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2008-2009

Campus Improvement Plan

for

Hamilton Middle School

Cypress-Fairbanks Independent School District

Campus Improvement Plan for 2008-2009

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:

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For 2008 – 2009, discipline referrals, DMC placements and SAH placements 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 utilizing PBIS (Positive Behavioral Interventions and Support)	VP	All students	Assistant Principals; teachers	<i>Student Code of Conduct</i>	First two weeks of school
	2	Students will participate in various safety drills as outlined in the Emergency Operations Plan (EOP) (bus evacuation, crisis drills, fire drills, and random metal detector checks).	SD VP	All students	Principal; Assistant Principals; DI; Crisis Committee; Teachers/Staff	Emergency Operation Plan	Ongoing
	3	Students will engage in Code of Conduct meetings to become acquainted with expectations, policies, and procedures.	VP	All students	Assistant Principals; Teachers	<i>Student Code of Conduct</i>	First two weeks of school
	4	Students will hear a presentation by guest speaker, Walter Kase-Holocaust survivor-and his message of celebrating diversity.	VP	Eighth grade students	Administrators; Eighth Grade Teachers	Guest Speaker request	May 2009
	5	Students will participate in activities during Red Ribbon Week that encourage a drug-free lifestyle.	VP	All students	Principal; DI; Prevention Advocate; Assistant Principals; Counselors; Nurse; Teachers, Student Council Sponsor	Thematic Materials	October 2008

	6	Increase campus safety and security using existing security cameras and installing two additional cameras in the electives and portable classroom areas of the campus.	VP	All students	Principal; Assistant Principals		Ongoing
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	Provide training on the PBIS program in order to create and maintain a safe and disciplined environment.	SD	All staff	Administrators; PBIS Leadership Team	PBIS Program	Aug 18-20
	3	Monitor and adjust school-wide systems based on discipline data.	VP	All staff	PBIS Leadership Team	Infoserv Data	Monthly
	4	Utilize PBIS (Positive Behavior Intervention and Support) and BBR (Building Better Relationships) strategies to decrease the number of discipline referrals.	VP AR	All staff	All Staff	PBIS program; BBR liaison	Ongoing
	5	Hamilton staff members will receive training on the Emergency Operations Plan, Child Abuse, and Suicide Prevention.	SD VP	All staff	Principal; Assistant Principals; Counselors	Emergency Operations Plan, Incident Action Plan, Department meeting agenda	Initial training Aug-Sept; Updates: fall and spring semesters
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
	3	Conduct bi-monthly Tiger Talk sessions to address parent concerns and share important information on school safety.	VP	All parents	Assistant Principals		Bi-monthly

Area of Focus: Positive Behavioral Interventions and Support

District Priority:		The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.
Campus Objective:	#	By May of 2009, 100% of the Hamilton Middle School staff will model respect, excellence, accountability and leadership preparedness to all Hamilton stakeholders.
Formative Evaluation:		Building discipline record, building academic record, passing rates, etc.

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Direct teaching of the Hamilton REAL (Respect, Excellence, Accountability and Leadership) in all settings as described in the Hamilton PBIS matrix during advisory and as needed in classes.	AR CE TI	All	Principal; DI; Teachers; PBIS Leadership Team	PBIS	Daily as scheduled
	2	Provide and monitor opportunities for students to practice the HMS REAL such as assemblies, Advisory, hallways, classrooms and library, etc.	AR CE TI	All	Principal; DI; Teachers; PBIS Leadership Team	PBIS	As scheduled
	3	Monitoring of all students and praise of the students with rewards (compliment/handshake/tickets/Tiger Tokens/celebrations/etc.) for those portraying the REAL, and mini-lessons for those needing redirection.	AR CE TI	All	A-team; Teachers	PBIS Committee	Daily
Teachers	1	Hamilton's time equivalency will focus on learning strategies to meet the needs of African American and economically disadvantaged learners and the building of relationships with these populations.	SD TI	All	Principal; DI	Ruby Payne Rita Pierson	January 19
	2	During faculty meetings we will offer opportunities to discuss the praises and questions of working with all stakeholders	SD	All	Principal; DI	Principal; DI	Monthly
	3	By modeling REAL, students will have demonstrated to them the concepts of Respect, Excellence, Accountability, and Leadership.	SD	All	Principal; DI; PBIS Committee Members		

