

2007-2008
Campus Improvement Plan
for
Cypress Ridge High School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: CYPRESS RIDGE HIGH SCHOOL Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 101907010 Grade Span: 09 - 12

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	1,779	1,983	90%	100%	2,003	2,270	88%		2		
X African Amer	280	323	87%	16%	298	354	84%		3		
X Hispanic	730	850	86%	43%	767	926	83%		3		
X White	490	524	94%	26%	629	671	94%		0		
X Econ Disadv	650	775	84%	39%	635	777	82%		2		
Writing (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	-		-		
Social Studies (65%)											
X All Students	1,190	1,279	93%	100%	1,254	1,372	91%		2		
X African Amer	185	200	93%	16%	185	215	86%		7		
X Hispanic	462	525	88%	41%	456	532	86%		2		
X White	340	348	98%	27%	401	407	99%		-1		
X Econ Disadv	389	446	87%	35%	361	430	84%		3		
Mathematics (45%)											
X All Students	1,394	1,963	71%	100%	1,499	2,228	67%	Yes	4	4	Yes
X African Amer	185	318	58%	16%	179	337	53%	Yes	5	**	No
X Hispanic	500	836	60%	43%	501	908	55%	Yes	5	**	No
X White	439	522	84%	27%	523	662	79%		5		
X Econ Disadv	435	756	58%	39%	409	753	54%	Yes	4	**	No
Science (40%)											
X All Students	915	1,291	71%	100%	981	1,387	71%	Yes	0	2	No
X African Amer	121	200	61%	15%	114	215	53%	Yes	8	**	No
X Hispanic	301	531	57%	41%	320	535	60%	Yes	-3	**	No
X White	298	354	84%	27%	352	419	84%		0		
X Econ Disadv	256	450	57%	35%	248	438	57%	Yes	0	**	No

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.

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	111	137	81%	100%	100	150	67%		14		

EXCEPTIONS TABLE

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

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: CYPRESS RIDGE HIGH SCHOOL Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 101907010 Grade Span: 09 - 12

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%) District data for Class of 2005 used.

	----- 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?
X All Students	679	26	714	95.1%	100%	4,743	4,899	96.8%		-1.7		
X African Amer	115	5	122	94.3%	17%	491	504	97.4%		-3.1		
X Hispanic	248	12	260	95.4%	36%	1,093	1,138	96.0%		-0.6		
X White	212	8	227	93.4%	32%	2,714	2,809	96.6%		-3.2		
X Econ Disadv	196	12	209	93.8%	29%	697	734	95.0%		-1.2		

