

SCHOOL IMPROVEMENT PLAN

*School Year 2013-2014
Alexander Hamilton Middle School
Houston Independent School District
Wendy Hampton, Principal*

PTO/PTA Parent Representative

Date

Teacher Representative

Date

Principal

Date

School Support Officer / Lead Principal

Date

Chief School Officer / Lead Administrator

Date

The signatures indicate that this document has been reviewed and approved by them.

Alexander Hamilton Middle School
Wendy Hampton
2013 -2014 School Improvement Plan
Houston Independent School District

CHECKLIST

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- √ Utilize a school wide planning team to complete the needs assessment (NCLB).
 - Shared Decision Making Committee.
- √ Create a school profile that includes Student Needs, Curriculum and Instruction, Professional Development, Family and Community Involvement, School Context and organization(NCLB):
 - Brief description in Executive Summary – School Overview and Needs Assessment sections
 - School Profile and Needs Assessment in SIP Part 1 – Narrative Section
 - SIP Part 3 – Campus compliance
- √ Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
 - Brief description in Executive Summary – Needs Assessment section
 - Needs Assessment in SIP Part 1 – Narrative Section
- √ Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
 - List in Executive Summary – List of measureable objectives section
 - SMART Goals in SIP Part 2 – Action Plan
- √ Identify how the campus goals will be met for each student.
 - Implementation Plan in SIP Part 2 – Action Plan
- √ Determine the resources needed to implement the plan.
 - Implementation Plan in SIP Part 2 – Action Plan.
- √ Identify staff needed to implement the plan.
 - Implementation Plan in SIP Part 2 – Action Plan
- √ Set time lines for reaching the goals.
 - Implementation Plan in SIP Part 2 – Action Plan
- √ Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
 - Implementation Plan in SIP Part 2 – Action Plan
- √ Identify all funding sources in the Resources Needed column of the SMART Goals document: *Fund Sources (GF1, SCE, TI, TII, TIII, AMI, ARI...)*
 - Implementation Plan in SIP Part 2 – Action Plan
- √ Schools not meeting AYP must complete a separate CIP specifically addressing the area identified as AYP, according to TEA instructions.

Principal

Date

Alexander Hamilton Middle School
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EXECUTIVE SUMMARY

School Overview

Alexander Hamilton Middle School is located at 139 E. 20th Street in the historic Houston Heights neighborhood. The school is within the Houston Independent School District (HISD). We serve approximately 1,252 students in grades six through eight. The combined mission and vision statement is “Strengthen the knowledge. Strengthen the character. Strengthen the future.” Also evident throughout the building is our commitment to excellence and is noted by our motto, “Excellence doesn’t just happen; it’s a decision you make every day.” As a part of the HISD Magnet program, Hamilton Vanguard is for our gifted and talented student population. Currently our gifted population is 30% of our enrollment or 377 students. The school also offers pre-advanced placement courses to serve our students. Our special education students, which make up 8 % of our enrollment, are served through five different programs. These programs include a Behavior Support Class, In Class Support-Facilitation, Resource Services, Skills for Living and Learning (Life Skills) and Speech Therapy. The multilingual population is served through English as a Second Language (ESL) classes. Additionally, Hamilton offers high school credit for Principles of Information Technology, Spanish, Algebra, and Biology. The average daily attendance rate during the past school year was approximately 97%. Student ethnicities represented at Hamilton include 84% Hispanic, 6.07% White, 7.74% Black, and less than 1% American Indian/Alaskan and Hawaiian Pacific Islander or Asian. A little less than 1% of our students are 2 or more of the identified ethnicities above. Our student enrollment is characterized by 28% students at risk and 13.2% Limited English Proficient (LEP). Approximately 80% of our students are economically disadvantaged. The dropout rate for Hamilton is 0.00%. There are 62 teachers at Hamilton, 16 are African American, 12 are Hispanic, 34 are White, and one is American Indian. Alexander Hamilton has established several community partners, including Deloitte, Communities in Schools and Kickstart.

