

2008-2009
Campus Improvement Plan
for
Hamilton Elementary



Cypress-Fairbanks Independent School District

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Student Safety

District Priority:

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

Campus Objective:

For 2008 – 2009, discipline referrals and bus reports will be reduced by 10% from the previous year.

Formative Evaluation:

District-developed Reports

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Students will earn Lion's Pride slips for appropriate behavior and have the opportunity to eat on the stage.	VP	Students	All staff	Notepads	Ongoing
	2	Students will learn appropriate bus safety and bus evacuation methods.	VP	Students	Principal, APs, Teachers,	Video	September
	3	All students will be greeted as they enter the building and classrooms.	VP	Students	All staff	Smiles	Ongoing
	4	All students academically or emotionally at-risk will be mentored by a staff member throughout the school year.	AR	Students	Counselor, staff	Time	Ongoing
Teachers	1	Staff will utilize Capturing Kids' Hearts methodology when interacting with students. (Discussed and shared at each staff meeting)	VP	Staff	Principal, CKH Committee	CKH information	Ongoing
	2	Weekly BBR skills will be reviewed with students. (Monthly strategies discussed at each staff meeting)	VP	Teachers	Principal, BBR Liaison	BBR Strategies	Ongoing
	3	Staff will incorporate Quantum Learning strategies within the classrooms (Modeled and discussed at each month's staff meeting).	VP	Staff	Principal, QL Committee	QL Strategies	Ongoing
Parents	1	Parents will receive tips and strategies for at-home support with children in school newsletters.	PI	Parents	Counselor	Counseling Tips	Weekly
	2	Parenting workshop will be offered at Hamilton with a partnering from Moore Elementary.	PI	Parents	Counselor	Parenting books	November

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	# For 2008 – 2009, the ADA student attendance will be at or above 98% .
Formative/Summative Evaluation:	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Create school wide competition between grade levels for high attendance rate. The grade with the highest rate at the end of each 6 weeks will get to have a “junior high” lunch. (Eat at any table with any friend)	AR	Students	Principal, APs, Registrar, Teachers	Attendance sheets, charts	Ongoing
	2 Students will receive an award each six weeks for perfect attendance.	AR	Students	Administrative Secretary	Certificates, seals	Ongoing
	3 All K-5 Teachers will implement class reward system for weekly perfect attendance.	AR	Students	Teachers	Token reinforcements	Ongoing
Teachers	1 Eleven staff members will attend and implement Capturing Kids Hearts to create an atmosphere where students will want to come to school.	AR	Staff	CKH Committee	PTO (\$)	Ongoing
	2 Teachers will call parents when a child is absent two or more consecutive days to express concern.	AR	Students	Teachers	Attendance sheets, phones	Ongoing
	3 Staff with perfect attendance for the six weeks will earn a “one hour” coupon. Research shows that good teacher attendance begets good student attendance.	AR	Staff	Principal, Secretary	Staff attendance records	Ongoing
Parents	1 Parents will be notified throughout the year through email, web page, and newsletters what our current attendance rate is and what our goal is.	PI	Parents	Principal	Attendance rates	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	3 Yr Comm. Target	Gr5 09 Target	Gr5 09 Comm. Target
AA	83	85	75	100	80	90	80
All	97	98	95	100	80	97	75
Eco.Dis.	--	--	--	--	--	--	--
Hispanic	100	100	94	100	80	96	80
LEP	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--
Spec.Ed.	100	100	87	100	--	88	--
White	97	98	96	100	80	97	80

District Priority:

1A

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

Campus Objective:

By May, 2009, we will increase the percentage (by amounts noted above or greater) of students demonstrating proficiency to 100% and increase the percentage earning commended performance to 80% on TAKS science.

