



POWER UP

2009-2010
Campus Improvement Plan
for
Ramona Bang Elementary School

Cypress-Fairbanks Independent School District

Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Bang Elementary Mission Statement

- Ensure that students' competence reaches or exceeds grade-level standards in all content areas.
- Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
- Ensure that students understand the importance of attending school regularly.

Ramona Bang Elementary

2009-10 Comprehensive Needs Assessment Summary

The staff at Bang Elementary includes 60 teachers, 15 paraprofessionals, and 3 administrators. The student population is 40% White, 21% African American, 28% Hispanic, and 11% Asian. Thirty-five percent of students who attend Bang Elementary qualify for free or reduced lunch. The mobility rate for Bang Elementary students is 15.1%.

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

A student group with less than ninety percent (90%) students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2009-10 school year including: African American students in 3rd grade math (55%), 3rd grade reading (79%), 4th grade math (76%), 4th grade reading (76%), 4th grade writing (85%); Hispanic students in 3rd grade math (74%), 4th grade math (85%), 4th grade reading (74%), 4th grade writing (83%). 5th grade science (88%); White students in 3rd grade math (87%); students who are economically disadvantaged in 3rd grade math (64%), 3rd grade reading (82%), 4th grade math (80%), 4th grade reading (76%), 4th grade writing (82%), and 5th grade science (88%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Bang Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.3%), Hispanic (96%), White (96.7%), and students who are economically disadvantaged (95.9%). Efforts will also be made to increase teacher retention at Bang Elementary.

Area of Focus: Student Safety and Health

District Priority:

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

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

Campus Performance Objective: #1

Safety: For 2009-2010, the discipline referrals for inappropriate physical contact will be reduced by 10% from the previous school year.

Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

Formative Evaluation:

Safety: District-developed Reports

Health: Fitnessgram Reports and Student Survey

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Implement PBIS program to promote schoolwide standards and expectations	VP	All students	PBIS Coaching Teams	PBIS posters & lessons; class meetings	Aug Staff Development; ongoing
	2	Implement the social skills program from "Building Better Relationships" and including class meetings.	VP	All students	Teachers	Social skills posters	Ongoing
	3	Encourage students to demonstrate outstanding character traits and give positive recognition in school/classroom celebrations.	VP	All students	Teachers; admin	Bear Time celebrations	Ongoing
	4	Maintain a "No Place for Hate" environment by treating others with respect.	VP	All students	Teachers; admin	"No Place for Hate" program	Ongoing
	5	Participate in drug awareness and personal safety school-wide events (Red Ribbon Week, DARE, etc).	VP	All students	All Staff	Prevention Advocate Program	Oct. 2009 – May 2010
	6	Participate in bus meetings to discuss behavior expectations and to resolve conflicts.	VP	All students	Teachers; admin	Meeting agendas	Oct 2009- May 2010
	7	Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing
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 staff in PBIS/BBR/CKH strategies	SD	All staff	PBIS Coaching Teams	PBIS matrix posters; Well-Managed	Ongoing

						Classroom text	
	3	Send teachers to "Capturing Kids' Hearts" training.	SD	Teachers	Principal; secretary	Scholarships Fundraiser	Summer 2010
	4	Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing
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
	3	Conduct facilitated parent conferences to improve communication between home and school.	PI	Parents of identified students	Teachers, counselor, admin	Conference Schedule	Monthly

Area of Focus: Attendance & Wellness

District Priority:

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

Campus Performance Objective:
Formative/Summative Evaluation:

#2

For 2009-2010, the ADA student attendance will reach or exceed 97% in all sub-groups.

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, art fundraiser, and after-school art.	AR	All students	Art teacher; admin	Art contests Square 1 Art (fundraiser) City Works (after-school art)	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	Set classroom goals for attendance.	AR	All students	Teachers	Records of goals	Oct 2009-May 2010
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; Art Exhibits	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

Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	157	93	54	129	90	45	95
5	AA	40	90	38	31	81	39	93
5	Hispanic	40	88	43	31	87	32	89
5	White	66	97	65	58	95	52	98
5	Eco. Dis.	51	88	33	40	85	28	89
5	SpEd	--	--	--	--	--	--	--
5	LEP	--	--	--	--	--	--	--
5	LEP M1	--	--	--	--	--	--	--
5	LEP M2	--	--	--	11	91	27	--

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
	#3	By May 2010, we will increase percentages by amounts noted above, or greater, of students demonstrating proficiency on 5 th grade TAKS science.
Campus Performance Objective:		
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 4 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	K-5 students	K - 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	All students	All teachers	Goal-setting forms	Nine Weeks
	5	Provide extended learning time for students during Encore (supplemental instruction periods), Saturday schools, and parent tutor/s	AR	All students	All teachers	Schedules; student data	Ongoing

