

Cypress Grove Intermediate



**Annual Improvement Plan
2016-2017**

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**Executive
Summary**

The data used to prepare the 2016-2017 Campus Improvement Plan for Cypress Grove Intermediate includes 2015-2016 STAAR testing data (5th grade Reading & Science, 6th grade Reading, 5th and 6th grade math), PEIMS reportable discipline data, and data from the Community Based Accountability rating. Using this information, our areas of focus include addressing the disparity in performance between African-American students and their peers in 5th grade STAAR science, reading and math and 6th grade math and reading. We will also address the concern that the majority of our identified GT students are not scoring at the advanced level on STAAR.

Our 5th grade Science STAAR scores show us that effort is still needed to improve our students' understanding of the science TEKS, particularly our African-American students. Our goal is to identify students who need additional support in science through the RtI process and provide intervention through Flex and small group interventions provided by a science teacher. We are also researching opportunities to provide real world experiences for our students through virtual field trips, guest speakers and presenters to create schema for those students who come from backgrounds where this is not available at home.

In the area of special education reading and math, our data show us that students who are taking all versions of the STAAR test who are served through special education are in need of more intensive intervention and instruction. Many of these students are enrolled in general education English/Language Arts classes and math classes. It is our goal to increase intervention for these students who are not successful by providing small group instruction, co-teach and interventions during FLEX. General education teachers and special education teachers will work closely so that supports can be provided to the students. We feel that this alignment will allow opportunities for general education teachers to gain ideas for differentiated instruction from their special education counterparts and vice versa.

One of our areas of focus for the previous school year resulted from our status as recognized in the area of GT students performing advanced on the STAAR test in one or more areas in the Community Based Accountability rating. Despite our efforts, this number did not increase for the 2015-2016 school year. We will continue to provide staff development on differentiation with gifted learners and will attempt to reconfigure the schedule of the Enrichment Specialist so that she may be able to serve every GT student weekly through pullout. We will also create focused lessons on Growth Mindset vs. Fixed Mindset to present to all students, but particularly GT students in an effort to increase risk taking in learning and decrease fear of failure.

Discipline incidents increased from the 2014-2015 school year from 196 to 292 incidents. A majority of these were minor code of conduct infractions which occurred in the common areas (namely hallways) such as horseplay, inappropriate language, and disrespectful interactions with teachers. There was also an increase in bus referrals for the 2015-2016 school year, though again, a majority of these were for repeat minor offenses (eating on the bus, not sitting in the correct seat). With an increase in enrollment and traffic flow in common spaces, the procedures for movement and supervision during passing periods and education regarding appropriate bus behavior can be addressed to help curb some of these incidents. SELT will use teacher input and collected data to proactively set expectations for students in common areas throughout our campus as we grow to our largest capacity to date.

We also saw success in implementing more technology use within the classroom by modeling this for teachers during professional development and showcasing teacher use of new technology apps through social media. Campus technology was rated acceptable on our Community Based Accountability assessment for 2015-2016. While this is an improvement from the previous year, we will continue to model novel and meaningful uses for technology for a variety of learners.

Much of what we seek to improve is being addressed through reviewing and strengthening Tier 1 instruction, providing more structured opportunities for enrichment and intervention through the Flex class, and providing support through Tier 2 interventions for struggling students based on data through the RTI process.

Goal 1	Create a learning environment that provides educational opportunities in which all students achieve academic success.
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Objective(s)	<p>1. Technology will be incorporated into instruction, learning and management.</p> <p>2. Increase the core subject area grades of African American, Hispanic, and Economically Disadvantaged students to a level at or above the grades of White students.</p> <p>3. Educate students with knowledge and skills needed for success in secondary, higher education and future careers.</p>
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Activities	Person(s) Resp	Resources	Timeline
A. Dedicate campus staff development time to technology training and integration that focuses on engaging students.	- Technology Specialist -Administrative staff	- Staff Time	- August - May
B. Incorporate digital media into classroom activities.	-Classroom teachers	-Staff Time	- August - May
C. At-Risk student population will be identified and receive delivery of compensatory education in reading and math	-Reading specialist - Math specialist - ESL teacher (3.0 FTE)	State Comp Ed SCE 2 FTE \$96589.92	-August - May
D. Cypress Grove will utilize eStar to support Response To Intervention	- Teachers - Administrators - Counselors	- Staff Time	-September - May
E. Teams will meet at least once per six weeks to discuss students being referred for the Rtl process.	- Administration - Math and Reading specialists - Teachers	- Staff Time	- September - May
F. Structure FLEX class time for daily individual/small group interventions for core area classes (general education and special education).	- Administration - Teachers - Math and Reading Specialists	- Staff Time -Local Funds	- August - May

