

**2012-13  
Campus Improvement Plan  
for  
Hamilton Middle School**

**Cypress-Fairbanks Independent School District**

## Mission Statement

### **Cypress-Fairbanks Independent School District's 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 Middle School's Mission Statement**

Hamilton Middle School will provide a nurturing yet challenging atmosphere that meets the varied developmental needs of middle school students. As a learning organization, Hamilton teachers and staff will strive to create a distinctive and quality learning environment based on rigor, relevance, and relationships at the highest level to promote growth and learning opportunities. Collaboration between all stakeholders will be required to foster a spirit of discovery, innovation, and real-world connections. Hamilton Middle School will provide multiple opportunities for students to acquire the necessary academic skills to prepare them for high school and beyond. In addition to imparting knowledge to our students, Hamilton will emphasize higher-level thinking skills and decision-making skills; we will instill in our students the qualities embodied by REAL: respect, excellence, accountability, and leadership. We seek to encourage intellectual curiosity and an awareness and appreciation for our diverse cultural backgrounds, and a spirit of community service. Our goal is to prepare Hamilton students to become productive citizens of the 21st Century.

## **Hamilton Middle School Campus Improvement Plan**

### **2012-13 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Hamilton Middle School conducted a comprehensive needs assessment for the 2012-13 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

The findings from the needs assessment and subsequent strategies/activities will also work toward ensuring the campus meets the 2012-13 AYP standards of 93% passing in reading, 92% passing in math, and 90% or higher attendance rate.

#### **Campus Demographics**

The staff at Hamilton Middle School include 83 teachers, 21 paraprofessionals, and 12 administrators. The student population is 65.9% White, 6.1% African American, 18.9% Hispanic, 6.2% Asian, and 0.4% Native American. Additionally, the campus serves 17.5% economically disadvantaged students, 6.8% special education students, and 3.1% Limited English Proficient students. Attendance rates include 97.0% African American, 96.6% Hispanic, 96.7% White, and 95.9% economically disadvantaged. The most current data indicate the campus has a 6.7% mobility rate.

The following data were reviewed in relation to campus demographics:

To determine the above referenced demographic information, Hamilton Middle School reviewed the School-Enrollment by Special Population to determine the campus's student population. Also reviewed were state AEIS reports to determine the mobility rate and the district generated Cognos report to review Attendance Rates by student population.

Upon review of these data, several findings were noted. These findings include:

From the 2010-2011 school year to the 2011-2012 school year, Hamilton's Hispanic and economically disadvantaged student populations increased. With our continuing changing demographics, as a campus it is imperative that we meet the needs of all students to increase academic achievement. Due to district budgetary constraints and reduced student enrollment, we had a reduction in teacher allocations this year, and as a campus, we must determine effective and efficient use of staffing to support student achievement.

Areas of need include:

As defined in the Campus Improvement Plan, we must create opportunities for all our students to increase levels of academic success and to maintain our Exemplary status at Hamilton Middle School. Additionally, efforts will be made to improve the rate of attendance for all student groups.

#### **Student Achievement**

The following data were reviewed in relation to Student achievement:

In accordance with Texas state legislative requirements, the staff at Hamilton Middle School conducted a comprehensive needs assessment for the 2012-2013 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: 2010-2011 and 2011-2012 Comparative Data, Cognos-AMS Objective Report, 2011-2012 STAAR Objective Data, and 2012-2013 Pyramid of Services for Hamilton Middle School.

Upon review of these data, several findings were noted. These findings include:

A student group with lower performance in a given STAAR-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2012-2013 school year including: students identified as economically disadvantaged across grade levels and contents; Hispanic students identified using STAAR raw score data as needing additional support, and students identified as Limited English Proficient across grade levels.

Areas of need include:

Best practices will be used to address the areas of need in the content areas and student groups identified. Strategies to address the need in these areas are delineated in Part I of the Campus Improvement Plan.

### **School Culture, Climate, and Organization**

The following data were reviewed in relation to School Culture, Climate, and Organization:

Employee Perception Survey, Master Schedule, Cognos-AMS Discipline Reports, PBIS Data

Upon review of these data, several findings were noted. These findings include:

Employee perceptions revealed in our 2011-2012 survey indicate that a school-wide focus for the 2012-2013 school year will be ensuring that the staff feels valued for their efforts, feel that they receive adequate feedback, believe that their ideas and opinions are valued, and administration is supportive of shared decision making.

Student behavioral infractions increased in several areas, such as classroom disruptions and tardies, and were addressed by teachers, the PBIS leadership team, and administration throughout the year. It is imperative to continue the PBIS campus initiative and support students by teaching and modeling the expectations of REAL (Respect, Excellence, Accountability, and Leadership).

Areas of need include:

To address the areas of concern in the Employee Perceptions Survey, we will use more effective ways to communicate with staff members on a regular basis. We will continue to develop methods for recognizing staff members for their contributions around campus and offer opportunities to share ideas, opinions, and participate in shared decision making.

Continuing to promote the high expectations embodied by REAL (Respect, Excellence, Accountability, and Leadership) for all students as a campus-wide initiative will increase a positive school climate and decrease student behavior infractions through positive reinforcement.

### **Staff Quality, Recruitment, and Retention**

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

Teacher Retention Data

Upon review of these data, several findings were noted. These findings include:

100% of Hamilton's 83 teachers are highly qualified and certified in their content areas and create an environment of high expectations for all students.

Areas of need include:

We will continue to maintain a highly qualified staff and sustain a campus culture of teamwork.

## **Family and Community Involvement**

The following data were reviewed in relation to Family and Community Involvement:  
VIPS Feedback

Upon review of these data, several findings were noted. These findings include:

Hamilton is appreciative of the parental and community support of our students and staff. The VIPS play an integral role in supporting our campus goals and achievement of students.

Areas of need include:

Continue partnerships with VIPS and community members.

Increased Key Communicators to notify parents and community of upcoming events and happenings.

Continued use of weekly teacher emails to parents to ensure student success.

**Hamilton Middle School  
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
<b>Students</b>	<b>Subjects</b>	<b>Reading/ELA</b>	<ul style="list-style-type: none"> <li>• Met AYP</li> <li>• READ 180 - large Lexile growth over the school year</li> <li>• Spelling Bee</li> <li>• "Do the Write Thing" campus submissions</li> <li>• Essays submitted to Staff Development Department for presentation at Leadership Conference</li> <li>• 6th Grade - "Wordology" showcasing advanced adjectives</li> <li>• 6th Grade - STAAR Tutorial Celebration</li> <li>• 6th Grade - Holiday Pajama Story Party for at-risk readers</li> <li>• 6th Grade - Objective Rotations</li> <li>• 7th Grade - "Outsiders" Game Day</li> <li>• 8th Grade - Butterfly Project honoring children of the Holocaust</li> <li>• 8th Grade - Novel Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> <li>• SRI results</li> </ul>
		<b>Writing</b>	<ul style="list-style-type: none"> <li>• 7th Grade Poetry Contest</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> </ul>
		<b>Math</b>	<ul style="list-style-type: none"> <li>• Met AYP</li> <li>• 6th Grade - Restructured units for BENCHMARK 2 and scores were much higher this year</li> <li>• Successful collaboration with math teachers and Math Lab teacher led to increased student success on tests, grades and STAAR</li> <li>• Student recognition and positive reinforcement for achievements</li> <li>• 100% of Algebra students met the Algebra I EOC Standard</li> <li>• Stars for "A" on tests</li> <li>• Individual celebrations for success</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> <li>• Test results, Grades</li> <li>• Student motivation</li> </ul>
		<b>Science</b>	<ul style="list-style-type: none"> <li>• Implemented new recycling programs with aluminum cans, plastic bottles, printer cartridges, and cell phones as a successful way for students to see the relevance of recycling</li> <li>• Ecobot Challenge - Five beginner and advanced teams competed at the state competition</li> <li>• More students competed in the "You Be the Chemist" than ever before, and one student made it to the state competition.</li> <li>• Formed an Advanced Robotics Club and competed at FLL competitions with two teams. Both qualified for State.</li> <li>• At-risk students participated in hands-on experiences at Bayou Land Conservancy using a grant from Target.</li> <li>• Incorporated rigorous and relevant lab opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR Results</li> <li>• Extra-curricular participation</li> <li>• Student engagement, Walk-through data, higher test scores</li> </ul>