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

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	CYPRESS RIDGE H	9	All	718	627	87	90	88	205	29	949	825	87	200	21
Reading/ELA	CYPRESS RIDGE H	9	AA	129	109	84	90	86	24	19	174	143	82	22	13
Reading/ELA	CYPRESS RIDGE H	9	Hispanic	327	275	84	90	86	63	19	412	336	82	50	12
Reading/ELA	CYPRESS RIDGE H	9	White	174	160	92	100	95	77	44	261	248	95	88	34
Reading/ELA	CYPRESS RIDGE H	9	Eco.Dis.	325	266	82	90	85	57	18	369	293	79	43	12
Reading/ELA	CYPRESS RIDGE H	9	Spec.Ed.	42	20	48	90	75	4	10	49	32	65	2	4
Reading/ELA	CYPRESS RIDGE H	9	LEP	56	29	52	90	75	0	0	78	42	54	0	0
Reading/ELA	CYPRESS RIDGE H	9	LEP M1	19	17	89	90	89	2	11	16	12	75	1	6
Reading/ELA	CYPRESS RIDGE H	9	LEP M2	8	6	75	90	80	0	0	16	13	81	3	19
Reading/ELA	CYPRESS RIDGE H	10	All	698	627	90	100	93	147	21	760	661	87	154	20
Reading/ELA	CYPRESS RIDGE H	10	AA	118	99	84	90	86	13	11	127	101	80	19	15
Reading/ELA	CYPRESS RIDGE H	10	Hispanic	289	250	87	90	88	38	13	304	253	83	37	12
Reading/ELA	CYPRESS RIDGE H	10	White	204	192	94	100	96	60	29	203	186	92	47	23
Reading/ELA	CYPRESS RIDGE H	10	Eco.Dis.	268	226	84	90	86	26	10	258	212	82	34	13
Reading/ELA	CYPRESS RIDGE H	10	Spec.Ed.	26	17	65	90	75	3	12	22	12	55	0	0
Reading/ELA	CYPRESS RIDGE H	10	LEP	38	19	50	90	75	0	0	38	17	45	0	0
Reading/ELA	CYPRESS RIDGE H	10	LEP M1	23	16	70	90	77	1	4	10	7	70	3	30
Reading/ELA	CYPRESS RIDGE H	10	LEP M2	10	10	100	100	100	2	20	12	11	92	0	0
Reading/ELA	CYPRESS RIDGE H	11	All	662	599	90	100	93	158	24	718	629	88	180	25
Reading/ELA	CYPRESS RIDGE H	11	AA	103	94	91	100	94	14	14	131	108	82	13	10
Reading/ELA	CYPRESS RIDGE H	11	Hispanic	271	232	86	90	87	43	16	262	214	82	43	16
Reading/ELA	CYPRESS RIDGE H	11	White	162	150	93	100	95	47	29	226	210	93	77	34
Reading/ELA	CYPRESS RIDGE H	11	Eco.Dis.	200	172	86	90	87	27	14	217	172	79	32	15
Reading/ELA	CYPRESS RIDGE H	11	Spec.Ed.	19	11	58	90	75	0	0	29	13	45	1	3
Reading/ELA	CYPRESS RIDGE H	11	LEP	23	9	39	90	75	0	0	35	12	34	0	0
Reading/ELA	CYPRESS RIDGE H	11	LEP M1	14	10	71	90	77	0	0	8	6	75	0	0
Reading/ELA	CYPRESS RIDGE H	11	LEP M2	9	8	89	90	89	2	22	15	14	93	1	7

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	CYPRESS RIDGE H	9	All	715	428	60	90	75	132	18	926	553	60	147	16
Math	CYPRESS RIDGE H	9	AA	125	56	45	90	75	10	8	161	73	45	6	4
Math	CYPRESS RIDGE H	9	Hispanic	324	161	50	90	75	40	12	403	185	46	30	7
Math	CYPRESS RIDGE H	9	White	178	137	77	90	81	42	24	255	195	76	66	26
Math	CYPRESS RIDGE H	9	Eco.Dis.	315	150	48	90	75	34	11	356	161	45	34	10
Math	CYPRESS RIDGE H	9	Spec.Ed.	37	7	19	90	75	2	5	38	6	16	2	5
Math	CYPRESS RIDGE H	9	LEP	54	9	17	90	75	2	4	77	20	26	5	6
Math	CYPRESS RIDGE H	9	LEP M1	19	5	26	90	75	0	0	15	10	67	3	20
Math	CYPRESS RIDGE H	9	LEP M2	7	6	86	90	87	0	0	16	5	31	1	6
Math	CYPRESS RIDGE H	10	All	689	482	70	90	77	117	17	761	492	65	108	14
Math	CYPRESS RIDGE H	10	AA	115	67	58	90	75	4	3	124	53	43	5	4
Math	CYPRESS RIDGE H	10	Hispanic	287	162	56	90	75	24	8	307	179	58	19	6
Math	CYPRESS RIDGE H	10	White	200	169	85	90	87	52	26	204	150	74	38	19
Math	CYPRESS RIDGE H	10	Eco.Dis.	264	153	58	90	75	26	10	256	143	56	27	11
Math	CYPRESS RIDGE H	10	Spec.Ed.	25	8	32	90	75	2	8	22	9	41	0	0
Math	CYPRESS RIDGE H	10	LEP	37	10	27	90	75	3	8	41	12	29	2	5
Math	CYPRESS RIDGE H	10	LEP M1	22	11	50	90	75	1	5	10	6	60	1	10
Math	CYPRESS RIDGE H	10	LEP M2	10	7	70	90	77	1	10	12	5	42	1	8
Math	CYPRESS RIDGE H	11	All	663	526	79	90	83	110	17	711	509	72	135	19
Math	CYPRESS RIDGE H	11	AA	109	73	67	90	75	4	4	128	70	55	4	3
Math	CYPRESS RIDGE H	11	Hispanic	267	192	72	90	78	23	9	257	156	61	23	9
Math	CYPRESS RIDGE H	11	White	161	142	88	90	89	34	21	227	190	84	55	24
Math	CYPRESS RIDGE H	11	Eco.Dis.	204	143	70	90	77	21	10	209	121	58	23	11
Math	CYPRESS RIDGE H	11	Spec.Ed.	19	11	58	90	75	0	0	22	5	23	0	0
Math	CYPRESS RIDGE H	11	LEP	23	10	43	90	75	1	4	34	3	9	1	3
Math	CYPRESS RIDGE H	11	LEP M1	14	7	50	90	75	0	0	6	2	33	1	17
Math	CYPRESS RIDGE H	11	LEP M2	8	7	88	90	89	2	25	12	10	83	4	33

