



Building For Success

Post Elementary Campus Improvement Plan 2008-2009

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Post Elementary
2009-10 Comprehensive Needs Assessment Summary

The staff at Post Elementary includes 60 teachers, 20 paraprofessionals, and 3 administrators. The student population is 27% White, 17% African American, 50% Hispanic, 6% Asian, and .1% Native American. Fifty-seven percent of students who attend Post Elementary qualify for free or reduced lunch. The mobility rate for students at Post Elementary is 21.2%.

In accordance with Texas state legislative requirements, the staff at Post Elementary conducted a comprehensive needs assessment for the 2009-10 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2009-10 school year including: African American students in 4th grade reading (64%); Hispanic students in 4th grade reading (71%); students who are economically disadvantaged in 4th grade reading (65%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Post Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.5%), Hispanic (96.4%), White (96.5%), and students who are economically disadvantaged (96.7%). Efforts will also be made to increase teacher retention at Post Elementary.

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Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	76	81	83	90	85
All	81	84	87	90	88
Eco.Dis.	68	75	78	90	82
Hispanic	70	77	81	90	84
LEP	50	75	60	90	75
LEP M1	100	100	83	90	85
LEP M2	83	85	90	100	93
Spec.Ed.	67	75	--	--	--
White	94	96	95	100	97

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	# 3	By April, 2009, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS science.
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	Continue an hour of uninterrupted instruction in science.	AR, TI	Grades 3-5	Teachers, grades 3-5; Instructional Specialist; Admin.	Campus schedule	Daily
	2	Continue to use Science Notebooks/Science Journals in each grade level to provide students with the opportunity to think critically about higher-order questions. T1-2	AR, TI	Grades 1-5	Teachers, grades 1-5; Instructional Specialist	CFISD mandatory components for Science; Science Journal Assessment	Sept. 08'/May 09'

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	3	Implement the SQ-RQ-CQ with “How” strategies for students to use when doing homework, warm-ups, checkpoints, unit tests and benchmarks.	AR, TI	Grades 1-5	Teachers, grades 1-5	CFISD mandatory components for Science; SQ-RQ-CQ Method for Science	Daily
	4	Continue integration of language arts scientific non-fiction texts for students to improve comprehension and critical thinking. T1-2	AR, TI	Grades 1-5	Teachers, grades 1-5; Science & L.A. Instructional Specialists	CFISD curriculum standards for Nonfiction Reading in Science	Weekly
	5	Provide daily 15 minute word vocabulary reviews through power points. Provide more hands-on experiences for learning vocabulary; during scientific investigations; and for weekly reviews, such as mind mapping.	AR, TI	Grades 1-5	Teachers, grades 1-5	CFISD mandatory components for Science	Daily
Teachers	1	Schedule content meetings with each grade level and the science instructional specialist to help teachers analyze effective instructional strategies to increase student success, and allow teachers to give input into assessment decisions. Specific attention given to the H, AA, and ED populations. T1-8	SD	Grades 1-5	Teachers, Instructional Specialists	Coordinator	Sept. 08’/May09’
	2	Send teachers to CRISS Strategies training for high-quality, ongoing professional development to help meet student’s academic achievement standards. Provide Mind Map book study at Post Campus, and teacher training in Mind Mapping.	SD, TI	Grades 3-5; Grades 1-5	Region IV; Campus Facilitator; Principal	Title I Funds	September 23, 24 & October 21, 2008; January 20, 21 & March 4, 2009; October
	3	Provide training for integration of technology and use of technology. T1-4	SD, T	Grades 1-5	Technology Liaison	Technology	Monthly
	4	Subscribe to the magazines Scholastic Super Science, and Time for Kids to support integrated instruction, and to attract and retain highly qualified teachers.	TI	Grades 1-5	Instructional Specialist	Title I Funds	Sept. 08’/May 09’

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Parents	1	Communicate with parents when tests are scheduled and the student's progress on each assessment through e-mails and/or weekly folders. T1-6	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. Provide labels in study guides, giving parents important information concerning test dates, and a space for parent signatures. Schedule a parent involvement night to teach parents strategies that will help them interpret higher level questioning.	PI, TI	Grades 1-5	Teachers; Instructional Specialist, Teachers	Parent-Teacher Conferences; Title I Funds	Sept. 08'/May 09' January

