

2009-2010
Campus Improvement Plan
for
Hamilton Elementary



Cypress-Fairbanks Independent School District

Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Hamilton Elementary Mission Statement

The priority goals for Hamilton Elementary are student growth and development and closing the achievement gap so that all students achieve their full educational potential. In addition, we strive to develop student competencies identified in the "Portrait of a CFISD Graduate" which are: an effective communicator, competent problem-solver, self-directed learner, responsible citizen, and quality producer. We focus on providing a safe, learning environment for our students and one in which our parents feel welcomed and involved.

Hamilton Elementary
2009-10 Comprehensive Needs Assessment Summary

The staff at Hamilton Elementary includes 59 teachers, 17 paraprofessionals, and 3 administrators. The student population is 84.1% White, 2.4% African American, 6.80% Hispanic, 6.5% Asian, and .2% Native American. 2.6 percent of students who attend Hamilton Elementary qualify for free or reduced lunch. The mobility rate for Hamilton Elementary students is 5.4%.

In accordance with Texas state legislative requirements, the staff at Hamilton Elementary conducted a comprehensive needs assessment for the 2009-10 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2009 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than ninety percent students passing in a given TAKS-tested content area were identified as a priority for the campus. Based on the review of the data, several priority areas were identified in fourth grade that will be addressed in the 2009-10 school year including: Math in the groups of Hispanic (86%), Economically Disadvantaged (83%), and Special Education (88%); Reading in the groups of Economically Disadvantaged (83%) and Special Education (81%); and Writing in the group of Special Education (88%). All other grades scored 90% or higher as a passing rate for all subjects and groups. Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Hamilton Elementary staff will implement behavioral strategies to maintain or reduce the number of discipline incidents related to inappropriate physical contact in the 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (95.8%), Hispanic (96.9%), White (96.8%), and students who are economically disadvantaged (96.5%). Efforts will also be made to maintain or increase teacher retention at Hamilton Elementary.

Area of Focus: Student Safety and Health

District Priority:

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

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

Campus Performance Objective:

Safety: For 2009-2010, discipline referrals and bus reports will be reduced by 10% from the previous year.

Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

Formative Evaluation:

Safety: District-developed Reports

Health: Fitnessgram Reports and Student Survey

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 All students will be greeted as they enter the building and classrooms.	VP	Students	All staff	Smiles	Ongoing
	3 All students academically or emotionally at-risk will be mentored by a staff member throughout the school year.	AR	Students	Counselor, staff	Time	Ongoing
	4 AP's will present CyFair Sam powerpoint and provide a lesson with all students during Large Group.	VP	Students	Assistant Principals	Powerpoint	Sept. 2009
	5 Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	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
	4 Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	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	PI	Parents	Counselor	Parenting	November

		partnering from Moore Elementary.				books	
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Area of Focus: Attendance

District Priority:		Ensure that students understand the importance of attending school regularly and completing high school.
Campus Performance Objective:	#	For 2009-2010, the ADA student attendance will be at or above 97.5% .
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 9 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	Teachers will call parents when a child is absent two or more consecutive days to express concern.	AR	Students	Teachers	Attendance sheets, phones	Ongoing
	2	Staff with perfect attendance for the month will earn a reward. Research shows that good teacher attendance results 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

Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	170	99	86	165	95	68	99
5	AA	--	--	--	8	75	13	--
5	Hispanic	9	100	89	17	94	53	100
5	White	148	99	85	130	96	74	99
5	Eco. Dis.	7	100	86	--	--	--	100
5	SpEd	9	100	78	15	87	67	100
5	LEP	--	--	--	--	--	--	--
5	LEP M1	--	--	--	--	--	--	--
5	LEP M2	--	--	--	--	--	--	--

District Priority:

1A

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

Campus Performance Objective:

By May 2010, 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	Consultant, Teachers	PTO	Ongoing
	2 Students will goal set with teacher after benchmarks.	AR	Students	Teachers	Forms	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.	SD	Students	SRC staff, Teachers	Animals	Ongoing
	3 Teachers will include specific commended performance goals within their CFPDAS goal setting plan	SD	Teachers	Principal	Goal Setting	Oct. 2009
	4 Science committee will review assignments and assessments to ensure vertical alignment	SD	Teachers	APs, IS, Teachers	Student Work	Ongoing
Parents	1 Continue having parent volunteers do Science Enrichment activities in upper grades.	PI	Parents, Students	Teachers, Parents	Science Materials	Each six weeks
	2 Parents will provide animal demonstrations within classrooms.	PI	Students	Parents	Animals	Ongoing

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	163	98	62	194	96	58	99
3	AA	--	--	--	--	--	--	--
3	Hispanic	7	100	14	13	85	77	100
3	White	142	98	63	162	97	57	99
3	Eco. Dis.	--	--	--	--	--	--	--
3	SpEd	12	100	50	15	80	47	100
3	LEP	--	--	--	--	--	--	--
3	LEP M1	--	--	--	--	--	--	--
3	LEP M2	--	--	--	--	--	--	--
4	All	199	97	73	172	99	68	98
4	AA	6	100	50	--	--	--	100
4	Hispanic	14	86	79	12	100	58	87
4	White	165	98	72	148	99	68	99
4	Eco. Dis.	6	83	67	--	--	--	85
4	SpEd	16	88	38	18	100	83	89
4	LEP	--	--	--	--	--	--	--
4	LEP M1	--	--	--	--	--	--	--
4	LEP M2	--	--	--	--	--	--	--
5	All	172	100	87	168	97	78	100
5	AA	--	--	--	8	88	25	--
5	Hispanic	9	100	78	17	94	65	100
5	White	150	100	87	133	98	83	100
5	Eco. Dis.	7	100	57	--	--	--	100
5	SpEd	9	100	89	16	94	44	100
5	LEP	--	--	--	--	--	--	--
5	LEP M1	--	--	--	--	--	--	--
5	LEP M2	--	--	--	--	--	--	--

