43%	119	143	83%		1		
X White	133	138	96%	36%	134	137	98%		-2		
X Econ Disadv	146	177	82%	46%	129	155	83%		-1		
<b>Writing (65%)</b>											
X All Students	116	123	94%	100%	107	125	86%		8		
African Amer	19	22	86%	18%	19	21	90%		-4		
X Hispanic	44	48	92%	39%	40	53	75%		17		
X White	43	43	100%	35%	40	43	93%		7		
X Econ Disadv	48	52	92%	42%	41	56	73%		19		
<b>Social Studies (65%)</b>											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
<b>Mathematics (45%)</b>											
X All Students	349	389	90%	100%	330	364	91%		-1		
X African Amer	53	61	87%	16%	49	54	91%		-4		
X Hispanic	143	167	86%	43%	118	145	81%		5		
X White	132	140	94%	36%	137	139	99%		-5		
X Econ Disadv	150	179	84%	46%	128	159	81%		3		
<b>Science (40%)</b>											
X All Students	119	144	83%	100%	103	124	83%		0		
African Amer	18	22	82%	15%	13	19	68%		14		
X Hispanic	46	64	72%	44%	32	46	70%	Yes	2	3	No
X White	47	50	94%	35%	48	49	98%		-4		
X Econ Disadv	45	64	70%	44%	35	54	65%	Yes	5	5	Yes

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	43	45	96%	100%	37	40	93%		3		

EXCEPTIONS TABLE

Number Evaluated	Mrs Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
19	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS  
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Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-		
African Amer	-	-	-	-	-	-	-	-	-	-		
Hispanic	-	-	-	-	-	-	-	-	-	-		
White	-	-	-	-	-	-	-	-	-	-		
Econ Disadv	-	-	-	-	-	-	-	-	-	-		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	POST EL	3	All	118	111	94	100	96	32	27	126	117	93	49	39
Reading/ELA	POST EL	3	AA	20	19	95	100	97	2	10	19	16	84	4	21
Reading/ELA	POST EL	3	Hispanic	51	46	90	100	93	11	22	53	47	89	14	26
Reading/ELA	POST EL	3	White	44	43	98	100	99	18	41	44	44	100	27	61
Reading/ELA	POST EL	3	Eco.Dis.	59	54	92	100	95	9	15	59	51	86	12	20
Reading/ELA	POST EL	3	Spec.Ed.	4	---	---	---	---	---	---	5	4	80	2	40
Reading/ELA	POST EL	3	LEP	28	24	86	90	87	6	21	23	18	78	2	9
Reading/ELA	POST EL	3	LEP M1	8	8	100	100	100	2	25	10	10	100	6	60
Reading/ELA	POST EL	3	LEP M2								0	0	0	0	0
Reading/ELA	POST EL	4	All	137	120	88	90	89	51	37	148	124	84	35	24
Reading/ELA	POST EL	4	AA	24	21	88	90	89	9	38	27	20	74	4	15
Reading/ELA	POST EL	4	Hispanic	55	43	78	90	82	12	22	62	47	76	8	13
Reading/ELA	POST EL	4	White	47	45	96	100	97	23	49	50	48	96	19	38
Reading/ELA	POST EL	4	Eco.Dis.	58	45	78	90	82	14	24	71	51	72	7	10
Reading/ELA	POST EL	4	Spec.Ed.	6	5	83	90	85	2	33	10	8	80	1	10
Reading/ELA	POST EL	4	LEP	16	9	56	90	75	0	0	20	12	60	2	10
Reading/ELA	POST EL	4	LEP M1	13	11	85	90	87	1	8	15	11	73	0	0
Reading/ELA	POST EL	4	LEP M2	8	8	100	100	100	5	63	4	4	100	3	75
Reading/ELA	POST EL	5	All	153	136	89	90	89	31	20	134	117	87	32	24
Reading/ELA	POST EL	5	AA	23	20	87	90	88	2	9	25	20	80	2	8
Reading/ELA	POST EL	5	Hispanic	68	56	82	90	85	9	13	50	39	78	6	12
Reading/ELA	POST EL	5	White	54	52	96	100	97	17	31	49	48	98	19	39
Reading/ELA	POST EL	5	Eco.Dis.	68	55	81	90	84	5	7	61	47	77	7	11
Reading/ELA	POST EL	5	Spec.Ed.	7	5	71	90	77	1	14	6	4	67	2	40
Reading/ELA	POST EL	5	LEP	20	14	70	90	77	0	0	16	10	63	0	0
Reading/ELA	POST EL	5	LEP M1	6	6	100	100	100	1	17	5	5	100	1	20
Reading/ELA	POST EL	5	LEP M2	13	11	85	90	87	0	0	9	9	100	1	11

