



SEE POSSIBILITIES...BE THE DIFFERENCE

2007-2008
Campus Improvement Plan
for
Ramona Bang Elementary School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
CAMPUS NAME: BANG EL
CAMPUS NUMBER: 101907125

Campus Rating: Recognized
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	381	402	95%	100%	400	421	95%		0		
X African Amer	66	72	92%	18%	50	55	91%		1		
X Hispanic	85	90	94%	22%	82	91	90%		4		
X White	198	208	95%	52%	224	227	99%		-4		
X Econ Disadv	94	105	90%	26%	82	92	89%		1		
Writing (65%)											
X All Students	111	119	93%	100%	128	137	93%		0		
African Amer	25	27	93%	23%	16	17	94%		-1		
Hispanic	27	28	96%	24%	26	28	93%		3		
X White	52	57	91%	48%	74	79	94%		-3		
X Econ Disadv	32	35	91%	29%	25	26	96%		-5		
Social Studies (65%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
Mathematics (45%)											
X All Students	390	408	96%	100%	405	424	96%		0		
X African Amer	68	72	94%	18%	48	55	87%		7		
X Hispanic	86	94	91%	23%	85	92	92%		-1		
X White	205	210	98%	51%	225	229	98%		0		
X Econ Disadv	99	107	93%	26%	83	92	90%		3		
Science (40%)											
X All Students	135	146	92%	100%	136	154	88%		4		
African Amer	16	18	89%	12%	12	14	86%		3		
X Hispanic	28	33	85%	23%	29	38	76%		9		
X White	80	82	98%	56%	76	81	94%		4		
X Econ Disadv	25	31	81%	21%	27	38	71%		10		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	53	59	90%	100%	47	54	87%		3		

EXCEPTIONS TABLE

Number Evaluated	Mrs Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
18	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: BANG EL Campus Rating: Recognized
 CAMPUS NUMBER: 101907125 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	BANG EL	3	All	138	137	99	100	99	65	48	141	135	96	59	42
Reading/ELA	BANG EL	3	AA	28	28	100	100	100	14	50	30	27	90	9	30
Reading/ELA	BANG EL	3	Hispanic	30	29	97	100	98	13	43	26	24	92	11	42
Reading/ELA	BANG EL	3	White	68	68	100	100	100	31	47	70	70	100	31	44
Reading/ELA	BANG EL	3	Eco.Dis.	41	40	98	100	99	15	37	36	34	94	12	33
Reading/ELA	BANG EL	3	Spec.Ed.	6	6	100	100	100	3	60	11	9	82	4	36
Reading/ELA	BANG EL	3	LEP	4	---	---	---	---	---	---	13	13	100	2	15
Reading/ELA	BANG EL	3	LEP M1	13	13	100	100	100	7	54	5	5	100	3	60
Reading/ELA	BANG EL	3	LEP M2								1	0	0	1	100
Reading/ELA	BANG EL	4	All	128	114	89	90	89	41	32	146	137	94	43	29
Reading/ELA	BANG EL	4	AA	33	27	82	90	85	8	24	19	16	84	6	32
Reading/ELA	BANG EL	4	Hispanic	28	27	96	100	97	7	25	32	30	94	6	19
Reading/ELA	BANG EL	4	White	59	52	88	90	89	24	41	82	80	98	28	34
Reading/ELA	BANG EL	4	Eco.Dis.	38	31	82	90	85	5	13	32	28	88	7	22
Reading/ELA	BANG EL	4	Spec.Ed.	3	---	---	---	---	---	---	3	3	100	0	0
Reading/ELA	BANG EL	4	LEP	3	---	---	---	---	---	---	2	2	100	0	0
Reading/ELA	BANG EL	4	LEP M1	13	13	100	100	100	1	8	11	9	82	1	9
Reading/ELA	BANG EL	4	LEP M2	2	---	---	---	---	---	---	8	7	88	1	13
Reading/ELA	BANG EL	5	All	156	148	95	100	97	54	35	163	152	93	60	37
Reading/ELA	BANG EL	5	AA	18	17	94	100	96	5	28	17	15	88	2	12
Reading/ELA	BANG EL	5	Hispanic	35	31	89	90	89	7	20	41	34	83	9	22
Reading/ELA	BANG EL	5	White	87	84	97	100	98	38	44	84	83	99	42	50
Reading/ELA	BANG EL	5	Eco.Dis.	36	31	86	90	87	10	28	43	35	81	7	16
Reading/ELA	BANG EL	5	Spec.Ed.	2	---	---	---	---	---	---	4	0	0	2	50
Reading/ELA	BANG EL	5	LEP	3	---	---	---	---	---	---	4	0	0	1	25
Reading/ELA	BANG EL	5	LEP M1	5	---	---	---	---	---	---	3	0	0	0	0
Reading/ELA	BANG EL	5	LEP M2	10	10	100	100	100	2	20	8	5	63	1	13

