

2007-2008
Campus Improvement Plan
for
Postma Elementary

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: POSTMA EL
CAMPUS NUMBER: 101907147

Campus Rating: Recognized
Grade Span: EE - 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?
Reading/ELA (65%)											
X All Students	356	380	94%	100%	-	-	-	-	-	-	-
X African Amer	51	56	91%	15%	-	-	-	-	-	-	-
X Hispanic	87	96	91%	25%	-	-	-	-	-	-	-
X White	178	185	96%	49%	-	-	-	-	-	-	-
X Econ Disadv	43	51	84%	13%	-	-	-	-	-	-	-
Writing (65%)											
X All Students	127	136	93%	100%	-	-	-	-	-	-	-
African Amer	15	16	94%	12%	-	-	-	-	-	-	-
X Hispanic	41	45	91%	33%	-	-	-	-	-	-	-
X White	61	65	94%	48%	-	-	-	-	-	-	-
Econ Disadv	19	20	95%	15%	-	-	-	-	-	-	-
Social Studies (65%)											
All Students	0	0	-	0%	-	-	-	-	-	-	-
African Amer	0	0	-	0%	-	-	-	-	-	-	-
Hispanic	0	0	-	0%	-	-	-	-	-	-	-
White	0	0	-	0%	-	-	-	-	-	-	-
Econ Disadv	0	0	-	0%	-	-	-	-	-	-	-
Mathematics (45%)											
X All Students	363	380	96%	100%	-	-	-	-	-	-	-
X African Amer	50	56	89%	15%	-	-	-	-	-	-	-
X Hispanic	92	98	94%	26%	-	-	-	-	-	-	-
X White	179	184	97%	48%	-	-	-	-	-	-	-
X Econ Disadv	46	52	88%	14%	-	-	-	-	-	-	-
Science (40%)											
X All Students	97	106	92%	100%	-	-	-	-	-	-	-
African Amer	12	17	71%	16%	-	-	-	-	-	-	-
Hispanic	18	19	95%	18%	-	-	-	-	-	-	-
X White	51	54	94%	51%	-	-	-	-	-	-	-
Econ Disadv	9	13	69%	12%	-	-	-	-	-	-	-

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	28	30	93%	100%	-	-	-	-	-	-	-

EXCEPTIONS TABLE

Number Evaluated	Msr(s) Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
16	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	POSTMA EL	3	All	138	135	98	100	99	64	46					
Reading/ELA	POSTMA EL	3	AA	22	22	100	100	100	5	23					
Reading/ELA	POSTMA EL	3	Hispanic	35	33	94	100	96	13	37					
Reading/ELA	POSTMA EL	3	White	67	67	100	100	100	39	58					
Reading/ELA	POSTMA EL	3	Eco.Dis.	20	18	90	100	93	6	30					
Reading/ELA	POSTMA EL	3	Spec.Ed.	4	---	---	---	---	---	---					
Reading/ELA	POSTMA EL	3	LEP	14	12	86	90	87	3	21					
Reading/ELA	POSTMA EL	3	LEP M1	11	11	100	100	100	7	64					
Reading/ELA	POSTMA EL	3	LEP M2	1	---	---	---	---	---	---					
Reading/ELA	POSTMA EL	4	All	144	129	90	100	93	50	35					
Reading/ELA	POSTMA EL	4	AA	20	15	75	90	80	5	25					
Reading/ELA	POSTMA EL	4	Hispanic	48	41	85	90	87	12	25					
Reading/ELA	POSTMA EL	4	White	66	63	95	100	97	26	39					
Reading/ELA	POSTMA EL	4	Eco.Dis.	23	20	87	90	88	8	35					
Reading/ELA	POSTMA EL	4	Spec.Ed.	4	---	---	---	---	---	---					
Reading/ELA	POSTMA EL	4	LEP	5	---	---	---	---	---	---					
Reading/ELA	POSTMA EL	4	LEP M1	8	7	88	90	89	2	25					
Reading/ELA	POSTMA EL	4	LEP M2	7	7	100	100	100	4	57					
Reading/ELA	POSTMA EL	5	All	118	110	93	100	95	50	43					
Reading/ELA	POSTMA EL	5	AA	21	20	95	100	97	5	24					
Reading/ELA	POSTMA EL	5	Hispanic	56	52	93	100	95	6	29					
Reading/ELA	POSTMA EL	5	White	52	49	94	100	96	32	57					
Reading/ELA	POSTMA EL	5	Eco.Dis.	16	12	75	90	80	3	19					
Reading/ELA	POSTMA EL	5	Spec.Ed.	8	6	75	90	80	2	25					
Reading/ELA	POSTMA EL	5	LEP	5	---	---	---	---	---	---					
Reading/ELA	POSTMA EL	5	LEP M1	1	---	---	---	---	---	---					
Reading/ELA	POSTMA EL	5	LEP M2	8	7	88	90	89	4	50					