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	POST EL	3	All	123	107	87	90	88	42	34	131	109	83	41	31
Math	POST EL	3	AA	22	19	86	90	87	5	23	19	16	84	3	16
Math	POST EL	3	Hispanic	53	46	87	90	88	15	28	56	38	68	10	18
Math	POST EL	3	White	45	39	87	90	88	20	44	46	45	98	22	48
Math	POST EL	3	Eco.Dis.	61	52	85	90	87	14	23	62	42	68	11	18
Math	POST EL	3	Spec.Ed.	6	6	100	100	100	0	0	7	6	86	3	43
Math	POST EL	3	LEP	28	25	89	90	89	9	32	27	14	52	4	15
Math	POST EL	3	LEP M1	8	8	100	100	100	1	13	10	10	100	4	40
Math	POST EL	3	LEP M2								0	0	0	0	0
Math	POST EL	4	All	137	124	91	100	94	70	51	144	128	89	62	43
Math	POST EL	4	AA	24	20	83	90	85	12	50	26	21	81	9	35
Math	POST EL	4	Hispanic	55	47	85	90	87	19	35	59	49	83	16	27
Math	POST EL	4	White	47	46	98	100	99	29	62	50	49	98	31	62
Math	POST EL	4	Eco.Dis.	58	49	84	90	86	22	38	67	53	79	16	24
Math	POST EL	4	Spec.Ed.	6	5	83	90	85	4	67	9	8	89	5	56
Math	POST EL	4	LEP	16	11	69	90	76	1	6	20	16	80	4	20
Math	POST EL	4	LEP M1	13	12	92	100	95	4	31	13	9	69	2	15
Math	POST EL	4	LEP M2	8	8	100	100	100	7	88	4	4	100	3	75
Math	POST EL	5	All	155	141	91	100	94	71	46	138	128	93	64	47
Math	POST EL	5	AA	26	23	88	90	89	7	28	25	20	80	5	20
Math	POST EL	5	Hispanic	68	58	85	90	87	27	40	52	47	90	16	31
Math	POST EL	5	White	53	52	98	100	99	32	60	51	51	100	35	69
Math	POST EL	5	Eco.Dis.	67	55	82	90	85	23	35	62	53	85	16	26
Math	POST EL	5	Spec.Ed.	9	7	78	90	82	5	56	9	7	78	3	38
Math	POST EL	5	LEP	21	16	76	90	81	3	14	15	11	73	2	13
Math	POST EL	5	LEP M1	6	6	100	100	100	3	50	5	5	100	2	40
Math	POST EL	5	LEP M2	12	10	83	90	85	5	42	9	9	100	5	56



### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	POST EL	3	All												
Science	POST EL	3	AA												
Science	POST EL	3	Hispanic												
Science	POST EL	3	White												
Science	POST EL	3	Eco.Dis.												
Science	POST EL	3	Spec.Ed.												
Science	POST EL	3	LEP												
Science	POST EL	3	LEP M1												
Science	POST EL	3	LEP M2												
Science	POST EL	4	All												
Science	POST EL	4	AA												
Science	POST EL	4	Hispanic												
Science	POST EL	4	White												
Science	POST EL	4	Eco.Dis.												
Science	POST EL	4	Spec.Ed.												
Science	POST EL	4	LEP												
Science	POST EL	4	LEP M1												
Science	POST EL	4	LEP M2												
Science	POST EL	5	All	152	123	81	90	84	47	31	137	111	81	39	28
Science	POST EL	5	AA	25	19	76	90	81	4	16	25	15	60	1	4
Science	POST EL	5	Hispanic	66	46	70	90	77	15	23	52	37	71	6	12
Science	POST EL	5	White	53	50	94	100	96	25	47	50	49	98	25	50
Science	POST EL	5	Eco.Dis.	66	45	68	90	75	13	20	62	39	63	5	8
Science	POST EL	5	Spec.Ed.	6	4	67	90	75	4	67	7	6	86	1	14
Science	POST EL	5	LEP	20	10	50	90	75	1	5	15	6	40	1	7
Science	POST EL	5	LEP M1	6	6	100	100	100	2	33	5	5	100	0	0
Science	POST EL	5	LEP M2	12	10	83	90	85	2	17	9	8	89	1	11

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Post Ele.	AA	96	96.5
Post Ele.	H	97	96.4
Post Ele.	W	96.6	96.5
Post Ele.	NATIVE	94.1	97.4
Post Ele.	ASIAN	97.7	97.6
Post Ele.	MALE	96.7	96.7
Post Ele.	FEMALE	96.8	96.4
Post Ele.	SPED	95.3	96.1
Post Ele.	ECD	96.5	96.7
Post Ele.	LEP	97.4	97
Post Ele.	AT RISK	96.6	96.5
Post Ele.	GT	97.5	97.8
Post Ele.	MIGRANT	0	0

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

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

## Areas to Improve

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

**Area of Focus:** Science

By May, 2008, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS science.

**Campus Objective:** # 3

	<b>5TH</b>
<b>AA</b>	76 (+5) = 81
<b>H</b>	70 (+7) = 77
<b>W</b>	94 (+2) = 96
<b>ED</b>	68 (+7) = 75

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Code s*	Target Group	Person(s) Responsible	Resources	Timeline
<b>Students</b>	1	Implement an hour of uninterrupted instruction in science.	AR, CE	Grades 3-5	Teachers, grades 3-5; Instructional Specialist; Admin.	Campus schedule	Daily
	2	Implement Science Notebooks/Science Journals in each grade level to provide students with the opportunity to think critically about higher-order questions.	AR, CE	Grades 1-5	Teachers, grades 1-5; Instructional Specialist	CFISD mandatory components for Science; Science Journal Assessment	Weekly, Bi- weekly, and Daily
	3	Implement the SQ-RQ-CQ strategies for students to use when doing homework, warm-ups, checkpoints, unit tests and benchmarks.	AR, CE	Grades 1-5	Teachers, grades 1-5	CFISD mandatory components for Science; SQ-RQ-CQ Method for Science	Daily

	4	Integrate in language arts scientific non-fiction texts for students to improve comprehension and critical thinking.	AR, CE	Grades 1-5	Teachers, grades 1-5; Science & L.A. Instructional Specialists	CFISD curriculum standards for Nonfiction Reading in Science	Weekly
	5	Provide more hands-on experiences for learning vocabulary; during scientific investigations; and for weekly reviews.	AR, CE	Grades 1-5	Teachers, grades 1-5	CFISD mandatory components for Science	Daily
<b>Teachers</b>	1	Schedule weekly content meetings with each grade level and the science helping teacher to help teachers analyze effective instructional strategies to increase student success. Especially the H, AA, and ED populations.	SD	Grades 1-5	Teachers, Instructional Specialists	Coordinator	Weekly
	2	Provide Quantum Learning book study at Post Campus, and teacher training in Quantum Learning.	SD	Grades 1-5	Campus Facilitator; Principal	Compensatory funds	October 24 <sup>th</sup> ; Available Sessions
	3	Provide training for integration of technology and use of technology.	SD, T	Grades 1-5	Technology Liaison	Compensatory funds	Monthly
<b>Parents</b>	1	Communicate with parents when tests are scheduled and the student's progress on each assessment through e-mails and/or weekly folders.	PI	Grades 1-5	Teachers	Samples of student work	Weekly
	2	Provide opportunities for parents to learn how to help students to use study guides, complete homework and review for tests.	PI	Grades 1-5	Teachers	Parent-Teacher Conferences	Weekly or Semi-Monthly