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 %
Social Studies	CYPRESS RIDGE H	9	All												
Social Studies	CYPRESS RIDGE H	9	AA												
Social Studies	CYPRESS RIDGE H	9	Hispanic												
Social Studies	CYPRESS RIDGE H	9	White												
Social Studies	CYPRESS RIDGE H	9	Eco.Dis.												
Social Studies	CYPRESS RIDGE H	9	Spec.Ed.												
Social Studies	CYPRESS RIDGE H	9	LEP												
Social Studies	CYPRESS RIDGE H	9	LEP M1												
Social Studies	CYPRESS RIDGE H	9	LEP M2												
Social Studies	CYPRESS RIDGE H	10	All	675	607	90	100	93	280	41	750	650	87	273	36
Social Studies	CYPRESS RIDGE H	10	AA	114	101	89	90	89	36	32	122	96	79	21	17
Social Studies	CYPRESS RIDGE H	10	Hispanic	279	231	83	90	85	78	28	304	244	80	81	27
Social Studies	CYPRESS RIDGE H	10	White	195	188	96	100	97	115	59	198	190	96	96	48
Social Studies	CYPRESS RIDGE H	10	Eco.Dis.	257	217	84	90	86	66	26	251	202	80	64	25
Social Studies	CYPRESS RIDGE H	10	Spec.Ed.	21	15	71	90	77	4	19	21	15	71	2	10
Social Studies	CYPRESS RIDGE H	10	LEP	34	18	53	90	75	0	0	39	18	46	3	8
Social Studies	CYPRESS RIDGE H	10	LEP M1	21	15	71	90	77	3	14	10	8	80	3	30
Social Studies	CYPRESS RIDGE H	10	LEP M2	10	9	90	100	93	4	40	12	9	75	2	17
Social Studies	CYPRESS RIDGE H	11	All	659	630	96	100	97	271	41	703	660	94	242	34
Social Studies	CYPRESS RIDGE H	11	AA	106	102	96	100	97	22	21	130	113	87	22	17
Social Studies	CYPRESS RIDGE H	11	Hispanic	265	245	92	100	95	90	34	256	231	90	61	24
Social Studies	CYPRESS RIDGE H	11	White	162	160	99	100	99	87	54	220	219	100	100	45
Social Studies	CYPRESS RIDGE H	11	Eco.Dis.	200	182	91	100	94	54	27	207	178	86	36	17
Social Studies	CYPRESS RIDGE H	11	Spec.Ed.	18	15	83	90	85	3	17	26	25	96	3	12
Social Studies	CYPRESS RIDGE H	11	LEP	22	14	64	90	75	1	5	32	14	44	1	3
Social Studies	CYPRESS RIDGE H	11	LEP M1	14	11	79	90	83	2	14	6	6	100	0	0
Social Studies	CYPRESS RIDGE H	11	LEP M2	9	9	100	100	100	3	33	14	13	93	2	14