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Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	86	87	79	90	83	83	85	86	90	87	88	89	90	100	93
All	87	88	87	90	88	91	94	92	100	95	91	94	93	100	95
Eco.Dis.	85	87	84	90	86	84	86	88	90	89	82	85	89	90	89
Hispanic	87	88	84	90	86	85	87	90	100	93	85	87	89	90	89
LEP	89	89	85	90	87	69	76	83	90	85	76	81	69	90	76
LEP M1	100	100	100	100	100	92	95	100	100	100	100	100	100	100	100
LEP M2	--	--	--	--	--	100	100	100	100	100	83	85	100	100	100
Spec.Ed.	100	100	79	90	83	83	85	--	--	--	78	82	83	90	85
White	87	88	92	100	95	98	99	100	100	100	98	99	98	100	99

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective:	#3	By May, 2009, we will increase the percentage (by amounts noted at right or greater) of students demonstrating proficiency on TAKS mathematics.
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 Use the four step process and Bloom's Taxonomy questioning cards to increase analytical and critical thinking skills. Students in grades 2 through 4 will master math facts by using Rocket Math. Students will master math TEKS through regular reviews. T1-2	AR, T	All students	Teachers Instructional Specialist Principal Asst. Principal	Mountain Math Smart Board Activities United Streaming Rocket Math	Sept. 08- May 09

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	2	Monitor each student's data and progress in learning the critical TEKS by examining results of teacher-made and instructional specialist-made tests, district quizzes and benchmarks. Specific attention is given to AA, H, and ED populations. T1-8	AR, TI T	All students	Instructional Specialist; teacher Curriculum Coordinator Title I Math Helping Teacher Principal Asst.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 Work</i> and <i>Singapore's Instructional Strategies</i> .	AR, Title I	All Students	Teachers Math Instructional Specialist Title I Math Helping Teacher	Marzano's Instructional Strategies that Work Singapore's Instructional Strategies	Sept. 08- May 09
	4	Meet with At-Risk team every six weeks to discuss data which will help ensure that struggling learners are provided extended learning time during the supplemental instruction period and through small group instruction to close the achievement gap. T1-8, T1-9	AR, TI	Identified students	Admin. Teachers Title I Math Helping Teacher Math IS	Title I Funds	Daily and Sept. 08- May 09
	5	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.	AR, T1	Identified students	Teachers	CFISD academic vocabulary lists and visual flashcards	Ongoing
Teachers	1	Schedule bi-weekly math coaching meetings to modifying lessons and target identified struggling learners. T1-4	SD	Grades 1 st -5 th	Instructional Specialist Math Coach Title I Math Helping Teacher	Coordinator	Bi-Weekly

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	2	Provide training for Spatial Temporal Math (JiJi), Quantum Learning, Smart Board Activities, Concrete and Virtual Manipulatives (eTools), Model Drawings and Educaide to attract high-quality, highly qualified teachers. Teachers will be able to use technology driven activities to assist with TEKS for Objectives 1-6. T1-4	SD T T1	Grades 1-5	Instructional Specialist Technology Liaison Quantum Learning Facilitator	Coordinator Title I funds	Sept. 08- May 09
	3	Use cross curriculum activities to integrate language, science and math for real life experiences.	SD T1	All grades	Instructional Specialist	Coordinator Title I funds	Weekly
	4	Allocate funds for extended day tutoring and summer school scholarships to help students close the achievement gap. T1-9	TI	Grades 3-5	Assistant Principals	Title I funds	Jan 09- May 09
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by parent phone calls, letters or emails. T1-6	PI T1	Parents of identified students	Teachers	Samples of student work Parent Phone Logs/Emails	Weekly
	2	Provide opportunities for parents on how to assist students with homework and review for bi-weekly tests, benchmarks and the TAKS Test.	PI T1	Parent of identified students	Teachers Instructional Specialist	Daily Math Homework Title I Funds for Math Night in Jan 09	Sept. 08- May 09
	3	Help pre- kindergarten students transition to kindergarten by providing math manipulatives and make n take activities for home use during the Post Patriots Day. T1-7	PI T1	Pre-Kindergart en Students	Admin Team	Title I Funds	May 09

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Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	95	97	85	90	87	88	89	64	90	75	87	88	93	100	95
All	94	96	93	100	95	88	89	78	90	82	89	89	89	90	89
Eco.Dis.	92	95	87	90	88	78	82	65	90	75	81	84	82	90	85
Hispanic	90	93	91	100	94	78	82	71	90	77	82	85	79	90	83
LEP	86	87	88	90	89	56	75	67	90	75	70	77	61	90	75
LEP M1	100	100	100	100	100	85	87	100	100	100	100	100	67	90	75
LEP M2	--	--	--	--	--	100	100	100	100	100	85	87	100	100	100
Spec.Ed.	--	--	100	100	100	83	85	--	--	--	71	77	57	90	75
White	98	99	98	100	99	96	97	97	100	98	96	97	98	100	99

District Priority:

1A

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

Campus Objective:

3

By May, 2009, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS reading.