## Areas to Improve

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

**Area of Focus:** **Mathematics**

**Campus Objective:** #3 By May, 2008, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS mathematics.

	3rd	4th	5th
AA	86(+1)=87	83(+2)=85	88 (+1)=89
H	87 (+1)=88	85 (+2)=87	85 (+2)=87
ED	85 (+2)=87	84 (+2)=86	82 (+3)=85

**Formative/Summative Evaluation:** District-developed Benchmark Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Use the four step process and Bloom's Taxonomy questioning cards to increase analytical and critical thinking skills. Students will master math facts, review math TEKS through the 10/24/7 strategy.	AR, T	All students	Teachers Instructional Specialist Principal Asst. Principal	Mountain Math Smart Board Activities United Streaming	Daily
	2 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made and instructional specialist-made tests, district quizzes and benchmarks.	AR, CE	Groups listed	Instructional Specialist; teacher Curriculum Coordinator Math Helping Teacher Principal Assistant Principal	Gradebook; benchmark data Checkpoints Results Grid District Quizzes	Every 6 weeks
	3 Design and present lessons that follow research-proven teaching strategies such as <i>Marzano's Instructional Strategies That Works</i> , <i>Downey's 50 Ways To Close The Achievement Gap</i> and <i>Singapore's Instructional Strategies</i> .	AR, CE	Groups listed	Teachers	Marzano's Instructional Strategies that Works 50 Ways To	Sept. 07- May 08

						Close the Achievement Gap Singapore Picture Strategies	
	4	Provide extended learning time for students during the Supplemental Instruction period and use small group instruction to re-teach.	AR, CE	Identified students	Admin. Teachers Math Helping Teacher Academic Achievement Teacher	AMIP Schedule Academic Achievement Funds	Daily and Jan. 08-Apr. 08
	5	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.	AR, CE	Identified students	Teachers	CFISD academic vocabulary lists	Ongoing
Teachers	1	Schedule math meetings to modifying lessons to target identified struggling learners.	SD	5 <sup>th</sup> -grade math team	Instructional Specialist Math Coach Math Helping Teacher	Coordinator	Weekly
	2	Use technology-driven and Smart Board activities, Quantum Learning and Educaid to assist with TEKS for Objectives 1-6.	SD CE	Grades 1-5	Instructional Specialist Technology Liaison Quantum Learning Facilitator	Coordinator Compensatory Funds	Daily and Weekly
	3	Use cross curriculum activities to integrate language, science and math for real life experiences.	SD	All grades	Instructional Specialist	Coordinator	Weekly
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by parent phone calls, letters or emails.	PI	Parents of identified students	Teachers	Samples of student work	Weekly
	2	Provide opportunities for parents on how to assist students with homework and review for tests and benchmarks.	PI	Parent of identified students	Teachers Instructional Specialist	Daily Math Homework Coordinator	Daily

## Areas to Improve

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

**Area of Focus:** Reading/English Language Arts

By May, 2008, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS reading.