STP	Area	Indicator	Description of Activity	Evidence of Success
		<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• ISN left-sided processing activities are designed at application level and higher to promote rigor and quadrant D learning.</li> <li>• Students achieved high raw STAAR scores with excellent foundation from 6th and 7th grades.</li> <li>• PBIS and Quantum Learning</li> <li>• Historical novels, Family History Project, AHIP, tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> <li>• Increased understanding</li> </ul>
	<b>Subgroups</b>	<b>All</b>	<ul style="list-style-type: none"> <li>• Highest average raw score on STAAR in 6th Grade Reading in the district (tied with one campus 39/48)</li> <li>• Highest average raw score on STAAR in 7th Grade Reading in the district (40/50)</li> <li>• Highest average raw score on STAAR in 8th Grade Reading in the district (tied with one campus 41/52)</li> <li>• Highest average raw score on STAAR in 7th Grade Writing in the district (53/56)</li> <li>• Highest average raw score on STAAR in 6th Grade Math in the district (40/52)</li> <li>• Highest average raw score on STAAR in 7th Grade Math in the district (40/54)</li> <li>• Highest average raw score on STAAR in 8th Grade Math in the district (33/56)</li> <li>• Highest average raw score on STAAR in 8th Grade Science in the district (tied with two campuses 40/54)</li> <li>• Highest average raw score on STAAR in 8th Grade Social Studies in the district (39/52)</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> </ul>
		<b>AA</b>	<ul style="list-style-type: none"> <li>• Outperformed district raw score average in 6th Grade Math by 7 questions (34/52)</li> <li>• Outperformed district raw score average in 6th Grade Reading by 4 questions (36/48)</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> </ul>
		<b>H</b>	<ul style="list-style-type: none"> <li>• Outperformed district raw score average in 6th Grade Math by 7 questions (37/52)</li> <li>• Outperformed district raw score average in 7th Grade Math by 8 questions (38/54)</li> <li>• Outperformed district raw score average in 7th Grade Reading by 5 questions (39/50)</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> </ul>
		<b>W</b>	<ul style="list-style-type: none"> <li>• Outperformed district raw score average in 7th Grade Math by 4 questions (41/54)</li> <li>• Outperformed district raw score average in 8th Grade Math by 5 questions (34/56)</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> </ul>

STP	Area	Indicator	Description of Activity	Evidence of Success
		<b>ED</b>	<ul style="list-style-type: none"> <li>• Outperformed district raw score average in 6th Grade Math by 4 questions (34/52)</li> <li>• Outperformed district raw score average in 7th Grade Math by 4 questions (34/54)</li> <li>• Outperformed district raw score average in 8th Grade Math by 5 questions (31/56)</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> </ul>
		<b>SE</b>	<ul style="list-style-type: none"> <li>• Outperformed district raw score average in 6th Grade Math by 12 questions (35/52)</li> <li>• Outperformed district raw score average in 7th Grade Reading by 10 questions (36/50)</li> <li>• Outperformed district raw score average in 8th Grade Math by 12 questions (34/56)</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR results</li> </ul>
	<b>Social/ Emotional</b>	<b>Discipline</b>	Our campus PBIS initiative has promoted high expectations of REAL (Respect, Excellence, Accountability and Leadership) for all students.	PBIS and discipline data
		<b>Extracurricular</b>	<p>Various athletic teams, band, orchestra, choir, speech, tech, student council, SSLC, Soccer Start and additional clubs support our students and provide them the opportunity to grow in real-life experiences, promote collegiality and team-building skills, and improve self-esteem.</p> <ul style="list-style-type: none"> <li>• 8th Grade Boys Football B team placed 2nd in the district</li> <li>• 8th Grade Boys Basketball A team placed 2nd in the district</li> <li>• 7th Grade Girls Volleyball A and B teams undefeated - District Champs</li> <li>• 8th Grade Girls Volleyball A and B teams undefeated - District Champs</li> <li>• 7th Grade Girls Cross Country - District Champs</li> <li>• 7th Grade Girls Basketball B team undefeated - District Champs</li> <li>• 8th Grade Girls Basketball A and B teams undefeated - District Champs</li> <li>• 7th Grade Girls Track - 2nd place in district</li> <li>• Hamilton participated in the Susan B. Koemen "Race for the Cure." Our campus raised a substantial amount of money for the cause.</li> <li>• Hamilton athletics students and parents participated in a fundraiser which helped raise a substantial amount of money for our athletic programs. The money will be used for much needed equipment and campus improvements.</li> <li>• Performance in UIL Music competitions and 6th Grade Festival - Sweepstakes Ratings</li> <li>• 20 Student made Region Choir (most ever)</li> <li>• Students earned spots in the TMEA All Region Band and Orchestra</li> <li>• Band students earned Superior ratings at the CFISD Solo &amp; Ensemble Contest</li> <li>• Superior ratings earned by band students at UIL and Festival at the Falls</li> <li>• Beginner 6th Grader participated in Houston Youth Symphony</li> <li>• 2011-2012 Art Awards</li> <li>• Houston Livestock Show and Rodeo - Gold Medal Winner and Glassell</li> </ul>	Student participation and engagement, school spirit



STP	Area	Indicator	Description of Activity	Evidence of Success
			<p>Scholarship</p> <ul style="list-style-type: none"> <li>• Scholarship and Gold and Silver Key Scholastic Award</li> <li>• Youth Art Month Contest - Three students selected for traveling show; one best of show</li> <li>• SPA Contest - Honorable Mention</li> <li>• Dog Show Winner - 2nd place</li> <li>• Family and Consumer Sciences exposed students to real-life lessons in sewing, cooking, life goals and career choices</li> <li>• Technology Applications - increased performance in timed writings and student performance</li> <li>• Speech placed in individual and group events at competitions</li> <li>• Foreign Language provides students with cultural experiences, supported BBR, Quantum Learning, PBIS.</li> <li>• Effort is celebrated every six weeks. As student improve their grades, they accumulate points that become dollars to buy a llama for a family in need in Peru</li> <li>• Spanish students celebrate culture with Fiestas (inside and outside)</li> <li>• Industrial Technology Department supports participation of students in the Technology Student Association</li> </ul>	
		<b>Other</b>	<ul style="list-style-type: none"> <li>• P.E. supports the social/emotional and health component of our students while setting high standards and supporting the content areas.</li> <li>• Electives support the social/emotional component and provide opportunities for students to explore various activities to promote student success.</li> <li>• YMPC (Young Men Preparing for Change) – Male teachers meet with identified students to provide mentoring and increase positive school interactions to improve discipline and increase academic success.</li> <li>• Students in music courses continue to develop teamwork and organizational skills through participation in performing groups.</li> <li>• "Dia de Muertos" after school presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation and engagement, school spirit</li> <li>• Decreased discipline referrals and improved academic success</li> <li>• Improved self-esteem and ease of transition to middle school</li> </ul>
<b>Teachers</b>	<b>Professional Development</b>		<p>Share Sessions offered opportunities for teachers to collaborate with others in the district and implement additional strategies and effective teaching to foster student success.</p> <p>Technology integration is a focus of the district and classrooms are achieving great success with increased student engagement and performance.</p> <p>Team Meetings involve reviewing differentiation instructional strategies and best practices to increase effective teaching and raise student achievement.</p> <p>Music staff attended TMEA, TBA, and TCODA conventions.</p>	Walk-through data, student participation and engagement, increased student performance

STP	Area	Indicator	Description of Activity	Evidence of Success
	<b>New Staff</b>		6 new staff members have joined the Hamilton family this year and bring exciting new ideas and strategies for learning to incorporate into our teams.	Department and team planning, walk-through data
	<b>Retention</b>		Our retention rate is historically very high, and this year due to various reasons such as parenthood, marriage, retirement, and job relocations our retention rate is 97%.	High retention of teachers
	<b>Qualifications</b>			
<b>Parents</b>	<b>Participation</b>		Open House is a highly attended event that provides parents the opportunity to understand the classroom expectations and curriculum in which their students will participate.  All school events are highly supported by parents of our students and community members, which provides opportunities for building a strong partnership between Hamilton and our community.	Open House attendance  School Event attendance
	<b>Communication</b>		Positive parent contact increases student success by building partnerships between home and school to support academic achievement  Websites and weekly email communication provide avenues for parent/teacher communication and opportunities for parents to be involved in classroom assignments and promoting student achievement.	Parent involvement  Project Share Websites, Weekly Parent Email Communication from all teachers

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: Campus Culture

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

**Campus Performance Objective:** During the 2012-2013 school year, Hamilton Middle School will maintain an environment conducive to student learning and success.