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	BANG EL	3	All	139	130	94	100	96	72	52	139	123	88	54	39
Math	BANG EL	3	AA	28	27	96	100	97	12	43	30	23	77	10	33
Math	BANG EL	3	Hispanic	31	27	87	90	88	11	35	24	20	83	8	33
Math	BANG EL	3	White	68	65	96	100	97	38	56	71	67	94	30	42
Math	BANG EL	3	Eco.Dis.	42	39	93	100	95	17	40	34	25	74	10	29
Math	BANG EL	3	Spec.Ed.	8	8	100	100	100	4	50	10	9	90	1	10
Math	BANG EL	3	LEP	4	---	---	---	---	---	---	12	11	92	3	25
Math	BANG EL	3	LEP M1	13	12	92	100	95	7	54	5	5	100	4	80
Math	BANG EL	3	LEP M2								1	1	100	0	0
Math	BANG EL	4	All	132	123	93	100	95	51	39	148	143	97	84	57
Math	BANG EL	4	AA	33	29	88	90	89	10	30	19	17	89	8	42
Math	BANG EL	4	Hispanic	30	27	90	100	93	12	40	33	32	97	14	42
Math	BANG EL	4	White	61	59	97	100	98	25	41	83	81	98	55	66
Math	BANG EL	4	Eco.Dis.	40	36	90	100	93	12	30	32	29	91	18	56
Math	BANG EL	4	Spec.Ed.	5	---	---	---	---	---	---	5	5	100	3	60
Math	BANG EL	4	LEP	4	---	---	---	---	---	---	2	2	100	1	50
Math	BANG EL	4	LEP M1	13	12	92	100	95	4	31	11	11	100	3	27
Math	BANG EL	4	LEP M2	2	---	---	---	---	---	---	8	8	100	5	63
Math	BANG EL	5	All	155	153	99	100	99	97	63	164	156	95	95	58
Math	BANG EL	5	AA	18	18	100	100	100	9	50	17	14	82	5	29
Math	BANG EL	5	Hispanic	36	34	94	100	96	19	53	41	37	90	16	39
Math	BANG EL	5	White	86	86	100	100	100	61	73	85	84	99	59	70
Math	BANG EL	5	Eco.Dis.	36	34	94	100	96	14	40	44	37	84	13	30
Math	BANG EL	5	Spec.Ed.	3	---	---	---	---	---	---	3	0	0	1	33
Math	BANG EL	5	LEP	2	---	---	---	---	---	---	4	0	0	1	25
Math	BANG EL	5	LEP M1	5	---	---	---	---	---	---	3	0	0	1	33
Math	BANG EL	5	LEP M2	10	10	100	100	100	4	40	8	8	100	4	50

CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	BANG EL	3	All												
Science	BANG EL	3	AA												
Science	BANG EL	3	Hispanic												
Science	BANG EL	3	White												
Science	BANG EL	3	Eco.Dis.												
Science	BANG EL	3	Spec.Ed.												
Science	BANG EL	3	LEP												
Science	BANG EL	3	LEP M1												
Science	BANG EL	3	LEP M2												
Science	BANG EL	4	All												
Science	BANG EL	4	AA												
Science	BANG EL	4	Hispanic												
Science	BANG EL	4	White												
Science	BANG EL	4	Eco.Dis.												
Science	BANG EL	4	Spec.Ed.												
Science	BANG EL	4	LEP												
Science	BANG EL	4	LEP M1												
Science	BANG EL	4	LEP M2												
Science	BANG EL	5	All	153	140	92	100	95	86	56	163	141	87	61	37
Science	BANG EL	5	AA	18	16	89	90	89	7	39	17	12	71	1	6
Science	BANG EL	5	Hispanic	35	29	83	90	85	15	43	41	31	76	7	17
Science	BANG EL	5	White	85	82	96	100	97	56	66	84	79	94	44	52
Science	BANG EL	5	Eco.Dis.	37	29	78	90	82	15	41	43	28	65	6	14
Science	BANG EL	5	Spec.Ed.	2	---	---	---	---	---	---	4	3	75	2	50
Science	BANG EL	5	LEP	2	---	---	---	---	---	---	4	2	50	0	0
Science	BANG EL	5	LEP M1	5	---	---	---	---	---	---	3	3	100	0	0
Science	BANG EL	5	LEP M2	10	9	90	100	93	2	20	8	5	63	1	13

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Bang Ele.	AA	96.5	96.7
Bang Ele.	H	96.7	96.5
Bang Ele.	W	97.3	96.6
Bang Ele.	NATIVE	96.5	0
Bang Ele.	ASIAN	98	97.1
Bang Ele.	MALE	97.1	96.5
Bang Ele.	FEMALE	97.1	96.8
Bang Ele.	SPED	96.7	95.9
Bang Ele.	ECD	96.4	96.3
Bang Ele.	LEP	98	96.9
Bang Ele.	AT RISK	96.7	96.9
Bang Ele.	GT	98.4	98.2
Bang Ele.	MIGRANT	0	0

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

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	High quality of TEKS instruction was delivered with successful research-proven strategies. High level of challenge was integrated into 3 rd grade math instruction	All sub-group scores were exemplary in 3 rd grade
		Writing		All sub-group scores were exemplary in 4 th grade
		Math		All sub-group scores were exemplary in 5 th grade
		Science		3 rd grade commended TAKS scores = 52%
		Social Studies		All sub-group scores increased from 2006
		Other		Grades 1-4 scored 91% or higher on benchmarks
	Subgroups	All	High quality of TEKS instruction was delivered with successful research-proven strategies. Effective research-proven strategies were used in classroom instruction. Effective instruction was provided to students to challenge students' academic performance.	
		AA		100% of 5 th graders passed TAKS math; 100% of 3 rd graders passed TAKS reading.
		H		
		W		100% of 5 th graders passed TAKS math; 100% of 3 rd graders passed TAKS reading.
		ED		100% of 4 th grade ED students passed the SS benchmark.
		LEP		
		SE		90% of students met ARD expectations
Teacher	Professional Development			
	Qualifications		Highly qualified teachers	100% highly qualified
	New Staff			
	Retention			

Areas to Improve

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Area of Focus:

