

2007-2008
Campus Improvement Plan
for
Hamilton Middle School

Cypress-Fairbanks Independent School District

PART I : DATA SUPPLEMENT

DISTRICT NAME: CYPRESS-FAIRBANKS
 CAMPUS NAME: HAMILTON MIDDLE SCHOOL Campus Rating: Recognized
 CAMPUS NUMBER: 101907049 Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.
 Academically Acceptable standards are shown in parentheses.
 Grade 8 science results are not included because they are not used in the 2007 accountability system.

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	1,196	1,216	98%	100%	1,238	1,266	98%		0		
X African Amer	52	57	91%	5%	47	53	89%		2		
X Hispanic	103	105	98%	9%	105	108	97%		1		
X White	971	982	99%	81%	1,033	1,051	98%		1		
X Econ Disadv	89	93	96%	8%	86	94	91%		5		
Writing (65%)											
X All Students	369	370	100%	100%	400	402	100%		0		
African Amer	18	19	95%	5%	14	14	100%		-5		
Hispanic	31	31	100%	8%	36	36	100%		0		
X White	305	305	100%	82%	335	337	99%		1		
Econ Disadv	28	29	97%	8%	30	31	97%		0		
Social Studies (65%)											
X All Students	417	419	100%	100%	442	444	100%		0		
African Amer	14	16	88%	4%	18	19	95%		-7		
Hispanic	39	39	100%	9%	37	38	97%		3		
X White	344	344	100%	82%	365	365	100%		0		
Econ Disadv	28	30	93%	7%	23	23	100%		-7		
Mathematics (45%)											
X All Students	1,150	1,216	95%	100%	1,189	1,243	96%		-1		
X African Amer	45	56	80%	5%	40	49	82%		-2		
X Hispanic	95	106	90%	9%	99	106	93%		-3		
X White	939	981	96%	81%	997	1,034	96%		0		
X Econ Disadv	74	91	81%	7%	76	87	87%		-6		
Science (40%)											
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	-		-		

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	106	110	96%	100%	124	125	99%		-3		

EXCEPTIONS TABLE

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

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Analysis groups used to determine ratings are marked with an 'X'.
 Academically Acceptable standards are shown in parentheses.
 Grade 8 science results are not included because they are not used in the 2007 accountability system.

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

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

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

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

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

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	1	1,003	0.1%	100%
African Amer	1	57	1.8%	6%
Hispanic	0	92	0.0%	9%
White	0	804	0.0%	80%
Econ Disadv	1	89	1.1%	9%