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	POSTMA EL	3	All	138	131	95	100	97	64	46					
Math	POSTMA EL	3	AA	21	20	95	100	97	7	33					
Math	POSTMA EL	3	Hispanic	36	32	89	90	89	12	33					
Math	POSTMA EL	3	White	67	65	97	100	98	35	52					
Math	POSTMA EL	3	Eco.Dis.	19	16	84	90	86	5	26					
Math	POSTMA EL	3	Spec.Ed.	4	---	---	---	---	---	---					
Math	POSTMA EL	3	LEP	14	13	93	100	95	5	36					
Math	POSTMA EL	3	LEP M1	11	11	100	100	100	7	64					
Math	POSTMA EL	3	LEP M2	1	---	---	---	---	---	---					
Math	POSTMA EL	4	All	144	136	94	100	96	74	51					
Math	POSTMA EL	4	AA	20	18	90	100	93	6	30					
Math	POSTMA EL	4	Hispanic	49	45	92	100	95	24	49					
Math	POSTMA EL	4	White	65	63	97	100	98	36	55					
Math	POSTMA EL	4	Eco.Dis.	23	21	91	100	94	9	39					
Math	POSTMA EL	4	Spec.Ed.	4	---	---	---	---	---	---					
Math	POSTMA EL	4	LEP	5	---	---	---	---	---	---					
Math	POSTMA EL	4	LEP M1	8	6	75	90	80	3	38					
Math	POSTMA EL	4	LEP M2	7	7	100	100	100	5	71					
Math	POSTMA EL	5	All	119	114	96	100	97	70	59					
Math	POSTMA EL	5	AA	20	17	85	90	87	5	25					
Math	POSTMA EL	5	Hispanic	23	22	96	100	97	10	43					
Math	POSTMA EL	5	White	56	55	98	100	99	36	65					
Math	POSTMA EL	5	Eco.Dis.	16	13	81	90	84	8	50					
Math	POSTMA EL	5	Spec.Ed.	8	7	88	90	89	2	25					
Math	POSTMA EL	5	LEP	5	---	---	---	---	---	---					
Math	POSTMA EL	5	LEP M1	1	---	---	---	---	---	---					
Math	POSTMA EL	5	LEP M2	8	8	100	100	100	4	50					

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	POSTMA EL	3	All												
Science	POSTMA EL	3	AA												
Science	POSTMA EL	3	Hispanic												
Science	POSTMA EL	3	White												
Science	POSTMA EL	3	Eco.Dis.												
Science	POSTMA EL	3	Spec.Ed.												
Science	POSTMA EL	3	LEP												
Science	POSTMA EL	3	LEP M1												
Science	POSTMA EL	3	LEP M2												
Science	POSTMA EL	4	All												
Science	POSTMA EL	4	AA												
Science	POSTMA EL	4	Hispanic												
Science	POSTMA EL	4	White												
Science	POSTMA EL	4	Eco.Dis.												
Science	POSTMA EL	4	Spec.Ed.												
Science	POSTMA EL	4	LEP												
Science	POSTMA EL	4	LEP M1												
Science	POSTMA EL	4	LEP M2												
Science	POSTMA EL	5	All	114	104	91	100	94	52	46					
Science	POSTMA EL	5	AA	19	14	74	90	79	2	11					
Science	POSTMA EL	5	Hispanic	22	21	95	100	97	9	41					
Science	POSTMA EL	5	White	55	52	95	100	97	30	55					
Science	POSTMA EL	5	Eco.Dis.	15	11	73	90	79	5	33					
Science	POSTMA EL	5	Spec.Ed.	5	---	---	---	---	---	---					
Science	POSTMA EL	5	LEP	3	---	---	---	---	---	---					
Science	POSTMA EL	5	LEP M1	1	---	---	---	---	---	---					
Science	POSTMA EL	5	LEP M2	8	6	75	90	80	4	50					

