



2008-2009  
**Campus Improvement Plan**  
for  
**Postma Elementary**

**Cypress-Fairbanks Independent School District**

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.

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Personal goal setting for district assessments; Small group instruction, individual goal setting, tutoring; Cougar Camp; ARIP; Author Visits; <b>SGRI; Puma Fest</b>	All 3 <sup>rd</sup> graders passed TAKS; <b>90% of SGRI students exited the program; 100% of dyslexia students passed the TAKS</b>
		Writing	Personal goal setting for district assessments; Storyteller/Karen Lowery; Writer's Workshop; Cougar Camp; <b>Puma Fest</b>	Increased 4 <sup>th</sup> grade TAKS Writing passing rate
		Math	Personal goal setting for district assessments; Cougar Camp; Super Math Camp; AMIP; small group tutoring; <b>Puma Fest</b>	Increased passing rate
		Science	Personal goal setting for district assessments; Small group tutoring for those at risk; peer tutoring for students new to the district; "Are You Smarter Than A Fifth Grader?" events; <b>Puma Fest</b>	Increased passing rate
		Social Studies	Personal goal setting for district assessments; Freedom Week Activities; District Traveling Trunks; PTO Sponsored Presentations	Increased passing rate
	Subgroups	AA	Cougar Camp; Super Math Camp, Quantum Teaching Techniques; small group tutoring	Increased participation and passing rate
		H	Cougar Camp; Super Math Camp, Quantum Teaching Techniques; small group tutoring	Increased participation and passing rate
		ED	Cougar Camp; Super Math Camp, Quantum Teaching Techniques; small group tutoring	Increased participation and passing rate

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		LEP	Cougar Camp; small group tutoring; Quantum Teaching Techniques; Super Math Camp	Increased participation and passing rate
	Social/ Emotional/ Physical	Discipline	All-Star Bus Rider Program; Principal Star Student Award; Positive Phone Calls Home; Puma Toe Tag Tokens	Decrease in the number of overall bus and office referrals
		Physical	PEAM- Increase in muscular strength and cardiovascular endurance	Increase on Mile Run on Fitness Gram
		Extracurricular	Fifth Grade Award Night; Destination Imagination; Paws in Print; Name That Book	# & type of awards
		Other	Fall Festival; Books Fairs; Barnes and Nobles Pajama Party; Chuck– E-Cheese Night; Skate Night; Puma Patrol; Snap Buddies; ROPES; Mentors	Increased school spirit and student responsibility
Teacher	Professional Development		Professional Book Studies	Integration of VAK activities in lesson plans
			Words Their Way	Success for more students as evidenced by grades.
			Grade Level Language Arts Retreats	Integration of reading and writing workshop in the classroom
	Qualifications	All highly qualified		Certification Roster
	New Staff	Mentor and New Teacher Sharing Sessions		Approx. 80% Retention
	Retention	Staff Appreciation Events; CPOC; Team Building; Benchmark Assessment Celebrations; Teacher Recognition Certificates		Approx. 84% Retention
Parent	Volunteers for Curriculum Events	Exchange City; Nature Trails; SRC Field Trips		All events covered
	Participation in Curriculum Events	Curriculum Night; Meet the Teacher Night; TAKS Strategy Session; Math Night; Reading Night; Exchange City; Nature Trails; SRC Field Trips ; VIPS – Literacy Tutors		Attendance at parent/student events
	Participation in student activities	Field Day; Puma Fest; PPCD and PreK Water Day; Commotion in Motion Night		Attendance at parent/student events

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## Area of Focus: Student Safety

<b>District Priority:</b>	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Campus Objective:</b>	# For 2008-2009, the discipline referrals for inappropriate physical contact i.e., fighting will be reduced by <b>10%</b> from the previous school year.
<b>Formative Evaluation:</b>	District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Peer Mediation Program	AR, VP	All students	Counselors	<i>Partners In Peer Mediation</i> from the Harris County Department of Education	Ongoing
	2 BBR and Behavioral Mgt Specialist will work with students and staff as needed	AR, VP	Identified students	BBR Liaison, BBR committee, District Behavior Specialist	Coordinator	Ongoing
	3 Conduct two bus evacuation drills (Fall and Spring)	VP	All students	Principal, APs ISS, P.E. Teachers	Transp. Dept.	October and April
	4 Continue HUGS program and Student Council to enhance student involvement. Mentors and students will be assigned to students with challenges.	AR, VP	Identified students	Counselors, ISS, APs, Teachers	Counselor Information, Assessment Data	September 2008 through May 2009
	5 Use Quantum Learning strategies (Where are you living? , state changes, SLANT, etc.) to motivate students and set expectations	VP	All students	All staff	Staff, District Resources	Ongoing
	6 Students will earn Toe Tags for appropriate behavior and be recognized once a six-weeks during large group time.	VP, PI	All students	Large Group Staff	BBR Consultant	Ongoing