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	HAMILTON MIDDLE	6	All	415	407	98	100	99	323	78	405	396	98	246	61
Reading/ELA	HAMILTON MIDDLE	6	AA	23	21	91	100	94	14	61	19	17	89	12	63
Reading/ELA	HAMILTON MIDDLE	6	Hispanic	36	36	100	100	100	23	64	36	36	100	16	44
Reading/ELA	HAMILTON MIDDLE	6	White	319	315	99	100	99	257	81	334	327	98	212	63
Reading/ELA	HAMILTON MIDDLE	6	Eco.Dis.	33	31	94	100	96	17	52	41	39	95	18	44
Reading/ELA	HAMILTON MIDDLE	6	Spec.Ed.	13	11	85	90	90	4	31	22	17	77	5	23
Reading/ELA	HAMILTON MIDDLE	6	LEP	2	---	---	---	---	---	---	2	1	50	0	0
Reading/ELA	HAMILTON MIDDLE	6	LEP M1	11	10	91	100	94	2	18	5	5	100	1	20
Reading/ELA	HAMILTON MIDDLE	6	LEP M2	4	---	---	---	---	---	---	8	8	100	3	38
Reading/ELA	HAMILTON MIDDLE	7	All	394	387	98	100	99	189	48	435	421	97	165	38
Reading/ELA	HAMILTON MIDDLE	7	AA	19	18	95	100	97	6	32	19	14	74	5	26
Reading/ELA	HAMILTON MIDDLE	7	Hispanic	33	31	94	100	96	10	30	40	39	98	9	23
Reading/ELA	HAMILTON MIDDLE	7	White	326	322	99	100	99	165	51	359	351	98	144	40
Reading/ELA	HAMILTON MIDDLE	7	Eco.Dis.	30	30	100	100	100	8	27	37	30	81	7	19
Reading/ELA	HAMILTON MIDDLE	7	Spec.Ed.	22	21	95	100	97	2	9	41	35	85	5	12
Reading/ELA	HAMILTON MIDDLE	7	LEP	3	---	---	---	---	---	---	1	1	100	0	0
Reading/ELA	HAMILTON MIDDLE	7	LEP M1	2	---	---	---	---	---	---	0	0	0	0	0
Reading/ELA	HAMILTON MIDDLE	7	LEP M2	3	---	---	---	---	---	---	0	0	0	0	0
Reading/ELA	HAMILTON MIDDLE	8	All	441	434	98	100	99	281	64	477	466	98	318	67
Reading/ELA	HAMILTON MIDDLE	8	AA	20	18	90	100	93	11	55	25	22	88	12	48
Reading/ELA	HAMILTON MIDDLE	8	Hispanic	43	42	98	100	99	26	60	40	37	93	19	48
Reading/ELA	HAMILTON MIDDLE	8	White	357	353	99	100	99	228	64	386	382	99	270	70
Reading/ELA	HAMILTON MIDDLE	8	Eco.Dis.	39	37	95	100	97	17	44	32	29	91	9	28
Reading/ELA	HAMILTON MIDDLE	8	Spec.Ed.	35	32	91	100	94	11	31	30	29	97	9	30
Reading/ELA	HAMILTON MIDDLE	8	LEP	1	---	---	---	---	---	---	3	2	67	1	33
Reading/ELA	HAMILTON MIDDLE	8	LEP M1	1	---	---	---	---	---	---	1	1	100	0	0
Reading/ELA	HAMILTON MIDDLE	8	LEP M2								1	1	100	0	0

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	HAMILTON MIDDLE	6	All	416	395	95	100	97	254	61	408	393	96	213	52
Math	HAMILTON MIDDLE	6	AA	23	19	83	90	90	7	30	19	17	89	7	37
Math	HAMILTON MIDDLE	6	Hispanic	37	32	86	90	91	15	41	36	34	94	12	33
Math	HAMILTON MIDDLE	6	White	319	308	97	100	98	201	63	336	325	97	181	54
Math	HAMILTON MIDDLE	6	Eco.Dis.	33	25	76	90	90	13	39	41	37	90	11	27
Math	HAMILTON MIDDLE	6	Spec.Ed.	15	14	93	100	95	5	33	25	24	96	6	24
Math	HAMILTON MIDDLE	6	LEP	2	---	---	---	---	---	---	2	2	100	1	50
Math	HAMILTON MIDDLE	6	LEP M1	11	8	73	90	90	3	27	5	5	100	3	60
Math	HAMILTON MIDDLE	6	LEP M2	4	---	---	---	---	---	---	8	6	75	2	25
Math	HAMILTON MIDDLE	7	All	397	369	93	100	95	147	37	423	403	95	149	35
Math	HAMILTON MIDDLE	7	AA	19	16	84	90	90	4	21	17	12	71	1	6
Math	HAMILTON MIDDLE	7	Hispanic	33	27	82	90	90	8	24	39	36	92	11	28
Math	HAMILTON MIDDLE	7	White	328	309	94	100	96	125	38	350	338	97	130	37
Math	HAMILTON MIDDLE	7	Eco.Dis.	30	26	87	90	91	6	20	34	25	74	4	12
Math	HAMILTON MIDDLE	7	Spec.Ed.	25	19	76	90	90	2	8	31	24	77	6	19
Math	HAMILTON MIDDLE	7	LEP	3	---	---	---	---	---	---	1	1	100	0	0
Math	HAMILTON MIDDLE	7	LEP M1	2	---	---	---	---	---	---	0	0	0	0	0
Math	HAMILTON MIDDLE	7	LEP M2	3	---	---	---	---	---	---	0	0	0	0	0
Math	HAMILTON MIDDLE	8	All	436	413	95	100	97	160	37	464	428	92	190	41
Math	HAMILTON MIDDLE	8	AA	19	13	68	90	90	2	11	23	15	65	7	30
Math	HAMILTON MIDDLE	8	Hispanic	43	40	93	100	95	11	26	40	33	83	11	28
Math	HAMILTON MIDDLE	8	White	353	340	96	100	97	136	39	376	357	95	156	41
Math	HAMILTON MIDDLE	8	Eco.Dis.	37	30	81	90	90	9	24	29	19	66	7	24
Math	HAMILTON MIDDLE	8	Spec.Ed.	30	22	73	90	90	1	3	16	13	81	1	6
Math	HAMILTON MIDDLE	8	LEP	1	---	---	---	---	---	---	3	1	33	1	33
Math	HAMILTON MIDDLE	8	LEP M1	1	---	---	---	---	---	---	1	1	100	0	0
Math	HAMILTON MIDDLE	8	LEP M2								1	1	100	0	0