Needs Assessment Summary

According to the 2013 State of Texas Assessment of Academic Readiness (STAAR) administration, we have remained consistent in all content areas with no significant gains or losses in any one area. Alexander Hamilton Middle School (AHMS) met standard on Student Achievement, Student Progress and Closing Performance Gaps according to the Texas Education Agency (TEA) 2013 Accountability Summary. Additionally AHMS received Distinction designation in academic achievement for reading and student progress. The largest gaps in student achievement were found among our Limited English Proficient Students in all grade levels and categories and special education students in mathematics. Other gaps included a gender gap in math and science where boys outperform girls, and as we prepare for Phase II standards in 2015, the percent of African American students meeting satisfactory performance drops significantly below the campus as a whole. Enrollment has declined by approximately 10% from 2010 to 2013. Student enrollment in the campus Vanguard program has dropped 10% since 2011. While overall perception from the “Your Voice” Survey was favorable, declining enrollment indicates that parents and students are choosing other schools instead of AHMS. This indicates that the school needs a focused plan to retain and recruit students that are opting for private, charter or other magnet programs. While the idea of professional learning communities are not new, it has become evident that there is a disconnect between instruction, assessment, and student intervention.

List of Measurable Objectives

In 2013-2014 our academic goals are based on final phase level of satisfactory performance for STAAR. The primary focus area will be to improve student achievement in mathematics as well as gain the Distinguished Performance recognition in 2014. Specific areas to be addressed in the area of mathematics are 6th grade, performance among female students, and performance among African American students. Our second area of focus will be to improve student achievement in English Language Arts with a specific focus on our LEP students. College readiness will be addressed through the addition of PreAP classes, AP classes, and high school credit classes. AHMS will be a safe and secure environment as we implement intervention programs so that all students can focus on academic success. Finally as we work to ensure Alexander Hamilton Middle School is a high achieving academic environment, we will put measures in place so that our community knows that the AHMS is the premiere choice of the Greater Heights area increasing the number of parents and students that would recommend our school to their friends.

Major Strategies and Initiatives Summary

In order to address student achievement in mathematics a number of measures have been put in place. Students not meeting satisfactory performance in 2013 have been placed in a double block math class. Math and reading classes will take a common assessment every three weeks to determine student mastery of recently taught objectives. Students that do not demonstrate mastery and are not already receiving extended instruction will receive 45 minutes of intervention four days per week for three weeks. This intervention will be specific to their needs. Teachers will receive extensive training on backwards planning, creating common assessments, analyzing data, and creating engaging and rigorous lessons. The Language! Intervention program has been extended from 6th grade to include 7th grade students that are significantly below grade level in reading. Sentence stems, graphic organizers, and an “idiom of the week” are instructional strategies that are being implemented in all classes in order to improve academic vocabulary, syntax and grammar in an effort to improve students’ writing skills and reading fluency. Our goal is to focus not only on students that may need academic intervention but also on students that need enrichment and additional challenges. Therefore, we are offering additional pre-AP classes and classes for high school credit.

In order to affect community perception about the school, we are establishing a committee called Fans of Hamilton which will focus on promoting positive events about our school, improving communication, and improving overall appearance of the school. Monthly parent meetings are held with the principal in order to increase the number of parents involved on campus. The meetings are in addition to regular PTO meetings.

Finally, we know that students cannot learn when they are not in class. Therefore we will put student behavior intervention programs in place to deter negative and/or disruptive student behavior. We will assign discipline consequences that are an alternative to in-school and out of school suspension to maximize our instructional time.

<Insert Campus Name Here>
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SIP COMMITTEE: SHARED DECISION MAKING COMMITTEE

Organization Structure

Our campus Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings

are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

Membership Composition of the Shared Decision-Making Committee

Number of Classroom Teachers	10	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	4	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

