

Cypress-Fairbanks Independent School District

Postma Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow

Vision

Nourishing our Roots

to always remain

Green and Growing!



Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Postma is a campus in Cypress, Texas. Postma Elementary is projected to serve **(number)** students in grades PK-5th during the 2025-26 school year, which is an increase from the previous year of 754 in 24-25.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Postma's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 15, 2025 and again on September 18, 2025. The meetings were held in the campus library. We plan to meet again on November 19, 2025, February 19, 2026 and May 13, 2026 to review and revise the CNA as needed.

At the first meeting on May 15, 2025:

The committee broke up into assigned groups to evaluate strategies (some progress, considerable progress or accomplished.) Teachers went over how they are using what they have learned from Shonda Guthrie in the classroom. Discussion on Staff Attendance took place. In February, the committee reviewed it as some progress. As of today we think progress is considerable. For next year the committee suggests teasing out paras VS. professional staff attendance. The "Green team" shared they'll meet the performance objectives scores next year. Discussion about student attendance took place. Significant progress was noted higher than last year. One factor may be due to the low number of students we have. The committee reviewed the PAFE events from the year: Reading Night, Math Night, Science Night. Each event exceeded expectations being our first year.

The following data were evaluated from the 2024-25 school year:

- Spring DPM data for
- mClass Data

(Bulleted list of data reviewed by CPOC at the May 2025 meeting)

At the second meeting on (September 2025 CPOC meeting date), the CPOC:

(Copy from the meeting minutes what happened during the meeting. These should be in the 2025-26 Title I crate under September CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is in Math, African American students performed 10% lower than the ALL category at the approaches grade level standard or above performance band. Through the root cause analysis process, we identified we are not differentiating small group instruction based on data that targets each demographic.

Our second identified priority problem in the area of **student achievement** is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Our third identified priority problem is in the area of (select attendance, graduation rate, attendance, CCMR, behavior management etc.) is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Student Achievement

Student Achievement Strengths

In Domain II: Academic Growth went from 81% to 91%. Specifically the EB/EL population made growth across all 3 grade levels and content areas.

Science made considerable progress in the ALL category as well as subpops.

Domain III: Closing the Gaps went from 81% to 92%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: In Math, African American students performed 10% lower than the ALL category at the approaches grade level standard or above performance band.

Root Cause: Instructional Focus Root Cause #1: We are not differentiating small group instruction based on data that targets each demographic.

Problem Statement 2: Instructional Focus Problem #2: In Reading, the percentage of students at each performance band in the ALL category dropped 2% - 6%.

Root Cause: Instructional Focus Root Cause #2: We are not utilizing planned questioning strategies to increase rigor.

Problem Statement 3: All teachers are not consistently prepared for collaborative planning.

Root Cause: Teachers struggle with devoting the attention to review district created lessons (YAG, WAG, Teacher Notes, HMH lessons) prior to collaborative planning.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Testing Coordinator, Temporary Workers

School Culture and Climate

School Culture and Climate Strengths

Classroom Management and Discipline Strengths

Can also include attendance for students

Of students surveyed (4th and 5th graders) on the Safe Schools Survey, all students acknowledged participating in anti-bullying lessons.

Per the Tiered Fidelity Inventory (TFI), 89% of staff noted that expected student behaviors are taught directly. 93% of staff noted that positive and clearly stated school wide expectations or rules are defined.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers are struggling with the implementation of classroom procedures to maintain an effective learning environment.

Root Cause: Teachers need to pre-teach expectations, reteach expectations and model expectations along with follow through.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

According to the Employee Perception Study,

- 100% of staff strongly agree or agree that information is available to help staff do their job effectively (previously 91%).
- 98% of staff strongly agree or agree that the work they are asked to do directly relates to their job responsibilities (previously 94%)
- 95% of staff strongly agree or agree that various forms of feedback are given to help staff improve performance (previously 87%)
- 98% of staff strongly agree or agree that information related to their job is accessible (previously 93%).
- 98% of staff strongly agree or agree that decisions are data driven (previously 93%).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: At Postma, we can improve on providing opportunities for staff to provide input.