Teachers	1	Attend and participate in district science training to plan instruction including Saturday school training.	SD	All science teachers	Admin; 5 th grade science teachers	Coordinator; science helping teacher	Once per nine weeks
	2	Ensure TEKS-based instruction using strategies and practices identified in research as having a positive impact on student performance (ie. uninterrupted science time, warm-ups, and homework).	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 (checkpoint tests, unit tests, and benchmarks)	SD	All students	Teachers	Lesson Plans	Ongoing
	4	Schedule science helping teacher to assist 2 nd – 5 th grade teachers in planning instruction if needed.	SD	2 nd – 5 th science teachers	Instructional specialist	Coordinator; science helping teacher	Once per nine weeks
	5	Provide vocabulary rich environment addressing the various modalities (visual, auditory, kinesthetic) along with vocabulary and anchor charts	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
	7	Ensure journaling or note-taking is implemented to reinforce summary of concepts and vocabulary.	AR	All students	Science teachers	Samples of student work	Ongoing
	8	Provide instruction regarding renewable energy sources 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 2010
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, parent internet viewer, and Monday folder.	PI	Parents	Teachers; parents	Samples of student work; homework chart; online grades	Weekly

	2	Sign and return all <i>D/F</i> classwork.	PI	Parents	Teachers; parents	Student classwork	Weekly
	3	Attend events for 5 th graders to demonstrate learning about renewable energy.	PI	Parents	Teachers; parents	Student performances	Spring 2010

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	144	77	35	153	88	49	81
3	AA	29	55	14	19	79	16	75
3	Hispanic	42	74	24	36	83	28	79
3	White	62	87	47	77	90	61	88
3	Eco. Dis.	56	64	25	41	80	29	75
3	SpEd	7	86	43	6	67	--	87
3	LEP	10	70	30	15	87	33	77
3	LEP M1	--	--	--	12	100	67	--
3	LEP M2	--	--	--	--	--	--	--
4	All	166	92	57	143	94	58	95
4	AA	25	76	32	33	94	39	81
4	Hispanic	46	85	39	38	87	50	87
4	White	72	100	68	61	97	66	100
4	Eco. Dis.	56	80	36	48	96	46	83
4	SpEd	7	71	--	--	--	--	77
4	LEP	14	93	50	--	--	--	95
4	LEP M1	7	86	43	--	--	--	87
4	LEP M2	12	100	75	14	93	79	100
5	All	160	96	59	132	94	58	97
5	AA	41	93	44	33	82	45	95
5	Hispanic	41	93	46	30	93	43	95
5	White	67	100	71	60	100	68	100
5	Eco. Dis.	52	96	48	42	90	48	97
5	SpEd	--	--	--	--	--	--	--
5	LEP	--	--	--	--	--	--	--
5	LEP M1	--	--	--	--	--	--	--
5	LEP M2	--	--	--	11	100	55	--

District Priority:

1A

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

Campus Performance Objective:

#4

By May 2010, we will increase the percentage by amounts noted on previous chart, or greater, of students demonstrating proficiency on TAKS mathematics.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	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 4 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	K-5 students	K-5 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), before school, after school, homework club, recess tutoring, Saturday schools, AMIP tutor and math helping teacher.	AR, CE	1 st - 5 th students	Admin.; 1st - 5 th math teachers	Tutorial packets Math data	Daily
	4	Set goals to master each benchmark test	AR	All students	All teachers	Goal-setting forms	Nine Weeks
Teachers	1	Schedule math coaches to work with 1 st – 5 th grade teachers on modifying lessons to target identified struggling learners if needed.	SD	1 st - 5 th math teachers	Instructional specialist	Coordinator; math coach	Bi-monthly
	2	Provide vocabulary rich environment using the various modalities (visual, auditory, kinesthetic)	AR	All students	All teachers	Classroom environment; lesson plans	Ongoing

Teachers Cont'd	3	Ensure TEKS-based instruction using strategies and practices identified in research as having a positive impact on student performance.	AR	All students	Admin; K-5 teachers	District curriculum materials	Ongoing
	4	Target the appropriate level of challenge in lesson/unit plans, questions for classroom discussions, and test items.	SD	All students	K - 5 teachers	Lesson plans	Ongoing
	5	Implement the ST Math software for students to use in stations to reinforce and extend math concepts	AR	All students	2 nd Grade teachers	ST Math Computer software; computers	Ongoing
	6	Reinforce math skills from patterning to fractions through music.	AR	All students	Music teacher	Benchmark songs	Ongoing
	7	Ensure non-linguistic representations (visual representations or graphic organizational tools) are implemented in math classrooms	AR	All students	Math teachers	Math lesson plans	Ongoing
	8	Ensure summarizing and note-taking is implemented through 4-step process, journaling or note-taking booklet	AR	All students	Math teachers	Samples of student work	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, parent internet viewer, and Monday folder.	PI	All students	All teachers	Samples of student work; online grades	Weekly
	2	Sign and return all <i>D/F</i> 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