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	CYPRESS RIDGE H	9	All												
Science	CYPRESS RIDGE H	9	AA												
Science	CYPRESS RIDGE H	9	Hispanic												
Science	CYPRESS RIDGE H	9	White												
Science	CYPRESS RIDGE H	9	Eco.Dis.												
Science	CYPRESS RIDGE H	9	Spec.Ed.												
Science	CYPRESS RIDGE H	9	LEP												
Science	CYPRESS RIDGE H	9	LEP M1												
Science	CYPRESS RIDGE H	9	LEP M2												
Science	CYPRESS RIDGE H	10	All	681	440	65	90	75	97	14	755	488	65	98	13
Science	CYPRESS RIDGE H	10	AA	114	62	54	90	75	4	4	121	53	44	4	3
Science	CYPRESS RIDGE H	10	Hispanic	280	133	48	90	75	22	8	303	168	55	22	7
Science	CYPRESS RIDGE H	10	White	200	163	82	90	85	49	25	205	163	80	40	20
Science	CYPRESS RIDGE H	10	Eco.Dis.	259	127	49	90	75	14	5	254	131	52	22	9
Science	CYPRESS RIDGE H	10	Spec.Ed.	23	9	39	90	75	3	13	22	7	32	1	5
Science	CYPRESS RIDGE H	10	LEP	33	7	21	90	75	0	0	38	9	24	1	3
Science	CYPRESS RIDGE H	10	LEP M1	22	7	32	90	75	0	0	10	5	50	1	10
Science	CYPRESS RIDGE H	10	LEP M2	10	6	60	90	75	1	10	12	5	42	0	0
Science	CYPRESS RIDGE H	11	All	667	505	76	90	81	81	12	712	528	74	71	10
Science	CYPRESS RIDGE H	11	AA	108	70	65	90	75	3	3	130	74	57	6	5
Science	CYPRESS RIDGE H	11	Hispanic	270	175	65	90	75	15	6	259	167	64	10	4
Science	CYPRESS RIDGE H	11	White	163	142	87	90	88	29	18	226	194	86	34	15
Science	CYPRESS RIDGE H	11	Eco.Dis.	204	136	67	90	75	13	6	212	128	60	11	5
Science	CYPRESS RIDGE H	11	Spec.Ed.	20	8	40	90	75	0	0	25	10	40	0	0
Science	CYPRESS RIDGE H	11	LEP	23	11	48	90	75	1	4	35	7	20	0	0
Science	CYPRESS RIDGE H	11	LEP M1	14	5	36	90	75	0	0	6	3	50	0	0
Science	CYPRESS RIDGE H	11	LEP M2	9	7	78	90	82	0	0	14	11	79	0	0

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Cy-Ridge	AA	94.2	93.6
Cy-Ridge	H	92.5	92.6
Cy-Ridge	W	94.6	94.1
Cy-Ridge	NATIVE	94.9	92
Cy-Ridge	ASIAN	97.4	96.9
Cy-Ridge	MALE	93.9	93.8
Cy-Ridge	FEMALE	94.2	93.8
Cy-Ridge	SPED	90	90.2
Cy-Ridge	ECD	93.1	92.9
Cy-Ridge	LEP	91.5	92.6
Cy-Ridge	AT RISK	92.5	92.4
Cy-Ridge	GT	97.9	96.8
Cy-Ridge	MIGRANT	37.5	90.2

Gold Performance Acknowledgment
 Attendance rates
 District >= 96.0%
 High School >= 95.0%

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA		
		Writing	10th grade ELA teachers scheduled individual TAKS Talks	composition scores of 3 increased from 39% to 42%
		Math	Early analysis of TAKS data helped schedule struggling students into 4 th period math for extended time.	TAKS scores rose from 65% to 70% for all
		Science	12 th grade science mentors	Re testers decreased from 183-66
		Social Studies	Released TAKS used as teaching guide /SFA 's analyzed	10 th gr 87%-90% 11 th gr 94%-96%
		Other		
	Subgroups	All	Campus Goal to show improvement in every category	
		AA	10 th grade math targeted tutorials/soc st worked to transition AA students into k level classes	10% increase in AA 10th gr soc st scores/9% increase in 11 th gr AA scores
		H		
		W		
		ED		
		LEP		
		SE	TAKS Talks with Sp Ed Administrator/ after school and Saturday TAKS tutorials in reading/math	% met ARD expectation rose from 67%--81%
	Social/Emotional	Discipline	PBIS	Tardies down ---%
		Extracurricular	Success Program in Athletics	
Other				
Teacher	Professional Development		District ESL Teacher of the Year	
			State Social Studies Teacher of the Year	
			Rookie Social Studies Teacher of the Year	
	Qualifications			
	New Staff			
Retention				
Parent				

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: #

For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by **15%** from the previous year.