Parents	1	Keep parents up-to-date on their child's recent accomplishments and challenges using a variety of communication, constant contact, email, letters, phone, webpage, Key Communicator.	PI	Parents	Teachers	Grade book; Samples of student work	Weekly
	2	PBIS information will be shared based on the HMS REAL matrix during Tiger Talk sessions throughout the year.	PI	All	Principal	PBIS	Ongoing

Area of Focus: Attendance

District Priority:

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

Campus Objective:

2 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	Identify students that had problems with attendance in previous years and provide them with a student and/or staff mentor to keep them interested in school.	AR	Identified students	Academic achievement specialist; teachers	Attendance data	October 14– May
	2	Identify students at or approaching excessive absences through Student Plus attendance reports and develop an action plan for improvement.	AR	Identified students	Registrar; assistant principals; counselors	Attendance reports	Every 3 or 6 weeks
Teachers	1	Teachers will maintain prompt and accurate attendance records.	T	All Teachers	Principal; DI; Attendance Office	Pinnacle	Daily
	2	Foster students' sense of belonging by encouraging them to get involved in extracurricular activities such as music, drama, sports, and/or clubs.	AR	All students	All staff	Extracurricular activities	Ongoing
Parents	1	Inform parents of absences through the automated phone calling system, warning letters, and loss of credit letters.	PI, T	Absent students	Teachers; attendance secretary	Automated phone system	Daily
	2	Implement the Stay in School program which is a collaborative effort between the Harris County District Attorney's Office and CFISD.	PI	Identified students	Registrar; assistant principals	Attendance reports	Every 6 weeks

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Objective:

During the 2008-2009 school year, Hamilton Middle School will maintain an environment conducive to student learning and success.

Formative/Summative Evaluation:

Surveys, Teacher Retention Data...

STP	Strategies	Co des *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 By teaming role model student volunteers with struggling 6th grade students Tigers Nurturing Tigers (TNT) will use a combination of fun and academic activities to ease the transition to middle school life and to ensure students' academic and personal success.	AR	At-Risk 6th Grade Students	SSLC; Academic Achievement Specialist		Ongoing
Teachers	1 Teachers and staff will improve at-risk students' chances for success and form trusting relationships between school personnel and students by participating in the Mentor Program.	AR SD VP	Volunteer Teachers and Staff; Identified Students	Academic Achievement Specialist	TAKS/AMS/SFA data, Mentor Activities Attendance rosters/logs	Kickoff: October; Fall and spring semesters
	2 Teachers will foster students' physical and emotional fitness: <ul style="list-style-type: none"> • Introduce them to lifetime sports, activities, practices that promote wellness, and intramural opportunities. • Foster students' sense of belonging by encouraging them to enroll in co-curricular and extracurricular activities. • Encourage club attendance. 	AR VP	All Students	Principal; Assistant Principals; DI; Counselors; Nurse; Teachers; Coaches; Club Sponsors; Academic Achievement Specialist; Mentors	Attendance, Discipline placements, Athletics, Co-curricular	Ongoing
	3 Physical Education Teachers will incorporate the Middle School Coordinated Health Curriculum into their PE classes to improve all areas of fitness-cardio respiratory, endurance, flexibility, muscular strength, and muscular endurance.	SD VP	PE Teachers	Principal; DI; PE Teachers; Nurse	Curriculum Documents, Lesson Plans, Walk-throughs	Every 6 weeks

Parents	1	Parents will be provided opportunities to be involved in the school system to garner greater success for their children through the VIPS program, Tiger Express, and Open House	AR PI	All parents	Principal; Administration; Teachers	VIPS forms; Phone Master system; Written Invitations	Prior to the start of school; September; Fall and Spring semesters
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Area of Focus: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	50	90	96	100	100
All	93	95	94	100	100
Eco.Dis.	69	90	89	100	100
Hispanic	88	90	80	100	100
LEP	-	-	-	-	-
LEP M1	-	-	-	-	-
LEP M2	-	-	-	-	-
Spec.Ed.	76	90	65	100	100
White	96	98	96	100	100

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 of students demonstrating proficiency on TAKS science 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

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.