**Formative Evaluation:** Surveys, Teacher Retention Data

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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	Mentor activities, R.O.P.E.S. activities	Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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	STAAR/Cognos/ BENCHMARK data, Mentor Activities Attendance rosters/logs	Kickoff: September; Fall and spring semesters
Teachers will foster students' physical and emotional fitness: <ul style="list-style-type: none"> <li>• Introduce them to lifetime sports, activities, practices that promote wellness, and intramural opportunities.</li> <li>• Foster students' sense of belonging by encouraging them to enroll in co-curricular and extracurricular activities.</li> <li>• Encourage club attendance.</li> </ul>	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
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					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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; PTO Manager	Prior to the start of school; September; Fall and Spring semesters
Parents are encouraged to participate on the Dance/Special Events Committees to provide students opportunities for building campus culture.	PI	All parents	Administration	VIPS	Ongoing

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: Student Safety and Health

**District Priority:**

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

**Campus Performance Objective:**

Safety: For 2012-2013, discipline referrals, DMC placements and SAH placements will be reduced by 15% from the previous year.  
Health: For 2012-2013, 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

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Increase awareness and understanding of the Student Code of Conduct through small group presentations utilizing PBIS (Positive Behavior Interventions and Support)	VP BP	All students	Assistant Principals; Teachers	Student Code of Conduct	First two weeks of school
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
Students will engage in Code of Conduct meetings to become acquainted with expectations, policies, and procedures.	VP BP	All students	Assistant Principals; Teachers	Student Code of Conduct	First two weeks of school
Students will hear a recorded presentation by guest speaker, Walter Kase, Holocaust survivor, and his message of celebrating diversity.	VP BP	Eighth grade students	Administrators; Eighth Grade Teachers	Video of previous visit to Hamilton	Spring 2013
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 2012
Students will participate in grade level meetings with their Assistant Principals each six weeks to receive communication about school safety and expectations for student behavior	VP BP	All students	Assistant Principals; Teachers	Teachers, Discipline Data	Every six weeks

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students will participate in campus-wide training involving the triad, illustrating the roles of victim, perpetrator, bystander and upstander presented by the SSLC.	VP BP	All students	Assistant Principals; Teachers	ADL Resources	Fall semester
Health: Participate in SPARK and Healthy and Wise programs.	AR	All students	Teachers	SPARK and Healthy and Wise Materials	Ongoing
Students will be aware of School Tip Line and how to use it.	BP VP	All students	Principal; Assistant Principals; Counselors; Teachers	School Tip Line	Ongoing
Students will participate in district developed anti-bullying and drug awareness lessons (Project Safety).	BP VP	All students	Assistant Principals; Teachers	Project Safety lessons	Monthly
Students will participate in presentations through PE regarding Internet Safety and Cyber Bullying.	BP VP	All students	Counselors; Teachers	Presentations	Fall semester

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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	Ongoing
Provide training on the PBIS program in order to create and maintain a safe and disciplined environment.	SD BP	All staff	Administrators; PBIS Leadership Team	PBIS Program	Ongoing
Monitor and adjust school-wide systems based on discipline data.	VP BP	All staff	PBIS Leadership Team	Infoserv Data	Monthly
Utilize PBIS (Positive Behavior Intervention and Support) and BBR (Building Better Relationships) strategies to decrease the number of discipline referrals.	VP AR BP	All staff	All Staff	PBIS program; BBR liaison	Ongoing
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
Health: Present SPARK and Healthy and Wise lessons to students.	AR	All	Teachers	SPARK and Healthy and Wise Materials	Ongoing
Teachers will implement district developed anti-bullying and drug awareness lessons (Project Safety).	BP VP	All teachers	Teachers	Project Safety lessons	Monthly

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Increase parent awareness and understanding of the Student Code of Conduct by providing online access for all families and maintaining a parent signature on file.	VP PI BP	All parents	Assistant Principals; teachers	Student Code of Conduct	First week of school
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 BP	All parents	Assistant Principals; teachers	Discipline referral form	Ongoing

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: Attendance

**District Priority:**

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

**Campus Performance Objective:**

For 2012-2013, the ADA student attendance will be at or above 98%.

**Formative Evaluation:**

District-developed Reports and AEIS

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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 8– May
Identify students at or approaching excessive absences through eSchoolPLUS attendance reports and develop an action plan for improvement.	AR	Identified students	Registrar; assistant principals; counselors	Attendance reports	Every 3 or 6 weeks
Students communicate their pregnancy to their counselor or other campus staff.	AR	Students in need of pregnancy related services	Teen Parenting Counselor and campus staff	District PRS intake forms and procedures	Ongoing
Upon delivery or prenatal issues, students communicate their need for homebound services within 24 hours of becoming homebound.	AR	Students in need of pregnancy related services	Teen Parenting Counselor and campus staff, nurse, attendance secretary, Social Services, CEHI staff	District CEHI forms and procedures	Within 24 hours of becoming homebound due to delivery or prenatal issues

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Teachers will maintain prompt and accurate attendance records.	T	All Teachers	Principal; DI; Attendance Office	eschoolplus	Daily
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
Upon notification of pregnancy— <ul style="list-style-type: none"> <li>• A campus procedure is in place to ensure the intake process is completed to notify all parties providing services and initiate funding for those services within 48 hours of identification of need</li> <li>• The school nurse inputs a medical alert in eSchoolPLUS that includes an estimated due date</li> <li>• Campus and District staff collaborate to ensure pregnancy related services are provided during the prenatal period</li> </ul>	AR	Students in need of pregnancy related services	Teen Parenting Counselor and other campus admin, nurse, attendance secretary, Social Services, CEHI staff, teachers, high school Child Care Director, Coordinator for Special Populations	Section 9, Student Attendance Accounting Handbook  District PRS/CEHI forms and procedures	Ongoing



Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<p>Upon student becoming homebound due to delivery of baby or prenatal issues—</p> <ul style="list-style-type: none"> <li>• A campus procedure is in place to ensure CEHI is notified within 24 hours of the student becoming homebound to prevent an interruption of services and accrual of absences</li> <li>• Campus and CEHI staff collaborate to ensure pregnancy related services are provided during the allowable postpartum period, including access to textbooks and/or other instructional materials</li> <li>• Campus staff and the high school child care director collaborate to ensure the student understands options/requirements for child care that will allow the student to return to classes at the end of the allowable postpartum period</li> </ul>	AR	Students in need of pregnancy related services	Teen Parenting Counselor and other campus admin, nurse, attendance secretary, Social Services, CEHI staff, teachers, high school Child Care Director, Coordinator for Special Populations	<p>Section 9, Student Attendance Accounting Handbook</p> <p>District PRS/CEHI forms and procedures</p>	Ongoing
Attendance officers will be contacted for truancy issues.	AR	Identified students	APs, Attendance Office	Student Services, Truant Officer	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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
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
Parents will collaborate with CFISD staff to ensure their child takes advantage of available PRS services to minimize impact of the pregnancy on attendance and high school completion. This includes assisting in the notification of delivery and/or prenatal issues that trigger a need for homebound services and meeting the requirements for instruction to be delivered in the home.	AR	Parents of students in need of pregnancy related services	Teen Parenting Counselor and other campus admin, nurse, attendance secretary, Social Services, CEHI staff, high school Child Care Director	District & Campus PRS/CEHI forms and procedures	From notification of pregnancy through high school graduation

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: College and Career Readiness

**District Priority:** Help students plan for life beyond graduation (1B-7)

**Campus Performance Objective:** Create a culture that prepares all students for a full-range of post-secondary options (2 or 4-year college, trade or technical school, the military or skilled employment) through structural, motivational, and experiential college and career preparatory opportunities.