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 Increase fluency by providing oral reading opportunities through Read Naturally, reader's theatre, read aloud, reading buddies, or authors sharing. T1-2	AR	GRADES K-5	TEACHERS LIBRARIAN IS	LIBRARY LITERACY LIBRARY	Sep. '08- May '09
	2 Improve reading comprehension by using critical thinking strategies that focus on the objectives identified as weak on benchmarks. (Interpreting stories, using technology programs or summarizing text to show understanding).	AR, T	GRADES 1-5	TEACHERS ADMIN. IS	BENCHMARKS TECHNOLOGY	Every 6 weeks
	3 Dedicate 15+ minutes daily to do independent reading and respond using a daily journal or confer with teacher.	AR	GRADES 1-5	TEACHER IS	READING JOURNALS	DAILY

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	4	Provide more creative experiences for learning vocabulary (visuals pictures, vocabulary cartoons, district vocabulary, or windowpanes).	AR	GRADES K-5	TEACHER IS	CFISD vocabulary list	WEEKLY
	5	Use non-fiction texts for students and create graphic organizers to improve comprehension.(Grades 1-5) Continue to use Read 180 and Kidbiz, focusing on non-fiction texts. (Grades 3-5) T1-2	AR	GRADES 1-5	TEACHERS IS	TIME FOR KIDS KIDBIZ Read 180	Sep. '08-May '09
Teachers	1	Schedule content meeting with each grade level to help teachers analyze effective instructional strategies to increase student success. Especially the H, AA, and ED populations. T1-8	SD TI	GRADES 3-5	IS ADMIN.	COORDINATOR	WEEKLY
	2	Monitor progress and analyze data through checkpoints, benchmarks, Reading Workshop, and Writing Workshop. Complete reading enrichment tracking sheet for student progress. T1-8	CE TI	GRADES K-5 R.E. students	TEACHERS IS ADMIN. Reading Enrichment	BENCHMARKS DISTRICT DATA Reading Enrichment	WEEKLY
	3	Provide time for effective planning and teacher modeling. Purchase Touchphonics and Reading A-Z to support reading instruction, and to attract as well as retain highly qualified teachers. T1-5	SD TI	GRADES K-5 R.E. students dyslexia	IS Reading Enrich. Dyslexia	IS Touchphonics Reading A-Z Title 1 Funds	WEEKLY
	4	Provide training, modeling, and support sessions for Balanced Literacy. T1-2	SD	GRADES 1-5	IS TEACHERS	UNITS OF STUDY	MONTHLY
	5	Increase the selection of book titles to motivate students to do more independent reading.	T1	Grades K-5	Media Specialist	Title I funds	Sept. 08
	6	Allocate funds for extended day tutoring and summer school scholarships to help students close the achievement gap. T1-9	T1	Grades 3-5	Assistant Principals	Title I funds	Jan 09-May 09
Parents	1	Communicate with parents when tests are scheduled and the student's progress on each assessment through emails and/or weekly folders. T1-6	PI	GRADES 1-5	TEACHERS	SAMPLES OF STUDENT WORK	DAILY
	2	Encourage the parents to read with their child at home. Schedule a parent involvement night that will provide parents with opportunities to learn how to help their child use study guides and review for test.	PI TI	GRADES 1-5	TEACHERS	PARENT TEACHER CONFERENCE Title 1 Funds	DAILY Jan. '09

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	3	Encourage parents to attend future Patriots Day, during activity provide students with materials to promote early phonemic awareness. T1-7	PI TI	GRADES Pre-K-K	ADMIN. IS	Literacy Supplies IS Title 1 Funds	May '09
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Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	88	89	76	90	81
All	94	96	86	90	87
Eco.Dis.	93	95	82	90	85
Hispanic	90	93	83	90	85
LEP	81	84	71	90	77
LEP M1	100	100	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	--	--	--
White	100	100	97	100	98

District Priority:

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

Campus Objective:

3 By May, 2009, we will increase the percentage (by amounts noted below or greater) of students demonstrating proficiency on TAKS writing.