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	HAMILTON MIDDLE	6	All												
Social Studies	HAMILTON MIDDLE	6	AA												
Social Studies	HAMILTON MIDDLE	6	Hispanic												
Social Studies	HAMILTON MIDDLE	6	White												
Social Studies	HAMILTON MIDDLE	6	Eco.Dis.												
Social Studies	HAMILTON MIDDLE	6	Spec.Ed.												
Social Studies	HAMILTON MIDDLE	6	LEP												
Social Studies	HAMILTON MIDDLE	6	LEP M1												
Social Studies	HAMILTON MIDDLE	6	LEP M2												
Social Studies	HAMILTON MIDDLE	7	All												
Social Studies	HAMILTON MIDDLE	7	AA												
Social Studies	HAMILTON MIDDLE	7	Hispanic												
Social Studies	HAMILTON MIDDLE	7	White												
Social Studies	HAMILTON MIDDLE	7	Eco.Dis.												
Social Studies	HAMILTON MIDDLE	7	Spec.Ed.												
Social Studies	HAMILTON MIDDLE	7	LEP												
Social Studies	HAMILTON MIDDLE	7	LEP M1												
Social Studies	HAMILTON MIDDLE	7	LEP M2												
Social Studies	HAMILTON MIDDLE	8	All	429	427	100	100	100	353	82	459	456	99	309	67
Social Studies	HAMILTON MIDDLE	8	AA	18	16	89	90	90	10	56	23	21	91	15	65
Social Studies	HAMILTON MIDDLE	8	Hispanic	43	43	100	100	100	31	72	39	38	97	18	46
Social Studies	HAMILTON MIDDLE	8	White	347	347	100	100	100	293	84	372	372	100	258	69
Social Studies	HAMILTON MIDDLE	8	Eco.Dis.	34	32	94	100	96	21	62	27	27	100	11	41
Social Studies	HAMILTON MIDDLE	8	Spec.Ed.	25	24	96	100	97	14	56	19	19	100	9	47
Social Studies	HAMILTON MIDDLE	8	LEP	1	---	---	---	---	---	---	3	2	67	1	33
Social Studies	HAMILTON MIDDLE	8	LEP M1	1	---	---	---	---	---	---	1	1	100	1	100
Social Studies	HAMILTON MIDDLE	8	LEP M2								1	1	100	0	0