**Formative Evaluation:** Reclassification, AP, Dual Credit, College-ready Graduate, and PGP Completion reports, PSAT, SAT and ACT data

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students have the opportunity to participate in Career and Technology Education (CATE) classes to provide them skills for their future.	AR, T	7th and 8th Grade Students	Principal; DI; Counselors; Teachers	CATE curricula	Ongoing
Encourage and assist 6th grade Hispanic and African-American male students to apply for "M2C" program	AR	Identified students	Counselor	Lone Star College Info	LSC timeline
8th Grade students will participate in a career inventory, EXPLORE, to identify areas of interest, strengths and career readiness.	AR	8th grade students	Counselors; 8th grade teachers	EXPLORE	Fall Semester
Students electing to participate in Pre-AP Language Arts and History will gain experience and preparation for the rigor of high school AP programs.	AR	Identified 8th grade students	Principal; DI; Pre-AP teachers	Pre-AP curriculum	Ongoing
Students will see college information and facts presented through advisory announcements to recognize College Week in October, 2012.	AR	Grades 6-8	Counselors; Librarian; Teachers	College Facts Website presentation	September - October
Use college preparation testing and EXPLORE results in creating PGP plan and selecting courses	AR, T	8th grade students	8th Grade Counselor	EXPLORE	According to district timeline
Student grade level meetings will be held to promote 6 year/4 year Plan and registration and to promote college/career options after high school.	AR, T	Grades 6-8	Counselors	6 year/ 4 year plans	Spring semester
Qualifying 7th grade students will have the opportunity to participate in the Duke University Talent Identification program (TIP).	AR	Identified students	Counselor	Duke TIP Program	Fall semester

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Teachers will promote College Week and facilitate discussions through advisory.	AR	Grades 6-8	Principal; DI; Counselors; Teachers	College Facts Website presentation	October 2012
Using college preparation testing (EXPLORE) results, research career/college information using Career Cruising and other resources	AR, T	8th grade students	8th grade Language Arts teachers	Test results Career Cruising	Spring Semester
Integrate "Texas College & Career Readiness Standards" - instruction relates to post-secondary readiness (college or career)	AR, T	Grades 6-8	All Teachers	Standards, Coordinators	Ongoing
Support "Generation Texas" Week	AR, T	Grades 6-8	All Staff	District and Campus Activities	October 2012
Teachers will promote college awareness by participating in monthly campus-wide college shirt days.	AR	Grades 6-8	All Staff	College resources	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Provide parents with the results of the 8th grade career inventory EXPLORE.	PI	8th Grade Students	Counselors; 8th grade teachers	EXPLORE	Fall Semester
8th grade parent meeting to share information about high school, college, and career options after high school, and discuss the graduations plans and beyond.	PI	8th Grade Students	Counselors	6 year/ 4 year plans	Spring semester
Access Career Cruising and investigate career and college information	PI	Grades 6-8	Counselors	Career Cruising	On-going
Attend meetings to access academic and other information related to career/college readiness	PI	Grades 6-8	Staff	Staff	On-going
Monitor student work, academic reports and testing information; seek assistance as needed	PI	Grades 6-8	Staff	Staff	On-going

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: Science

Grade	Student Group	STAAR Results		
		# Testers in 2012	2012 Average Raw	2013 Average Raw Target
8	All	547	40	42
8	AA	23	34	37
8	HI	103	38	41
8	WH	373	41	43
8	ED	97	36	39
8	SpEd	26	37	40
8	LEP Ct.	*	*	
8	LEP Cb.	7	26	29

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

**Campus Performance Objective:** By May 2013, Hamilton Middle School will increase student performance (by the amounts noted above, or greater) of students demonstrating proficiency on STAAR Science.

**Formative Evaluation:** District-developed Tests and State of Texas Assessment of Academic Readiness

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
During STAAR tutoring sessions students will participate in hands-on lab activities to reinforce and re-teach weaker STAAR indicators.	AR	Identified students	Academic Achievement Specialist; CCIS; Teachers	BENCHMARK data; CCIS	Ongoing
Students will experience lessons with a focus on vocabulary that follow research-proven teaching strategies such as the ones described in Marzano's Classroom Instruction that Works to increase student achievement.	AR	All students	Teachers; CCIS	CFISD vocabulary list; Classroom Instruction that Works; ELPS; CCIS	Ongoing
Students will experience "Activity Before Content" lessons to help to build background knowledge, increase relevancy, and make connections to real-world applications.	AR	All students	Teachers; CCIS	Lab materials; CCIS	Weekly
Students will engage in guided inquiry investigations at least 40% of instructional time (two days per week) to fill in their gaps in background knowledge, increase engagement, build content knowledge and develop science process skills.	AR	All students	Teachers; CCIS	Lab materials; CCIS	Weekly
Students will utilize online learning resources such as Explore Learning, NBC Learn, SciTEX, and Discovery Learning as part of first time instruction, prescribed intervention, review and enrichment.	AR, T	All students	Teachers; CCIS	Online resources	Ongoing
Selected students will attend Science pullouts (ASIP).	AR	Identified students	8th grade Science Teachers; CCIS	Practice STAAR data BENCHMARK data Diagnostic Test	Ongoing
Selected students will participate in a daily STAAR science advisory.	AR	Identified students	Academic Achievement Specialist; CCIS	STAAR practice information Lab materials	Ongoing
6th, 7th and 8th grade students will utilize STAAR warm-up booklets for repeated review throughout the year.	AR	All students	8th grade Science Teachers	Teacher-made booklets	Ongoing
8th grade students will take a STAAR formatted test as a diagnostic tool.	AR	All students	8th grade Science Teachers	Region IV Practice TAKS TEA released TAKS/STAAR	Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Include Quantum Learning discussions and strategies for implementation during department and grade level meetings.	SD CE	Science teachers	Principal; Director of Instruction; CCIS and GTPs; Teachers	Coordinator; CCIS	Ongoing
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 Technology Helping Teacher, Curriculum Coach; CCIS	Ongoing
Incorporate Enhanced Context Strategies, Collaborative Learning Strategies, and Questioning Strategies during regular classroom lessons.	SD	Science teachers	CCIS; Administrators; Teachers	Curriculum Coach; CCIS	Ongoing
Attend district curriculum content sessions.	SD	Science teachers	Curriculum Coach	District Scope and Sequence, UbDs, and STAAR documents	1 time per semester August 2012- May 2013
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; CCIS and GTPs; Teachers	Test analysis; BENCHMARK data; UbD unit overviews	Weekly
Teachers will meet with the CCIS to plan lessons and hands-on lab activities, analyze data, write assessments, reflect on prior activities, and incorporate differentiated instruction to better meet students' needs,	SD, T	Science teachers	Science Teachers; CCIS and GTPs, Science Curriculum Coach	Science Curriculum Coach; CCIS	Ongoing
Teachers will meet with Principal, Director of Instruction, & Academic Achievement Specialist (AAS) and CCIS to review BENCHMARK and class data, discuss options for curriculum revision, interventions, and/or to re-teach specific concepts to better meet the needs of students.	AR	All students	Principal; DI; AAS; CCIS; Teachers/Teams	BENCHMARK Data	Each Six Weeks
Teachers will participate in professional development activities with the CCIS during team planning as needed that provide strategies and activities to address student achievement.	SD	All teachers	Principal; DI; AAS; CCIS/GTPs; Teachers	CCIS	Ongoing
8th Grade Science teachers will plan activities in the spring for a Science Blitz to prepare for Science STAAR.	AR	8th grade students	8th Grade Science Teachers; CCIS	STAAR info, CCIS	Spring
Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and benchmarks (SFAs) during Data Dig Sessions.	AR	All students	Science Teachers; CCIS and GTPs; Adminstrators	BENCHMARK Data	Each Six Weeks
Facilitate the use and development of pre-assessments and formative assessments to guide instruction.	AR	All students	Curriculum Coach	District and teacher generated resources	1 time per semester August 2012-May 2013