Student Safety

Campus Objective: #1

For 2007 – 2008, the discipline referrals for excessive talking out/disruptive behavior/inappropriate physical contact/bringing inappropriate objects will be reduced by 10% from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Implement the social skills program from “Building Better Relationships” and including class meetings.	VP	All students	Teachers	Social skills posters	Ongoing
	2	Encourage students to demonstrate outstanding character traits and give positive recognition in school/classroom celebrations.	VP	All students	Teachers; admin	Bear Time celebrations	Ongoing
	3	Maintain a “No Place for Hate” environment by treating others with respect.	VP	All students	Teachers; admin	“No Place for Hate” program	Ongoing
	4	Use art media correctly and work in a cooperative group settings.	VP	All students	Art/music teachers	Art curriculum; classroom procedures	Ongoing
	5	Participate in drug awareness and personal safety school-wide events (Red Ribbon Week, DARE, GREAT, etc).	VP	All students	All Staff	Prevention Advocate Program	Oct. 2007 – May 2008
Teachers	1	Increase staff training in anger- and aggression-management strategies, anti-bullying, and conflict resolution.	SD	Teachers	Counselor; administrators	District counselor materials	Ongoing
	2	Train all new staff in “Building Better Relationships.”	SD	New staff	District staff	<u>Well-Managed Classroom</u> text	Ongoing
	3	Send 8 teachers to “Capturing Kids’ Hearts” training.	SD	Teachers	Principal; secretary	Scholarships Fundraiser	Oct. 1-3 Summer ‘07
Parents	1	Keep parents informed regarding their child’s behavior by using the weekly communication card, phone calls, conferences, and/or office referrals.	PI	Parents	Teachers, counselor, admin	Communication cards; report cards; discipline data	Weekly
	2	During a parent conference, involve parents in an action plan to decrease student misbehaviors.	PI	Parents of identified students	Teachers, counselor, admin	Action Plan Conference notes	Monthly

Areas to Improve

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

Area of Focus: **Attendance & Wellness**

Campus Objective: #2 For 2007 – 2008, the ADA student attendance will reach or exceed 97% in all sub-groups.

Formative/Summative Evaluation: District-developed Reports and AEIS

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Encourage students to attend school daily and recognize high attendance in school/classroom celebrations.	AR	All students	Teachers; admin	Bear Time celebrations; Perfect attendance rosters	Ongoing
	2 Announce homeroom classes at the end of the week that have perfect attendance for the week and occasional weekly reminders to keep motivated.	AR	All students	Principal	Attendance rosters	Ongoing
	3 Reinforce a goal of knowing/maintaining a healthy, active lifestyle for self and others.	AR	All students	All staff	PE class, H.O.P.E.; Fun Run	Ongoing
	4 Encourage students to attend school daily in order to complete art contest entries.	AR	All students	Art teacher; admin	Art contests	Ongoing
Teachers	1 Maintain a "While You Were Out" folder for each student during student absences.	AR	All students	Teachers	Absence folders	Ongoing
	2 Encourage students to attend school daily in order to prepare for grade level musical performances.	AR	3 rd – 5 th students	Music teacher	Music curriculum	Ongoing
	3 Reinforce a goal of knowing/maintaining a healthy, active lifestyle for self and others.	AR	All students and staff	All staff	District wellness program	Ongoing
	4 Participate in health screening program.		All staff	All staff	RediClinic	Sept. 21, '07

Parents	1	Encourage parents to make contact with the school on or before the 3 rd day of a student's absence and arrange for work to be picked up and completed on return to school.	PI	All students	Teachers; attendance secretary	Attendance records	Ongoing
	2	Contact parents after the 3 rd day of a student's absence to determine the reason for absence	PI	All students	Teachers; attendance secretary	Attendance records; phone log	Ongoing
	3	Encourage parents to attend school/district events.	PI	Parents	Admin; teachers	Music performances; PTO meetings	Ongoing
	4	Reinforce a goal of knowing/maintaining a healthy, active lifestyle for self and others.	PI	All students	Parents	Bang Fitness Night; H.O.P.E. Fun Run	Ongoing

Areas to Improve

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

Area of Focus: **Science**

By May, 2008, we will increase percentages by amounts noted below, or greater, of students demonstrating proficiency on 5th grade TAKS science.

Campus Objective: #3

	2007 Score Met Passing Standard/ Commended	2008 Goal Met Passing Standard
AA	89% / 39%	90%
H	83% / 43%	85%
W	96% / 66%	97%
ED	78% / 41%	82%
2008 Goal Commended Performance	Increase percentages of commended performance for each sub-group.	