Evaluation	<ul style="list-style-type: none"> - Sign in Sheets - Walk through forms - Professional Development Agendas - Student projects - STAR charts - Student Grades - Benchmark Data - STAAR - Rtl meeting minutes - Bell Schedule
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Goal 2	Cypress Grove will provide educational opportunities that will meet the unique needs of all students.
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Objective(s)	<p>1. Students Identified as Gifted and Talented will be representative of the Cypress Grove student population.</p> <p>2. Interventions for all Cypress Grove students will be provided in the areas of Reading, Math and Science.</p> <p>3. Opportunities will be provided which encourage and increase student participation in school sponsored activities.</p>
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Activities		Person(s) Resp	Resources	Timeline
A. Principles of differentiated instruction will be incorporated into classroom instruction.		- Teachers - Enrichment Specialist - Math Specialist - Reading Specialist -Administration	- Staff Time - Local funds	August-May
B. Include underrepresented student groups in activities leading to enrichment and G/T opportunities.		-Enrichment Specialist - Club Sponsors - Teachers	- Staff Time	August-May
C. Foster a sense of student ownership and pride in the school using clubs, student council, organizations and bulletin boards.		- Enrichment Specialist - Teachers	- Staff Time - Local funds	September - May
D. Teachers will analyze data to identify and nominate gifted and talented students in underrepresented populations.		-Teachers - Enrichment Specialist	-Local funds -Staff Time	Ongoing
E. Structure FLEX class period for individual/small group interventions and enrichment activities. (Enrichment example activities: CSI, Book Clubs, Lego Design, Improvisation, Chess, Designing iMovies, Study Skills, Growth Mindset...) *ALL students will have access to intervention during FLEX if help is needed in a core content area (General education. Special education, 504 students)		Administration Enrichment specialist Math specialist Reading specialist specialist Teachers	- Local Funds - Staff Time	
F. Use of differentiated techniques to increase rigor for GT students within the core classes.		Reading/Math/ Enrichment Specialists Teachers Administration	- Staff Time	August-May
G. Intentional teaching of Growth Mindset strategies for GT students to promote risk taking and increase effort in learning.		Enrichment Specialist/SELT	-Staff Time	August-May July-August

Evaluation	<p>- Teacher lesson plans</p> <p>-Walkthrough forms</p> <p>-Data from AWARE and other sources</p> <p>-CMA</p> <p>-STAAR</p> <p>-Club membership</p>
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Goal 3

Cypress Grove will support and expect all staff to incorporate innovative practices based on student needs and current educational research in order to promote student success.

Objective(s)

1. Cypress Grove will provide for continuing professional development opportunities focused on current educational research.
2. Curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.

Activities

- A.** Cypress Grove will provide focused professional development that is coordinated between the district initiatives and campus needs (i.e. student engagement, RtI, differentiated instruction, SEL, coaching, workshop model in reading and math)
- B.** Cypress Grove SELT will provide will professional development based on current research to promote student success. SELT will also continue to develop HEART lessons to be shared during FLEX.
- C.** Research-based interventions and progress monitoring will be provided for at-risk students. (The watch list will be created and shared with appropriate staff. Tier I and Tier II interventions will be documented on these lists. Interventions will address Math, Reading and Science.)
- D.** Increase collaboration between general education and special education math, reading and LA teachers to assist in helping students served through special education meet grade-level expectations. Co-teach will be implemented in reading and math in grade 5 & 6. Teachers will have a common planning period to plan for co-teach lessons.

Person(s) Resp	Resources	Timeline
- Administration - Teachers - Math/ELA/Specialists - Counselors	- Staff Time - Campus and district funds	August-May
-administration SELT -counselors	Campus and district funds	August-May
Administration -teachers -Math/ELA specialists - counselors	-staff time	June-May
Administration -teachers ELA specialist	-staff time	June-May

Evaluation

- Agendas and Sign in sheets
 - Discipline and referral data
 - Walkthrough forms indicating Conscious Discipline is implemented
 - CBA
 - STAAR
 - Student grades
- For a more detailed list of professional development, please click this link [here](#).

Goal 4	Parents and community members will be actively engaged in the education of students at Cypress Grove.
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Objective(s)	1. Parental involvement will be representative of the Cypress Grove student population. 2. Cypress Grove will increase community involvement and awareness on our campus.
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Activities		Person(s) Resp	Resources	Timeline
A. Schedule activities during and after school to involve parents in their child's education.		-Administration -Enrichment Specialist -PTO -Teachers	- Staff Time - Local funds - PTO funds	August- May
B. *Encourage teams and teachers to use community members as resources to support academics especially in the area of Science.		-Administration -Enrichment Specialist -Teachers	Staff time	August-May
C. Incorporate home visits to promote parent involvement for underrepresented student groups.		-Administration -Teachers	-Staff Time	August-May
D. Encourage community service on each team (Food Drives, Relay for Life, Salvation Army bell, Project Sunshine...)		-Administration -Student Council -Teachers	-Staff Time	August-May
E. The campus website, School Messenger, school media sites will be used to actively communicate with parents and community members.		-Administration -Campus Technology Specialist -Teachers -Staff	Staff Time	August-May

Evaluation	- Evaluation sheets -Record of visits -Community Project Lists -School Messenger and other resources
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Goal 5	Cypress Grove will provide a safe and supportive learning environment for all students.
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Objective(s)	1. Cypress Grove will manage student behavior in a manner that is consistent with the rest of the district. Cypress Grove will approach student behavior 2. Reduce African American and Economically Disadvantaged Student discipline referrals.
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Activities		Person(s) Resp	Resources	Timeline
A. Continue to review and revise Cypress Grove’s school-wide anti-bullying campaign during the year.		-Administration -Counselors -Teachers	-Staff Time	August-May
B. Continue to evaluate the discipline plan and positive behavior to determine new ways to reduce recidivism. (Include HEART on the positive referrals)		-Administration -Teachers -SELT -Counselors	-Staff Time	July-May
C. Continue to utilize behavioral interventions through the RtI process for student with repeat discipline incidences.		-Administration -Teachers -SELT -Counselors	-Staff Time	September - May
D. Implement conflict resolution training for students who are involved in multiple student-student conflicts.		-Administrators -Counselors	-Staff Time	September-May

Evaluation	-Discipline referral data -Intervention plan data -Decrease in online bullying incidents
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Campus Data	To access our Community Based Accountability system, please click this link, here . To view additional data including STAAR, discipline and other information, please click this link, here . To view the CIP committee, please click here .
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