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	7	Participate in social contract development within the classroom	AR, VP	All students	Classroom Teachers	Capturing Kids Hearts	Ongoing
	8	Participate in social contracts – development in classroom settings	VP	All students	Classroom Teachers and Counselors	Counselor, BBR Consultant	Ongoing
Teachers	1	BBR monthly review, BBR skills, and character trait emphasis at staff meetings	AR, VP, SD	All staff	Principal, counselors, BBR liaison, BBR consultant	BBR liaison, BBR resources, Character trait materials	Ongoing
	2	Encourage staff to attend CPI training	VP, SD	All staff	Principal	CPI coordinator	Ongoing
	3	Participate in social contract development by grade level teams	VP	All staff	Principal, APs, and ISs	Capturing Kids Hearts	Ongoing
Parents	1	Communicate successes and challenges regarding student safety	PI	Identified parents	Teachers, principal, APs and ISs	Phone conferences	Ongoing
	2	Communicate character traits and BBR skills in parent newsletters	PI	All parents	Principal, counselors	Postma Press Newsletter	Bi-monthly

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## Area of Focus: Attendance

**District Priority:**

Ensure that students understand the importance of attending school regularly and completing high school.

**Campus Objective:**

# For 2008-09, the ADA student attendance will be at or above **97%** for each student group. (07-08 was 96.7%)

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Send home perfect attendance ribbons.	AR	All students	Registrar and teachers	District data	Every six weeks
Teachers	1	Call parents to check on students with excessive absences	AR	Identified students	Teachers	Data, Registrar	Ongoing
	2	Display a poster in the cafeteria acknowledging the grade level with the best attendance rate each six weeks	AR	All students	Principal, APs	Attendance Data, Registrar	Daily
Parents	1	Counselors conference with parents of students with excessive absences	AR, PI	Parents of identified students	Counselors	Data	Ongoing
	2	Report attendance rates each six weeks to parents.	AR, PI	All	Principal, APs	Data	Ongoing

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## Area of Focus: Campus Culture

<b>District Priority:</b>	The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
<b>Campus Objective:</b>	# Maintain a school environment at Postma Elementary that is committed to building a culture that increases and promotes individuals and teams to meet their maximum professional and personal growth for the betterment of student achievement.
<b>Formative Evaluation:</b>	Surveys, Teacher Retention Data...

STP	Strategies	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Langham Creek PAL Program	Identified students	Counselors	H.S. Coordinator and Elem. Counselor	Sept. 08 – May 09
	2	Puma Patrol	Identified 5 <sup>th</sup> grade students	BBR liaison		Every six weeks
	3	Student Council	3 <sup>rd</sup> -5 <sup>th</sup> grade students	AP/Teacher Advisor		Oct. 08 – May 09
	4	Destination Imagination	Interested Students	Teacher/Parent	Destination Imagination curriculum	Ongoing
	5	After school Art Program	Interested students	Art Teachers		Ongoing
	6	Paws in Print	Interested 3 <sup>rd</sup> -5 <sup>th</sup> grade students	Media Specialist		Ongoing
	7	Spanish After School Lessons	Interested 1 <sup>st</sup> – 5 <sup>th</sup> grade students	Selected teachers	District curriculum	Ongoing
	8	Jump Rope Team	Interested fourth grade students	P.E. Teacher		Ongoing

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	9	Name That Book	Interested students	Media Specialist	Selected Books	Spring 09
Teachers	1	New Teacher Induction Program	New staff	Lead Mentor Liaison	District materials	Au8. 08 – May 09
	2	Leadership Opportunities for staff	All staff	Principal, AP, IS		Ongoing
Parents	1	Serve as community mentors	Identified students	Counselors	District training	Sept. 08 – May 09
	2	Parent and Lone Star College Tutors	Identified students	Counselors and ISSs	District training	Oct. 08 – May 09
	3	Junior Achievement Programs	K – 5 <sup>th</sup> grade students	PTO Representative, JA Contact	JA Curriculum	Ongoing

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## Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 09 Target	Gr5 3 Yr Target
AA	74	79	73	90	90
All	91	94	84	90	90
Eco.Dis.	73	79	83	90	90
Hispanic	95	97	78	90	90
LEP	--	--	--	--	--
LEP M1	--	--	--	--	--
LEP M2	75	80	71	90	90
Spec.Ed.	--	--	38	90	90
White	95	97	92	95	100

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

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By the end of the 2008-2009 school year, we will increase the percentage of students meeting Benchmark and TAKS standards in science. (See tables).