CIP PART I: DATA SUPPLEMENT

				2007					2006		
Content	Campus	Grade	Group	Number of Students Tested	Percent Met TAKS Standard 1 SEM Below PR	Percent met TAKS Standard PR	Goal 2008	Needed Growth 07	Number of Students Tested	Percent Met TAKS Standard 1 SEM Below PR	Percent met TAKS Standard PR
Science	HAMILTON MIDDLE	6	All								
Science	HAMILTON MIDDLE	6	AA								
Science	HAMILTON MIDDLE	6	Hispanic								
Science	HAMILTON MIDDLE	6	White								
Science	HAMILTON MIDDLE	6	Eco.Dis.								
Science	HAMILTON MIDDLE	6	Spec.Ed.								
Science	HAMILTON MIDDLE	6	LEP								
Science	HAMILTON MIDDLE	6	LEP M1								
Science	HAMILTON MIDDLE	6	LEP M2								
Science	HAMILTON MIDDLE	7	All								
Science	HAMILTON MIDDLE	7	AA								
Science	HAMILTON MIDDLE	7	Hispanic								
Science	HAMILTON MIDDLE	7	White								
Science	HAMILTON MIDDLE	7	Eco.Dis.								
Science	HAMILTON MIDDLE	7	Spec.Ed.								
Science	HAMILTON MIDDLE	7	LEP								
Science	HAMILTON MIDDLE	7	LEP M1								
Science	HAMILTON MIDDLE	7	LEP M2								
Science	HAMILTON MIDDLE	8	All	430	96	93	95		460	91	85
Science	HAMILTON MIDDLE	8	AA	18	61	50	90	40	23	65	52
Science	HAMILTON MIDDLE	8	Hispanic	43	93	88	90		39	79	77
Science	HAMILTON MIDDLE	8	White	348	99	96	98		372	94	88
Science	HAMILTON MIDDLE	8	Eco.Dis.	35	74	69	90	21	28	82	61
Science	HAMILTON MIDDLE	8	Spec.Ed.	25	88	76	90		19	79	63
Science	HAMILTON MIDDLE	8	LEP	1	---	---	---	---	3	---	---
Science	HAMILTON MIDDLE	8	LEP M1	1	---	---	---	---	1	---	---
Science	HAMILTON MIDDLE	8	LEP M2	0	---	---	---	---	1	---	---

CIP PART I: DATA SUPPLEMENT

Cypress-Fairbanks ISD			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Hamilton MS	AA	97.2	96.4
Hamilton MS	H	96.4	96.5
Hamilton MS	W	97	96.9
Hamilton MS	NATIVE	97.1	98.3
Hamilton MS	ASIAN	98.4	98.2
Hamilton MS	MALE	97.2	97
Hamilton MS	FEMALE	96.8	96.8
Hamilton MS	SPED	95.6	96.5
Hamilton MS	ECD	95.8	95.9
Hamilton MS	LEP	96.6	97.3
Hamilton MS	AT RISK	96.3	96.3
Hamilton MS	GT	97.6	97.4
Hamilton MS	MIGRANT	0	0

Gold Performance Acknowledgment
 Attendance rates
 District >= 96.0%
 Middle School >= 96.0%

PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES

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 will be reduced by **15%** from the previous year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Increase awareness and understanding of the <i>Student Code of Conduct</i> through small group presentations as well as advisory lessons.	VP	All students	Assistant Principals; teachers	<i>Student Code of Conduct</i>	Once per six weeks
	2 Utilize the Motivational Promotions program to inspire, motivate, and challenge young students to make healthy choices and develop strong character.	VP	All students	Administrators; teachers	Motivational Promotions	Once a week
	3 Create advisory lessons to address responsibility, problem solving, peer pressure, and respect.	VP	All students	Administrators; teachers	Tiger Tuesday material	Once per week
Teachers	1 Provide BBR training to emphasize the importance of building relationships in order to create positive experiences for students.	SD	All staff	Principal; Director of Instruction	BBR course	Sept 15 - Feb 19
	2 Conduct Fred Jones video sessions to help teachers reduce disruptions in the classroom, produce responsible student behavior, eliminate backtalk, and avoid power struggles with students.	SD	All staff	Administrators	Fred Jones videos	Fall 2007
Parents	1 Increase parent awareness and understanding of the <i>Student Code of Conduct</i> by providing a copy for each home and maintaining a parent signature on file.	VP, PI	All parents	Assistant Principals; teachers	<i>Student Code of Conduct</i>	First week of school
	2 Keep parents informed of their child's discipline incidents by making parent phone calls, sending home copies of referrals, and conducting parent conferences.	VP, PI	All parents	Assistant Principals; teachers	Discipline referral form	Ongoing

Areas to Improve

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

Area of Focus: **Science**

Campus Objective: # By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS science to the amounts noted

<u>Meeting Standard</u>	<u>Commended Performance</u>
AA – 90% H – 90% ED – 90%	All students – 75%

