

Cypress Grove Intermediate



**Annual Improvement Plan
2015-2016**

Executive Summary

The data used to prepare the 2015-2016 Campus Improvement Plan for Cypress Grove Intermediate includes 2014-2015 STAAR testing data (5th grade Reading & Science, 6th grade Reading, 5th and 6th grade math), PEIMS reportable discipline data, GT data in the Community Based Accountability rating, and 5th and 6th grade STAAR student percentage correct and item analysis information. Using this information, our areas of focus include addressing the science System Safeguard for 5th grade African-American science STAAR scores (59% passed in 2015), the system safeguard for Special Education Reading scores, as well as addressing the continued disparity in performance between African-American students and their peers.

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. We have hired one additional science teacher for each grade level in an effort to decrease numbers in our science classes and allow for more hands on experience in the science classroom. Our goal is to identify students who need additional support in science through the RtI process and provide intervention through Flex using the Study Island program 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, our STAAR scores 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 reading intervention and instruction. Many of these students are enrolled in general education English/Language Arts classes. It is our goal to increase intervention for these students who are not successful on STAAR reading by providing small group instruction and Study Island intervention opportunities during Flex time. General education teachers and special education reading/ELA teachers are also working more closely to know what content information is being taught in those courses so that supports can be provided when a student is enrolled in both Fundamentals of Reading and general education ELA. Because many of the students enrolled in Fundamentals of ELA and Fundamentals of Reading will be taking the on-level STAAR reading test, we also feel that this collaboration will help the special education teachers to provide content that will help students make progress toward appropriate grade-level skills mastery. 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 2014-2015 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 push into classrooms to provide support with small groups of learners. 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.

Our discipline data was improved overall, with a significant decrease in the number of fights from last year. This was one of our goals and we worked hard to improve conflict resolution and build empathy with our students. The addition of a counselor in the coming year will help us to increase the amount of time our counseling staff and administrators have to work with individual and small groups of students to decrease peer conflict. We continue to work with our Social Emotional Leadership Team to develop and implement routines and procedures that alleviate stresses due to high numbers for both the students and the teachers. As we continue to grow, we will revisit the strategies put into place by Foundations and tailor them to meet our current needs. We will be working with the SELT to implement the district's HEART initiative and to be more consistent with lessons in social/emotional learning and professional development.

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. While campus technology was a concern last year on our Community Based Accountability assessment, it was not this year. We will continue to model novel and meaningful uses for technology for a variety of learners and concepts as we add access to technology for our students through an increase in the number of devices on campus.

Much of what we seek to improve is being addressed through multiple strategies including 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.

- Objective(s)**
1. Technology will be incorporated into instruction, learning and management.
 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.
 3. Educate students with knowledge and skills needed for success in secondary, higher education and future careers.

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 RtI process.	- Administration - Math and Reading specialists - Teachers	- Staff Time	- September - May
	- Administration	- Staff Time	

F. *Structure FLEX class time for daily individual/small group interventions for core area classes (general education and special education). **All** students will be able to use Study Island during FLEX too.

- Teachers
- Math and Reading Specialists

-Local Funds

- August - May

Evaluation

- Sign in Sheets
- Walk through forms
- Professional Development Agendas
- Student projects
- STAR charts
- Student Grades
- Benchmark Data
- STAAR
- Rtl meeting minutes
- Bell Schedule

Goal 2

Cypress Grove will provide educational opportunities that will meet the unique needs of all students.

Objective(s)

- 1. Students Identified as Gifted and Talented will be representative of the Cypress Grove student population.**
- 2. Interventions for all Cypress Grove students will be provided in the areas of Reading, Math and Science.**
- 3. Opportunities will be provided which encourage and increase student participation in school sponsored activities.**

Activities

A. Principles of differentiated instruction will be incorporated into classroom instruction.

Person(s) Resp

- Teachers
- Enrichment Specialist
- Math Specialist
- Reading Specialist
-Administration

Resources

- Staff Time
- Local funds

Timeline

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

Administration

- Local Funds

<p>enrichment activities. (Enrichment example activities: CSI, Book Clubs, Lego Design, Improvisation, Chess, Designing iMovies, Study Skills, Growth Mindset...) *Study Island will be available for all students for Reading, Math and Science during intervention and tutorial times.</p>	<p>Enrichment specialist Math specialist Reading specialist Teachers</p>	<p>- Staff Time</p>	
<p>F. Use of differentiated techniques to increase rigor for GT students within the core classes.</p>	<p>Reading/Math/ Enrichment Specialists Teachers Administration</p>	<p>- Staff Time</p>	<p>August-May</p>
<p>G. Intentional teaching of Growth Mindset strategies for GT students to promote risk taking and increase effort in learning.</p>	<p>Enrichment Specialist/SELT</p>	<p>-Staff Time</p>	<p>August-May</p>
<p>H. * Additional Science Teachers will be hired to lower the student to teacher ratio.</p>	<p>- Administration</p>	<p>Local Funds</p>	<p>July-August</p>

<p>Evaluation</p>	<ul style="list-style-type: none"> - Teacher lesson plans -Walkthrough forms -Data from AWARE and other sources -CMA -STAAR -Club membership -Student Grades
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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.
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Objective(s)	<p>1. Cypress Grove will provide for continuing professional development opportunities focused on current educational research.</p> <p>2. Curriculum will be aligned to the Texas Essential Knowledge and Skills (TEKS) in all content areas.</p>
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Activities	Person(s) Resp	Resources	Timeline
A. Cypress Grove will provide focused professional development that is coordinated between the district initiatives and campus needs (i.e. student engagement, Rtl, differentiated instruction, SEL, coaching)	- Administration - Teachers - Math/ELA/Specialists - Counselors	- Staff Time - Campus and district funds	August-May
B. Cypress Grove SELT will provide will professional development based on current research to promote student success. SELT will also develop HEART lessons to be shared during FLEX.	-administration SELT -counselors	Campus and district funds	August-May
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.)	Administration -teachers -Math/ELA specialists - counselors	-staff time	June-May
D. *Increase collaboration between general education and special education reading and ELA teachers to assist in helping students served through special education meet grade-level expectations.	Administration -teachers ELA specialist	-staff time	June-May

Evaluation	- Agendas and Sign in sheets
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- 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.

- 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.

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

Goal 5 Cypress Grove will provide a safe and supportive learning environment for all students.

Objective(s)

1. Cypress Grove will manage student behavior in a manner that is consistent with the rest of the district.
2. Reduce African American and Economically Disadvantaged Student discipline referrals.

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

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](#).

* This is an activity/goal that has been implemented to address our system safeguards.