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Course specific PD to support integration of differentiated instructional strategies, ELPS strategies, technology and the 5E instructional model.	AR	All students	Curriculum coach/Coordinator	District and Teacher created materials, Adobe Connect, district generated technology support documents	3 times per semester 6th, 7th and 8th grades August 2012- May 2013
Use iXplore to analyze weak standards and flexibly regroup accordingly.	AR	All students	Science Teachers; CCIS	iXplore	Ongoing
Provide training and staff development to CCIS.	SD	CCIS	Coordinator; Curriculum Coaches	District Resources	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Consistently use Project Share websites to keep parents informed of TEKS covered in class and upcoming assignments.	PI	All parents	Teachers	Project Share	Daily
Include STAAR formatted readiness questions in the Tiger Tales newsletter.	PI	All parents	Teachers	Tiger Tales	September, November and March
Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Home Access Center	PI	All parents	Teachers	eSchoolPLUS	Daily
Share curriculum overview and classroom expectations with parents during Open House evenings	PI	All parents	Teachers	Science curriculum	September
Provide upcoming classroom events and assignments through weekly parent email communication.	PI	All parents	Teachers	Parent Email Communication	Ongoing
8th grade teachers will send warm-up booklets and diagnostic tests home for parent/student review prior to STAAR.	PI	8th grade parents	8th grade teachers	STAAR work samples	April
Parent donations received by VIPS and parents allowed hands-on lab experiences for all students.	PI	All parents	Teachers	VIPS	Ongoing

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: Mathematics

Grade	Student Group	STAAR Results		
		# Testers in 2012	2012 Average Raw	2013 Average Raw Target
6	All	501	40	42
6	AA	20	34	37
6	HI	92	37	40
6	WH	344	41	43
6	ED	82	34	37
6	SpEd	23	35	38
6	LEP Ct.	8	25	28
6	LEP Cb.	17	29	32
7	All	501	40	42
7	AA	28	31	34
7	HI	94	38	41
7	WH	335	41	43
7	ED	71	34	37
7	SpEd	20	30	33
7	LEP Ct.	*	*	
7	LEP Cb.	10	32	35
8	All	241	33	35
8	AA	17	25	28
8	HI	59	30	33
8	WH	151	34	36
8	ED	76	31	34
8	SpEd	22	34	36
8	LEP Ct.	5	22	25
8	LEP Cb.	8	25	28



## Algebra I

EOC STAAR Results						
Student Group	Total Tested	Failed	Passed			2013 Level II: Satisfactory Recommended Target
		Level I: Unsatisfactory	Level II: Satisfactory		Level III: Advanced	
		Phase in I	Phase in I	Recommended	Recommended	
		%	%	%	%	
All	307	<1	>99	93	59	100
AA	8	<1	>99	>99	50	100
HI	47	<1	>99	94	49	100
WH	221	<1	>99	92	58	100
ED	24	<1	>99	96	46	100
SpEd	*	*	*	*	*	
LEP Ct.	*	*	*	*	*	
LEP Cb.	*	*	*	*	*	

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

**Campus Performance Objective:** By May 2013, Hamilton Middle School will increase student performance (by the amounts noted above, or greater) of students demonstrating proficiency on STAAR Math.

**Formative Evaluation:** District-developed Tests and State of Texas Assessment of Academic Readiness

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students will use manipulatives to develop concepts concretely, not just watch teacher demonstrations.	AR	All students	Administrators; Teachers	Manipulatives	Daily
Monitor each student's progress in learning the critical TEKS by examining results of district-made tests and benchmarks (SFAs) during Data Dig Sessions.	AR, CE	All students	Teachers; CCIS; Administrators	BENCHMARK data	Every 3 or 6 weeks
Design and present lessons with a focus on vocabulary that follow research-proven teaching strategies such as the ones described in Marzano's Classroom Instruction that Works to increase student achievement.	AR	All students	Teachers; CCIS	CFISD vocabulary list; Classroom Instruction that Works	Ongoing
Use flexible regrouping to provide additional time for students who are struggling with concepts (AMIP).	AR	Identified students	Teachers; Academic Achievement Specialist; CCIS	District-made tests, SFAs, Technology resources	Weekly
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 Lab, In-Class Support classes).	AR	Identified students	Principal; Director of Instruction; AAS	Class rosters, Cognos reports	Prior to first day of school
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.	AR	All students	Teachers	Region IV	Every 6 weeks
7th grade students who scored a raw score of 20 or below and 8th grade students who scored a raw score 21 or below on Math STAAR will be placed in an additional math class (Math Lab).	AR	Identified Students	AAS; DI; Principal	Lesson Plans, Quantum Learning	Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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	CCIS and GTPs; Teachers; Administrators	Unit overviews in UbD format	Weekly
Include Quantum Learning discussions and strategies for implementation during department and grade level meetings.	SD	All math teachers	Teachers; CCIS	Coordinator	Fall semester
Attend district curriculum share sessions and staff development sessions that provide instructional strategies, resources, and/or activities.	SD	Math teachers	Curriculum Coordinator, and/or Specialist, and/or Coach; Teachers	District Scope and Sequence, district and teacher created materials	Ongoing August 2012 through April 2013
Incorporate technology during math instruction to assist students in mastering the TEKS and increase the depth of students' understanding of content.	SD, T	All math teachers	Coordinator; CCIS; Teachers	Explore Learning; smart boards; District tech. helping teacher, FASTT Math	Daily
Conduct unit test and/or BENCHMARK data dig once a semester and develop an instructional action plan.	AR	Teachers	Curriculum Coordinator, and/or Specialist, and/or Coach	Unit test data and BENCHMARK data	Weekly
Support the development of campus-based STAAR pull-out programs by providing resource materials.	AR	Teachers	Principal, DI; AAS; Math Curriculum Coach; CCIS; Math Teachers	Math Curriculum Coach	Ongoing
At least once per six weeks the Math Lab teacher will attend support/share sessions.	SD	Teachers	Lab teachers; Math Curriculum Coach	Coordinator	Each six weeks
Utilize STAAR Warm-up Booklets.	AR	Teachers	Curriculum Coach	STAAR Warm-up Booklets	As needed August 2012 through May 2013
Utilize 8th grade Extended Time Moodle Course for STAAR review and/or remediation.	AR, T	Teachers	Curriculum Coach	Moodle Course	As needed August 2012 through May 2013

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Consistently use Project Share websites to keep parents informed of TEKS covered in class and upcoming assignments.	PI	All parents	Teachers	Project Share	Daily
Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Home Access Center.	PI	All parents	Teachers	eSchoolPLUS	Daily
Send individual STAAR data sheet with highlighted strengths and weaknesses and objective explanations home to parents.	PI	All parents	Teachers; Academic Achievement Specialist	Individual student STAAR data sheets	January 2013
Share curriculum overview and classroom expectations with parents during Open House evenings.	PI	All parents	Teachers	Math curriculum	September
Provide upcoming classroom events and assignments through weekly parent email communication.	PI	All parents	Teachers	Parent Email Communication	Ongoing

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: Reading/English Language Arts

Grade	Student Group	STAAR Results		
		# Testers in 2012	2012 Average Raw	2013 Average Raw Target
6	All	507	39	41
6	AA	20	36	39
6	HI	97	35	38
6	WH	343	40	42
6	ED	87	33	36
6	SpEd	26	33	36
6	LEP Ct.	13	25	28
6	LEP Cb.	22	27	30
7	All	503	40	42
7	AA	28	36	39
7	HI	94	39	42
7	WH	335	41	43
7	ED	69	37	40
7	SpEd	19	36	39
7	LEP Ct.	*	*	
7	LEP Cb.	10	31	34
8	All	553	41	43
8	AA	27	35	38
8	HI	107	38	41
8	WH	372	42	44
8	ED	103	37	40
8	SpEd	24	35	38
8	LEP Ct.	6	20	23
8	LEP Cb.	9	23	26

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

**Campus Performance Objective:** By May 2013, Hamilton Middle School will increase student performance (by the amounts noted above, or greater) of students demonstrating proficiency on STAAR Reading.