**Campus Objective:** #1

EOY Benchmark				
	First Grade	Second Grade	Third Grade	Fourth Grade
2008 Scores	98	96	85	84
2009 Target	99	98	90	90

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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	Implementation of Technology through 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	Ongoing

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	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 <sup>rd</sup> -5 <sup>th</sup> selected students	Science liaison; students	List of selected students; Destination Imagination	Fall 2008 – Feb. 2009
	6	Participate in Science Saturday Camps.	AR	5 <sup>th</sup> grade AA, Hispanic, LEP, ED and SPED students	5 <sup>th</sup> grade teachers and the Instructional Specialist for Science	District tutoring resources from the elementary science department	Spring 2009
	7	Students will participate in supplemental instructional time (e.g. individual and small group tutoring, recess tutoring and peer tutoring)	AR	3 <sup>rd</sup> -5 <sup>th</sup> ED, LEP and Special Education students	Science Teachers Instr. Specialist for Science	Science labs Science Helping Teachers Parent Volunteers Suggested curriculum resources, multi-media resources	Ongoing
	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	Ongoing

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Teachers	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	Ongoing
	7	Analyze 5 <sup>th</sup> 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	After first benchmark 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
	9	Provide weekly science enrichment for the fourth and fifth grade students ("Are You Smarter Than A 5 <sup>th</sup> Grader?")		4 <sup>th</sup> and 5 <sup>th</sup> grade students	Instructional Specialist(s)	Benchmark data, Science Warm-Ups, Science Study Guide	Ongoing
	10	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
	11	Participate in one or more book studies using the following books: <u>Building Engaged Schools</u> ; <u>What Is It About Me That You Can't Teach?</u> ; <u>Professional Learning Communities</u> .	SD	Principal, AP, IS	Science teachers	Suggested books	Ongoing
	Parents		Encourage parents' involvement in science related school	PI	All students	Science	SRC parent

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		activities (e.g. eco-adventures, nature-trails, SRC related field trips, animals in the classroom).			teachers; IS	training classes	
2		Attend Science TAKS Night.	PI	All students	Science teachers; IS; AP	Parent training session	Spring 2009
3		Provide parents with newsletter describing content and possible strategies if applicable.	PI	All students	AP	Science content teacher input	Every six weeks

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## Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 09 Target	Gr3 3 yr Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 09 Target	Gr4 3 year Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 09 Target	Gr5 3 yr Target
AA	95	97	92	95	100	90	93	96	97	100	85	87	91	94	100
All	95	97	92	95	100	94	96	96	97	100	96	97	95	97	100
Eco.Dis.	84	86	86	90	90	91	94	88	90	90	81	84	93	95	100
Hispanic	89	89	93	95	100	92	95	93	95	100	96	97	94	96	100
LEP	93	95	94	96	100	--	--	57	90	90	--	--	--	--	--
LEP M1	100	100	100	100	100	75	80	100	100	100	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	86	90	90
Spec.Ed.	--	--	85	90	90	--	--	100	100	100	88	89	75	90	90
White	97	98	92	95	100	97	98	97	98	100	98	99	98	99	100

**District Priority:**

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

By May 2009, we will increase the percentage of students demonstrating proficiency on the Math TAKS test and benchmark standards.