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 8 th grade students with a Math TAKS score from Spring 2007 of less than a 2100, a 5 th grade science TAKS score of less than 2100, and low SFA scores will attend "Taking on TAKS".	AR CE	Identified students	Principal, DI, AAS, teachers	Coordinator	Spring semester
	2 During TAKS tutoring sessions students will participate in hands-on lab activities to reinforce and re-teach weaker TAKS objectives.	AR	Identified students	Academic Achievement Specialist; Teachers	SFA data	Each 6 weeks
	3 Design and present lessons with a focus on vocabulary that follow research-proven teaching strategies such as the ones described in Marzano's <i>Classroom Instruction that Works</i> to increase student achievement.	AR	All students	Teachers	CFISD vocabulary list; <i>Classroom Instruction that Works</i>	Ongoing
	4 Utilize "Activity Before Content" lessons to help students make connections to real-world applications.	AR	All students	Teachers	Lab materials	Weekly
	5 Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFAs).	AR	All students	Administrators; teachers	SFA data	Every 6 weeks
Teachers	1 Include Quantum Learning discussions and strategies for implementation during department and grade level meetings.	SD CE	Science teachers	Principal; Director of Instruction; Science DC and TLs; teachers	Coordinator	Weekly
	2 Incorporate technology during science instruction to assist students in mastering the TEKS and increase	T, SD	Science teachers	Teachers	Explore Learning; District tech. helping	Ongoing

		the depth of student's understanding of content.				teacher	
	3	Incorporate Enhanced Context Strategies, Collaborative Learning Strategies, and Questioning Strategies during regular classroom lessons.	SD	Science teachers	Science DC; Administrators; teachers		Ongoing
	4	Attend district curriculum content session	SD	Science teachers	Coordinator; Science teachers	Coordinator	Each six weeks
	5	Meet frequently with content team to discuss: teaching strategies, data analysis, methods for teaching critical concepts, and questions, that students need to be able to answer throughout a unit of study.	AR	Science teachers	Administrators; Science DC and TLs; teachers	Test analysis; SFA data; UbD unit overviews	Weekly
Parents	1	Consistently use TeacherWeb websites to keep parents informed of TEKS covered in class and upcoming assignments.	PI	All parents	Teachers	Teacher Web	Daily
	2	Include released test questions in the <i>Tiger Tales</i> newsletter.	PI	All parents	Teachers	<i>Tiger Tales</i>	November and March
	3	Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Parent Internet Viewer.	PI	All parents	Teachers	Pinnacle	Daily

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 of students demonstrating proficiency on TAKS math to the amounts noted

		<u>Meeting Standard</u>				<u>Commended Performance</u>
		AA	H	ED		
Campus Objective: #	6 th	90%	91%	90%		75%
	7 th	90%	90%	91%		75%
	8 th	90%	95%	90%		75%

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	AR	All students	Administrators; teachers	Manipulatives	Daily
	2	AR, CE	All students	Teachers; Administrators	SFA data	Every 3 or 6 weeks
	3	AR	All students	Teachers	CFISD vocabulary list; <i>Classroom Instruction that Works</i>	Ongoing
	4	AR	Identified students	Teacher	District-made tests, SFAs	Weekly
	5	AR	Identified students	Principal; Director of Instruction; AAS	Class rosters, AMS data	Prior to first day of school
Teachers	1	AR	All math teachers	Math DC and TLs; teachers Administrators	Unit overviews in UbD format	Weekly

	2	Attend Quantum Learning training and follow-up sessions.	SD	All math teachers	Teachers	Coordinator	Fall semester
	3	Attend district curriculum share sessions.	SD	Math teachers	Coordinator; teachers	Coordinator	Each six weeks
	4	Incorporate technology during math instruction to assist students in mastering the TEKS and increase the depth of student's understanding of content.	SD, T	All math teachers	Teachers; Administrators	Explore Learning; smart boards; District tech. helping teacher	Daily
Parents	1	Consistently use TeacherWeb websites to keep parents informed of TEKS covered in class and upcoming assignments.	PI	All parents	Teachers	Teacher Web	Daily
	2	Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Parent Internet Viewer.	PI	All parents	Teachers	Pinnacle	Daily
	3	Send individual TAKS data sheet with highlighted strengths and weaknesses and objective explanations home to parents.	PI	All parents	Teachers; AAS	Individual student AMS data sheets	January 2008

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/Language Arts**

By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS to the amounts noted

Campus Objective:	#	<u>Meeting Standard</u>				<u>Commended Performance</u>
		AA	H	ED		
	6 th	94%	100%	96%		75%
	7 th	97%	96%	100%		75%
	8 th	93%	99%	97%		75%