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Postma Ele.	AA	0	97.2
Postma Ele.	H	0	96.7
Postma Ele.	W	0	96.5
Postma Ele.	NATIVE	0	98.4
Postma Ele.	ASIAN	0	97.8
Postma Ele.	MALE	0	96.8
Postma Ele.	FEMALE	0	96.9
Postma Ele.	SPED	0	95
Postma Ele.	ECD	0	96.6
Postma Ele.	LEP	0	97.3
Postma Ele.	AT RISK	0	96.9
Postma Ele.	GT	0	97.4
Postma Ele.	MIGRANT	0	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Small group instruction, individual goal setting, tutoring	All 3 rd graders passed TAKS	
		Writing	Storyteller/Karen Lowery	Increased writing proficiency	
		Math	Cougar Camp at Postma; Super Math Camp @ Cy-Woods	Increased passing rate	
		Science	Small group tutoring for those at risk	Increased passing rate	
		Social Studies			
		Other			
	Subgroups	All			
		AA	Super Math Camp, Quantum Teaching Techniques	Increased participation and passing rate	
		H	Super Math Camp, Quantum Teaching Techniques	100% pass rate	
		W			
		ED	Super Math Camp, Quantum Teaching Techniques	100% pass rate	
		LEP SE			
	Social/ Emotional	Discipline			
Extracurricular		Fifth Grade Award Night	# & type of awards		
Other		Personal Goal setting for students	Increased assessment scores		
Teacher	Professional Development		Reading comprehension strategies TE	All students above 90%	
			Words Their Way	Success for more students as evidenced by grades.	
	Qualifications	All highly qualified	Certification Roster		
	New Staff Retention				
Parent	Creation of new PTO			Volunteer hours	
	Volunteers for Curriculum Events			All events covered	
	Participation in student activities			Attendance at parent/student events	

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

Campus Objective: #1

By the end of the 2007-2008 school year, we will increase the percentage of students meeting Benchmark and TAKS standards in science. (See table).

EOY Benchmark				
First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
+2	+5	+3	+10	+10

Fifth Grade	AA	H	ED
Science TAKS	+5	+1	+5

District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implementation of Technology through distance learning, presentations, Inspiration, and Science Discovery Works within the classroom, mini-labs, science lab, and use of laptops.	T	All students	Science teachers; tech liaison; students	District staff development	January 2008
	2	Consistently use the scientific method and provide opportunities for students to hypothesize prior to investigations.	AR	All students	Teachers	Overview of science classroom	Ongoing
	3	Write, review, and revise goals individually.	AR	All students	Teachers	Observations; data displays	Ongoing
	4	Use the five senses to create associations with content.	AR	All students	Teachers	Observations; lesson plans	Ongoing
	5	Participate in Destination Imagination.	AR	3 rd -5 th selected students	Science liaison; students	List of selected students; Destination	Fall 2007 – Feb. 2008

