

**Puster Elementary School**  
Campus Improvement Plan – 2009-10

Puster Elementary  
Mission Statement  
“Reach, Discover, Achieve”

The Puster Elementary Community is dedicated to creating an engaging learning environment where each student will reach his or her potential. We are committed to empowering children to develop a thirst for discovery and achievement through innovative and enriched learning experiences.

**Executive Summary**

The Puster Elementary staff is committed to providing a quality education in a caring, positive, supportive and innovative environment for each student, every day. Our goal is that each child will master the grade level objectives for his/her grade. Those taking the TAKS test will exceed the “met standard” level of performance. We will improve scores to meet or exceed the district averages for “commended performance.” Teachers will plan collaboratively, seek input from district curriculum specialists, and provide interventions to meet the individual needs of students. District and state assessments, as well as grade level and teacher-designed assessments, will be used to identify academic areas where interventions are necessary. Our focus will be to move each individual child from his/her current level of achievement to the next level and beyond.

Professional development will be provided at the campus level to target specific areas identified by campus administrators and teachers to meet the needs of the Puster staff, especially the integration of technology into daily teaching and learning. This is a key component of this plan and technology professional development will be ongoing on a weekly basis.

Customer service and communication will continue to be a key focus at Puster Elementary. We are dedicated to providing a warm, friendly and enthusiastic atmosphere at Puster. Students, parents, and visitors are welcomed as part of the Puster team. We recognize that only through informing all stakeholders and working together can we ensure quality, engaging instruction for all students to be successful.

The three goals in our CIP include Academic Achievement, Leverage of Technology Resources, and Integration of the Graduate Profile. The goals and the supporting strategies support diverse learning styles through the use of technology, hands-on instruction, and higher-level, engaging activities. Staff will implement the three goals collectively to create an environment where each child will reach his/her potential.

Reading TAKS Met Standard

<b>Grade</b>	<b>2009</b>	<b>2010 Goal</b>
<b>3</b>	<b>100</b>	<b>100</b>
<b>4</b>	<b>100</b>	<b>100</b>
<b>5</b>	<b>100</b>	<b>100</b>

Reading TAKS Commended Performance

<b>Grade</b>	<b>2009</b>	<b>2010 Goal</b>
<b>3</b>	<b>81</b>	<b>86</b>
<b>4</b>	<b>67</b>	<b>72</b>
<b>5</b>	<b>53</b>	<b>65</b>

Math TAKS Met Standard

<b>Grade</b>	<b>2009</b>	<b>2010 Goal</b>
<b>3</b>	<b>99</b>	<b>100</b>
<b>4</b>	<b>100</b>	<b>100</b>
<b>5</b>	<b>100</b>	<b>100</b>

Math TAKS Commended Performance

<b>Grade</b>	<b>2009</b>	<b>2010 Goal</b>
<b>3</b>	<b>67</b>	<b>72</b>
<b>4</b>	<b>74</b>	<b>79</b>
<b>5</b>	<b>85</b>	<b>90</b>

Writing TAKS Met Standard

<b>Grade</b>	<b>2009</b>	<b>2010 Goal</b>
<b>4</b>	<b>99</b>	<b>100</b>

Writing TAKS Commended Performance

<b>Grade</b>	<b>2009</b>	<b>2010 Goal</b>
<b>4</b>	<b>48</b>	<b>57</b>

Science TAKS Met Standard

<b>Grade</b>	<b>2009</b>	<b>2010 Goal</b>
<b>5</b>	<b>98</b>	<b>100</b>

Science TAKS Commended Performance

<b>Grade</b>	<b>2009</b>	<b>2010 Goal</b>
<b>5</b>	<b>78</b>	<b>83</b>

**Goal #1: Puster Elementary will continue to demonstrate growth in student academic achievement as evidenced by a broad range of measures including a TEA Rating of Exemplary as well as TEA Gold Performance Acknowledgements.**

STRATEGIES/ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Quality, structured, collaborative planning, assessments, and instruction at all grade levels.	Local funds	Walk throughs, lessons plans, campus administrators and curriculum personnel participating in grade level planning, observations	Each 9 weeks	Campus Administrators, Teachers, Curriculum Specialists, Asst. Superintendent for C&I	TAKS and district benchmark scores
Intervention strategies will be quality, well-planned, organized, and intentional.	Local funds	Grade level teachers, campus administrators	Weekly	Campus Administrators, Classroom Teacher	Frequent classroom assessment, TAKS and district benchmark scores
Teachers will provide higher level, engaging questioning and instruction at all grade levels.	Local funds	Walk throughs, observations, student feedback	August – June	Teachers, Campus Administrators, Curriculum Specialists	Assessment data (TAKS, Benchmarks, grade level quick assessments)
Teachers will bring writing samples to team planning once each 6 weeks to discuss trends, strategies and interventions.	Local funds	Campus administrators and curriculum personnel participating in grade level planning.	Each 9 weeks	Teachers, Campus administrators, Curriculum Specialists	Writing TAKS, district and grade level writing assessments
Teachers will provide hands-on, higher-level, engaging science instruction at all grade levels.	Local funds	Walk throughs, lesson plans, observations, campus administrators and curriculum specialists participating in grade level planning	August-June	Teachers, Campus Administrators, Curriculum Specialists	Science TAKS and benchmark scores, grade level assessments
Grade level meetings will be held after each benchmark to interpret data and use observations and discussions to extend climate of high expectations and learning.	Local funds	Campus administrators, teachers, and curriculum personnel participating in grade level data meetings.	Each 9 weeks	Teachers, Campus Administrators, Curriculum Specialists	Calendar of meeting dates, lesson plans for classroom interventions and tutoring based on interpretation of data, TAKS and benchmark scores