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	GRADES K-5	TEACHERS	SIX TRAITS WRITING WORKSHOP	Sep. '08-May '09
	2	Use the revising and editing cards (REP) to help facilitate discussion and improve student writing. T1-2	AR	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	GRADES 1-5	TEACHERS IS	BENCHMARKS	Every 6 weeks
	4	Participate in 6 Traits rotation to review the writing process and encourage student achievement.	AR	GRADE 4	TEACHERS IS	TEACHER MADE LESSONS	FEBRUARY
	5	Provide extended learning time for AR students to improve writing responses using one on one instruction during Supplemental Instruction time. T1-9	AR TI	GRADE 4	NANCY ANDREWS	TITLE 1 FUNDS	DEC '08-MARCH '09

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Teachers	1	Language Arts Specialist will schedule 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 TI	GRADES 1-5	ADMIN. IS TEACHERS	COORDINATOR	WEEKLY
	2	Enroll teachers in the training for Spalding or Words Their Way. T1-4	SD TI	GRADES 1-5	ADMIN. IS	TITLE 1 FUNDS	WHEN AVAILABLE
	3	Provide time for effective planning and teacher modeling.	SD	GRADES K-5	ADMIN. IS	IS <i>Units of Study</i> <i>Lucy Calkins</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. T1-6	PI	GRADES K-5	TEACHERS	PARENT LOGS	WEEKLY
	2	Provide students with the opportunity to write at home. Schedule a parent involvement night that will provide parents with opportunities to learn how to use writing strategies.	PI TI	GRADES K-5	TEACHERS	STUDENT SAMPLES TITLE 1 FUNDS	DAILY Jan '09

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Area of Focus: OHI

OBJECTIVE: To create a process that facilitates “adaptation” at Post Elementary School by focusing on organizational structure, communication and filtering through the leadership belief statements. By improving “adaptation” levels of all staff, student performance and overall climate will improve.

	TASK OR EVENTS	TARGET DATE	PERSON RESPONSIBLE	PERSONS INVOLVED	PROGRESS NOTES OR NOTES FOR CLARIFICATION
1.	Focus on teaching the leadership belief statements and reviewing/ keeping as our way of doing business. T1-5	Aug. '08 - Apr. '09	Principal	OHI team	
2.	Provide agendas and summaries for all meetings at Post (a-team, grade level meetings, liaison meetings, PBIS, etc)to expand communication between staff members.	Ongoing	Campus Leadership Positions	Staff	
3.	Create an organizational structure which shows the flow of communication and roles of staff members for improved understanding of where decisions and plans are made.	Nov. '08	Principal	Admin. Team	
4.	Make sure the staff understands the “whys” of decisions or plans.	Ongoing	Admin. Team	Staff	

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*** 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.

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CIP PART II: ASSURANCE ADDENDUM
Post Elementary
Missy Kilday
2008 – 2009
Campus Improvement Plan
Cypress-Fairbanks Independent School District
Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	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])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
X	Included in the CIP these elements: Resources allocated, Staff responsible for activities and strategies, formative and summative evaluation criteria.
	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
	Included strategies for improving student attendance.
	Included strategies for improving the campus’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team). T1-10
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for

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	special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7

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Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Missy Kilday	Principal:
Elizabeth Pettit	Teacher 1: First Grade
Julie Dimmick	Teacher 2: Second Grade
Carole Lueb	Teacher 3: Third Grade
Susan Stefaniak	Teacher 4: Fourth Grade
Janet Rancatore	Teacher 5: Fifth Grade
Kellie Grein	Teacher 6: Kindergarten
Leslie Dimmick	Teacher 7: Special Education
Kim Spies	Teacher 8: ESL
Joy Lovelace	Non-teaching professional 1: Instructional Specialist- Science/ Social Studies
Shannon Jones-Hall	Non-teaching professional 2: Instructional Specialist- Language Arts
Angela Abbott	Non-teaching professional 3: Instructional Specialist- Math
Gail Montano	Non-teaching professional 4: Assistant Principal
Cynthia Klepper	Non-teaching professional 5: Assistant Principal
Shari Stone	Parent 1:
Sherry Hughes	Parent 2:
Regina Briscoe	Parent 3:
Dorothy Starkey	Community resident:
Jill Klein	Business representative 1:
Bakaya Nelson	District Representative

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CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 30, 2008	4:00 PM	Library
2	Oct. 16, Dec. 11, Jan 29, March 26	8:00 AM	Post Leadership team meetings in Science Room
3	December 16, 2008	4:00 PM	Library (AEIS meeting)
4	January 21, 2009	4:00 PM	Library
5	May 27, 2009	4:00 PM	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.

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Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 5% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at XX% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco,	Implement and monitor the school wide safety and security plan.

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			other drug use or possession.	alcohol, and other drug use or possession.	
	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by XX% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for XXX .	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% . T1-3	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

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Section D

10 Components of a Title I Program

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| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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. |
| X | 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) |
| X | 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. |
| X | 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. |
| X | 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. |

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**Post Elementary
Cypress-Fairbanks Independent School District
Staff Development Plans
2008 – 2009**

Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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