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	AR	All students	Teachers		Daily
	2	AR, CE T	Identified students	READ 180 teachers	READ 180 program	Ongoing
	3	AR	Identified students	Administrators; teachers; AAS	Reading workshop curriculum	Ongoing
	4	AR	All students	Teachers	CFISD vocabulary list; <i>Classroom Instruction that Works</i>	Ongoing
	5	AR	All students	Administrators; teachers	SFA data	Every 6 weeks
Teachers	1	SD, T	Reading teachers	Reading Coordinator; teachers	Scholastic Reading Inventory	By the end of the 1 st six

							weeks
	2	Attend district curriculum share sessions.	SD	Reading and L.A. teachers	Reading and L.A. coordinator; teachers	Coordinator	Each six weeks
	3	Meet frequently with content team to discuss: teaching strategies, data analysis, methods for teaching critical concepts, and questions that students need to be able to answer throughout a unit of study.		All reading and LA teachers	Reading and LA DC and TLs; teachers Administrators	Unit overviews in UbD format	Weekly
	4	Incorporate technology during Language Arts and Reading instruction to assist students in mastering the TEKS and increase the depth of student's understanding of content.	SD, T	All Reading and L.A. teachers	Teachers and Administrators	Smart boards; District tech. helping teacher	Daily
Parents	1	Consistently use TeacherWeb websites to keep parents informed of TAKS information, TEKS covered in class, and upcoming assignments.	PI	All parents	Teachers	Teacher Web	Daily
	2	Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Parent Internet Viewer.	PI	All parents	Teachers	Pinnacle	Daily
	3	Send individual TAKS data sheet with highlighted strengths and weaknesses and objective explanations home to parents.	PI	All parents	Teachers; AAS	Individual student AMS data sheets	January 2008

Areas to Improve

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

Area of Focus: **Writing**

Campus Objective: # By May 2008, we will increase the percentage of students demonstrating proficiency on TAKS to the amounts noted **Meeting Standard** – All groups 100% **Commended Performance** – 75%

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	Design and present lessons with added emphasis on idea development and effective sentence construction.		All students	Teachers	Image Grammar	Ongoing
	2	Analyze models of previous TAKS writing and revise models for improvement		All students	Teachers	Released TAKS writing images	Ongoing
	3	Conduct individual writing conference with students sharing strengths and areas for improvement.		All students	Administrators; AAS; teachers		Fall 2007
	4	During editing and revision stages of the writing process, place more emphasis on use of conventions.		All students	Teachers		Ongoing
	5	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFAs).	AR	All students	Administrators; teachers	SFA data	Every 6 weeks
Teachers	1	Attend Six Traits of Writing, Writing Symposium, Writing Institute, TAKS Writing and Rubric training, and/or district curriculum share sessions.	SD	All LA teachers	LA coordinator; Teachers	Coordinator	Fall 2007
	2	Attend dyslexia trainings and ESL trainings to better meet the needs of these populations	SD	All LA teachers	LA, Reading and ESL coordinators; Teacher	Coordinators	Fall 2007
	3	Meet frequently with content team to discuss: teaching strategies, data analysis, methods for teaching critical concepts, and questions that students need to be able to answer throughout a unit of study.		All LA teachers	LA DC and TLs; Administrators; teachers	Unit overviews in UbD format	Weekly
	4	Incorporate technology during Language Arts instruction to assist students in mastering the TEKS and increase the depth of student's understanding of content.	SD, T	All LA teachers	Teachers and Administrators	Smart boards; District tech. helping teacher	Daily

Parents	1	Consistently use TeacherWeb websites to keep parents informed of TAKS information, TEKS covered in class, and upcoming assignments.	PI	All parents	Teachers	Teacher Web	Daily
	2	Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Parent Internet Viewer.	PI	All parents	Teachers	Pinnacle	Daily
	3	Send individual TAKS data sheet with highlighted strengths and weaknesses and objective explanations home to parents.	PI	All parents	Teachers; AAS	Individual student AMS data sheets	January 2008