**Campus Objective:**

# (See tables.)

EOY Benchmark	K	1	2
2008 Scores	95	95	87
2009 Scores	96	96	90

**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 with increased emphasis for LEP, ED and	Math teachers; IS	District staff development; team planning	Ongoing

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				SPED students			
	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	Students will participate in supplemental instructional time (small group instruction and recess tutoring)	AR	1st – 5 <sup>th</sup> LEP, SPED & ED students	IS, Math teachers, AMIP	Math Helping Teachers, Suggested curriculum resources, computer software	Ongoing
	6	Utilize math journal to enhance vocabulary comprehension and create real-life connections.	AR	All students	Math teachers; IS	Observations Math journals	Daily
Teachers	1	Provide 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	Professional development	Ongoing
	4	Engage in weekly math planning with a focus on learning styles (VAK).		Math teachers	Teachers; IS	Team planning; campus staff development	Weekly
	5	Send grade level representative to participate in bi-monthly District Math Coach meetings.		2 <sup>nd</sup> – 5 <sup>th</sup> Math Teachers	Math Teachers; IS; AP	District Math Meetings, Math Coaches	Monthly
	6	Disaggregate data after assessments and share with learning community in order to improve instruction.	AR	Math teachers	Teachers; IS; district	Data analysis training; team	Every 4-6 weeks

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					personnel	planning	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	Provide tutoring assistance for struggling students	AR	3 <sup>rd</sup> -5 <sup>th</sup> selected students	IS, AMIP, Math Teachers, AP	Saturday camps, Early morning tutoring, Recess tutoring	Ongoing
	9	Participate in one or more book studies using the following books: <u>Building Engaged Schools</u> ; <u>What Is It About Me That You Can't Teach?</u> ; <u>Professional Learning Communities</u> .	SD	Principal, AP, IS	Math teachers	Suggested books	Ongoing
	10	Utilize manipulatives, visual aides, graphic organizers, and the windowpane 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 (Window Pane) used in math classes.	PI	1 <sup>st</sup> - 5 <sup>th</sup> parents	Teachers; IS; AP; Principal	Parent training classes	Fall 2008
	2	Attend math content/strategy session(s) including instruction of how to use the Window Pane strategy.	PI	1 <sup>st</sup> - 5 <sup>th</sup> parents	Teachers; IS; AP; Principal	Parent training classes	Spring 2009
	3	Implement strategies suggested by teachers to enhance areas of need on End of the Year Benchmark.	PI	1 <sup>st</sup> - 5 <sup>th</sup> parents	Teachers; IS; AP; Principal	Parent training classes	Ongoing
	4	Attend Math Family Fun Night to review and practice strategies being taught in class and participate in a variety of games that may be played at home to enhance math skills.	PI	1 <sup>st</sup> - 5 <sup>th</sup> parents	Teachers, IS, AP and Principal	Cy-Fair curriculum website, curriculum guides and other district content area materials	Fall 2008

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	5	Attend Math TAKS strategy sessions.	PI	3 <sup>rd</sup> - 5 <sup>th</sup> parents	Teachers; IS; AP	Parent training classes	Spring 2009
	6	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

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## Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 09 Target	Gr3 3 yr Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 09 Target	Gr4 3 yr Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 09 Target	Gr5 3 yr Target
AA	100	100	96	97	100	75	80	92	95	100	95	97	81	90	90
All	98	99	98	99	100	90	93	88	90	90	93	95	93	95	100
Eco.Dis.	90	93	97	98	100	87	88	69	90	90	75	80	89	90	90
Hispanic	94	96	95	97	100	85	87	79	90	90	93	95	91	94	100
LEP	86	87	100	100	100	--	--	14	90	90	--	--	--	--	--
LEP M1	100	100	100	100	100	88	89	83	90	90	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	88	89	100	100	100
Spec.Ed.	--	--	100	100	100	--	--	--	--	--	75	80	--	--	--
White	100	100	100	100	100	95	97	90	93	100	94	96	100	100	100

## Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 09 Target	Gr4 3 yr Target
AA	89	89	88	90	90
All	93	95	95	97	100
Eco.Dis.	96	97	93	95	100
Hispanic	92	95	90	93	100
LEP	--	--	83	90	90
LEP M1	88	89	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	--	--	--	--	--
White	94	96	100	100	100

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**District Priority:**

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

By May 2009, 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.)