**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 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	K - 5 students	Instructional specialist; Teachers	Gradebook; benchmark data	Every 3 weeks
	2 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	2 - 5 students	2 - 5 Teachers	District curriculum materials	Ongoing
	3 Utilize student study guides daily for reference at school and home	AR	2 nd - 5 th grade students	2 nd - 5 th grade teachers	Study Guides	Daily
	4 Set goals to master each benchmark test	AR	3 rd - 4 th	3 rd - 4 th	Goal-setting	Six

				grade students	grade teachers	forms	Weeks
	5	Provide instruction regarding renewable energy sources through developing a musical through the BP "A+ for Energy Grant" Program.	AR	5 th grade students	Music teacher; 5 th grade science teachers	BP Grant NEED Curriculum	Spring 2008
Teachers	1	Attend and participate in district science training to plan instruction.	SD	5 th science teachers	Admin; 5 th grade science teachers	Coordinator; science helping teacher	Once per six weeks
	2	Ensure TEKS-based instruction using strategies and practices identified in research as having a positive impact on student performance.	AR	All students	Admin; Teachers	District curriculum materials	Ongoing
	3	Target the appropriate level of challenge in lesson/unit plans, questions for classroom discussions, and test items.	SD	All students	Teachers	Lesson Plans	Ongoing
	4	Schedule science helping teacher to assist 2 nd – 5 th grade teachers in planning instruction.	SD	2 nd – 5 th science teachers	Instructional specialist	Coordinator; science helping teacher	Once per six weeks
	5	Provide vocabulary rich environment using the various modalities (visual, auditory, kinesthetic)	AR	All students	Teachers	Classroom environment ; Lesson plans	Ongoing
	6	Reinforce concepts through song (i.e. science processes, food chain)	AR	All students	Music teacher	Benchmark songs	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by maintaining regular communication methods such as homework schedule, communication cards, Monday folder.	PI	Parents	Teachers; parents	Samples of student work; homework chart	Weekly
	2	Sign and return all D/F classwork.	PI	Parents	Teachers; parents	Student classwork	Weekly

Areas to Improve

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

Area of Focus: **Mathematics**

By May, 2008, we will increase the percentage (by amounts noted below, or greater) of students demonstrating proficiency on TAKS mathematics.

Campus Objective: #4

	Grade 3		Grade 4		Grade 5	
	2007 Score Proficient/ Commended	2008 Goal Proficient	2007 Score Proficient/ Commended	2008 Goal Proficient	2007 Score Proficient/ Commended	2008 Goal Proficient
AA	96% / 43%	97%	88% / 30%	89%	100% / 50%	100%
H	87% / 35%	88%	90% / 40%	93%	94% / 53%	96%
W	96% / 56%	97%	97% / 41%	98%	100% / 73%	100%
ED	93% / 40%	95%	90% / 30%	93%	94% / 40%	96%
2008 Goal Commended Performance	Increase percentages of commended performance for each sub-group in each grade.					

**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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR, CE	K-5 students	Instructional specialist; K- 5 teachers	Gradebook; benchmark data	Every 3 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	3 rd & 5 th students	3 rd & 5 th teachers	<i>The Baker's Dozen</i> booklet; <i>Magnificent Seven</i> materials	Ongoing

	3	Provide extended learning time for students during Encore (supplemental instruction periods), and before-school tutoring sessions.	AR, CE	1 st - 5 th students	Admin.; 1st - 5 th teachers	Tutorial packets	Daily
	4	Set goals to master each benchmark test	AR	3 rd grade students	3 rd grade teachers	Goal-setting forms	Six Weeks
Teachers	1	Schedule math coaches to work with 4 th – 5 th grade teachers on modifying lessons to target identified struggling learners.	SD	4 th & 5 th math teachers	Instructional specialist	Coordinator; math coach	Bi-weekly
	2	Enroll six teachers in Quantum Learning training.	SD	2 each grade, 3-5	Principal; secretary	Compensatory funds	Oct. 6-10
	3	Provide vocabulary rich environment using the various modalities (visual, auditory, kinesthetic)	AR	2 nd grade students	2 nd grade teachers	Classroom environment; lesson plans	Ongoing
	4	Ensure TEKS-based instruction using strategies and practices identified in research as having a positive impact on student performance.	AR	K - 5 students	Admin; K-5 teachers	District curriculum materials	Ongoing
	5	Target the appropriate level of challenge in lesson/unit plans, questions for classroom discussions, and test items.	SD	K - 5 students	K - 5 teachers	Lesson plans	Ongoing
	6	Reinforce math skills from patterning to fractions through music.	AR	All students	Music teacher	Benchmark songs	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by maintaining regular communication.	PI PI	K, 1, 3, 5 students	K, 1, 3, 5 teachers	Samples of student work	Weekly
	2	Sign and return all D/F classwork.	PI	Parents	Parents; teachers	Student classwork	Ongoing
	3	Sign and return notes page sent home prior to quizzes and tests.	PI	Parents	5 th teachers; parents	Notes pages	Ongoing