Root Cause: Postma staff need to be provided a variety of opportunities to provide input.

Family and Community Engagement

Family and Community Engagement Strengths

- As a new Title I campus, 3 events were held to increase parent capacity in reading, math and science.
- Community Events are apart of the campus culture (Games with Guys, Daughter Date Night, Multicultural Night, Book Fairs)
- Parents express their appreciation for each parent involvement event.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: There were limited opportunities for parents to come to learn how to support their student.

Root Cause: Opportunities were offered during the evening only, versus times during the day.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning. Strategy: Higher level questioning will occur in every classroom based on the TEKS. Teachers and IS will collaboratively plan for higher level questioning. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Instructional Specialist, Assistant Principal and Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning. Strategy: Teachers, IS and Testing Coordinator will work collaboratively to review formative and summative data to plan for differentiated instruction. Teachers will utilize data to plan for differentiated small group instruction. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: IS, Testing Coordinator, Assistant Principal and Principal Targeted Support Strategy	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning. Strategy: All teachers will complete pre-planning by showing evidence of reviewing district created lessons (WAG, YAG, Teacher Notes, HMH curriculum) prior to collaborative planning days/times. Strategy's Expected Result/Impact: Collaborative planning is intentional and allows time to focus on quality small groups. Teachers will be consistently prepared for planning. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels (ie: Booster and Pumas on the Prowl for 3rd - 5th, Field Day, Health lessons on Mondays each week for K-5, Fitness Gram) Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: GT programming, Pumas on the Prowl, Puma Choir, Student Leadership, Student Council, Chess Club, Name that Book, Music Memory, Choral Festival, Junior Counselors, and Destination Imagination. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 6 Details		Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: 1. Salary - Testing Coordinator Salary to support student assessments, and also facilitate trainings for teachers on how to use the assessment data for targeted student interventions 2. Professional Development - Increase teacher capacity for effective strategies in reading, writing and math skills 3. Substitute Pay - Long Range Planning days for teachers to plan lesson based on student data with the Instructional Specialist 4. Tutoring or Academic Camps - Teachers provide extended day and academic camps to review and reinforce content to students that are struggling or have gaps in understanding 5. Supplies & Materials- Various classroom materials to increase student engagement in all academic areas, also purchasing student supplies to reduce the financial burden to parents 6. Parent Involvement - To increase parent capacity to support students' academic needs, 3 PAFE events held that focus on Reading/ Writing, Math and Science strategies along with technology applications and support while at home, and how to access resources and tools at home. 7. Progress Learning - Used as a supplementary tool for re-teaching and practice based on student needs. Data will be collected from district-provided resources and Progress Learning to identify and address areas of student deficit. 8. Temporary Worker/Interventionist - Salary for additional staff to provide targeted interventions Staff Responsible for Monitoring: Principal		Formative		
		Nov	Feb	May
		 Considerable	 Considerable	 Considerable
Strategy 7 Details		Formative Reviews		
Strategy 7: Improving Student Engagement: Postma staff will solicit feedback from students (ie: surveys, class meeting lists, small group discussions) for suggestions and ideas on additional clubs/activities the students would like to participate in. Strategy's Expected Result/Impact: Students will be more likely to participate in a club/activity after giving input and will feel connected to campus outside of typical daily interactions. Staff Responsible for Monitoring: Teachers, Behavior Specialist, Counselor, Assistant Principals, Principal		Formative		
		Nov	Feb	May
		 Some Progress	 Moderate Progress	 Considerable
Strategy 8 Details		Formative Reviews		