For 2007 – 2008, the discipline referrals for **ie.fighting** will be reduced by **15%** from the previous school year.

Formative Evaluation:

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Offer Positive Behavioral Intervention System (PBIS) and model appropriate behaviors while learning to appreciate and accept diversity among peers, staff and community members.	AR VP	All	Teachers, PBIS team, Staff	PBIS Matrix Student Code of Conduct and Student Handbook, Success Plan	Each Six Weeks
	2	Provide study skills to increase on task behavior in order to enhance academic success and decrease behavior problems	AR VP	All	Teachers Administrators Counselors Support Staff	Brain Based Learning(BBL), Building Better Relationships(BBR), Technology, Notetaking, Summarizing, Test Taking Skills, Six weeks calendar with major grade deadlines.	Each Six Weeks
	3	Encourage students to participate in a healthy and drug	AR	All	Teachers	Student Code	Each Six

		free lifestyle	VP		Administrators Counselors Prevention Advocate	of Conduct & Student Handbook Random Drug Testing, Parent letters	Weeks & Randomly as instructed
	4	Encourage students to participate in mentor program	AR	Identified Students	AAS, Mentor Coordinator, Teachers, Staff	Staff & Community Volunteers, PALS	On Going
	5	Offer clubs & activities to cultivate a school wide awareness of multicultural issues.	AR	All	Club Sponsors Staff	Teen Summit, Superintende nts Student LeadershipCo nference (SSLC), ROPES	On Going
Teachers	1	Consistently and fairly enforce school rules	AR	All	Administrators Staff	Code of Conduct & Student Handbook, PBIS	On Going
	2	Model appropriate behaviors for students.		All	Staff Appraisers	Staff Development, Team/Depart ment Meetings, PBIS, Academic Achievement Specialist, Meeting agendas	On Going
Parents	1	Provide school information for parents to access.	AR	All	Administrators	PIV, Newsletters, Progress Reports,	Regularly throughout the year, middle and end of each

						Report Cards, website, SCOC, SH, Open House, PBIS	six weeks
	2	Encourage parents to role model appropriate behavior for the school setting.		All	Administrators	PBIS, SCOC, SH, Open House, website	Monitor throughout the year

Areas to Improve

District Priority:

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

Area of Focus:

Attendance

For 2007 – 2008, the ADA student attendance will be at or above **95%, increases are noted in chart.**

Campus Objective: #

	07-08
W	+0.9
AA	+1.4
H	+2.4
ED	+2.1

Formative/Summative Evaluation:

District-locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Incentives for good attendance	AR	All	All Staff	Ram Bucks, "Key to Success", Exemption Eligibility, Athletes Plan for success	Continuous
Teachers	1 Monitor student attendance daily and contact students when they are absent.	AR	AA, H, ED	Teachers, Attendance Officer, Administrators, Counselors	Attendance records	Continuously
	2 Create an engaging and supportive learning environment	SD	AA, H, ED	Teachers, ISC Support Staff, DI, PBIS Team	Staff Development, Mentoring, Role	Continuously

						Modeling	
	3	Enhance communication with parents	PI	AA, H, ED	Teachers, Administrators	Call out system, e-mail, PIV, Parent Meetings, newsletter, Teacher WebPages	Continuous
	4	Communication of legal/long-term consequences regarding excessive absences	PI	AA, H, ED	Attendance Officer, Assistant Principals, Counselors	Program eligibility (UIL) , Stay in School Program, Athletic Plan for success	Continuous (as needed)
Parents	1	School will provide access to student attendance and grades by educating parents on PIV.	PI	AA, H, ED	Attendance Officers, APs, Teachers, Staff	PIV, Attendance Office	Continuously
	2	School will alert parents to school issues	PI	AA, H, ED	Administrators, Teachers	Call out system, parent contact	As Needed

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 the percentage (by amounts noted in chart or greater) of students demonstrating proficiency on TAKS Science.