						Imagination	
	6.	Students will participate in extra instructional time (e.g. individual and small group tutoring, use of multi-media and hands-on resources.)	AR	3 rd -5 th selected students (See Tea #7)	Science Teachers Instr. Specialist for Science	Science labs Science Helping Teachers Parent Volunteers Suggested curriculum resources	January 2008
Teachers	1	Engage in weekly science planning with a focus on learning styles.	AR	All science teachers	Science teachers; IS	Lesson plans; team planning meetings	Ongoing/ weekly
	2	Provide tutoring assistance for struggling students and students with absenteeism.	AR	Those listed	Science teachers; IS	Saturday Camps; Early Morning Sessions	Oct. 2007 – April 2008
	3	Integrate science content into PEAM curriculum.		All PEAM and science teachers	PEAM teachers; science teachers	Team planning	Weekly
	4	Meet with vertical teams to discuss ideas and strategies.	AR	Those listed	Science vertical teams	Vertical planning	Ongoing
	5	Gain understanding of the learning pyramid and implement in lesson plans.	SD	Those listed	Science teachers	Staff development	Ongoing/ weekly
	6	Participate in training focused on technology, quantum teaching, and research based strategies.	T/SD	Science teachers	Science teachers	Staff development book study	Summer 2007; ongoing
	7	Analyze 5 th grade assessments and target in need of reteaching. Implement small groups to accommodate this need.	AR	Science teachers	Fifth grade science teachers and IS	Teacher made assessments; benchmark	End of 1 st nine weeks and continuing
	8	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR	Science teachers	Science teachers; IS	Team meetings (TIPS; at-risk); Teaching; Interventions for Postma students	Every 4-6 weeks according to test administration schedule

Parents	9	Disaggregate data after assessments and share with learning community in order to improve instruction.	AR	Science teachers	Science teachers; IS; Elem. Science office	Data analysis training	Every 4-6 weeks according to assessment schedule
	1	Integrate science vocabulary into everyday events in the home.	PI	Parents of targeted subpops	Teachers	Parent training classes	Spring 2008
	2	Encourage parents' involvement in science related school activities (e.g. eco-adventures, nature-trails, SRC related field trips, animals in the classroom).	PI	All students	Science teachers; IS	SRC parent training classes	Ongoing
	3	Attend Science Curriculum Night.	PI	All students	Science teachers; IS; AP	Parent training session	Spring 2008
	4	Provide parents with newsletter describing content and possible strategies if applicable.	PI	All students	AP	Science content teacher input	Every six weeks

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**

By May 2008, we will increase the percentage of students demonstrating proficiency on the Math TAKS test and benchmark standards.

(See table)

TAKS	Third Grade	Fourth Grade	Fifth Grade
AA	+2	+3	+2
H	+1	+3	+1
ED	+2	+3	+3

Campus Objective: #

EOY Benchmark	K	1	2
Total		+1	+3
AA		+5	+9
H		Maintain	+2

ED		+1	+14
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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	Enhance understanding of math concepts through vocabulary development.	AR	Groups Listed	Math teachers; IS	District staff development; team planning	Ongoing
	2	Write, review, and revise goals individually.	AR	All students	Math teachers	Observations Data displays	Ongoing
	3	Use appropriate strategies in problem solving.		All students	Math teachers; IS	Observations District staff development	Ongoing
	4	Use technology to practice and review math concepts.		All students	Math teachers; IS; Tech committee	District and campus staff development	Ongoing
	5	Utilize math journal to enhance vocabulary comprehension and create real-life connections.	AR	Groups Listed	Math teachers; IS	Observations Math journals	Daily
Teachers	1	Implement small group instruction.	AR,S D/CE	Math teachers	Math teachers; IS; AP	Lesson plans	Daily
	2	Integrate vocabulary building strategies within the math class.	AR,S D	Math teachers	Math teachers; IS; AP	Lesson plans; staff development	Daily

	3	Participate in training focused on technology, quantum teaching, and research based strategies.	SD/T	Math teachers	AP; IS; Principal	Campus staff development book study	Fall 2007
	4	Engage in weekly math planning with a focus on learning styles (VAK).		Math teachers	Teachers; IS	Team planning; campus staff development	Weekly
	5	Increase teacher proficiency in number sense instruction through the use of Singapore math strategies.	SD	Math teachers	Campus Math Coach	District math training	Fall 2007
	6	Disaggregate data after assessments and share with learning community in order to improve instruction.	AR	Math teachers	Teachers; IS; district personnel	Data analysis training; team planning	Every 4-6 weeks according to assessments
	7	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR	Teachers	Teachers; IS; AP	Data analysis training; team planning	Every 4-6 weeks according to assessments
	8	Utilize manipulatives, visual aides, graphic organizers, and "math and music" into daily instruction.	AR	Teachers	Math teachers	District campus training	Daily
Parents	1	Attend "make and take" strategies programs that will enhance their child's understanding of strategies used in math classes.	PI	2-5 parents	Teachers; IS; AP; Principal	Parent training classes	Fall 2007/ Spring 2008
	2	Attend math content/strategy session(s).	PI	2-5 parents	Teachers; IS; AP; Principal	Parent training classes	Fall 2007/ Spring 2008
	3	Implement strategies suggested by teachers to enhance areas of need on End of the Year Benchmark.	PI	2-5 parents	Teachers; IS; AP; Principal	Parent training classes	Ongoing
	4	Develop an awareness of SMART goals setting.	PI	2-5 parents	Teachers	Parent training classes	Fall 2007
	5	Encourage children to participate in websites and games at home that provide skill practice for math concepts.	PI	All parents	Math teachers; IS; AP; Principal	Newsletters	Ongoing