Area of Focus: Reading/English Language Arts

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	141	91	45	153	95	43	94
3	AA	28	79	18	19	84	32	83
3	Hispanic	41	90	41	36	94	33	93
3	White	61	97	61	78	97	50	98
3	Eco. Dis.	51	82	27	38	87	18	85
3	SpEd	6	67	50	6	100	33	75
3	LEP	9	56	11	16	100	6	75
3	LEP M1	--	--	--	12	100	75	--
3	LEP M2	--	--	--	--	--	--	--
4	All	166	88	38	143	92	36	89
4	AA	25	76	16	33	88	24	81
4	Hispanic	46	74	28	38	87	29	79
4	White	72	97	44	61	95	39	98
4	Eco. Dis.	55	76	16	48	85	25	81
4	SpEd	7	43	--	--	--	--	75
4	LEP	14	79	14	--	--	--	83
4	LEP M1	7	71	14	--	--	--	77
4	LEP M2	12	100	67	14	93	43	100
5	All	160	96	33	132	94	36	97
5	AA	41	95	24	34	82	24	97
5	Hispanic	41	90	24	28	93	32	93
5	White	67	100	39	61	100	43	100
5	Eco. Dis.	52	92	19	40	90	25	95
5	SpEd	--	--	--	--	--	--	--
5	LEP	--	--	--	--	--	--	--
5	LEP M1	--	--	--	--	--	--	--
5	LEP M2	--	--	--	11	100	--	--

District Priority:

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

Campus Performance Objective:

#5 By May 2010, we will increase the percentage by amounts noted on previous chart, or greater, of students demonstrating proficiency on TAKS reading.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	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	All students	Instructional Specialist; K - 5 teachers	Gradebook; benchmark data; ISIP	Every 4 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	All students	All teachers	District curriculum materials	Ongoing
	3	Provide extended learning time for students during guided reading groups, recess, before school, after school, and homework club tutoring sessions.	AR, CE	All students	Admin; All teachers	Tutorial packets	Daily
	4	Improve critical thinking skills through higher level questioning and reading responses.	AR	3 rd - 5 th grade students	3 rd - 5 th grade teachers	Lesson plans	Daily
	5	Improve reading skills through the use of I-Station computer software.	AR	K- 2 nd grade students	K-2 nd grade teachers	I Station data	Daily
Teachers	1	Attend staff development on the implementation of balanced literacy	SD	All LA teachers	District curriculum department	Staff development courses	Ongoing

	2	Implement balanced literacy of reading and writing workshops within the LA classrooms	SD	All LA teachers	Admin; teachers	Lesson plans; classroom schedules	Daily
	3	Analyze data following each assessment to drive instruction and regroup accordingly.	AR	All LA teachers	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	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	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
	7	Build students' accuracy, stamina and fluency through increasing time for daily sustained reading	AR	1 st - 5 th grade students	1 st - 5 th grade teachers	Balanced literacy schedule	Daily
	8	Reinforce plot, setting, and character analysis through music.	AR	3 rd grade students	Music teacher	HSSC/TASCD grant materials	Sept.'09-Apr.'10
	9	Improve students' reading skills through the use of I-Station computer software.	AR	K- 2 nd grade students	K-2 nd grade teachers	I Station data	Daily
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, parent internet viewer, and Monday folder.	PI	Parents of identified students	Teachers	Samples of student work; online grades	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

Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	165	92	28	138	95	35	95
4	AA	26	85	19	32	94	22	87
4	Hispanic	46	83	17	35	94	26	85
4	White	72	97	33	60	95	37	98
4	Eco. Dis.	56	82	14	45	93	27	85
4	SpEd	7	86	--	--	--	--	87
4	LEP	13	85	--	--	--	--	87
4	LEP M1	6	100	17	--	--	--	100
4	LEP M2	12	100	58	14	100	43	100

District Priority:

1A

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

Campus Performance Objective:

#6

By May 2010, we will increase the percentage by amounts noted above, or greater of students demonstrating proficiency on 4th grade TAKS writing.