**Formative Evaluation:** District-developed Tests and State of Texas Assessment of Academic Readiness

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Employ the use of before, during, and after reading strategies that are highly engaging for students in reading/language arts classrooms.	AR	All students	Teachers	Reading strategies, R/LA curriculum	Daily
At-risk identified 7th and 8th graders are provided extensive remediation through the READ 180 program.	AR CE T	Identified students	READ 180 teachers	READ 180 program	Ongoing
7th grade students who scored between a raw score of 24 and 27, and 8th grade students who scored between a raw score of 23 and 27 are provided additional reading support by placing them in a reading workshop class to provide instruction on specific STAAR objectives.	AR	Identified students	Administrators; Teachers; AAS	Reading workshop curriculum	Ongoing
Design and present lessons with a focus on vocabulary that follow research-proven teaching strategies such as the ones described in Marzano's Classroom Instruction that Works to increase student achievement.	AR	All students	Teachers; CCIS	CFISD vocabulary list; Classroom Instruction that Works, curriculum guide	Ongoing
Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and benchmarks (SFAs) during Data Dig sessions.	AR	All students	Administrators; CCIS; Teachers	BENCHMARK data	Every 6 weeks
Sixth grade students who have failed STAAR, are GPC placements, or first time STAAR takers will be assigned to a reading workshop class.	AR	Identified students	Administrators; Teachers; AAS	Reading workshop curriculum	Ongoing
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, T	Sixth grade students, Reading Workshop, READ 180, identified 7th and 8th grade students	ELAR Department	Scholastic Reading Inventory	Once every 9 weeks
Use flexible regrouping to provide additional time for students who are struggling with concepts (ARIP).	AR	Identified students	Teachers; AAS; CCIS	District-made tests, SFAs, Technology resources	Weekly
7th Grade students scoring a raw score of 23 or less will participate in TMSFA testing to target areas of weakness and provide appropriate reading support and intervention and monitor student progress.	AR	Identified students	Read 180 teachers; Reading Workshop teachers; AAS	TMSFA	3 times per year
Students will participate in activities to increase achievement on STAAR and attain Advanced Academic Performance.	AR	All students	Teachers	BENCHMARK Data	Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Attend TMSFA (Texas Middle School Fluency Assessment), (SAM) Scholastic Achievement Manager, and (SRI) Scholastic Reading Inventory trainings.	SD, T	Reading and L.A. teachers	Reading Coordinator; Teachers	Scholastic Reading Inventory	By the end of the 1st six weeks
Attend district curriculum share sessions.	SD	Reading and L.A. teachers; CCIS	Reading and L.A. coordinators; Teachers; CCIS	Coordinator	Each six weeks
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 reading and L.A. teachers	CCIS and GTPs; Teachers; Administrators	Unit overviews in UbD format	Weekly
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; CCIS; Administrators	Smart boards; District tech. helping teacher	Weekly
Use SAM to monitor student progress and routinely conference with students.	SD, T	Reading and L.A. teachers	Teachers	SRI	Ongoing
Provide Reading Symposium staff development for Reading and L.A. teachers	SD	Reading and L.A. teachers	Coordinators; Principal; DI; CCIS	Coordinators	Ongoing
Provide Differentiated Instruction staff development for Reading and Language Arts teachers	SD	Reading and L.A. teachers	Reading and L.A. Coordinators; CCIS	Coordinators	Ongoing
Offer teachers the opportunity to participate in technology courses and provide ideas and support for implementation to increase student engagement and success	SD	Reading and L.A. teachers	Reading and L.A. Coordinators; CCIS; District Technology Coaches	District Technology Coaches	Ongoing
Meet with the Coordinator and/or CC as needed to discuss data and interventions based on student assessments	SD	Reading and L.A. teachers	Reading and L.A. Coordinators; CCIS; District Coaches	Coordinators; District Coaches	As needed

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Consistently use Project Share websites to keep parents informed of STAAR information, TEKS covered in class, and upcoming assignments.	PI	All parents	Teachers	Project Share	Daily
Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Home Access Center.	PI	All parents	Teachers	eSchoolPLUS	Daily
Send individual STAAR data sheet with highlighted strengths and weaknesses and objective explanations home to parents.	PI	All parents	Teachers	Individual student STAAR data sheets	January 2013
Share curriculum overview and classroom expectations with parents during Open House evenings.	PI	All parents	Teachers	Reading/ Language Arts curricula	September
Use Scholastic Achievement Monitoring reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	PI	All parents	Teachers	Scholastic Achievement Monitoring	Every 9 weeks
Provide upcoming classroom events and assignments through weekly parent email communication.	PI	All parents	Teachers	Parent Email Communication	Ongoing



## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: Writing

Grade	Student Group	STAAR Results		
		# Testers in 2012	2012 Average Raw	2013 Average Raw Target
7	All	503	53	55
7	AA	28	47	50
7	HI	94	51	54
7	WH	335	53	55
7	ED	70	48	51
7	SpEd	19	43	46
7	LEP Ct.	*	*	
7	LEP Cb.	10	43	46

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

**Campus Performance Objective:** By May 2013, Hamilton Middle School will increase student performance (by the amounts noted above, or greater) of students demonstrating proficiency on STAAR Writing.

**Formative Evaluation:** District-developed Tests and STAAR

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students participate in lessons designed with added emphasis on idea development, effective sentence construction and text structure.	AR	All students	Teachers; CCIS	Image Grammar	Ongoing
Analyze models of previous TAKS/STAAR personal narratives and expository writing.	AR	All students	Teachers	Released TAKS writing images	Ongoing
Conduct writing conferences with students sharing strengths and areas for improvement and concentrate on the academic language in the STAAR rubric.	AR	All students	Administrators; AAS; CCIS; Teachers	STAAR Talks STAAR Rubric	Fall 2012
During editing and revision stages of the writing process, place more emphasis on use of conventions, grammar and transitions.	AR	All students	Teachers	Released TAKS/STAAR writing images	Ongoing
Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests, benchmarks (SFAs), and writing portfolios during Data Dig Sessions.	AR	All students	Administrators; Teachers	BENCHMARK data Writing Portfolios Teacher made assessments	Every 6 weeks
"Critical Thinking and Writing" Moodle for students.	AR	All students	Teachers; CCIS	Moodle	Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Attend Six Traits of Writing, Writing Symposium, Writing Institute, Differentiation and the Writing Conference, Planning with Purpose: Understanding the TEKS, Focus on STAAR, Sentences: Under Construction, and/or district curriculum share sessions.	SD	All L.A. teachers	L.A. coordinator; Teachers	Coordinator	Fall 2012
Attend dyslexia trainings and ESL trainings to better meet the needs of these populations	SD	All L.A. teachers	L.A., Reading and ESL coordinators; Teachers	Coordinator	Fall 2012
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 L.A. teachers	CCIS and GTPs; Administrators; Teachers	Unit overviews in UbD format	Weekly
Incorporate technology during Language Arts instruction to assist students in mastering the TEKS and increase the depth of student's understanding of content, and to facilitate student engagement and motivation in the writing process (technology support provided).	SD, T	All L.A. teachers	CCIS; Teachers; Administrators	Smart boards; Elmos; District technology helping teacher	Weekly

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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.	SD	All L.A. teachers	Teachers	LA curriculum	Weekly
Attend district share sessions and technology training each six weeks.	SD, T	All L.A. teachers	CCIS; L.A. Content Coordinator; Administrative Team	Coordinator, District technology helping teacher	Ongoing
Periodic classroom observations and feedback to facilitate reflective instructional practice and improve first time instruction.	SD, T	All L.A. teachers	CCIS; Administration; Coordinator; District Coaches	Coordinator; District Coaches	Ongoing
Provide 7th Grade STAAR review materials.	SD, T	All L.A. teachers	Coordinator; Teachers	STAAR review materials	Fall 2012
Attend "Score a 4" training to prepare for the spring administration of STAAR Writing.	SD, T	All L.A. teachers	Coordinator	Coordinator	Fall 2012