Name of SDMC Member	Position (Term expires)
Hahn, Catherine	Classroom Teacher
Kansas, Gary	Classroom Teacher
Martinez, Alec	Classroom Teacher
Phillips, Bridgitte	Classroom Teacher
Rodriguez, David	Classroom Teacher
Sonnier, Brian	Classroom Teacher
Valentine, Barbara	Classroom Teacher
Cummings, Zachary	Classroom Teacher
Hawkins, Jayna	Classroom Teacher
Sadler, Nicole	Classroom Teacher
Myers, Rose	School-based Staff
Coats, Christy	School-based Staff
Webster, Jocelyn	School-based Staff
Holliday, Rosalinda	Non-Instructional Staff
Proch, Kelly	Business Member
Gustavo Rodriguez	Parent
Jennifer Clements	Parent
Rose Scharning	Community Member
	Community Member
Hampton, Wendy	Principal

Alexander Hamilton Middle School
Wendy Hampton
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SIP PART 1: NARRATIVE

Mission Statement

Strengthen the knowledge. Strengthen the character. Strengthen the future.

School Profile

Alexander Hamilton Middle School is located at 139 E. 20th Street in the historic Houston Heights neighborhood. The school is within the Houston Independent School District (HISD). We are a comprehensive middle school which serves approximately 1,252 students in grades six through eight. The combined mission and vision statement is "Strengthen the knowledge. Strengthen the character. Strengthen the future." Also evident throughout the building is our commitment to excellence and is noted by our motto, "Excellence doesn't just happen. It's a decision you make every day." As a part of the HISD Magnet program, Hamilton Vanguard is for our gifted and talented student population. Currently our gifted population is 30% of our enrollment or 377 students. The school also offers pre-advanced placement courses to serve our students. Our special education students, which make up 8 % of our enrollment, are served through five different programs. These programs include a Behavior Support Class, In Class Support Facilitation, Resource Services, Skills for Living and Learning and Speech Therapy. The multilingual population is served through English as a Second Language (ESL) classes. Additionally, Hamilton offers high school credit for Principles of Information Technology, Spanish, Algebra, and Biology. The average daily attendance rate during the past school year was approximately 97%. Student ethnicities represented at Hamilton include 84% Hispanic, 6.07% White, 7.74% Black, and less than 1% American Indian/Alaskan and Hawaiian Pacific Islander or Asian. A little less than 1% of our students are 2 or more of the identified ethnicities above. Our student enrollment is characterized by 28% students at risk and 13.2% Limited English Proficient (LEP). Approximately 80% of our students are economically disadvantaged. The dropout rate for Hamilton is 0.00%. There are 63 teachers at Hamilton, 18 are African American, 8 are Hispanic, 36 are White and there is one American Indian. Alexander Hamilton has established several community partners, including, Deloitte LLP, which provides the school with support through Impact Day and community service, Communities in Schools and Kickstart. The immediate residential community is transitioning from small single family homes to include more condominiums and multi-family homes.

Needs Assessment

The data used for our needs assessment is derived directly from the results of STAAR as well as the TEA Accountability Summary, data from PEIMS, Chancery, student, teacher and community input.

Student Performance Data Analysis

According to the 2013 State of Texas Assessment of Academic Readiness (STAAR) administration, we have remained consistent in all content areas with no significant gains or losses. Using the Phase I standards at Level II: Satisfactory, our data indicates: STAAR Reading 6th grade 76%, STAAR Reading 7th grade 79%, and STAAR reading 8th grade 88%. STAAR Modified results are: reading 6th grade at 88%, 63% at 7th grade and 67% at 8th grade. STAAR Math 6th grade results are at 72%, 77% at 7th grade and 8th grade math at 84%. The STAAR Modified results indicate 6th grade math at 53%, 7th grade math at 40% and 8th grade math at 40%. The STAAR Writing results show that 77% of our students were at Level II: Satisfactory. 63% of our STAAR Writing Modified students met the Level II: Satisfactory standard. The STAAR results for 8th grade social studies show that only 63% of our students met the Level II: Satisfactory. The STAAR Social Studies Modified results indicate 60% met the standard. Science STAAR

8th grade results reveal that 79% of our students performed at the Level II: Satisfactory and 80% of our Modified Science students scored at Level II: Satisfactory. Hamilton Middle School continues to see an achievement gap between our identified LEP population and all students. For example, in 6th grade our LEP students scored at only 49% compared to 76% overall, this trend continues in 7th grade with a 55% for our LEP compared to 79% overall and 45% to 88% in grade 8. This same achievement gap repeats in math with a comparison 49% of LEP to 72% in 6th grade, 66% to 78% in 7th grade and 56% to 84 in 8th grade. For the comparison in 8th grade social studies 23% of LEP students compared to 63% overall while science shows a 36% to 79% overall. The gap in writing between our LEP students and students overall is 27%.