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 Students will participate in "Imagination Garden" activities, focusing on plants and insects.	AR	Students	Stephanie Baker, Teachers	PTO	Ongoing
	2 Students will goal set with teacher after each benchmark test.	AR	Students	Principal, Science Liaison	Science Vocabulary	Weekly
Teachers	1 Data will be posted, analyzed and acted upon after each benchmark test.	AR	Teachers	Principal	Benchmark Data	Ongoing
	2 Teachers will be trained to have SRC animals in their classrooms throughout the year.		Students	SRC staff, Teachers	Animals	Ongoing
Parents	1 Continue having parent volunteers do Science Enrichment activities in upper grades.	PI	Parents, Students	Teachers, Parents	Science Experiment Materials	Each six weeks
	2 Parents will provide animal demonstrations within classrooms.	PI	Students	Parents	Animals	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 3Yr Comm. Target	Gr3 09 Target	Gr 3 09 Comm Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 3 Yr Comm Target	Gr4 09 Target	Gr4 09 Comm Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 3 Yr Comm Target	Gr5 09 Target	Gr5 09 Comm Target
AA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	83	85	88	90	--	89	--
All	100	100	96	100	80	97	68	98	99	99	100	80	99	74	98	99	97	100	80	98	79
EcoDis	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hisp.	100	100	85	90	80	87	70	100	100	100	100	80	100	70	100	100	94	100	80	96	70
LEP	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
SpecEd	100	100	80	90	--	83	--	88	89	100	100	--	100	--	86	87	94	100	--	96	--
White	100	100	97	100	80	98	80	98	99	99	100	80	99	80	99	99	98	100	85	99	85

District Priority:

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

Campus Objective:

By May, 2009, we will increase the percentage (by amounts noted at right or greater) of students demonstrating proficiency to 100% and increase the percentage earning commended performance to 80% on TAKS math.

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	Students will receive math certificate from the principal upon learning appropriate math facts	AR	Students	Principal, Teachers	Certificates	Ongoing
	2	Students will goal set with teacher after each benchmark test.	AR	Students	Teachers	Data	Ongoing
Teachers	1	Data will be posted, analyzed and acted upon after each benchmark test.	AR	Teachers	Principal	Benchmark Data	Ongoing
	2	Teacher will instruct with manipulatives and hands-on techniques, as reviewed at campus trainings.	SD	Teachers	Math Liaison, Teachers, IS	Time	Ongoing
	3	Educaide will be used to individualize instruction.	SD	Teachers	Teachers	Computers, program	Ongoing
Parents	1	Volunteers will be utilized to assist with math fact memorization.	PI	Parents	Principal	Sample math questions	Weekly

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Reading

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 3 Yr. Comm. Target	Gr3 09 Target	Gr3 3 09 Comm. Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 3Yr Comm. Target	Gr4 09 Target	Gr4 09 Comm. Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 3 Yr. Comm. Target	Gr5 09 Target	Gr5 09 Comm. Target
AA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100	100	100	100	--	100	--
All	99	99	99	100	80	99	75	95	97	98	100	80	99	60	99	99	98	100	80	99	70
EcoDis	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hisp.	100	100	100	100	80	100	73	85	87	100	100	80	100	60	100	100	94	100	80	96	50
LEP	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEPM1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEPM2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
SpecEd	100	100	100	100	--	100	--	88	89	89	90	--	89	--	100	100	100	100	80	100	--
White	99	99	99	100	80	99	76	97	98	97	100	80	98	65	99	99	98	100	80	99	73

District Priority:

1A

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

Campus Objective:

By May, 2009, we will increase the percentage (by amounts noted at right or greater) of students demonstrating proficiency to 100% and increase the percentage earning commended performance to 80% on TAKS reading

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Media Specialist will model mini-lessons within the classroom and provide Book Talks to motivate students to read.	AR	Students	Principal, LA Liaison	LA Vocabulary	Ongoing
	2	Students will participate in library's reading incentive program.	AR	Students	Media Specialist	Books	Ongoing
Teachers	1	Data will be posted, analyzed and acted upon after each benchmark test.	AR	Teachers	Principal	Benchmark Data	Ongoing
	2	All teachers will incorporate Balanced Literacy schedule and components.	SD	Students	Principal, APs, Lit. Coach	Training, Lit. Library	Ongoing
	3	Literacy Coach, IS, or AP will attend and facilitate team planning.	SD	Teachers	APs, IS, Lit. Coach	Time, Prof. books	
Parents	1	Volunteers trained in assisting with fluency will work with students in primary grades.	PI	Students	IS, Volunteers	Books	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 3 Yr Comm. Target	Gr4 09 Target	Gr4 09 Comm. Target
AA	--	--	--	--	--	--	--
All	96	97	98	100	80	99	75
Eco.Dis.	--	--	--	--	--	--	--
Hispanic	86	87	92	100	80	95	60
LEP	--	--	--	--	--	--	--
LEP M1	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	--	--
Spec.Ed.	73	79	100	100	--	100	--
White	97	98	99	100	80	99	76