**Campus Objective:** # 3

	3RD	4TH	5TH
<b>AA</b>	97 (+2)	89 (+1)	88 (+1)
<b>H</b>	93(+3)	82 (+4)	85 (+3)
<b>ED</b>	95 (+3)	82 (+4)	84 (+3)

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Code s*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Increase fluency by providing oral reading opportunities through Reader's Theatre, read aloud, reading buddies, or authors sharing).	AR, CE	GRADES 1-5	TEACHERS LIBRARIAN IS	LIBRARY LITERACY LIBRARY	DAILY
	2	Improve reading comprehension by using critical thinking strategies that focus on the objectives identified as weak on benchmarks. (Interpreting stories or summarizing text in Reading Journals to show understanding).	AR, CE	GRADES 1-5	TEACHERS , ADMIN. IS	BENCHMARKS	WEEKLY
	3	Dedicate 15+ minutes daily to independent reading and respond using a daily journal or Reading Log.	AR, CE	GRADES 1-5	TEACHER IS	READING JOURNALS	DAILY
	4	Provide more creative experiences for learning vocabulary (visuals pictures, vocabulary cartoons, or windowpanes).	AR, CE	GRADES 1-5	TEACHER IS	CFISD vocabulary list	ONGOING

	5	Use non-fiction texts for students and create graphic organizers to improve comprehension through research-proven teaching strategies such as the ones described in <i>Nonfiction Matters</i> .	AR, CE	GRADES 3-5	TEACHERS IS	TIME FOR KIDS NONFICTION MATTERS	MONTHLY
Teachers	1	Schedule weekly content meeting with each grade level to help teachers analyze effective instructional strategies to increase student success. Especially the H, AA, and ED populations.	SD	GRADES 3-5	IS ADMIN.	COORDINATOR	WEEKLY
	2	Monitor progress and analyze data through weekly checkpoints, benchmarks, Reading Workshop, and Writing Workshop.		GRADES 1-5	TEACHERS IS ADMIN.	BENCHMARKS DISTRICT DATA	WEEKLY
	3	Provide time for effective planning and teacher modeling.	SD	GRADES 1-5	IS	IS <i>THE ULTIMATE GUIDED READING HOW- TO BOOK</i>	WEEKLY
	4	Provide training, modeling, and support sessions for Balanced Literacy.	SD CE	GRADES 1-5	IS TEACHERS	UNITS OF STUDY HELPING TEACHER	WEEKLY
Parents	1	Communicate with parents when tests are scheduled and the student's progress on each assessment through emails and/or weekly folders.	PI	GRADES 1-5	TEACHERS	SAMPLES OF STUDENT WORK	DAILY
	2	Encourage the parents to read with their child at home and provide opportunities for parents to learn how to help students use study guides and review for test.	PI	GRADES 1-5	TEACHERS	PARENT TEACHER CONFERENCE	DAILY MONTHLY

## Areas to Improve

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

**Area of Focus:** **Writing**

**Campus Objective:** # 3  
By May, 2008, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS writing.

	<b>4TH</b>
<b>AA</b>	89 (+1)
<b>H</b>	93 (+3)
<b>ED</b>	95 (+2)

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement Writing Workshop and focus on the 6+1 Traits	AR, CE	GRADES 2-5	TEACHERS	SIX TRAITS WRITING WORKSHOP	DAILY
	2	Use the revising and editing cards (REP) to help facilitate discussion and improve student writing.	AR, CE	GRADES 2-5	TEACHERS IS	DISTRICT REP CARDS	WEEKLY
	3	Improve students' skills in usage, mechanics, spelling, revision, and editing identified as weak on benchmarks.	AR, CE	GRADES 1-5	TEACHERS IS	BENCHMARKS	DAILY
	4	Participate in Surf Camp to review the writing process and	AR,	GRADE 4	TEACHERS	TEACHER MADE	FEBRUARY