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/Writing**

By May 2008, we will increase the number of student's proficiency in accuracy, fluency, comprehension and written composition as determined by the End of the Year Benchmarks and TAKS scores. (See tables.)

EOY Benchmarks	K	1	2	3	4	5
Accuracy	-	+3	+1	-	-	
Fluency	-	+1	+1	+1	+3	+1
Comprehension	+3	+1	+3	+1	+2	+2
Written Composition	+3	+2	+2	+2	+2	+1

Campus Objective: #

TAKS	Third Grade	Fourth Grade	Fifth Grade
AA	maintain	+5	+2
ED	+3	+1	+5

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	Participate and utilize strategies presented by story teller, Karen Lowery, in student-generated writing	AR	3 rd /4 th graders	Teachers Instructional Specialists	Writing journals and writing samples	Fall of 2007
	2	Write, review, and revise short-term and long term goals	AR	All students	Teachers	Individual conferences with students	Ongoing
	3	Engage students in improving reading accuracy, fluency, and comprehension through a variety of reading incentives (e.g. name that book, library incentives, SGRI, etc.)	AR/CE	Targeted groups	Teachers, Librarian, IS, Reading Enrichment	Leveled Library	Daily
	4	Identify and use appropriate strategies (i.e. TARGET) to		All students	AP/IS	Word of the Day	Ongoing

		assist with the vocabulary and comprehension of reading passages at or above the appropriate grade level.			Teachers, Librarian	PowerPoint; Just Right Book; Training and district staff development	
	5	Produce a variety of writing genres through the use of Writer's Workshop.		All students	AP/IS/ Teachers	Writing workshop	Ongoing
	6	Plan goals with teacher and parent to read every day.	AR	All students	Teachers and Parents	Individual conferences	October, 2007 and continuing
Teachers	1	Utilize the balanced literacy program & Bloom's taxonomy	AR/SD	All LA teachers	Prin./AP/IS and LA teachers	Staff Development Classes	Continuous
	2	Utilize quantum teaching through the use of content area games/activities.	AR	All teachers	Teachers/ Prin./AP/IS	Staff Development Classes	Starting in Fall 2007 and continuing thereafter
	3	Participate in staff development opportunities to increase knowledge of the balanced literacy program, teaching of writing, <i>Magnificent Seven</i> , <i>Baker's Dozen</i> , and <i>Quantum Teaching</i> .	SD	All teachers included based on need	Prin./AP/IS Teachers/Para professionals in classrooms	Staff Development Classes	By January 2008
	4	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR/CE	All teachers	All teachers/ IS/AP/ Principal	Team Meetings / TIPS (at- risk) meetings	Every 4 – 6 weeks according to test administration schedule
	5	Provide opportunities for students to write across the curriculum.	AR	All core subject teachers	All teachers	Vertical team planning	Ongoing
	6	Investigate the cost and benefits of Accelerated Reader program.	AR	LA teachers' classes	AP/IS & Principal	Computer software books	By November 2007
	7	Implement research based strategies per Marzano.	SD	All teachers	Teachers and Instructional Specialists	Staff Development Classes	By January 2007
	8	Disaggregate data after assessments and share with learning community in order to improve instruction.	AR/CE	All teachers	IS, AP, Teachers	Various data including	Every 4-6 weeks according to