Campus Objective: #

	10	11
AA	+21	+10
H	+27	+10
ED	+26	+8
SE	+36	+35
LEP	+54	+27
M1	+43	+39

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	Provide project based/interactive learning experiences	AR	LEP, AA, SE, H, ED	Teachers, Administrators	T-STEM; Explore Learning, Staff Development	Continuous
	2	Provide differentiated instruction to meet student needs	AR	AA, H, ED, LEP	Teachers	Staff Development, modifications	

	3	Subject specific mentors.	AR	Identified "Bubble" Students	Teachers, AAS, Student Advocates	TAKS scores, Positive Relationships with students	
Teachers	1	Monitor student understanding of objectives, including TAKS objectives, daily	AR	AA, His, LEP, ED	Teachers	Questioning strategies, Quizzes, Informal/formal assessments	Daily
	2	Spiral needed concepts back into lessons. (Chemistry, Physics, Aquatic Science and Environmental Science)	SD	All	Teachers, DC, TL, DI	Lesson Plans, SFA data, Power points covering material	Continuously
	3	Frequent and productive team meetings (IPC daily)			TL, DC, DI, Helping Teachers	Lesson Plans, SFA data, Staff Development,	At least three times a week

***Please see "All Courses Section" for more interventions.**

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 in chart or greater) of students demonstrating proficiency on TAKS Mathematics.

Campus Objective: #

	9	10	11
AA	+30	+17	+8
H	+25	+19	+6
SE	+56	+43	+17
ED	+27	+17	+7
M1	+49	+25	+25

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	Identified students are placed in appropriate classes using previous year TAKS data (i.e. 4 th period Algebra I and Geometry classes provide extended time for "bubble" students)	AR	AA, H, ED	Teachers, Administrators, AAS	TAKS data, teacher input	Prior to the beginning of school year
	2	Provide portfolios for students to individually track progress.		All	Students, Teachers	Portfolio's, SFA & test data,	Set up at the beginning of the year, then continuously update
	3	TAKS Talks		All	Teachers, AAS, Administrators	TAKS scores, Goal sheets	Fall, then follow up at beginning of Spring semester

	4	TAKS tutorials		Identified Students	Teachers, AAS, DI	TAKS data, SFA results	Prior to TAKS testing/retesting
	5	Subject specific mentors		Identified students	AAS, Student Advocates, Teachers	TAKS Data, Relationships with students	Throughout the year
Teachers	1	Schedule math coaches to work with teams to ensure student success by spiraling concepts missed back into the curriculum	SD	Algebra, Geometry	Math Coaches, Team Leaders		Continuously
	2	Train all teachers in explore learning	SD	Math teachers	Math Coordinator		Beginning of the year
	3	Frequent and productive team meetings (Algebra I team should meet daily)	SD	Teams	Team Leaders, Department Chairs, DI	TEKS, TAKS data, SFA Results, grade distributions	At least three times a week

***Please see “All Courses Section” for more interventions.**

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 in chart or greater) of students demonstrating proficiency on TAKS Reading/English Language Arts.

Campus Objective: #

	9	10	11
SE	+27	+10	+17
LEP	+23	+25	+36
M2	+15	-----	-----

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 Provide research proven strategies to improve writing skills	AR	AA, H, ED	Teachers	Six Traits of Writing, TEKS. Lesson Plans, Examples of high quality work, NAC, Classes for ELL students	Continuously
	2 TAKS tutorials for identified students.	AR	Identified Students	Teachers, AAS	Tutoring opportunities	Prior to TAKS testing/retesting
	3 Teachers will use a variety of teaching strategies to meet the needs of all types of learners	AR	All	Teachers	READ 180, CRISS,	Ongoing

						Baker's Dozen	
Teachers	1	Train teachers to use targeted strategies to ensure student success	SD	AA, H, ED	Curriculum Coordinator, Helping Teachers, DC, TL	Staff Development	Beginning of year and as needed throughout the year
	2	Use provided student data to plan and implement lessons to meet student needs.		AR	Teachers	DC, TL, Curriculum Coordinator, DI	Throughout the year
	3	Provide teachers with TAKS data to ensure proper placement of students.			AAS, Counselors, DI, Principal	TAKS Data	Prior to beginning of the year
	4	English, Math, Science and Social Studies Departments will create and implement a TAKS plan for all students		All	Principal, DI, Administrators	TAKS Plans, Lesson Plans, Meetings with teams/department	Continuously