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Consistently use Project Share websites to keep parents informed of STAAR information, TEKS covered in class, and upcoming assignments.	PI	All parents	Teachers	Project Share	Daily
Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Home Access Center.	PI	All parents	Teachers	eSchoolPLUS	Daily
Send individual STAAR data sheet with highlighted strengths and weaknesses and objective explanations home to parents.	PI	All parents	L.A. Teachers	Individual student AMS data sheets	January 2013
Share curriculum overview and classroom expectations with parents during Open House evenings.	PI	All parents	L.A. Teachers	L.A. curriculum	September
Provide upcoming classroom events and assignments through weekly parent email communication.	PI	All parents	L.A. Teachers	Parent Email Communication	Ongoing

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### Area of Focus: Social Studies

Grade	Student Group	STAAR Results		
		# Testers in 2012	2012 Average Raw	2013 Average Raw Target
8	All	546	39	41
8	AA	25	34	37
8	HI	102	36	39
8	WH	371	40	42
8	ED	99	35	38
8	SpEd	26	34	37
8	LEP Ct.	*	*	
8	LEP Cb.	7	20	23

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

**Campus Performance Objective:** By May 2013, Hamilton Middle School will increase student performance (by the amounts noted above, or greater) of students demonstrating proficiency on STAAR Social Studies.

**Formative Evaluation:** District-developed Tests and State of Texas Assessment of Academic Readiness

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Students will demonstrate knowledge of established goals and enduring understandings by answering essential questions for each unit.	AR	All students	Teachers	Unit overviews in UbD format	Ongoing
Students will participate in a variety of strategies such as non-linguistic representations for vocabulary, cooperative learning, and group skill-building activities as seen in "Best Practices."	AR	All students	Teachers	Best Practices	Ongoing
Students will participate in streamlined tutorials that target specific STAAR objectives.	AR	Identified students	Teacher; AAS; CCIS	BENCHMARK data	Spring 2013
Students will process and internalize information using strategies such as journal writing, acrostic poems, sensory figures, point of view, "What if?" statements, and graphic organizers.	AR	All students	Teachers	History curriculum, Best Practices	Ongoing
Students will participate in the use of interactive test questions to assess mastery of content and test taking strategies.	AR, T	All students	Teachers	Interactive Test Question Bank	Ongoing
Students will use STAAR Review Moodle	AR, T	Identified students	Teachers	STAAR strategies, games, and review activities in Moodle platform	February through May 2013
Use of UbD and essential questions and interactives will help students master concepts.	AR	All students	Teachers	Unit overviews in UbD format	Ongoing

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Incorporate technology during Social Studies instruction to assist students in mastering the TEKS and increase the depth of student's understanding of content, such as STAAR strategies link and STAAR Interactive Warmups.	SD, T	Social studies teachers	Teachers; CCIS and Administrators	Smart boards; District tech. helping teacher	Daily
Attend district curriculum share sessions, reading strategies workshops, "Best Practices," and/or Quantum Learning and utilize research based strategies.	SD	Social studies teachers	District Coordinator; Curriculum Coach; Teachers	Variety of materials and handouts	As provided
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 Classroom Instruction that Works to increase student achievement.	AR	All students	Teachers; CCIS	CFISD vocabulary list; Classroom Instruction that Works	Ongoing

<b>Teachers</b>					
<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
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	CCIS and GTPs; Teachers; Administrators	Unit overviews in UbD format	Weekly
Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and benchmarks (SFAs) during Data Dig sessions.	AR	All students	Administrators; CCIS; Teachers	BENCHMARK data	Every 6 weeks
Use STAAR formatted test-bank items for teacher made assessments.	AR	All social studies teachers	CCIS; Teachers; Social Studies Content Coordinator; Administrators	District Test Bank	Ongoing
Use activities from differentiated instruction bank.	AR	All social studies teachers	CCIS; Teachers; Social Studies Content Coordinator; Administrators	District Differentiated Instruction Bank	Ongoing
Participate in a web-based collaborative learning community.	SD	All social studies teachers	District Coordinator; Curriculum Coach; CCIS; Teachers	Web-based application Project Share	Ongoing

<b>Parents</b>					
<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
Consistently use Project Share websites to keep parents informed of STAAR information, TEKS covered in class, and upcoming assignments.	PI	All parents	Teachers	Project Share	Daily
Keep parents up-to-date on their child's grades by timely posting of grades so they can be viewed via the Home Access Center.	PI	All parents	Teachers	eSchoolPLUS	Daily
Share curriculum overview and classroom expectations with parents during Open House evenings.	PI	All parents	Teachers	History curriculum	September
Provide upcoming classroom events and assignments through weekly parent email communication.	PI	All parents	Teachers	Parent Email Communication	Ongoing

## 2012-13 Campus Improvement Plan for Hamilton Middle School

### 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 Performance Objective:** By May 2013, 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.

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Direct teaching of the Hamilton acronym 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 BP	AI	Principal; DI; APs; Counselors; Teachers; PBIS Leadership Team	PBIS	Daily as scheduled
Provide and monitor opportunities for students to practice REAL such as assemblies, Advisory, hallways, classrooms and library, etc.	AR CE BP	AI	Principal; DI; APs; Counselors; Teachers; PBIS Leadership Team	PBIS	As scheduled
Monitoring of all students and praise of the students with rewards (compliment/handshake/Tiger Tokens/ celebrations/etc.) for those portraying the REAL, and mini-lessons for those needing redirection.	AR CE BP	AI	A-team; Teachers	PBIS Committee	Daily

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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
By modeling REAL, students will have demonstrated to them the concepts of Respect, Excellence, Accountability, and Leadership.	SD	All	Principal; DI; APs; Counselors; PBIS Leadership Team	PBIS Leadership Team	Ongoing

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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
PBIS information will be shared based on the HMS REAL matrix during Tiger Talk sessions throughout the year.	PI	All	Principal; Assistant Principals; Counselors	PBIS	Ongoing

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
<b>AR</b>	At-risk	the needs of students deemed “at-risk” of academic decline.
<b>AYP</b>	Adequate Yearly Progress	Strategies used to support school improvement efforts in the Adequate Yearly Progress accountability system.
<b>CE</b>	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.
<b>PI</b>	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
<b>SD</b>	Staff Development	training needs of teachers and other staff.
<b>T</b>	Technology	tools used to enhance instruction or to facilitate managerial tasks.
<b>T1</b>	Title I	federal mandates for school-wide Title I programs.
<b>VP</b>	Violence Prevention	prevention and intervention plans for improving student behavior.
<b>BP</b>	Bullying Prevention	prevention of bullying behavior on the campus.



## CIP PART II: ASSURANCE ADDENDUM

**Hamilton Middle School**  
**Kim Sempe, Principal**  
**2012-13 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.
[ ]	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.
[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)
[ ]	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.
[ ]	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
[X]	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
[X]	The use and implementation of Stimulus money will be monitored monthly.