Areas to Improve

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

Area of Focus: **Reading/English Language Arts**

By May, 2008, we will increase the percentage (by amounts noted below, or greater) of students demonstrating proficiency on TAKS reading.

Campus Objective: #5

	Grade 3		Grade 4		Grade 5	
	2007 Score Proficient/ Commended	2008 Goal Proficient	2007 Score Proficient/ Commended	2008 Goal Proficient	2007 Score Proficient/ Commended	2008 Goal Proficient
AA	100% / 50%	100%	82% / 24%	85%	94% / 28%	96%
H	97% / 43%	98%	96% / 25%	97%	89% / 20%	90%
W	100% / 47%	100%	88% / 41%	90%	97% / 44%	98%
ED	98% / 37%	99%	82% / 13%	85%	86% / 28%	90%
2008 Goal Commended Performance	Increase percentages of commended performance for each sub-group in each grade.					

**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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks and regroup accordingly.	AR, CE	K – 5 students	Instructional Specialist; K - 5 teachers	Gradebook; benchmark data; TPRI	Every 3 weeks
	2	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	3, 4 students	3, 4 teachers	District curriculum materials	Ongoing

	3	Provide extended learning time for students during Encore (supplemental instruction periods), and before-school tutoring sessions.	AR, CE	1, 4, 5	Admin; 1, 4, 5 teachers	Tutorial packets	Daily
	4	Improve critical thinking skills through higher level questioning and reading responses.	AR	4 th & 5 th grade students	4 th & 5 th grade teachers	Lesson plans	Daily
Teachers	1	Attend staff development on the implementation of balanced literacy	SD	K-5 th LA teachers	District curriculum department	Staff development courses	Ongoing
	2	Implement balanced literacy of reading and writing workshops within the LA classrooms	SD	K – 5 th LA teachers	Admin; teachers	Lesson plans; classroom schedules	Daily
	3	Schedule LA helping teacher to assist 1 st grade LA teachers in implementing the balanced literacy schedules.	SD	1 st grade LA teachers	Admin; teachers	Coordinator; LA helping teacher	Monthly
	4	Analyze data following each assessment to drive instruction and regroup accordingly.	AR	4 th grade LA students	Admin; 4 th teachers	Benchmark data	Ongoing
	5	Ensure TEKS-based instruction using strategies and practices identified in research as having a positive impact on student performance.	AR	K - 5 students	K - 5 Teachers	District curriculum materials	Ongoing
	6	Target the appropriate level of challenge in lesson/unit plans, questions for classroom discussions, and test items.	SD	K - 5 students	K - 5 teachers	Lesson plans	Ongoing
	7	Follow the district scope and sequence, a logical order of presenting TEKS in lessons	AR, SD	K – 5 students	K - 5 teachers	Lesson plans	Ongoing
	8	Build students' accuracy, stamina and fluency through increasing time for daily sustained reading	AR	1 st , 2 nd , 4 th grade students	1 st , 2 nd , 4 th grade teachers	Balanced literacy schedule	Daily
	9	Reinforce plot, setting, and character analysis through music.	AR	3 rd grade students	Music teacher	HSSC/TASCD grant materials	Sept.'07-Apr.'08

Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by maintaining regular communication methods such as homework schedule, communication cards, Monday folder.	PI	Parents of identified students	Teachers	Samples of student work	Weekly Ongoing
	2	Participate in parent conferences for at-risk children committing to an action plan with school team.	PI	Parents of identified students	Admin; teachers, parents	Conferences; action plans	Ongoing

Areas to Improve

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

Area of Focus: **Writing**

By May, 2008, we will increase the percentage (by amounts noted below, or greater) of students demonstrating proficiency on 4th grade TAKS writing.