				having data		cluster/district comparison	assessment schedule
	9	Participate in a book studies based on successful techniques for teaching reading.	SD	Interested teachers	LA liaison /AP/IS Principal	Staff Development Classes	Summer and Fall 2007
	10	Improve students communication and fluency skills through the use of a variety of strategies including reader's theater, etc.	AR/CE	LA teachers	Language Arts Teachers Librarian	Varied levels of reader's theatre texts Read/Write Club	Ongoing
	11	Provide extra time for students to practice reading skills (e.g. D.E.A.R., parent volunteers, individual and group tutoring) and allow time for discussions.	AR	Prin./AP/IS, teachers/mentors and parent volunteers	Language Arts Teachers	Scheduled class library; Postma library	Ongoing
Parents	1	Participate in Curriculum Nights.	PI	Parents of identified students as well as students	Parents/teachers/IS/AP Principal Librarian	Power Points; Handouts	Fall 2007 and Spring 2008
	2	Access campus web-site to view expectations of students' learning in a variety of subject areas.	PI	Parents of all students	Parents with computer access	Tech liaison; Tech Team; CFISD.net	2 nd 6 weeks and continuing thereafter.
	3	Participate in training workshops for a variety of subject areas emphasizing test preparation and strategies used by teachers/students.	PI	Parents of targeted students	Parents	Parent training classes	January 2008
	4	Serve as parent-volunteer readers.	PI	Parents of all students	Parents	Library books/Periodicals	By November of 2007
	5	Provide opportunities for parents to view videos of classroom strategies.	PI	Parents of all students	AP/IS/Princ./Media Specialist & parents	Videos Tech. committee	Fall 2007 and Spring 2008
	6	Access book lists on-line.	PI	Parents of all	LA liaison, LA IS,	District and booklists	December 2007

				students	LA teachers, Librarian		
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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: **Social Studies**

Campus Objective: #4 By the end of the 2007-2008 school year, we will increase the percentage of students meeting Benchmark standards in social studies. (See table.)

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
+1	+2	+3	+3	+3

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	Develop an awareness of primary and secondary sources.		Identified students	Social Studies teachers	Websites and curriculum guides	End of each six-weeks
	2	Participate in dramatization of historical events/multi-cultural activities.	AR	Identified students	Students and teachers	Traveling trunks	Spring 2008
	3	Engage in test taking strategies on district and state assessments.	AR	All students	Students/ IS teachers/AP	Small group tutoring & Saturday camps	District test schedule from 9/07-5/08
	4	Participate in activities related to foundations of Texas and United States' culture, government and its systems; including Freedom Week Activities, traveling trunks, and Veteran's Day activities.		All students	Students/IS teachers/AP/ SS liaison	Activities provided by the district	Ongoing
	5	Apply reading and writing strategies in social studies.	AR	All students	Students /AP teachers/IS	Vertical planning	Ongoing
Teachers	1	Integrate social studies throughout the curriculum.		All teachers	All teachers	Vertical and team planning	Ongoing
	2	Investigate and develop school-wide or grade level activities that focus on district benchmark assessments item analysis.	AR	All SS teachers	Social studies teachers/IS/AP	Vertical planning	After each district benchmark results

3	Assist students in developing an awareness of the link between past, present and future events – enabling students to build connections.	AR	All SS teachers	Social studies teachers	Helping teachers, curriculum guides	Complete planning and implementation by November 1
4	Collaborate with other teacher's from other buildings on social studies activities on the base of the learning pyramid.	AR	All SS teachers	Social studies teachers/IS	District staff development, cluster group share	December 2007
5	Include curriculum components of social studies into PEAM classes so that students have a better understanding of the significance of the content.	AR	All SS teachers and Peam teachers	Social studies teachers and PEAM teachers	Planning sessions	Ongoing
6	Develop a list of Social Studies concepts that are difficult for students to understand to submit to the SS department for assistance in developing activities, games, literature and training.	AR	All SS teachers	Social studies teachers and IS/AP/SS liaison	District SS liaison meetings	As scheduled throughout the year
7	Engage in weekly social studies planning with a focus on learning styles (VAK).	AR	All SS teachers	Social studies teachers/IS/AP	Planning sessions	Weekly
8	Emphasize activities that engage students in inquiry and problem solving.		All SS teachers	Social studies teachers/IS/AP	Planning sessions	Weekly
9	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR	All SS teachers	Social studies teachers/IS/AP/Principal	TIPS (At-risk) meetings & team planning	After each district benchmark
10	Develop an awareness of primary and secondary sources.	SD	All SS teachers	Social studies teachers	Websites, curriculum guide, textbook	August 2007
11	Investigate and use project based lessons and websites.	T	All SS teachers	3-5 SS teachers	Team planning, SS helping teachers	Fall 2007