		encourage student achievement.	CE		IS	LESSONS	
	5	Provide extended learning time for AR students to improve writing responses using one on one instruction during Supplemental Instruction time.	AR, CE	GRADE 4	NANCY ANDREWS	ACADEMIC ACHIEVEMENT FUNDS	DEC '07- MARCH'07
Teachers	1	Language Arts Specialist will schedule weekly content meeting with each grade level to help teachers analyze effective instructional strategies to increase student success. Especially the H, AA, and ED populations.	SD	GRADES 1-5	ADMIN. IS TEACHERS	COORDINATOR <i>50 WAYS TO CLOSE THE ACHIEVEMENT GAP</i>	WEEKLY
	2	Enroll teachers in the training for Spaulding or Words Their Way.	SD	GRADES 1-5	ADMIN. IS	COMPENSATOR Y FUNDS	WHEN AVAILABLE
	3	Provide time for effective planning and teacher modeling.	SD	GRADES 1-5	ADMIN. IS	IS <i>THE ART OF TEACHING READING</i>	WEEKLY
Parents	1	Keep parents up-to-date on their child's success and struggles by communicating through emails, notes home, or phone calls.	PI	GRADES 1-5	TEACHERS	PARENT LOGS	WEEKLY
	2	Provide students with the opportunity to use the Author's Box to help influence writing at home.	PI	GRADES 1-5	TEACHERS	STUDENT SAMPLES	DAILY

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

# **PART III: ASSURANCE ADDENDUM**

## CIP PART III: ASSURANCE ADDENDUM

### Post Elementary Missy Kilday 2007 – 2008 Campus Improvement Plan Cypress-Fairbanks Independent School District

#### Section A

- (1) Post Elementary\_has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Post Elementary CPOC has
  - (a) completed a needs assessment which serves as the basis for the CIP.
  - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
    - African American
    - Hispanic
    - White
    - Economically Disadvantaged
    - Special Education
    - Limited English Proficient
  - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
  - (d) included in the CIP these elements.
    - Resources allocated
    - Staff responsible for activities and strategies
    - Formative and summative evaluation criteria
  - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
  - (f) included strategies for dropout prevention and reduction. (middle school and high school)
  - (g) included strategies for improving student attendance.
  - (h) included strategies for improving the campus's completion rate. (high school)
  - (i) provided for a program to encourage parental and community involvement at the campus.
  - (j) included goals and methods for violence prevention and intervention on campus.
  - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.

**CIP PART III: ASSURANCE ADDENDUM**  
**Section B**

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Jessica Chisholm	Teacher 1
Anne DonLevy	Teacher 2
Vanessa Gnatzig	Teacher 3
Amanda Darragh	Teacher 4
Michael Pagano	Teacher 5
Bill Nebeker	Teacher 6
Jennifer Todd	Teacher 7
Beverly Joseph	Teacher 8
Kim Spies	Teacher 9
Missy Kilday	Non-teaching professional 1
Cynthia Klepper, Gail Montano	Non-teaching professionals (Assistant Principals)
Shannon Jones-Hall, Angela Abbott, Joy Lovelace	Instructional Specialists
Deanna Swenke	District Representative
Shari Stone, Cindy Wineman	Parents
Dorothy Starkey	Community residents
Angie Bullington	Business representatives

<b>CPOC Meetings* for '07-'08</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 18, 2007	4:00 PM	Library
2	December 11, 2007	4:00 PM	Library (community AEIS meeting)
3	January 23, 2008	4:00 PM	Library
4	May 14, 2008	4:00 PM	Library
5	10/18, 12/6, 1/17, 3/6,	8:00 AM	Room 204 (Post Leadership Team)

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## CIP PART III: ASSURANCE ADDENDUM

### Section C

☒ (1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

☒ (2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

### Other Legal Requirements

☒ (3)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by <b>10%</b> from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for <b>inappropriate physical contact, excessive talking/acting out, and language (refusing)</b> .
Strategy	Implement and monitor the school-wide safety and security plan.

### CIP PART III: ASSURANCE ADDENDUM

☒ (4)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>90%</b> .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

☒(5)

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

## CIP PART III: ASSURANCE ADDENDUM

Post Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	