In analyzing the STAAR data, another trend that we noticed is a gender gap. Female students score 12% lower than their male counterparts at Phase I Satisfactory performance. This gap jumps to 23% at Phase II Satisfactory performance. Additionally our data indicates that as we move to Phase II standards, there is a significant decline in the number of African American students that meet satisfactory performance. In Phase I standards, African American students meet the standard at a higher percentage than the campus as a whole. However, when moving to Phase II standards, African American students meet the standard at a rate 10% - 15% below the campus as a whole in mathematics depending on the grade level. Our special education students are also scoring significantly below their peers in mathematics.

Demographic Data Analysis

Student enrollment at Hamilton has remained steady at approximately 1250 students for the last several years. There has been a decline in our overall Vanguard magnet enrollment. Our attendance has hovered around 97% for the past three years.

School Processes Analysis

Teacher Practices: The master schedule at Hamilton is designed to allow our teachers to meet twice per week in professional learning communities for department planning and twice per week for grade level planning. Predominately our professional development occurs during these two opportunities. However, teachers also have numerous opportunities to visit other classrooms inside and outside their own content areas as well as outside the campus. In addition, they also have opportunities to preview exemplar lessons via online courses and websites. Each teacher works with their appraiser to design a personal development plan to meet his/her needs. Appraisal data from 2012 indicated that our teachers scored lowest overall in I-4: Engages students in work that develops higher-level thinking skills and I-8: Students actively engaged in lesson activities. Therefore the school participated in a school-wide book study incorporating several strategies from Teach Like a Champion. Our system of monitoring includes review of lesson plans, common assessments and weekly walkthroughs with feedback. There are also formal observations and walkthroughs with strategic feedback throughout the year. In the 2013-2014 school year, we are reshaping our Professional Learning Communities to focus on creating a common scope and sequence of objectives in order to create common student assessments administered every three weeks to measure students' progress and provide immediate student interventions based on individual student needs.

Acts of Leadership: A team comprised of department heads meets weekly with the principal and dean of instruction to plan campus professional development and strategies to implement campus initiatives and department action plans. The campus administrative team meets weekly to focus on improving teaching and learning, conduct calibrated walk-throughs, review common assessment data, conduct ongoing campus needs assessment and review student attendance. Performance is monitored using the EdPlan system for common assessment, GradeSpeed for student progress, and weekly classroom walkthroughs followed by conversations during department. A focus on instruction is highlighted in a

weekly newsletter publication to all staff. Data provides the springboard for instruction and improvement.

Perceptions Analysis

Based on the “Your Voice” survey conducted by the district, overall perception about the school is positive. However there were a few areas of disconnect that need to be addressed. Students believe that they are expected to get good grades and must work hard for them and parents believe that overall the school provides solid academic instruction. However, 30% of students say that their classes are not challenging and that they do not hold their interest. Both parents and students feel that they are welcome and treated with respect in the school. However, approximately one third of students do not think that their teachers work to make learning fun and interesting, and 22% of parents don’t believe that teachers motivate their children to learn. While approximately 70% of both parents and students say that discipline is handled fairly and consistently, approximately 50% of students say that students do not treat each other with respect and do not believe that Hamilton Middle School is free of violence. Almost one third of parents perceive bullying to be a problem in the school.

In the previous year ,parents have been notified of events through email blasts, call outs, open house, grade level meetings, and the school website. The school handbook is a part of each students agenda book and is shared with the parents. Additionally the student code of conduct is sent home at the beginning of the year to inform parents of behavioral expectations, consequences, and student and parent rights. Hamilton Middle School has a PTO that provides several services to the school students and staff. For the 2013-2014 school year, monthly meetings are held with the principal on the first Thursday of each month to share information and hear parent concerns and needs.