Parents	1	Invite parents/grandparents to visit classes to discuss their native country or their lives as a child.	PI	Parents or grandparents	Principal/AP/IS/SS teachers	Personal resources	October 2007
	2	Encourage reading historical fiction, websites, child oriented event newsletters.	PI	Parents	Parents	School provided websites, teacher resources	Ongoing

*** Legend**

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

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Postma Elementary
Debbie Jackson
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- X (1) Postma Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- X (2) The Postma 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).
- X (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

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Kelly Chippi	Kindergarten Teacher
Karen Welsh	1 st grade Teacher
Ceara MacDonald-Lampkin	2 nd grade Teacher
Audrey Hardy	3 rd grade teacher
Kathleen Harrison	4 th grade teacher
Sandra Rutland	5 th grade teachers
Carmen Walker	Reading Enrichment Teacher
Tiffany Engleking	Physical Education Teacher
Belinda Sepulveda	Paraprofessional
Melissa Adams	Counselor
Suzanne Davies	Instructional Specialist
Cindy Gilbert	Instructional Specialist
Sherry Munson	Parent
Maria Cueto	Parent
Angela Romero	Parent
Karen Brown	Apache Oil and Gas, Business Rep
Pam Culpepper	Culpepper Interiors, Business Rep.
Richard Gilbert	Director of Machining Technology, CyFair College (Community)
Jo Fey	Dean of Social, Behavioral and Health Sciences - CyFair College (Community)
Debbie Jackson	Principal

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 26, 2007	4:15 pm	Postma Library
2	October 22, 2007	6::00 pm	Postma Cafeteria
3	Jan. 10, 2008	8:05 am	Postma Library
4	Mar. 12, 2008	8:05 am	Postma Library
5	May 13, 2008	4:00 pm	Postma Library

* 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 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.

CIP PART III: ASSURANCE ADDENDUM
Other Legal Requirements

(3)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 5% 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 inappropriate physical contact .
Strategy	Implement and monitor the school-wide safety and security plan.

(4)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 100% .	
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 100% .	
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

Section D

10 Components of a Title I Program

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

CIP PART III: ASSURANCE ADDENDUM

Postma 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	Motivation
3-Aug	GLT/AMS	Elementary – A.M.	Data Study
6/13 Aug.	Postma Staff	Principal, Ass't Prin., Ins. Spec.	Book study/develop goals
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
16-Aug-17	New Staff Orientation	District Staff	Team Building/Review of Campus
20-Aug	All Postma Staff	Prin., Ass't Prin., Instr. Spec.	Team Building/Data Review
21-Aug	All Postma Staff	Prin., Ass't Prin., Instr. Spec.	Expectations of Technology, SMART Goals, Quantum Teaching
22-Aug	All Postma Staff	Prin., Ass't Prin., Instr. Spec.	Policies and Procedures & Met with future students
23-Aug	All Postma Staff	District Staff	Curriculum Overview
24-Aug	All Postma Staff	Prin., Ass't Prin., Instr. Spec.	Team Planning
8-Oct	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	Curriculum Overview
4-Jan	All Postma Staff	Prin., Ass't Prin., Inst. Spec.	TE for 6/13 August
18-Feb	All Postma Staff	Prin., Ass't Prin., Inst. Spec.	Quantum Teaching/Data Review/Planning
30-May	All Postma Staff	Prin., Ass't Prin., Inst. Spec.	Planning for 08-09