Strategy 8: Improving Student Engagement: Postma staff will highlight student participation in different campus activities outside of the typical daily activities (marquee, announcements, Puma Press, Yearbooks, staff newsletter, social media). Strategy's Expected Result/Impact: Students will be aware of the different opportunities for engagement at school beyond the typical day. Staff Responsible for Monitoring: Teachers, Behavior Specialist, Instructional Specialist, Counselor, Assistant Principals, and Principal		Formative		
		Nov	Feb	May
		 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational Skills will be taught daily utilizing district provided structured literacy lessons in grades K-2. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness lessons are used in PK-1 daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction and/or strategy group instruction in K-2. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will maintain a monitoring notebook including anecdotal notes to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Some Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement daily fluency a minimum of 4 times per week implementing district provided lessons in Kindergarten through 5th grade. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will model and expect students to use a problem solving process in grades K-5. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will use data to determine students' needs and incorporate small group instruction to meet those needs in grade K-5. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will track students using progress monitoring, and complete a Progress Monitoring Notebook for at-risk students in K-5. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: The campus will use PBIS lessons to explicitly teach student behavior expectations, social skills, safety strategies and will help students to remain calm during drills by implementing the concept, "We're not scared. We're prepared!" and "If you see something, say something." In addition, the counseling team will conduct classroom guidance lessons to focus on supporting the social and emotional health of students. Each class will have weekly class meetings to review and discuss PBIS lessons, BOTB lessons, participate in restorative circles, and/or review critical social skills. Strategy's Expected Result/Impact: 100% of Postma students will understand behavior expectations, learn skills to build relationships with each other, and how to safely proceed during safety drills. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Behavior Interventionist	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan (including phone calls to parents, counselor support, attendance contract, incentives, etc) that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Registrar	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Campus Registrar	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. . Semester refresher trainings by campus counselors, behavior coach and/or Assistant Principals to develop skills to support students in developing a deeper understanding of social skills, social/emotional relationships, and/or tolerance of cultural differences. Strategy's Expected Result/Impact: Violent Incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on effective implementation of systems and procedures in the classroom. Those strategies include pre-teaching, reteaching, modeling, reinforcing and using specific praise before, during and after expectations are met. To promote positive classroom environment, teachers will lead BOTB lessons, social skills, and/or PBIS, and Key of the Month during class meetings with all classes on a weekly basis. Teachers will meet monthly will assistant principals and their "Game On" teams to review the implementation of systems and procedures and to review/discuss effective classroom management strategies with teachers. Teachers will meet with a member of the PBIS grade level team to discuss additional needs. The Behavior Specialist will meet with teachers regularly to review classroom and individual student needs. Strategy's Expected Result/Impact: Classroom procedures and expectations will be implemented with fidelity. Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Counselors, Behavior Specialist, Members of PBIS Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Each 9-weeks staff with perfect attendance will be recognized with a coupon booklet for perfect attendance and campus based recognition. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal, Campus Secretary	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher/Paraprofessional Attendance: Campus will support the social/emotional health of campus staff by implementing Wellness Wednesday, monthly celebrations for staff, such as PTO grants for teacher supplies, PTO recognition gifts/lunches/treats, weekly notes from administrative staff, Teacher Puma Cash, Admin provided lunches/treats/celebrations, Teacher of the Year campus luncheon and recognition ceremony, campus/district allowable incentives, and seeking consistent feedback from staff to address their needs. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers and paraprofessionals will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Walk-throughs
Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Classroom implementation of professional learning 1. Campus Walk-throughs by Instructional Specialists, APs, and Principal 2. Lesson Plan Review 3. Advertise District Quantum Learning training for teachers and paraprofessionals and provide small bits of best practices via QL. 4. Optional Restorative Circles and Class Meetings training for staff 5. Math teachers: Math Link Training for math teachers in Kindergarten - 5th grade to support Number Sense Development and deepen the understanding of the Math TEKS documented in walk-throughs and lesson plans. 6. Phonics Instruction: Continue to support new teachers with the strategies shared previously by Shonda Guthrie in grades Kindergarten-5th grades. 7. Instructional Specialists will train teachers on teaching students to complete individual goal setting sheets and setting class goals in order to increase in participation in classroom and individual goal setting in grades 2-5. 8. Provide training for teachers through the Instructional Specialist on the implementation of Lead4ward monitoring notes. 9. Training for Fine Arts and PE through District trainings and conference attendance. 10. Paraprofessional staff: Training on accommodations, goals, and support strategies for special education students from district and campus special education support staff. 11. Offer opportunities for modeling lessons by mentors, IS, model teachers to all staff members. Strategy's Expected Result/Impact: Teachers will implement strategies learned from the professional development opportunities in order to better meet the individual needs of all learners in the areas of both academics and social-emotional needs. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Postma will include more staff members (Instructional Specialist and Campus Secretary) besides just the campus principal to the accounts for social media. Strategy's Expected Result/Impact: Opportunities to highlight and share more campus events will increase parent awareness. Staff Responsible for Monitoring: Instructional Specialist, Campus Secretary, and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Increase posts that include academic and content specific lessons and objectives. Strategy's Expected Result/Impact: Increased parent and community awareness of academic rigor and student engagement. Staff Responsible for Monitoring: Teachers, Instructional Specialist, Campus Secretary, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Routinely solicit feedback from parents on what their current needs are at various times during the year (including what is the best form of communication). Strategy's Expected Result/Impact: Attendance will increase as parents will attend campus events geared toward their current needs. Staff Responsible for Monitoring: Instructional specialist, Behavior Specialist, Counselor, Assistant Principals and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Specifically advertise WIIFM (What's In It For Me?) events to include intended outcomes via communication outlets that parents have indicated are preferred. Strategy's Expected Result/Impact: Parents leave PAFE events knowing how to support their student and student achievement will improve. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Behavior Specialist, Counselor, Assistant Principals and Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal (there is only one principal)	Tracy Barstow	Principal
Teacher #1	Kara Parker	PK
Teacher #2	Paulette Fisher	Kindergarten
Teacher #3	Jennifer Porter	1st Grade
Teacher #4	Elisa Rodriguez	2nd Grade
Teacher #5	Jessica Yanez	3rd Grade
Teacher #6	Carolyn Miller	4th Grade
Teacher #7	Stahr Martinez	5th Grade
Teacher #8	Kelly Chippi	Special Education
Other School Leader (Nonteaching Professional) #1	Ashley Miller	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Monique Vien	School Counselor
Other School Leader (Nonteaching Professional) #3	Rebecca Ponder	Behavior Specialist
Other School Leader (Nonteaching Professional) #4	Michele Krinsky	Instructional Specialist
Paraprofessional #1	Susan Perez	Campus Secretary
Paraprofessional #2	Linh Marquez	Campus Registrar
Administrator (LEA) #1	Kristi Hill	LEA
Administrator (LEA) #2	Gloria Rodriguez	LEA
Parent #1	Jennifer Kyriacou	Parent
Parent #2	Kirsten Gardner	Parent
Community Member #1	Jodie Smith	Community Member
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Alexander Soler	Business Representative
Business Representative #2	Boae Shin	Business Representative
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Postma