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 of students demonstrating proficiency on TAKS to the amounts noted <u>Meeting Standard</u> – All groups 100% <u>Commended Performance</u> – 75%
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		All students	Teachers	<i>History Alive!</i>	Ongoing
	2	AR	All students	Teachers	CFISD vocabulary list; <i>Classroom Instruction that Works</i>	Ongoing
	3	AR	All students	Administrators; teachers	SFA data	Every 6 weeks
	4	AR	Identified students	Teacher; AAS	SFA data	Spring 2008
	5		All students	Teachers		Ongoing
Teachers	1	SD, T	Social studies teachers	Teachers and Administrators	Smart boards; District tech. helping teacher	Daily
	2	SD	Social studies teachers	Social Studies teachers	Coordinator	Ongoing
	3	SD	All social studies	Social Studies DC and TLs;	Unit overviews in UbD format	Weekly

		concepts, and questions that students need to be able to answer throughout a unit of study.		teachers	teachers; Administrators		
Parents	1	Consistently use TeacherWeb websites to keep parents informed of TAKS information, TEKS covered in class, and upcoming assignments.	PI	All parents	Teachers	Teacher Web	Daily
	2	Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Parent Internet Viewer.	PI	All parents	Teachers	Pinnacle	Daily

*** 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

**Hamilton Middle School
Ify Ogwumike
2007 – 2008
Campus Improvement Plan
Cypress-Fairbanks Independent School District**

Section A

- (1) Hamilton Middle 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 Hamilton Middle 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
Claire Wilson	Teacher
Kasaundra Alexander	Teacher
Amy Collier	Teacher
Eli Rodriguez	Teacher
Jan McCorquodale	Teacher
Suzanne Wright	Teacher
Donna O'Neill	Teacher
Jennifer Casey	Teacher
Jenny Browning	Non-teaching professional
Ify Ogwumike	Non-teaching professional
Maria Mamaux	Non-teaching professional
Susan Julian	Non-teaching professional
Alan Durham	Non-teaching professional
Mike Bilsten	Non-teaching professional
Kelli Zeutschel	Non-teaching professional
Stacey Butschun	Non-teaching professional
David Hughes	Non-teaching professional
Rhonda Walker	Parent
Rachel Amuny	Parent
Laura denBoer	Community resident
Sharon Tatum	Community resident
Dick Habada	Business representative
Miriam Crosby	Business representative
Roy Garcia	District representative

CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 12, 2007	3:30 pm	Library
2	October 17, 2007	3:30 pm	Library
3	October 31, 2007	9:30 am	Library (Public Hearing)
4	January 23, 2008	3:30 pm	Library
5	June 4, 2008	3:30 pm	Library

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

CIP PART III: ASSURANCE ADDENDUM

Section C

☒ (1)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for drugs, alcohol, and tobacco will be 0% .	
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.

☒ (2)

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

☒ (3)

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

CIP PART III: ASSURANCE ADDENDUM

☒(4)

Secondary Drop – out Prevention Goal	
For 2007 – 2008, the dropout rate will be 0% .	
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.

☒(5)

Attendance Goal	
For 2007 – 2008, the ADA for student attendance will be at or above 97%.	
Formative	Monthly attendance rates will be reviewed for students with more than three unexcused absences.
Summative	The end of year ADA will be reviewed to determine if the annual attendance was met.
Strategy	Send letters to parents of students with three or more unexcused absences per month and initiate discipline referrals for students with more than five unexcused absences in a month.

CIP PART III: ASSURANCE ADDENDUM

Hamilton Middle School Cypress-Fairbanks Independent School District Staff Development Plan 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	Vision for 2007-2008
3-Aug	GLT/AMS	Secondary - P.M.	Campus Improvement Plans
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	Note-taking & summarization
16-Aug	New Staff Orientation	District Staff	District Orientation
17-Aug	New Staff Orientation	District Staff	Curriculum Orientation
20-Aug	All Staff	Campus	Share goals & vision for the year
21-Aug	All Staff	Campus	Review of Data
22-Aug	All Staff	Campus	Campus Procedures
23-Aug	Secondary	District Staff	Curriculum Planning
24-Aug	All Staff	Campus	Content/Individual Planning
8-Oct	Secondary Staff	District Staff	Parent Conferences
3-Jan	Secondary Staff	Campus	Time Equivalency
4-Jan	All Staff	Campus	Review of Data
18-Feb	All Staff	Campus	Time Equivalency
30-May	All Staff	Campus	Celebrating Excellence