Alexander Hamilton Middle School currently has a strong business partnership with Deloitte. The company has provided backpacks and school supplies for students in need. Additionally at the end of each year, Impact Day is held on the campus.

In 2013-2014 the AHMS is making a concerted effort to communicate more effectively with parent through a group called Fans of Hamilton Middle School. This group will work to promote the image of the school throughout the community, engage additional business partners, and develop activities to bring more stakeholders into the campus community through service projects and student recruitment efforts.

<Insert Campus Name Here>
 <Insert principal name here>
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SIP PART 2: ACTION PLAN

2013-2014 SMART Goals

Goal 1	In mathematics, 60% of all student groups will reach Final Phase in Level II Satisfactory Performance of the STAAR exam, and Level III Advanced Performance will increase from 10% of students to 25% of students. Alexander Hamilton Middle School will receive the Distinguished Performance recognition in mathematics.
Goal 2	In reading and writing, 60% of all students groups will reach Final Phase in Level II Satisfactory Performance of the STAAR exam and Level III Advanced Performance will increase from 15% of students to 25% of students. Alexander Hamilton Middle School will continue to have Distinguished Performance recognition in reading.
Goal 3	The number of Vanguard applications received for the 2014-2015 school year will increase by 15%
Goal 4	Increase the number of students that participate in college readiness activities by 25%.
Goal 5	We will provide a safe and clean environment that supports a quality educational program for all students and reduces the amount of in school and out of school suspensions by 15% from 2012-2013.

Implementation Plan

Goal 1	In mathematics, 60% of all students groups will reach Final Phase in Level II Satisfactory Performance of the STAAR exam, and Level III Advanced Performance will increase from 10% of students to 25% of students. Alexander Hamilton Middle School will receive the Distinguished Performance recognition in mathematics.
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
Students not meeting current Level II academic achievement in mathematics receive extended instruction with math everyday for 80 minutes.	Scheduling responsibility: All grade level deans Rose Myers Wendy Hampton	STAAR Released test HISD Curriculum Documents PSD Exemplar Lessons Think Through Math Measuring UP Springboard	August 2013 – May 2014	Evidence of student mastery on campus based common assessments. Demonstrated mastery on district benchmark assessments. Increased number of students

				<p>passing their class with a grade of 70 or above each six weeks.</p> <p>Classroom walkthrough and observations</p> <p>Student Achievement on STAAR</p>
<p>Students not demonstrating mastery of student expectations on campus based common assessments will be scheduled into an in school tutorial class in which they will receive immediate additional instruction specific to their individual needs for a minimum of 3 weeks.</p>	<p>Grade level deans Rose Myers</p> <p>Wendy Hampton</p>	<p>STAAR Released test HISD Curriculum Documents PSD Exemplar Lessons Think Through Math Measuring UP Springboard</p>	<p>August 2013- May 2014</p>	<p>Demonstrated mastery on assessments after reteaching.</p> <p>Demonstration of mastery on district benchmark exams.</p> <p>Increased numbers of students passing their class with a grade of 70 or above each six weeks.</p> <p>Classroom walk through and observation</p> <p>Student Achievement on STAAR</p>
<p>Teachers will be trained in backwards planning, creating common assessments, analyzing data and creating engaging and rigorous lessons.</p>	<p>Rose Myers</p> <p>Wendy Hampton</p>	<p>District Curriculum documents, common planning time, exemplar lessons, time to observe master teachers, Edplan; released STAAR exams; STAAR item analysis sheets</p>	<p>August 2013 – May 2014</p>	<p>Teacher lesson plans will be aligned to district curriculum and each other.</p> <p>Students will demonstrate mastery on campus common assessments because the assessment will be aligned with instruction.</p> <p>Students will demonstrate mastery on benchmark exams.</p>

				<p>Evidenced gathered in walkthroughs will show an increased number of students engaged in classroom activities.</p> <p>TADS scores will show campus improvement in PL2, PL3 and I-8</p>