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 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	All students	All teachers	District curriculum materials	Ongoing
	3 Develop vocabulary to enable students to express ideas and feelings effectively.	AR	All students	All teachers	Lesson plans	Weekly
	4 Improve composition skills through writing	AR	All	All	Lesson plans	Daily

		conferences.		students	Teachers		
	5	Focus on mechanics, usage, spelling, and revision/editing through mini-lessons and writers' conferences.	AR	2 nd - 5 th grade students	2 nd - 5 th grade teachers	Lesson plans	Daily
Teachers	1	Attend staff development on the implementation of balanced literacy and writers' workshop.	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, parent internet viewer, and Monday folder.	PI	Parents	Teachers	Samples of student work; online grades	Weekly Ongoing
	2	Attend a parents' informational meeting about TAKS.	PI	4 th grade parents	4 th grade teachers	TAKS information booklets	Jan, 2010

Area of Focus: Social Studies

District Priority:

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

Campus Performance Objective:

#6 By May 2010, 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	All 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	All students	All 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) and technology integration.	AR	All students	Music teacher; tech team	Benchmark songs	Ongoing
Parents	1	Encourage parents from various cultural groups to participate in school/classroom special events.	PI	All parents	All teachers; admin	Parent involvement events	Ongoing
	2	Keep parents up-to-date on their child's recent	PI	All	Teachers	Samples of	Weekly

	triumphs and struggles by maintaining regular communication methods such as homework schedule, communication cards, parent internet viewer, and Monday folder.		parents		student work; online grades	
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Legend

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

CIP PART II: ASSURANCE ADDENDUM

Ramona Bang Elementary School
Cindy Barclift, Principal
2009-2010
Campus Improvement Plan
Cypress-Fairbanks Independent School District
Section A

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

X	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])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.

CIP PART II: ASSURANCE ADDENDUM

X	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Cindy Barclift	Principal
Rodney Garcia	Teacher 1: 5 th Grade, Technology Liaison
Taara Moore	Teacher 2: Reading Enrichment Teacher, LA Liaison
Erin Montague	Teacher 3: 5 th Grade, Math Liaison
Stephanie Castro	Teacher 4: 5 th Grade, Science Liaison
Travis Wright	Teacher 5: 5 th Grade, SS Liaison
Sandy Kelley	Teacher 6: Kinder, ESL Liaison
Karen McCormick	Teacher 7: 3 rd Grade, GT Liaison
Annette Hubble	Teacher 8: 1 st Grade
Kari Jickling	Teacher 9: 4 th Grade
Lynda Stogsdill	Teacher 10: 2 nd Grade
Debbie Brand	Non-teaching professional Assistant Principal
Martha Meason	Non-teaching professional Assistant Principal
Linda Brown	Paraprofessional: Principal's Secretary
Madelyn Henderson	Parent 1: PTO President
Mona Shires	Parent 2: PTO Fundraiser Chairperson
Linda Young, Anne Wilcox	Community residents
Matt Thornton, Kinsey Solleder	Business representatives

CPOC Meetings* for '09 – '10

#	Date	Time	Location
1	September 3, 2009	3:30 – 4:30	Bang Library
2	October 1, 2009	3:30 – 4:30	Bang Library
3	November 5, 2009	3:30 – 4:30	Bang Library
4	January 28, 2010	3:30 – 4:30	Bang Library
5	March 4, 2010	3:30 – 4:30	Bang Library
6	May 20, 2010	3:30 – 4:30	Bang 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 II: ASSURANCE ADDENDUM

Section C

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

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2009-2010, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2009-2010, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2009-2010, the percent of parents and community members attending VIPS meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2009-2010, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2009-2010, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

CIP PART II: ASSURANCE ADDENDUM

		offenses will be reduced by 10% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for inappropriate physical contact.	and security plan.
X	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2009-2010, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
NA	8) Secondary Drop-out Prevention	For 2009-2010, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2009-2010 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
NA	9) High School AEIS – Ninth Graders	The percent of 2009-2010 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
NA	10) Recommended High School Program	For 2009-2010, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and

CIP PART II: ASSURANCE ADDENDUM

NA	11) High School AEIS – Advanced Courses and Dual Credit	For 2009-2010, the percent of students who have completed at least one advanced course will be at or above XX% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	programs. Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	12) High School AEIS – Advanced Placement Exams	For 2009-2010, the percent of students who take an AP exam will be at or above XX% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	13) High School AEIS – SAT/ACT Exams	For 2009-2010, the percent of graduates who take SAT/ACT exams will be at or above XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	14) High School CTE	For 2009-2010, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART II: ASSURANCE ADDENDUM

Ramona Bang Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.