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	8 th grade students with a Math TAKS score from Spring 2008 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) during Data Dig Sessions.	AR	All students	Administrators; teachers	SFA data	Every 6 weeks
	6	8 th grade students will take released TAKS and Region IV practice TAKS as a diagnostic tool.		All students	8 th grade teachers	Region IV Practice TAKS TEA released TAKS	Ongoing
	7	8 th grade students will utilize TAKS warm-up booklets for repeated review throughout the year.		All students	8 th grade teachers	Teacher-made booklets	Ongoing
	8	Selected students will attend Speeding to Science and Science Scholars pullouts.		Identified students	8 th grade Science teachers	Practice TAKS data SFA data	Ongoing

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 the depth of student's understanding of content.	T, SD	Science teachers	Teachers	Explore Learning; District tech. helping teacher	Ongoing
	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, questions that students need to be able to answer throughout a unit of study, and regrouping strategies to target remediation activities.	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
	4	Share curriculum overview and classroom expectations with parents during Open House evenings		All parents	Teachers		September

Area of Focus: Mathematics

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	83	90	63	100	100	84	90	90	100	100	68	90	92	100	100
All	95	97	93	100	100	93	95	96	100	100	95	97	97	100	100
Eco.Dis.	76	90	80	100	100	87	91	90	100	100	81	90	92	100	100
Hispanic	86	91	91	100	100	82	90	92	100	100	93	95	91	100	100
LEP	-	-	75	100	100	-	-	88	100	100	-	-	-	-	-
LEP M1	73	90	-	-	-	-	-	--	-	-	-	-	-	-	-
LEP M2	-	-	100	100	100	-	-	100	100	100	-	-	-	-	-
Spec.Ed.	93	95	61	100	100	76	90	79	100	100	73	90	78	100	100
White	97	98	95	100	100	94	96	96	100	100	96	97	98	100	100

A variety of strategies outlined in the campus improvement plan specifically address the student group(s) highlighted in the data table(s) as a result of the TAKS performance of this group which resulted in the campus using the exceptions provision.

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 of students demonstrating proficiency on TAKS math 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

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.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Students will use manipulatives to develop concepts concretely, not just watch teacher demonstrations.	AR	All students	Administrators; teachers	Manipulatives	Daily
	2	Monitor each student's progress in learning the critical TEKS by examining results of district-made tests and Secondary Formative Assessments (SFAs) during Data Dig Sessions.	AR, CE	All students	Teachers; Administrators	SFA data	Every 3 or 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	Use flexible regrouping to provide additional time for students who are struggling with concepts (Maximum Math Pullouts).	AR	Identified students	Teachers; Academic Achievement Specialist	District-made tests, SFAs, Technology resources	Weekly
	5	Check class rosters to ensure that each struggling student has been placed with a teacher who has a proven track record of accelerating student's math achievements (Math ACE, Co-teach classes).	AR	Identified students	Principal; Director of Instruction; AAS	Class rosters, AMS data sheets	Prior to first day of school
	6	Incorporate Alternative Assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.		All students	Teachers	Region IV	Every 6 weeks
Teachers	1	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	All math teachers	Math DC and TLs; teachers Administrators	Unit overviews in UbD format	Weekly
	2	Include Quantum Learning discussions and strategies for implementation during department and grade level meetings.	SD	All math teachers	Teachers	Coordinator	Fall semester
	3	Attend district curriculum share sessions and staff development sessions that provide instructional strategies, resources, and/or activities.	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, FASTT Math	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 2009
	4	Share curriculum overview and classroom expectations with parents during Open House evenings		All parents	Teachers		September

Area of Focus: Reading/Language Arts

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	91	94	87	100	100	95	97	95	100	100	90	93	100	100	100
All	98	99	97	100	100	98	99	97	100	100	98	99	100	100	100
Eco.Dis.	94	96	88	100	100	100	100	95	100	100	95	97	100	100	100
Hispanic	100	100	96	100	100	94	96	98	100	100	98	99	100	100	100
LEP	-	-	86	100	100	-	-	86	100	100	-	-	-	-	-
LEP M1	91	94	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP M2	-	-	100	100	100	-	-	82	100	100	-	-	-	-	-
Spec.Ed.	85	90	80	100	100	95	97	88	100	100	91	94	100	100	100
White	99	99	99	100	100	99	99	97	100	100	99	99	100	100	100

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 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

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.