Goal 2	In reading and writing, 60% of all students groups will reach Final Phase in Level II Satisfactory Performance of the STAAR exam and Level III Advanced Performance will increase from 15% of students to 25% of students. Alexander Hamilton Middle School will continue to have Distinguished Performance recognition in reading.
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
Students scoring at or below the 40 th percentile in Stanford reading are placed into a reading elective class in both 6 th and 7 th grade in order to receive additional instruction in phonemic awareness, decoding skills, and fluency.	<p>Scheduling 6th and 7th grade Deans,</p> <p>Beth Garcia Darlene Thomas Rose Myers Wendy Hampton</p>	I-station software, additional computers for i-station testing, additional teacher to expand program to 7 th grade; student STAAR scores;	August 2013- May 2014	<p>I-station assessments will indicate students have increasing lexile levels, word recognition, fluency and comprehension skills.</p> <p>Demonstration of mastery on campus common assessments</p> <p>Demonstration of mastery on district benchmark exams.</p>
Teachers will be trained in backwards	Beth Garcia	District Curriculum	August	Teacher lesson plans will be

planning, creating common assessments, analyzing data and creating engaging and rigorous lessons.	Rose Myers Wendy Hampton	documents, common planning time, exemplar lessons, time to observe master teachers, Edplan; released STAAR exam; STAAR item analysis sheets; Curriculum maps	2013- May 2014	<p>aligned to district curriculum and each other.</p> <p>Students will demonstrate mastery on campus common assessments because the assessment will be aligned with instruction.</p> <p>Students will demonstrate mastery on benchmark exams.</p> <p>Evidence gathered in walkthroughs will show an increased number of students engaged in classroom activities.</p> <p>TADS scores will show campus improvement in PL2, PL3 and I-8</p> <p>Lesson plans</p> <p>Classroom walkthroughs and observations</p> <p>Student achievement on STAAR</p>
<p>All classes will incorporate the use of:</p> <p>sentence stems</p> <p>graphic organizers</p> <p>objectives with highlighted verbs and academic language</p> <p>idiom of the week</p> <p>in order to increase students' academic vocabulary in all subjects, improve students</p>	All grade level Deans Rose Myers Wendy Hampton	<p>Teacher training on use of sentence stems.</p> <p>Teacher training on use of graphic organizers.</p> <p>Teacher training on grading writing</p>	August 2013- May 2014	<p>Increased mastery demonstrated on campus common assessments.</p> <p>Increased mastery on district benchmarks.</p> <p>Increased scores on TELPAS</p>

writing skills and reading fluency. All core classes will incorporate a written response question once per six weeks and grade it based on designed rubrics.		samples using a rubric.		writing. Student Achievement on STAAR
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Goal 3	The number of Vanguard applications received for the 204-2015 school year will increase by 15%
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
Teachers will receive training on creating lessons that are engaging, fun, and interesting according to the students while continuing to set high expectations for student success and engage students in higher level thinking.	Rose Myers Wendy Hampton	District Rigor Training Exemplar Lesson videos Student interest surveys Walkthrough data, survey data	August 2013- May 2014	TADS scores on I-4, I-7, I-8 will increase. The number of students meeting Level III Advanced performance on STAAR will increase in all subject areas. Student surveys will indicate that more students believe their classes are interesting and parents will indicate teachers motivate students to learn.
A “Fans of Hamilton” committee will be established and comprised of teachers, parents, community members, and students. Goals for the committee include: promoting positive events and student success at Hamilton throughout the community, improving communication between the school and parents, ensuring we have quality elective courses students are interested in, improving the interior appearance of the school, improving the grounds/spark/field area of the school	Wendy Hampton	Additional funding sources; PTO; Houston Heights Association Education Committee; Website; school messenger; facebook; elementary partnerships	August 2013- May 2014	Decrease in the number of students zones to Hamilton choosing to attend other schools. Increase in the number of magnet applications and magnet enrollments.
Meetings will be held on the first Thursday of	Wendy Hampton	School messenger;	August 13	Attendance at meetings will