Campus Objective: #6

	2007 Score Proficient/ Commended	2008 Goal Proficient
AA	94% / 16%	96%
H	97% / 21%	98%
W	91% / 34%	94%
ED	92% / 13%	95%
2008 Goal Commended Performance	Increase percentages of commended performance for each sub-group.	

**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 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks and regroup accordingly.	AR, CE	K - 5 students	Instructional specialist; K - 5 teachers	Gradebook; benchmark data; TPRI	Every 3 weeks
	2 Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The</i>	AR, CE	3, 4 students	3, 4 teachers	District curriculum materials	Ongoing

		<i>Magnificent Seven.</i>					
	3	Develop vocabulary to enable students to express ideas and feelings effectively.	AR	4 th grade students	4 th teachers	Lesson plans	Weekly
	4	Improve composition skills through writing conferences.	AR	4/5 grade students	4/5 grade teachers	Lesson plans	Daily
	5	Focus on mechanics, usage, spelling, and revision/editing through mini-lessons and writers' conferences.	AR	2 nd - 4 th grade students	2 nd - 4 th grade teachers	Lesson plans	Daily
	6	Improve writing skills and strategies to write the narration, dialogue, and lyrics to "The Power of the Storm."	AR	5 th grade students	Music teacher	BP A+ for Energy Grant; NEED curriculum	Aug.'07- Apr.'08
Teachers	1	Attend staff development on the implementation of balanced literacy	SD	K-5 th LA teachers	District curriculum department	Staff development courses	Ongoing
	2	Implement balanced literacy of reading and writing workshops within the LA classrooms	SD	K – 5 th LA teachers	Admin; teachers	Lesson plans	Daily
	3	Analyze data following each assessment to drive instruction and regroup accordingly (i.e. Writing Camp)	AR	4 th grade LA students	Admin; 4 th teachers	Benchmark data	Ongoing
	4	Ensure TEKS-based instruction using strategies and practices identified in research as having a positive impact on student performance.	AR	K - 5 students	K - 5 teachers	District curriculum materials	Ongoing
	5	Follow the district scope and sequence, a logical order of presenting TEKS in lessons	AR SD	K - 5 students	K - 5 teachers	Lesson plans	Ongoing
	6	Provide writing homework to increase fluency with practice	AR	4 th grade students	4 th grade teachers	Homework	Ongoing
Parents	1	Keep parents up-to-date on their child's recent triumphs and struggles by maintaining regular communication methods such as homework schedule, communication cards, Monday folder.	PI	Parents	Teachers	Samples of student work	Weekly Ongoing

2	Attend a parents' informational meeting about TAKS.	PI	4 th grade parents	4 th grade teachers	TAKS information booklets	Jan, 2008
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Areas to Improve

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

Area of Focus: **Social Studies**

Campus Objective: #6 By May, 2008, we will maintain or increase the percentage of students in each sub-group in grades 1-5 to 90% or more demonstrating proficiency on district benchmarks in social studies.

Formative/Summative Evaluation: District-developed Tests

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Help students gain an awareness, understanding, acceptance, and appreciation of diverse people and places in the world.	AR	2 nd grade students	Teachers; counselor; admin	Lesson plans; Developmental Guidance Program	Ongoing
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR	All students	Teachers; instructional and at-risk specialists; admin	Lesson Plans	Ongoing
	3	Design and present lessons that follow research-proven teaching strategies such as the ones described in <i>The Baker's Dozen</i> and <i>The Magnificent Seven</i> .	AR, CE	2 nd grade students	2 nd grade teachers	District curriculum materials	Ongoing
Teachers	1	Ensure TEKS-based instruction using strategies and practices identified in research as having a positive impact on student performance.	AR	K – 5 students	K – 5 teachers	District curriculum materials	Ongoing
	2	Target the appropriate level of challenge in lesson/unit plans, questions for classroom discussions, and test items.	SD	1 – 5 students	1 – 5 teachers	Lesson Plans	Ongoing
	3	Reinforce concepts through song (ie. Nifty United States).	AR	All students	Music teacher	Benchmark songs	Ongoing