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Employ the use of before, during, and after reading strategies that are highly engaging for students in language arts classrooms.	AR	All students	Teachers		Daily
	2	Provide extensive remediation for at-risk identified 7 th and 8 th graders through the READ 180 program.	AR, CE T	Identified students	READ 180 teachers	READ 180 program	Ongoing
	3	Provide additional support for 7 th and 8 th grade students who scored between 2100 and 2189 by placing them in reading workshop class to provide instruction on specific TAKS objectives.	AR	Identified students	Administrators; teachers; AAS	Reading workshop curriculum	Ongoing
	4	Design and present lessons with a focus on vocabulary and summarization 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
	5	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFAs) during Data Dig sessions.	AR	All students	Administrators; teachers	SFA data	Every 6 weeks
	6	Assign sixth grade students who have failed TAKS, are GPC placements, or first time TAKS takers to a reading workshop class.	AR	Identified students	Administrators; teachers; AAS	Reading workshop curriculum	Ongoing
	7	Students will complete the Scholastic Reading Inventory (SRI) to measure current Lexile scores. The teachers will use this data to select appropriately challenging reading materials, accelerate student learning, and monitor student progress.	AR	Sixth grade students, Reading Workshop, READ 180	Reading Department	Scholastic Reading Inventory	Once every 9 weeks

Teachers	1	Attend TMSFA (Texas Middle School Fluency Assessment), (SAM) Scholastic Achievement Manager, and (SRI) Scholastic Reading Inventory trainings.	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 the students' understanding of content.	SD, T	All Reading and L.A. teachers	Teachers and Administrators	Smart boards; District tech. helping teacher	Weekly
	5	Use SAM to monitor student progress and routinely conference with students.	SD, T	Reading teachers	Teachers	SRI	Ongoing
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	Individual student AMS data sheets	January 2009
	4	Share curriculum overview and classroom expectations with parents during Open House evenings.		All parents	Teachers		September
	5	Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress.		All parents	Teachers	Scholastic Achievement Monitoring	Every 9 weeks

Area of Focus: Writing

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	95	97	95	100	100
All	100	100	99	100	100
Eco.Dis.	97	98	97	100	100
Hispanic	100	100	98	100	100
LEP	-	-	86	100	100
LEP M1	-	-	-	-	-
LEP M2	-	-	100	100	100
Spec.Ed.	100	100	85	100	100
White	100	100	99	100	100

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 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

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.

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 writing conferences with students sharing strengths and areas for improvement.		All students	Administrators; AAS; teachers		Fall 2008
	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) during Data Dig Sessions.	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 2008
	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 2008
	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	Weekly
	5	Concentrate efforts on improving students' introductions, conclusions and development students' ideas through a variety of prewriting and fluency building lessons in order to achieve more 3's and 4's on written compositions.		All LA teachers	Teachers		Weekly

Teachers (cont.)	6	To increase the number of 3's and 4's on the written composition, use sample papers for the scoring guides with students to provide instruction on the qualities that distinguish a score point 4.		All LA teachers	Teachers		Weekly
	7	Utilize district level Wikis for teacher collaboration on successful teaching strategies.		All LA teachers	LA Dept. Chair; LA Content Coordinator; Administrative Team	Wikispaces	Ongoing
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	LA Teachers	Individual student AMS data sheets	January 2009
	4	Share curriculum overview and classroom expectations with parents during Open House evenings.		All parents	Teachers		September

Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	89	90	100	100	100
All	100	100	99	100	100
Eco.Dis.	94	96	97	100	100
Hispanic	100	100	93	100	100
LEP	-	-	-	-	-
LEP M1	-	-	-	-	-
LEP M2	-	-	-	-	-
Spec.Ed.	96	97	94	100	100
White	100	100	100	100	100

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 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

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.