**CIP PART II: ASSURANCE ADDENDUM**

**Section B**

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Kim Sempe	Principal
Claire Wilson	Teacher 1: Reading/Language Arts
Heather Eastling	Teacher 2: Math
Nicole Suire	Teacher 3: Science
Teri Sarver	Teacher 4: History
Kim Lloyd	Teacher 5: Electives
Chelsea Edwards	Teacher 6: P,E,
Pat Huff	Teacher 7: Special Education
Lisa Herrmann	Teacher 8: CCIS - Reading/Language Arts
Michelle Barkman	Teacher 9: CCIS - Math
Mary Patterson	Teacher 10: CCIS - Science
Jennifer Phelan	Teacher 11: CCIS - History
Jenny Browning	Non-teaching professional 1: Paraprofessional Support
Katy Corbett	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
Ginny Gallagher	Non-teaching professional 6: Academic Achievement
Mark Williams	Non-teaching professional 7: District Representative
Tammy Rogers	Parent 1
Lynda O'Donnell	Parent 2
Carol Brushwood	Community resident 1
Sharon Tatum	Community resident 2
Miriam Crosby	Business representative 1
Robert Perkins	Business representative 2

<b>CPOC Meetings* for 2012-13</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	8/18/2012	11:30 a.m.	Large Group Room
2	9/19/2012	3:30 p.m.	Large Group Room
3	10/31/2012	9:00 a.m.	Large Group Room
4	1/28/2013	3:30 p.m.	Large Group Room
5	5/20/2013	3:30 p.m.	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/STAAR Recognized or Exemplary	For 2012-13, the percent of students reaching TAKS/STAAR 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/STAAR 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/STAAR Commended Performance	For 2012-13, the percent of students reaching TAKS/STAAR 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/STAAR 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 2012-13, 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 2012-13, 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.
[X]	5) Violence Prevention	For 2012-13, 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.	Implement and monitor the school-wide safety and security plan.
[X]	6) Special Education	For 2012-13, the percent of students meeting ARD expectations will be at or above 100%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS/STAAR-Accommodated, TAKS/STAAR Modified and/or TAKS/STAAR 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.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
[X]	7) Highly Qualified Teacher	For 2012-13, 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 2012-13, 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 2012-13 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 2012-13 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	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 2012-13, the percent of students who graduate with RHSP will be at or above %.	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 students to appropriate testing, classes, and programs.
[ ]	11) High School AEIS – Advanced Courses and Dual Credit	For 2012-13, the percent of students who have completed at least one advanced course will be at or above %.	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 2012-13, the percent of students who take an AP exam will be at or above %.	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 2012-13, the percent of graduates who take SAT/ACT exams will be at or above %.	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.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
[ ]	14) High School CTE	For 2012-13, the percent of LEP CTE students passing TAKS/STAAR will be at or above (percent of LEP passing TAKS/STAAR) %.	After each BENCHMARK, the staff will review the results to determine progress in meeting established performance level.	TAKS/STAAR 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/STAAR-tested areas.

## CIP PART II: ASSURANCE ADDENDUM

### Section D

[X]	<p>1. <b>Comprehensive needs assessment</b> – Conducted systematic and thorough comprehensive needs assessment for all areas of the school and review data with all stakeholders. All data were reviewed for all students and student groups including State Academic Content Standards and Achievement Data: achievement data disaggregated by student populations, student discipline data, student mobility data, student retention data, and teacher and student attendance data. The results and conclusions of this review are reflected in the SMART goals for the next school year and are evidenced in the Campus Improvement Plan.</p>
[X]	<p>2. <b>School-wide reform strategies</b> – These strategies include ones that upgrade entire school programs and opportunities for all children to meet proficient and advanced levels on State Assessments. Effective methods and instructional strategies 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. Strategies address how the school will determine if needs of special targeted populations have been met and are based on Scientifically Based Research to increase achievement for each sub-group on state tests. Each campus will address school-wide reform strategies in the CIP.</p>
[X]	<p>3. <b>Instruction by highly qualified teachers</b> – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. The district’s Human Resources administrators ensure all teachers and paraprofessionals meet highly qualified standards and communicate with principals about highly qualified status and any teacher and/or paraprofessional who are not highly qualified. Principals assist teachers with training and mentoring to improve teachers’ knowledge of subject taught to meet certification requirements. Each campus will ensure that classes with highest numbers of economically and/or educationally disadvantages students have highly qualified 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.</p>
[X]	<p>4. <b>High-quality and ongoing professional development</b> –Teachers will participate in ongoing professional development with campus personnel, district coaches, and hired consultants to increase knowledge of content area and increase skills for effective and engaging teaching and help students meet the state standards. Curriculum Coaches provide on-the-job training and monitoring to promote teachers’ professional development. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff. Each campus will address professional development strategies in the CIP.</p>
[X]	<p>5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – 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.</p>

[X]	<p>6. <b>Strategies to increase parental involvement</b> – Schools engage in numerous activities to increase parent involvement in the campus's programs. An Annual Title I Parent meeting is held at each Title I campus to inform parents about the Title I Program and their rights to be involved. Each campus will develop and/or refine the Written Parental Involvement Policy and Home-School Agreement with parent input annually. Title I campuses will ensure information is in a format and language that parents can understand including communication translated in Spanish and opportunities for face to face communication with parents. Annually staff development sessions will be held at each Title I campus to educate all school personnel regarding the value of parental involvement, increasing home school communication and the importance of the contribution of parents. Campuses will provide reasonable support requested by parents, provide parents timely information about Title I programs, descriptions of curriculum, academic assessment and proficiency levels students are expected to achieve, state academic achievement standards, ways to monitor a child's progress and ways to work with the school to improve children's achievement. Curriculum Nights, 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 STAAR/TAKS information programs. Parents will be given the opportunity to provide feedback through the Title I Parent Survey and participation in the district Title I Parent Advisory Council. Each campus will address parental involvement strategies in the CIP.</p>
[ ]	<p>7. <b>Transition from early childhood programs</b> – 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. For example, campuses may provide transition support through "Kindergarten/PreK Roundup" meetings and/or provide students and parents information, activities, and instructional materials to assist preschool children in their transitions from early childhood program to the public school during registration for school and at the Meet-The-Teacher event. (Not applicable to secondary schools)</p>
[X]	<p>8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – Teachers will be involved in assessment decisions to improve academic achievement of individual students and the overall instructional program. 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. Each campus will address teacher inclusion in academic assessment decisions strategies in the CIP.</p>
[X]	<p>9. <b>Effective, timely additional assistance</b> – Campuses will provide effective, timely additional assistance, to insure student's difficulties are identified on a timely basis, and to provide sufficient information upon which to base effective assistance to students who experience difficulties in mastering standards. 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. Each campus will address effective, timely additional assistance strategies in the CIP.</p>
[X]	<p>10. <b>Coordination and integration of federal, state, and local services and programs</b> – 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..</p>

**CIP PART II: ASSURANCE ADDENDUM**

**Hamilton Middle School  
Cypress-Fairbanks Independent School District  
Staff Development Plans  
2012-13**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
August 6-7, 2012	Leadership Conference	District Administrative Staff	2012-2013 Vision: The Power of One
August 14, 2012	Teacher Leadership Conference	Secondary Curriculum Staff	Collaborative Culture/Leadership Styles/Teamwork
August 16-17, 2012	New Staff Orientation	District & Campus Administrative Staff	District/Curriculum/Campus Orientation
August 20, 2012	**Elementary and Secondary Campus	Campus Administrative Staff	Campus Vision/Core Values/Power of One
August 21, 2012	Elementary District	Elementary Curriculum Staff	
August 21, 2012	**Elementary Campus	Campus Administrative Staff	
August 21, 2012	Secondary District	Secondary Curriculum Staff	Curriculum Planning
August 22, 2012	Elementary District	Elementary Curriculum Staff	
August 22, 2012	**Elementary and Secondary Campus	Campus Administrative Staff	Department/Team Data Analysis
August 23, 2012	**Elementary and Secondary Campus	Campus Administrative Staff	Department/Team Planning
August 24, 2012	**Elementary and Secondary Campus	Campus Administrative Staff	Content/Individual Planning
October 29, 2012	Elementary Parent Conferences	Campus Administrative Staff	
October 29, 2012	Secondary District	Secondary Curriculum Staff	Curriculum Planning
January 7, 2013	Elementary District	Elementary Curriculum Staff	
January 7, 2013	**Elementary and Secondary Campus	Campus Administrative Staff	Campus Time Equivalency - iXplore / Campus Culture
January 8, 2013	Elementary District	Elementary Curriculum Staff	
January 8, 2013	**Elementary and Secondary Campus	Campus Administrative Staff	Data Analysis/Technology Integration/Team Building
*February 18, 2013	Elementary and Secondary Campus	Campus Administrative Staff	Quantum Learning
*June 6, 2013	Elementary and Secondary Campus	Campus Administrative Staff	Celebrating Excellence

\* The following dates have been identified as inclement weather days: February 18, 2013 and June 6, 2013. These dates MAY NOT BE USED AS CAMPUS TIME EQUIVALENCY.

\*\* 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.