each month for the parents and the principal in order to improve communication between the school, parents, and community.		website; facebook; FACE	– May 2014	increase over the course of the year. Membership in campus PTO will increase Number of VIPs will increase
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Goal 4	Increase the number of students that participate in college readiness activities by 25%.
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
The number of non-vanguard students participating in PreAP classes will increase by 10%	Grade level deans Rose Myers Donyelle Robinson Wendy Hampton	Chancery Duke TIP	August 2013– May 2014	Enrollment in PreAP classes
Data will be analyzed and campus common assessments will be made to reflect Readiness standards	Grade level deans Rose Myers Wendy Hampton	Released STAAR results Item Analysis Common assessments	August 2013-May 2014	Student achievement on STAAR Common Assessments District Benchmark Assessments
Students will be exposed to various colleges through college t-shirt days, special programs and speakers during homeroom and flex periods, and college visits	Grade Level Deans Rose Myers Donyelle Robinson Wendy Hampton	Speakers; announcements; websites; funding for college visits	August 2013 – May 2014	Sign in sheets Student evaluation of speakers
Students in each grade level will complete the learning objectives relevant to their grade level from the Naviance College and Career Readiness Goals	Grade level deans Rose Myers Donyelle Robinson Wendy Hampton	Laptops; computer labs; Naviance training for deans, Naviance objectives and software/website	October 2013 – May 2014	Naviance reports

Goal 5	We will provide a safe and clean environment that supports a quality educational program for all students and reduces the amount of in school and out of school suspensions by 15% from 2012-2013.
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Strategy/Action	Responsible	Resources	Timeline	Evaluation
Hamilton Middle School will fulfill the requirements to be a No Place for Hate Campus	Grade Level Deans Erin Kline N. Flores Rose Myers Wendy Hampton	Anti-defamation league; Communities in Schools	. August 2013 – May 2014	Receiving the designation for No Place for Hate; PEIMS discipline data
Hamilton Middle School will develop an “anonymous tip” system in which students can report incidents of bullying without fear of retaliation.	Grade level deans Rose Myers Wendy Hampton	Daily announcement Website Facebook CIS	August 2013 – May 2014	# of tips provided VOICE survey data PEIMS data
The advanced peer leadership class will implement a peer mediation model to intervene when conflicts arise among students.	Hawkins C. Coats Wendy Hampton	Community in Schools Peer Leadership Training for students	August 2013 – May 2014	Peer mediation logs PEIMS discipline data
Students will complete an anti-bullying curriculum during advocacy/homeroom	Grade level deans Rose Myers Wendy Hampton	HISD Curriculum documents; anti-defamation league; teaching tolerance website	October 2013-May 2014	Classroom walk-throughs Student attendance records PEIMs Data

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SIP PART 3: CAMPUS COMPLIANCE

10 Components of a Title I Program

- 1. Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the five SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.
- 2. School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth; the continued use of district Unit Planning Guides and the staff development which accompanies it; the use of Exemplar Lessons and the meeting by content and grade level to monitor; and develop instructional plans are part of our school-wide reform strategies.
- 3. Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.
- 5. Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. Strategies to increase parental involvement** – Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or STAAR information programs.
- 7. Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.
- 8. Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
- 9. Effective, timely additional assistance** – The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
- 10. Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

State Compensatory Education	
Total amount of State Compensatory Education Funds	\$36,851.00
Personnel funded with State Compensatory Education Funds (number of FTEs)	
Total FTE funded with State Compensatory Education Funds	0
<p>These funds will be used to provide extended instructional support to students beyond the classroom through after school enrichment and intervention classes. Additional funds will be used to provide technology resources to utilize during classroom instruction to increase student engagement in the classroom. Additional funds will be used for resources and supplies to improve student achievement.</p> <p>State Compensatory Funds are coded in the Resources Needed column of the campus goals as SCE. \$XX</p> <p>Title One School Wide schools should include the following statement</p> <p>These supplemental state compensatory education funds are used to enhance the Title 1 school program at our campus.</p>	

Coordinated Health Program	
Person responsible	Darlene Thomas
For 2013-2014, the number of eligible students assessed in all six components of the physical fitness test will be 100% of the students enrolled in grades 6-8.	
Formative	At mid-point (October/March) of the first and second semesters, the district's Fitness Reporting System (FRS) will be reviewed to determine the number of students assessed.
Summative	At the end of the school year, the FRS will be reviewed along with student enrollment to determine the percentage of eligible students assessed.
Strategy	Schedule testing time to maximize student participation; provide adult assistance for monitoring and recording scores; schedule make-up dates for absent or ill students; ensure all data is entered into the FRS on a timely basis; send Parent Report for Individual Student to parents; and create reports that compares fitness testing results to student grades and attendance.