***Please see "All Courses Section" for more interventions.**

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: *By May, 2008, we will increase the percentage (by amounts noted in chart or greater) of students demonstrating proficiency on TAKS Social Studies.*

	9	10	11
SE	-----	+6	-----
LEP	----	+22	+11
M1	-----	+6	-----

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	Offer students tutorials as needed	AR	Failing students	Teachers	Course Syllabus, Grades, TAKS Scores	As needed throughout the year
	2	Mandatory tutorials for any students failing or in need of retesting.					
	3						
	4						
	5						
Teachers	1	Spiral World Geography skills through out the other courses to prepare students for grade level TAKS.		All	Teachers, TL, DC, Curriculum Coordinators	Lesson Plans, Syllabus	Continuously

***Please see "All Courses Section" for more interventions.**

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:		All courses
Campus Objective:	#	<i>By May 2008, we will increase overall completion rate by 5%.</i>
Formative/Summative Evaluation:		Grade Distributions at end of six weeks and semester. Course passing rates and course attendance.

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide activities to encourage students to be actively engaged in classroom activities and demonstrate PRIDE		All	Teachers, Administrators	PBIS Matrix	
	2	Ensure that all students have mastered objectives for each course.	AR	All	Teachers, Teams, Departments, Administrators	SFA data, Semester Grades,	Throughout the semester and at the end of the semester
	3	Use SFA data to predict and plan for student success of TAKS, by spiraling in concepts students have not mastered	AR	AA, H, SE, LEP	Teachers, TL, DI, AAS, Administrators	SFA Data Collected	After each testing window
	4	Required tutoring for students to take a retest.		All	Teachers	Available tutoring	As needed
Teachers	1	Use technology to enrich instruction	SD	Teachers	Department Chairs, Team Leaders, Administrators	Technology Liaison, smart boards, united streaming, COW (computers on wheels), LoTI, Videophones, Airliners, Computers and software	Continuous

	2	Variety of teaching strategies to enhance student learning		Teachers	Teachers, Administrators	Reading for detail, Summarizing & Note taking, Marzano's strategies, Interpreting, DBQ (data-based questions), high order thinking skills, chunking	
	3	Proper and effective modifications in the classroom	AR	Students needing assistance	Special Education Administrator, Teachers, DI	504's, Modifications, Tutoring, Information from parent	Continuous
	4	Effective lesson plans, 100% attendance at team/department meetings, timely feedback to students on their progress in your class		Teachers	TL, DC, DI, Administrators	PIV, grade books, lesson plans, meeting agendas	Continuous
	5	High expectations for all students	AR	Students	All Staff	Rules and Requirements for each classroom	Continuous
Parents	1	Provide parents access to student progress using the PIV	PI	AA, H, ED	Parents	PIV, newsletter, grades	End of each grading period
Administrators	1	Monitor lesson plans for teaching of critical TEKS			DI, Assistant Principals	Lesson Plans posted on server	Each six weeks
	2	Monitor team success plans, lesson plans and team meeting minutes			Administrators, Team Leaders, Department Chairs	Team Success Plans	Continuously

Areas to Improve

District Priority:

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

Area of Focus:

Completion rate

By May 2008, we will increase overall completion rate by 5% (by increases noted in the chart).