District Priority:

1A

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

Campus Performance Objective:

By May 2010, 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	Teachers will include specific commended performance goals within their CFPDAS goal setting plan	SD	Teachers	Principal	Goal Setting	Oct. 2009
	3	Math committee will review assignments and assessments to ensure vertical alignment	SD	Teachers	APs, IS, Teachers	Student Work	Ongoing
	4	Teacher will instruct with manipulatives and hands-on techniques, as reviewed at campus trainings.	SD	Teachers	Math Liaison, Teachers, IS	Time	Ongoing
	5	Educaide will be used to individualize instruction.	SD	Teachers	Teachers	Computers, program	Ongoing
	6	AP or IS will attend or facilitate grade level planning times	SD	Teachers	IS, AP	Time	Ongoing
Parents	1	Volunteers will be utilized to assist with math fact memorization.	PI	Parents	Principal	Sample math questions	Weekly

Area of Focus: Reading

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	160	100	79	193	99	70	100
3	AA	--	--	--	--	--	--	--
3	Hispanic	7	100	71	12	100	67	100
3	White	140	100	79	162	99	71	100
3	Eco. Dis.	--	--	--	--	--	--	--
3	SpEd	10	100	60	15	100	67	100
3	LEP	--	--	--	--	--	--	--
3	LEP M1	--	--	--	--	--	--	--
3	LEP M2	--	--	--	--	--	--	--
4	All	198	94	49	171	98	50	96
4	AA	6	100	33	--	--	--	100
4	Hispanic	14	93	57	12	100	42	95
4	White	164	94	48	147	97	49	96
4	Eco. Dis.	6	83	33	--	--	--	85
4	SpEd	16	81	31	18	89	61	84
4	LEP	--	--	--	--	--	--	--
4	LEP M1	--	--	--	--	--	--	--
4	LEP M2	--	--	--	--	--	--	--
5	All	173	99	68	166	98	62	99
5	AA	--	--	--	7	100	29	--
5	Hispanic	9	100	67	17	94	35	100
5	White	151	99	68	132	98	66	99
5	Eco. Dis.	7	100	57	--	--	--	100
5	SpEd	9	100	56	16	100	40	100
5	LEP	--	--	--	--	--	--	--
5	LEP M1	--	--	--	--	--	--	--
5	LEP M2	--	--	--	--	--	--	--

District Priority:

1A

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

Campus Performance Objective:

By May 2010, 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 CE	Teachers	Principal	Benchmark Data	Ongoing
	2	All teachers will incorporate Balanced Literacy schedule and components.	SD	Students	Principal, APs, Lit. Coach	Training, Lit. Library, I-station	Ongoing
	3	Language Arts committee will review assignments and assessments to ensure vertical alignment	SD	Teachers	APs, IS, Teachers	Student Work	Ongoing
	4	Teachers will include specific commended performance goals within their CFPDAS goal setting plan	SD	Teachers	Principal	Goal Setting	Oct. 2009
	5	IS or AP will attend and facilitate team planning.	SD	Teachers	APs, IS	Time, Prof. books	Ongoing
	6	Reading Enrichment teacher will provide services for qualifying students	CE	Students	Reading Enrich. Tchr	Time	Ongoing
Parents	1	Volunteers trained in assisting with fluency will work with students in primary grades.	PI	Students	IS, Volunteers	Books	Ongoing

Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	195	98	65	169	98	72	99
4	AA	6	100	67	--	--	--	100
4	Hispanic	13	100	54	12	92	50	100
4	White	162	98	64	145	99	72	99
4	Eco. Dis.	6	100	33	--	--	--	100
4	SpEd	16	88	38	17	100	65	89
4	LEP	--	--	--	--	--	--	--
4	LEP M1	--	--	--	--	--	--	--
4	LEP M2	--	--	--	--	--	--	--

District Priority:

1A

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

Campus Performance Objective:

By May 2010, 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
	2	Teachers will include specific commended performance goals within their CFPDAS goal setting plan	SD	Teachers	Principal	Goal Setting	Oct. 2009
	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

*** 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 Elementary
Catherine Bartlett
2009-2010
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 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.
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.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.

CIP PART II: ASSURANCE ADDENDUM

X	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

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

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	September 16, 2009	7:45	Principal's Office
2	October 21, 2009	4:10	Library
3	November 23, 2009	6:00	Cafeteria* AEIS information will be shared
4	January 27, 2010	4:10	Library
5	March 31, 2010	4:10	Library
6	May 26, 2010	4:10	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 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 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010, 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.

CIP PART II: ASSURANCE ADDENDUM

X	5) Violence Prevention	For 2009-2010, 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 inappropriate physical contact	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010 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 2009-2010 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 2009-2010, 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

CIP PART II: ASSURANCE ADDENDUM

					programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010, 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.

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 Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.