**Goal #2: Puster Elementary will leverage our technology resources to enhance teaching and learning to ensure that the standards-based approach is engaging, successful, efficient, and effective.**

STRATEGIES/ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Integration Technology Specialist and/or LMS will plan with grade level teachers to ensure integration of technology in teaching and learning.	Local funds	Walk throughs, lessons plans, campus administrators participating in grade level planning, observations	Weekly	Teachers, Integration Technology Specialist, LMS, Campus Administrators	Evidence from lesson plans, walk throughs, formal observations, and student products
Training will be provided at the campus level to ensure teacher growth and development in the use of available technology resources.	Local funds	Attendance at scheduled professional development opportunities (Technology Mondays, grade level training opportunities, campus technology newsletter)	Weekly	Teachers, LMS, Integration Technology Specialist, Campus Administrators	Evidence from lesson plans, walk throughs, formal observations, and student products
Teachers and students will use the Starboard on a daily basis across the curriculum.	Local funds	LMS and ITS visits to the classroom. Lesson plans. Administrator walk throughs.	Daily	Teachers ITS, LMS, Administrators	Evidence from lessons walk throughs, and ITS/LMS classroom visits
Teachers and students will use the iPods on a daily basis in a variety of ways including: increasing fluency, comprehension, reteaching through the use of video streaming, as an intervention for our at risk students, providing specific for students on work, and use in literacy circles.	Local funds	LMS and ITS visits to the classroom. Lesson plans. Administrator walk throughs.	Daily	Teachers ITS, LMS, Administrators	Evidence from lessons walk throughs, and ITS/LMS classroom visits
GT students will become proficient in digital storytelling.	Local funds	GT lesson plans and walk throughs	Ongoing	ITS, LMS, GT teachers and administrators	Final student products
Teachers will use the Classroom Response System "clickers" on a regular basis for quick assessment of student understanding.	Local funds	LMS and ITS visits to the classroom. Lesson plans. Administrator walk throughs.	Weekly	Teachers ITS, LMS, Administrators	Evidence from lessons walk throughs, and ITS/LMS classroom visits

<p>Teachers will use technology tools that are presented in classrooms on a monthly basis by the ITS. These will include, but not be limited to: Wordle, Kidspiration, Maps101, GALE Reference Library, Photo Story, Windows Movie Maker, and Smilebox.</p>	<p>Local funds</p>	<p>LMS and ITS visits to the classroom. Lesson plans. Administrator walk throughs.</p>	<p>Monthly</p>	<p>Teachers ITS, LMS, Administrators</p>	<p>Evidence from lessons walk throughs, ITS documentation, ITS/LMS classroom visits, and student products</p>
---	--------------------	--	----------------	--	---

**Goal #3: The Lovejoy Graduate Profile is integrated into the activities and curriculum at all grade levels and is extended into the community as appropriate.**

STRATEGIES/ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Teachers will provide lessons and learning activities that provide students opportunities to reach their full potential. (Intellectually Equipped)	Local funds	Walk throughs, lessons plans, campus administrators and curriculum personnel participating in grade level planning, observations	Weekly	Teachers, Campus Administrators	Evidence from lesson plans, walk throughs, formal observations, and student assessment
Puster staff will provide opportunities for students to participate in a variety of experiences to develop the whole child.	Local funds	Participation in choir, UIL, art opportunities, character education, and other extra-curricular activities	Daily	Campus staff	Evidence from participation in extra-curricular opportunities, number of office referrals, number of students receiving "You've Been Spotted" certificates, and parent feedback
Staff will provide opportunities for students to participate in activities that promote a healthy lifestyle.	Local funds	Participation in Puster Family Fitness Day, Field Day, Walk for Diabetes, Lovejoy Country Run	August-June	Campus Staff	Evidence from participation in activities that are offered
Staff will provide instruction in character education and encourage students to be fair and respectful of others.	Local funds	Character education "Puster Pillars of Character"	August-June	Campus staff	Evidence from office referrals, number of students receiving "You've Been Spotted" certificates, parent feedback
Staff will provide opportunities for students to work for justice through community service.	Local funds	Puster Pillars of Character, Lake Lavon Service Project, Empty Bowl, Ponytail Club, Book Drive for Samaritan Inn, Green Team Activities	August-June	Campus staff and PTA	Evidence from participation in community service activities

**Puster Elementary Campus Improvement Committee Members  
2009-10**

Janet Anders – Co-chair

Kevin Parker – Co-chair

Jennifer Gerber – Teaching Professional, 4<sup>th</sup> Grade

Jill Dwiggin – Teaching Professional, 1<sup>st</sup> Grade

Sue Myers – Non-teaching Staff

Terri Harker – Teaching Professional, LMS

Lindsey Archer – Parent

Michael Pezzulli – Business Member

Bobbie Westrich – Community Member

Mary Mullen – District Administration Member, Math Curriculum Specialist