Campus Objective: #

AA	+ .7
W	+1.6
ED	+1.2
LEP	+16.2 *

**not part of AEIS Report.*

Formative/Summative Evaluation:

Locally Developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Phone calls to students missing school		Identified Students	Attendance Officer, Teachers, Administrators, DI, AAS, Counselors	Attendance Records, Letters, Information from teachers	Each six weeks (as needed)
	2 TAKS Tutorials	AR	Students not passing TAKS	DI, AAS, Counselors, Teachers	Plato, Tutorials, Saturday TAKS Tutorials	Prior to retesting
Teachers	1 Build positive relationships	SD	All	All staff	BBR, PBIS, Differentiated Instruction	Continuous
	2 Provide teachers with pertinent student information			AAS, DI, APs	Attendance, TAKS Scores, Modifications	Beginning of year, as needed
Parents	1 Notified of student progress	AR	Identified Students	Administrators, Teachers, Support Staff	School Records	Every three weeks

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

**Cypress Ridge High School
Claudio Garcia
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Cypress Ridge High School 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 Cypress Ridge High School 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 dropout prevention and reduction. (middle school and high school)
 - (g) included strategies for improving student attendance.
 - (h) included strategies for improving the campus's completion rate. (high school)
 - (i) provided for a program to encourage parental and community involvement at the campus.
 - (j) included goals and methods for violence prevention and intervention on campus.
 - (k) 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.
- (4) Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach for Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

CIP PART III: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Mariann Barra	Teacher 1
Mark Kieth	Teacher 2
Pat Knock	Teacher 3
Tiffany McElmeel	Teacher 4
Brian Moreno	Teacher 5
Soul Singh	Teacher 6
Laurie Spence	Teacher 7
Teresa Baranowski	Non-teaching professional 1
Richard Dixon	Non-teaching professional 2
Claudio Garcia	Non-teaching professional 3
Stephanie Meshell	Non-teaching professional 4
Barbara Votaw	Non-teaching professional 5
Greg Zureich	Non-teaching professional 6—ISC Representative
Patricia Dilliard	Parent 1
Martha Froebel	Parent 2
Carolyn Spillane	Community resident 1
Tim Maywald	Community resident 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 12, 2007	2:45-5:15	Principal's Conference Room
2	October 11, 2007	3:15-5:15	Principal's Conference Room
3	November 29, 2007	3:15-5:15	Principal's Conference Room
4	February 20, 2008	3:15-5:15	Principal's Conference Room
5	May 22, 2008	3:15-5:15	Principal's Conference Room

* 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.

CIP PART III: ASSURANCE ADDENDUM
Other Legal Requirements

☒ (3)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be reduced by 10% from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	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.
Strategy	Implement and monitor the school wide safety and security plan.

☒ (4)

Violence Prevention Goal	
For 2007 – 2008, the discipline referrals for offenses will be reduced by 10% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for 2007-2008 .
Strategy	Implement and monitor the school-wide safety and security plan.

☒ (5)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above 70% .	
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

☒ (6)

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.

☒ (7)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be 5% or less with no student group exceeding 2% .	
Formative	Each grading period, the documentation will be reviewed for students who have checked out of school.
Summative	The 2007 – 2008 drop-out data will be reviewed.
Strategy	Monitor school leavers bi-weekly, contact parents, and implement intervention plans.

☒ (8)

High School AEIS Goal – Ninth Graders	
The percent of 2007 – 2008 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95% .	
Formative	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.
Summative	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.
Strategy	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.

CIP PART III: ASSURANCE ADDENDUM

☒(9)

Recommended High School Program	
For 2007 – 2008, the percent of graduates who graduate with RHSP will be at or above 97% .	
Formative	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.
Summative	At the end of the school year, calculate the percent of students who graduated with the RHSP.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☒(10)

High School AEIS Goal – Advanced Courses	
For 2007 – 2008, the percent of students who have completed at least one advanced course will be at or above 35% .	
Formative	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
Summative	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.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☒(11)

High School AEIS Goal – Advanced Placement Exams	
For 2007 – 2008, the percent of students who take an AP exam will be at or above 10% of students taking AP courses.	
Formative	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.
Summative	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.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

CIP PART III: ASSURANCE ADDENDUM

☒(12)	High School AEIS Goal – SAT/ACT Exams
For 2007 – 2008, the percent of graduates who take SAT/ACT exams will be at or above 35% .	
Formative	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
Summative	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.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

☒(13)	High School CTE Goal
For 2007 – 2008, the percent of LEP CTE students passing TAKS will be at or above 80% .	
Formative	After each SFA, the staff will review the results to determine progress in meeting established performance level.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	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 III: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

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 infosrvweb 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 III: ASSURANCE ADDENDUM

Cypress-Ridge HS 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	