**Campus Objective:**

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EOY Benchmarks	Reading Scores 2008	Reading Target 2009	LA Scores 2008	LA Target 2009	Writing Scores 2008	Writing Target 2009
K	92	94	92	94	92	94
1	85	90	96	97	97	98
2	87	90	81	90	97	98

**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	2 <sup>nd</sup> - 4 <sup>th</sup> graders	Teachers Instructional Specialists	Writing journals and writing samples	Fall of 2008
	2 Write, review, and revise short-term and long term goals and recognize growth.	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 assist with the vocabulary and comprehension of reading passages at or above the appropriate grade level.		All students	AP/IS Teachers, Librarian	Word of the Day PowerPoint; Just Right Book; Training and district staff development	Ongoing

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	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	Ongoing
Teachers	1	Utilize the balanced literacy program & Bloom's taxonomy	AR/SD	All LA teachers	Prin./AP/IS and LA teachers	Staff Development Classes	Ongoing
	2	Utilize quantum teaching through the use of content area games/activities.	AR	All teachers	Teachers/ Prin./AP/IS	Staff Development Classes	Ongoing
	3	Participate in staff development opportunities to increase knowledge of the balanced literacy program, teaching of writing, <i>Test Talk; Words Their Way (Spelling); Building Engaged Schools, What Is It About Me That You Can't Teach?; Professional Learning Communities and Quantum Teaching.</i>	SD	All teachers included based on need	Prin./AP/IS Teachers/Para professionals in classrooms	Staff Development Classes; District Support	By March 2009
	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	Disaggregate data after assessments and share with learning community in order to improve instruction.	AR/CE	All teachers having data	IS, AP, Teachers	Various data including cluster/district comparison	Every 4-6 weeks according to assessment schedule
	7	Participate in a book studies based on successful techniques for teaching reading.	SD	Interested teachers	LA liaison /AP/IS Principal	Staff Development Classes	Fall 2008
	8	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

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	9	Continue to utilize Marzano strategies.		All Teachers	Teachers and Instructional Specialists	Staff Development Classes	Ongoing
	10	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 Night.	PI	Parents of identified students as well as students	Parents/teachers/IS/AP Principal Librarian	Power Points; Handouts	Fall 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 <sup>nd</sup> 6 weeks and continuing thereafter.
	3	Participate in training sessions emphasizing test preparation and reading strategies used by teachers/students.	PI	Parents of targeted students	Parents	Parent training classes	Fall 2008
	4	Serve as parent-volunteer readers.	PI	Parents of all students	Parents	Library books/Periodicals	November 2008
	5	Provide opportunities for parents to view videos of classroom strategies. Provide Parent Night – Teacher will model balanced literacy strategies.	PI	Parents of all students	AP/IS/Princ./Media Specialist, L.Arts Teachers & parents	Videos Tech. committee	Fall 2008
	6	Access book lists on-line.	PI	Parents of all students	LA liaison, LA IS, LA teachers, Librarian	District and booklists	Ongoing

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## Area of Focus: Social Studies

**District Priority:**

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

By the end of the 2008-2009 school year, we will increase the percentage of students meeting Benchmark standards in social studies. (See table.)

**Campus Objective:**

#4

	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
2008 Scores	96	91	97	99	92
2009 Target Scores	97	95	98	99	95

**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		Identified students	Social Studies teachers	Websites and curriculum guides	End of each six-weeks
	2	AR	Identified students	Students and teachers	Traveling trunks	Spring 2009
	3	AR	All students	Students/ IS teachers/AP	Small group tutoring & Saturday camps	District test schedule from 9/08-5/09
	4		All students	Students/IS teachers/AP/ SS liaison	Activities provided by the district	Ongoing
	5	Pi	All 5 <sup>th</sup> grade students	5 <sup>th</sup> grade teachers, parents, AP and ISs	Biz Town Curriculum	Fall 08
	6	AR	All students	Students /AP teachers/IS	Vertical planning	Ongoing

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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	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
	5	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
	6	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
	7	Emphasize activities that engage students in inquiry and problem solving.		All SS teachers	Social studies teachers/IS/AP	Planning sessions	Weekly
	8	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
	9	Raise awareness of career opportunities through the implementation of College Day.	AR	All Teachers	Counselors, All teachers	Counseling curriculum and District resources	Fall 2008
	10	Investigate and use project based lessons and websites.	T	All SS teachers	3-5 SS teachers	Team planning, SS helping teachers	Ongoing

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Parents	1	Encourage reading historical fiction, websites, child oriented event newsletters.	PI	Parents	Parents	School provided websites, teacher resources	Ongoing
	2	Attend and participate in Biz Town training and scheduled event	PI	Parents	Parents, teachers	Biz Town curriculum	Fall 08
	3	Encourage the use of parental involvement through implementation of Career Days	PI	Parents	Parents, teachers, counselors	Counselors	Ongoing

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**\* 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.