Parents	1	Encourage parents from various cultural groups to participate in school/classroom special events.	PI	2 nd grade parents	2 nd grade teachers; admin	Parent involvement events	Ongoing
	2	Keep parents up-to-date on their child's recent triumphs and struggles by maintaining regular communication methods such as homework schedule, communication cards, Monday folder.	PI	All parents	Teachers	Samples of student work	Weekly

Legend

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

PART III: ASSURANCE ADDENDUM

CIP PART III: ASSURANCE ADDENDUM

**Ramona Bang Elementary
Cindy Barclift
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- ✓ (1) Ramona Bang 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])
- ✓ (2) The Ramona Bang Elementary CPOC has
 - ✓ (a) completed a needs assessment which serves as the basis for the CIP.
 - ✓ (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
 - African American
 - Hispanic
 - White
 - Economically Disadvantaged
 - Special Education
 - Limited English Proficient
 - ✓ (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
 - ✓ (d) included in the CIP these elements.
 - Resources allocated
 - Staff responsible for activities and strategies
 - Formative and summative evaluation criteria
 - ✓ (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
 - ✓ (f) included strategies for improving student attendance.
 - ✓ (g) provided for a program to encourage parental and community involvement at the campus.
 - ✓ (h) included goals and methods for violence prevention and intervention on campus.
 - ✓ (i) 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).
- ✓ (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.

CIP PART III: ASSURANCE ADDENDUM
Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Annette Hubble / Julie Reifenrath		First Grade / 1 st Grade, GT Liaison	
Taara Moore / Deenie Ricke		Reading Specialist / Resource	
Lesley Lucia / Lynda Stogsdill		5 th Grade / 2 nd Grade	
Maureen Salinas / Sandra Kelley		Kindergarten / Kindergarten/ESL Liaison	
Diana Callaghan / Kristine Ashmead		4 th Grade, BBR / 4 th Grade	
Wanda Schaudel / Bunnie Woodruff		P. E.	
Stephanie Castro / Rodney Garcia		4 th Grade/Math Liaison / 4 th Grade/Technology Liaison	
Christina Hammons / Janice Moore		3 rd Grade, SS Liaison / 3 rd Grade, Science Liaison	
Mary Elijah / Tamera Moritz		Counselor / At-Risk Specialist	
Shelli Mangum / Sharon Jenson		Media Specialist / Instructional Specialist	
Debbie Brand / Martha Meason		A.P. / A.P.	
Cindy Barclift / Nancy Shade		Principal / Paraprofessional	
Tammy White		Parent	
Madelyn Henderson		Parent	
Linda Young		Community resident	
Anne Wilcox		Community resident	
David Harris		Apple Advertising	
Leslie Martone		Cy-Fair Federal Credit Union	
CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	9 – 13 – 07	3:30 – 5:30	Art Room
2	10 – 4 – 07	3:30 – 5:30	Library
3	11 – 8 – 07	3:30 – 5:30	Library
4	2 – 7 – 08	3:30 – 5:30	Library
5	4 – 9 – 08	3:30 – 5:30	Library
6	5 – 8 – 08	3:30 – 5:30	Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART III: ASSURANCE ADDENDUM

Section C

✓
(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

✓
(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

Other Legal Requirements

✓
(3)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 90% .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

CIP PART III: ASSURANCE ADDENDUM

✓
(4)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at 100% .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

CIP PART III: ASSURANCE ADDENDUM

Ramona Bang Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	
21-Aug	All Staff	Campus	
22-Aug	All Staff	Campus	
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	
April 28 *	All Staff	Campus	
30-May	All Staff	Campus	