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	89%	91%	93%	95%	97%
Meets or Above	65%	68%	71%	74%	77%
Masters Grade Level	35%	38%	41%	44%	47%

2025-26	Target Check
91%	Met District Strategic Target
72%	Met District Strategic Target
41%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	59%	61%			
African Am.	47%	49%			
Hispanic	59%	61%			
Eco. Dis.	49%	51%			
EB	43%	45%			
SPED	24%	26%			
Highly Mobile	0%	2%			
High Focus	53%	55%			

2025-26	Target Check
64%	Met Reading Board Outcome Target
52%	Met Reading Board Outcome Target
63%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
50%	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	46%	48%			
African Am.	34%	36%			
Hispanic	44%	46%			
Eco. Dis.	37%	39%			
EB	43%	45%			
SPED	29%	31%			
Highly Mobile	0%	2%			
High Focus	38%	40%			

2025-26	Target Check
69%	Met Math Board Outcome Target
61%	Met Math Board Outcome Target
74%	Met Math Board Outcome Target
58%	Met Math Board Outcome Target
53%	Met Math Board Outcome Target
36%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
69%	Met Math Board Outcome Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	%	%	%	%	%	%	%	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Postma	ES3	All	126	87%	114	90%	59%	81	64%	27%	45	36%
Reading	3	Postma	ES3	Hispanic	46	82%	43	93%	59%	29	63%	23%	15	33%
Reading	3	Postma	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Postma	ES3	Asian	18	89%	17	94%	78%	16	89%	39%	8	44%
Reading	3	Postma	ES3	African Am.	33	89%	30	91%	47%	17	52%	19%	9	27%
Reading	3	Postma	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Postma	ES3	White	21	93%	20	95%	67%	16	76%	33%	10	48%
Reading	3	Postma	ES3	Two or More	8	*	4	50%	*	3	38%	*	3	38%
Reading	3	Postma	ES3	Eco. Dis.	60	82%	52	87%	49%	35	58%	20%	28	47%
Reading	3	Postma	ES3	EB	32	71%	25	78%	43%	16	50%	*	4	13%
Reading	3	Postma	ES3	At-Risk	36	82%	32	89%	43%	19	53%	16%	18	50%
Reading	3	Postma	ES3	SPED	22	65%	17	77%	*	12	55%	*	1	5%
Reading	3	Postma	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Postma	ES3	High Focus	79	83%	68	86%	53%	46	58%	21%	24	30%
Reading	4	Postma	ES3	All	122	94%	118	97%	75%	100	82%	42%	58	48%
Reading	4	Postma	ES3	Hispanic	36	95%	35	97%	77%	28	78%	44%	16	44%
Reading	4	Postma	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Postma	ES3	Asian	22	100%	22	100%	93%	21	95%	50%	12	55%
Reading	4	Postma	ES3	African Am.	42	91%	40	95%	63%	32	76%	23%	17	40%
Reading	4	Postma	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Postma	ES3	White	15	91%	14	93%	82%	13	87%	59%	9	60%
Reading	4	Postma	ES3	Two or More	7	100%	7	100%	71%	6	86%	*	4	57%
Reading	4	Postma	ES3	Eco. Dis.	72	94%	70	97%	69%	58	81%	33%	30	42%
Reading	4	Postma	ES3	EB	29	100%	29	100%	82%	26	90%	*	5	17%
Reading	4	Postma	ES3	At-Risk	31	95%	30	97%	71%	24	77%	26%	15	48%
Reading	4	Postma	ES3	SPED	21	73%	20	95%	*	0	0%	*	0	0%
Reading	5	Postma	ES3	All	130	88%	121	93%	76%	108	83%	47%	69	53%
Reading	5	Postma	ES3	Hispanic	46	75%	41	89%	54%	33	72%	29%	19	41%
Reading	5	Postma	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Postma	ES3	Asian	17	100%	17	100%	100%	17	100%	77%	14	82%
Reading	5	Postma	ES3	African Am.	37	81%	34	92%	62%	32	86%	31%	17	46%
Reading	5	Postma	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Postma	ES3	White	22	97%	22	100%	90%	21	95%	53%	16	73%
Reading	5	Postma	ES3	Two or More	7	*	6	86%	*	4	57%	*	2	29%
Reading	5	Postma	ES3	Eco. Dis.	62	84%	56	90%	68%	49	79%	44%	34	55%
Reading	5	Postma	ES3	EB	37	80%	32	86%	60%	26	70%	40%	19	51%
Reading	5	Postma	ES3	At-Risk	68	81%	58	85%	64%	50	74%	38%	30	44%