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## CIP PART II: ASSURANCE ADDENDUM

**Postma Elementary**  
**Kim Freed**  
**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.

<b>X</b>	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])
<b>X</b>	Completed a needs assessment which serves as the basis for the CIP.
<b>X</b>	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.
<b>X</b>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<b>X</b>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<b>X</b>	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)
<b>X</b>	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
<b>X</b>	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)
<b>X</b>	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)
<b>X</b>	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).
<b>X</b>	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)

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**CIP PART II: ASSURANCE ADDENDUM**

<b>X</b>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
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## CIP PART II: ASSURANCE ADDENDUM

### Section B

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Kim Freed	Principal
Kara Parker	PPCD/PreK/Lifeskills
Terri Walker	First Grade
Ceara McDonald-Lampkin	Second Grade
Audrey Hardy	Third Grade
Codi Oertel / Willie Manning	Fourth Grade
Debi Copeland	Fifth Grade
Kelly Chippi	Kindergarten
Tiffany Engelking	PEAMS Teachers
Carmen Walker	Reading Enrichment Teacher
Jan Gallaway	Special Education Teacher
Erin Richards	Counselor
Belinda Sepulveda	Paraprofessional
Cindy Gilbert	Instructional Specialist
Suzanne Davies	Instructional Specialist
Joel Palomares	Media Specialist
Sherry Munson	Parent
Angela Romano	Parent
Barbara Locke	Business representative 1: Towne Lake
Gayle Gerlich	Community representative
Jo Fey	Dean of Social, Behavioral and Health Services – Lone Star College – Cy-Fair

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## CIP PART II: ASSURANCE ADDENDUM

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	August 28, 2008	4:30 – 5:30 PM	Postma Elementary Library
2	September 25, 2008	8:05 – 8:30 AM	Postma Elementary Library
3	October 23, 2008	8:05 – 8:30 AM	Postma Elementary Library
4	November 18, 2008	8:05 – 8:30 AM	Postma Elementary Library
5	December 11, 2008	8:05 – 8:30 AM	Postma Elementary Library
6	January 15, 2009	8:05 – 8:30 AM	Postma Elementary Library
7	February 17, 2009	8:05 – 8:30 AM	Postma Elementary Library
8	March 26, 2009	8:05 – 8:30 AM	Postma Elementary Library
9	April 23, 2009	8:05 – 8:30 AM	Postma Elementary Library
10	May 13, 2009	4:30 – 5:30 PM	Postma Elementary 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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## CIP PART II: ASSURANCE ADDENDUM

### 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.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	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.
<b>X</b>	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.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>10%</b> .	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 other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
<b>X</b>	5) Violence Prevention	For 2008-2009, the	Each grading period the	At the end of the school	Implement and monitor

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## CIP PART II: ASSURANCE ADDENDUM

		discipline referrals for offenses will be reduced by <b>5%</b> from the previous school year.	discipline referrals will be reviewed to determine the percent of referrals.	year, the discipline referrals will be reviewed to determine the percent of referrals for <b>2008-2009</b>	the school-wide safety and security plan.
	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>XX%</b> .	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.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	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.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>XX%</b> or less with no student group exceeding <b>XX%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>XX%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide

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## CIP PART II: ASSURANCE ADDENDUM

					students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above <b>XX%</b> .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>XX%</b> .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>XX%</b> .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>XX%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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## CIP PART II: ASSURANCE ADDENDUM

### Section D

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.

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## CIP PART II: ASSURANCE ADDENDUM

<b>Postma Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
3-June(PM)/1-AUG (AM)	All Staff	Campus	Time Equivalency Team Building/Content Planning
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	Motivation
5-Aug (P.M.)	GLT/AMS	Elementary	Data Study/Strategies/ Interventions
5-Aug (A.M.)	Safety Conference	District Administrative Staff	EOP
14-Aug-15	New Staff Orientation	District Staff	Team Building/Orientation
18-Aug	All Staff	Campus	Vision/TAKS Results/Power of Engagement
19-Aug	All Staff	Campus	Technology Implementation Plan
20-Aug	All Staff	Campus	Cums/Social Contracts/Meet the Teacher
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	Data Review and Meet the Teacher
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	District Time Equivalency
16-Feb	All Staff	Campus	Data Dig/Emergency Operation Plan
13-April *	All Staff	Campus	See June 3 <sup>rd</sup> and Aug. 1 <sup>st</sup>
4-June	All Staff	Campus	EOY Assessment/Planning

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