District Priority:

1A

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

Campus Objective:

By May, 2009, we will increase the percentage (by amounts noted at right or greater) of students demonstrating proficiency to 100% and increase the percentage earning commended performance to 80% on TAKS writing

Formative/Summative Evaluation:

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Karen Lowery, Storyteller, will model vocabulary and assist with writing instruction for 3 rd and 4 th grades.	AR	Students	Teachers	PTO (\$)	Ongoing
	2 Third graders will host Mother's Day Tea to showcase writing.	PI	Students	Teachers	Writing Samples	May
	3 Second graders will host Grandparents Day to share writing.	PI	Students	Teachers	Writing Samples	November
	4 Fourth grade students will analyze and critique sample TAKS writing passages to gain solid understanding of 4's.	AR	Students	Teachers	Writing Samples	Ongoing
Teachers	1 Data will be posted, analyzed and acted upon after each benchmark test.	AR	Teachers	Principal	Benchmark Data	Ongoing
	3 The writing committee will analyze writing samples for vertical alignment.	SD	Teachers	Writing Committee	Writing Samples	Ongoing
Parents	1 TAKS Writing Parent Night will be held to inform parents about expectations, scoring, and strategies to help.	PI	Parents	Principal, AP, IS, Teachers	Writing Samples	October

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

*** 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.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Hamilton Elementary School
Catherine Bauer
2008 – 2009
Campus Improvement Plan
Cypress-Fairbanks Independent School District

Section A

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

X	Hamilton Elementary 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])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Catherine Bauer	Principal
Chris Schoech	Teacher 1
Kathy Schwegmann	Teacher 2
Debbie Aramburu	Teacher 3
Mandi Jones	Teacher 4
Betty Collette	Teacher 5
Jamie Smith	Teacher 6
Susan Ward	Teacher 7
Winx Whitney	Teacher 8
Kelly Gerletti, Elizabeth Miller	Non-teaching professional 1, 2
Becky Knight	Non-teaching professional 3
Lee Parrott, Tammy Toval	Parent 1, 2:
Kathie Sullivan	Parent 2:
Shannon Stellatto	Community resident 1:
Michelle Chauviere	Community resident 3:
Carl Mixon	Business representative 1:
Angie Weiss	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	September 9, 2008	7:45 a.m.	Principal's Office
2	October 7, 2008	4:00 p.m.	Library
3	November 24, 2008	6:30 p.m.*	Cafeteria – 3 rd Grade Play; AEIS information will be shared*
4	March 24, 2009	4:00 p.m.	Library
5	May 13, 2009	4:00 p.m.	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.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Section C

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

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for Hamilton Elementary .	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

					students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Section D

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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

CIP PART II: ASSURANCE ADDENDUM

Hamilton Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	State of the District Address
5-Aug (P.M.)	GLT/AMS	Elementary	Campus Data
5-Aug (A.M.)	Safety Conference	District Administrative Staff	Emergency Operations Procedures Manual
14-Aug-15	New Staff Orientation	District Staff	District Policies and Procedures
18-Aug	All Staff	Campus	Team Building, Campus Policies
19-Aug	All Staff	Campus	Grade Level Meetings, Counseling Programs, Liaison/Dept Meetings
20-Aug	Elementary	District Staff	
21-Aug	All Staff	Campus	Special Education Training, Kindergarten Meet the Teacher, Technology
22-Aug	All Staff	Campus	Grades 1-5 Meet the Teacher, Employees as Parents, Team Planning and Preparation
13-Oct	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	Curriculum Departments
16-Feb	All Staff	Campus	Technology, Attendance, Gradebook, Data Analysis
13-April	All Staff	Campus	Team Building, Groupwise, Capturing Kids Hearts
4-June	All Staff	Campus	End of Year Close Out

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.