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Students will demonstrate knowledge of established goals and enduring understandings by answering essential questions for each unit.		All students	Teachers	Unit overviews in UbD format	Ongoing
	2	Implement a variety of strategies such as non-linguistic representations for vocabulary, cooperative learning, and group skill-building activities as seen in <i>History Alive!</i> .		All students	Teachers	<i>History Alive!</i>	Ongoing
	3	Design and present lessons using the UBD format with a focus on vocabulary, note-taking, and similarities and differences 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	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and Secondary Formative Assessments (SFAs) during Data Dig sessions.	AR	All students	Administrators; teachers	SFA data	Every 6 weeks
	5	Streamline after-school tutorials that target specific TAKS objectives.	AR	Identified students	Teacher; AAS	SFA data	Spring 2009
	6	Process and internalize information using strategies such as journal writing, acrostic poems, sensory figures, point of view, "What if?" statements, and graphic organizers.		All students	Teachers		Ongoing
	7	Utilize interactive test questions to assess mastery of content and test taking strategies.		All students	Teachers	District Technology Helping Teacher	Ongoing
Teachers	1	Incorporate technology during Social Studies instruction to assist students in mastering the TEKS and increase the depth of student's understanding of content.	SD, T	Social studies teachers	Teachers and Administrators	Smart boards; District tech. helping teacher	Daily
	2	Attend district curriculum share sessions, George to George Grant sessions, reading strategies workshops, <i>History Alive!</i> or <i>Geography Alive!</i> and/or Quantum Learning.	SD	Social studies teachers	Social Studies teachers	Coordinator	Ongoing
	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.	SD	All social studies teachers	Social Studies DC and TLs; teachers; Administrators	Unit overviews in UbD format	Weekly

Teachers (cont.)	4	Use Social Studies district Wiki as a collaborative tool to share ideas and provide feedback on lessons.		All Social Studies teachers	Social Studies DC; Social Studies content coordinator; Administrators	Wikispace	Ongoing
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	Share curriculum overview and classroom expectations with parents during Open House evenings.		All parents	Teachers		September

* **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.

CIP PART II: ASSURANCE ADDENDUM

**Hamilton Middle School
Ify Ogwumike
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 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])
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.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
N/A	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.
X	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.
N/A	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.
X	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)

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Ify Ogwumike	Principal
Sharon Winkelmann	Teacher 1: Reading
John Morrison	Teacher 2: Electives
Eli Rodriguez	Teacher 3: Language Arts
Stacey Riffe	Teacher 4: Physical Education
Donna O'Neill	Teacher 5: Science
Jennifer Casey	Teacher 6: History
Jan McCorquodale	Teacher 7: Math
Ginny Gallagher	Teacher 8: Special Education
Jenny Browning	Non-teaching professional 1: Paraprofessional Support Staff
Maria Mamaux	Non-teaching professional 2: Director of Instruction
Michael Bilsten	Non-teaching professional 3: Assistant Principal
Alan Durham	Non-teaching professional 4: Assistant Principal
Susan Julian	Non-teaching professional 5: Assistant Principal
Tammy Rogers	Parent 1
Rachel Amuny	Parent 2
Laura denBoer	Community resident 1
Sharon Tatum	Community resident 2
Dick Habada	Business representative 1
Miriam Crosby	Business representative 2

CIP PART II: ASSURANCE ADDENDUM

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	8/15/08	9:30 am	Large Group Room
2	9/24/08	3:30 pm	Large Group Room
3	10/31/08	9:00 am	Large Group Room
4	1/28/09	3:30 pm	Large Group Room
5	5/27/09	3:30 pm	Large Group 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 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 15% .	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	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco,	Implement and monitor the school wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

			other drug use or possession.	alcohol, and other drug use or possession.	
X	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by 15% 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 classroom disruptions.	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 100% .	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.
X	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be 0% or less with no student group exceeding 0% .	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.

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.

CIP PART II: ASSURANCE ADDENDUM

Hamilton Middle School Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
Aug 4 (A.M.)	Leadership Conference	District Administrative Staff	Vision for 2008-2009
Aug 4 (P.M.)	GLT/AMS	Secondary	Campus Improvement Plans/Data Digs
Aug 5 (A.M.)	Safety Conference	District Administrative Staff	Maintain Safe Schools
Aug 12	Department Chair and Team Leader	Curriculum Staff	Leadership Development
Aug 14-15	New Staff Orientation	District Staff	District/Curriculum/ Campus Orientation
Aug 18	All Staff	Campus	PBIS
Aug 19	All Staff	Campus	PBIS
Aug 20	All Staff	Campus	PBIS
Aug 21	Secondary	District Staff	Curriculum Planning
Aug 22	All Staff	Campus	Content/Individual Planning
Oct 13	Secondary Staff	District Staff	Curriculum Planning
Nov 4	All Staff	District Staff	District Wide Time Equivalency
Jan 19	All Staff	Campus	Dr. Rita Pierson- Understanding, Teaching and Mentoring African- American Males
June 4	All Staff	Campus	Celebrating Excellence