Reading	5	Postma	ES3	SPED	13	50%	11	85%	*	0	0%	*	0	0%
Math	3	Postma	ES3	All	126	78%	113	90%	46%	87	69%	20%	37	29%
Math	3	Postma	ES3	Hispanic	46	79%	42	91%	44%	34	74%	15%	13	28%
Math	3	Postma	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Postma	ES3	Asian	18	83%	17	94%	61%	15	83%	39%	9	50%
Math	3	Postma	ES3	African Am.	33	71%	29	88%	34%	20	61%	14%	7	21%
Math	3	Postma	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Postma	ES3	White	21	80%	19	90%	53%	15	71%	*	7	33%
Math	3	Postma	ES3	Two or More	8	*	6	75%	*	3	38%	*	1	13%
Math	3	Postma	ES3	Eco. Dis.	60	72%	49	82%	37%	35	58%	13%	10	17%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026									
					#	%	#	%	%	#	%	%	#	%
Math	3	Postma	ES3	EB	32	71%	26	81%	43%	17	53%	*	5	16%
Math	3	Postma	ES3	At-Risk	36	70%	28	78%	35%	15	42%	16%	4	11%
Math	3	Postma	ES3	SPED	22	53%	15	68%	29%	8	36%	*	2	9%
Math	3	Postma	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Postma	ES3	High Focus	78	74%	63	81%	38%	54	69%	14%	20	26%
Math	4	Postma	ES3	All	122	82%	110	90%	56%	85	70%	28%	45	37%
Math	4	Postma	ES3	Hispanic	36	87%	33	92%	59%	24	67%	23%	10	28%
Math	4	Postma	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Postma	ES3	Asian	22	93%	22	100%	86%	20	91%	50%	13	59%
Math	4	Postma	ES3	African Am.	42	68%	34	81%	41%	25	60%	18%	12	29%
Math	4	Postma	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Postma	ES3	White	15	86%	14	93%	59%	12	80%	36%	7	47%
Math	4	Postma	ES3	Two or More	7	86%	7	100%	*	4	57%	*	3	43%
Math	4	Postma	ES3	Eco. Dis.	72	74%	59	82%	49%	44	61%	19%	19	26%
Math	4	Postma	ES3	EB	29	94%	28	97%	59%	19	66%	*	7	24%
Math	4	Postma	ES3	At-Risk	31	75%	26	84%	49%	18	58%	23%	9	29%
Math	4	Postma	ES3	SPED	21	45%	11	52%	*	4	19%	*	0	0%
Math	5	Postma	ES3	All	130	83%	117	90%	57%	90	69%	32%	55	42%
Math	5	Postma	ES3	Hispanic	46	71%	41	89%	29%	28	61%	*	16	35%
Math	5	Postma	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Postma	ES3	Asian	17	95%	17	100%	95%	17	100%	73%	14	82%
Math	5	Postma	ES3	African Am.	37	72%	32	86%	44%	22	59%	*	12	32%
Math	5	Postma	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Postma	ES3	White	22	93%	21	95%	63%	18	82%	37%	11	50%
Math	5	Postma	ES3	Two or More	7	*	5	71%	*	4	57%	*	1	14%
Math	5	Postma	ES3	Eco. Dis.	62	77%	51	82%	50%	39	63%	21%	20	32%
Math	5	Postma	ES3	EB	37	85%	33	89%	45%	20	54%	25%	12	32%
Math	5	Postma	ES3	At-Risk	68	77%	58	85%	41%	38	56%	23%	21	31%
Math	5	Postma	ES3	SPED	13	50%	7	54%	*	4	31%	*	0	0%
Science	5	Postma	ES3	All	130	84%	117	90%	54%	88	68%	37%	55	42%
Science	5	Postma	ES3	Hispanic	46	75%	40	87%	29%	25	54%	*	13	28%
Science	5	Postma	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Postma	ES3	Asian	17	95%	17	100%	77%	15	88%	64%	11	65%
Science	5	Postma	ES3	African Am.	37	73%	32	86%	42%	25	68%	23%	13	35%
Science	5	Postma	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Postma	ES3	White	22	90%	20	91%	73%	18	82%	53%	15	68%
Science	5	Postma	ES3	Two or More	7	*	7	100%	*	4	57%	*	2	29%
Science	5	Postma	ES3	Eco. Dis.	62	74%	52	84%	37%	28	45%	23%	21	34%
Science	5	Postma	ES3	EB	37	65%	27	73%	30%	15	41%	*	10	27%
Science	5	Postma	ES3	At-Risk	68	73%	55	81%	41%	35	51%	27%	22	32%
Science	5	Postma	ES3	SPED	13	60%	9	69%	*	4	31%	*	1	8%

2025-2026 Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools
 - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - o Use Chromebook devices to engage in face-to-face and digital collaboration
 - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - o Communicate and share conclusions using digital tools

Elementary Physical Education/Health (K–5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.