Gifted/Talented Program Goal	
Person responsible	Donyelle Robinson
For 2013-2014, Gifted/Talented (G/T) identified students will increase by 1%	
Formative	The depth, complexity, and pacing of instruction (differentiation strategies) will be evidenced by administrative walk-throughs.
Summative	Students identified as G/T shall be expected to score above grade level on the district norm-referenced assessment. LEP/Special Education/504 students will be expected to show annual growth on these or related assessments. Students enrolled in AP and IB classes which have corresponding College Board and IB exams shall take the corresponding AP or IB exams.
Strategy	<p>All schools will provide modified instructional services through the implementation of the Vanguard Standards (Standards 5, 6, 7, 8) and the G/T Curriculum Framework.</p> <p>Middle school G/T students will be scheduled into four core Pre-AP or IBMYP classes each year.</p> <p>High school G/T students will be scheduled into at least two advanced level classes.</p> <p>Teachers serving G/T identified students will receive the required 30 hours of initial training and the required annual 6 hour update.</p>

Parent and Community Involvement Goal	
Person responsible	Wendy Hampton
For 2013-2014, the percent of parents and community members attending PTO meetings will increase by 20%.	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

Violence Prevention and Intervention Goal	
Person responsible	Darlene Thomas
For 2013-2014, discipline referrals for drugs, alcohol, and tobacco will be reduced by 1% from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession
Strategy	Implement and monitor the school wide safety and security plan.

Violence Prevention Goal	
Person responsible	Darlene Thomas
For 2013-2014, the discipline referrals for Hamilton Middle School will be reduced by 5% from the previous school year.	
Formative	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for Hamilton Middle School.
Strategy	Implement and monitor the school wide safety and security plan.

Attendance Goal	
Person responsible name	Wendy Hampton
For 2013-2014, the ADA student attendance will be at or above 97.5%.	
Formative	Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.
Summative	The year-end ADA will be reviewed to determine if the annual attendance objective was met.
Strategy	Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

Special Education Goal	
Person responsible	Kimberly Fletcher
For 2013-2014, the percent of special education students meeting performance standards on the state assessment will be at or above 80%	
Formative	Each grading period, each student's progress on TEKS and individualized and standards-based IEPs will be monitored and reviewed.
Summative	Results of the TAKS/STAAR, TAKS-M/STAAR-Modified, and TAKS-Alt/STAAR-Alt tests will be reviewed to determine if ARD/IEP goals and objectives were met.
Strategy	Provide differentiated instruction and specific interventions to address individual learning needs of students with disabilities.

Highly Qualified Teacher Goal	
Person responsible	Rose Myers
For 2013-2014, the percent of highly qualified teachers in the core academic areas will be at or above 100%	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Conference with teachers to implement a plan to become highly qualified.

Secondary Drop – Out Prevention Goal	
Person responsible	Wendy Hampton
For 2013-2014, the dropout rate will be 1% or less with no student group exceeding 1%.	
Formative	Each grading period the documentation will be reviewed for students who have checked out of school.
Summative	2012-2013 drop-out data will be reviewed.

Strategy	Monitor school leavers bi-weekly, contact parents and implement intervention plans.
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High School AEIS Goal – Ninth Graders	
Person responsible	NAME
The percent of 2013-2014, first time ninth grade students who advance to the tenth grade (fall to fall) will be at least XX% .	
Formative	After each grading period, the number of incoming ninth grade students who are at-risk for failing one or more classes will be reviewed.
Summative	At the end of the school year (August), the percent of incoming (previous fall) ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Advanced Courses	
Person responsible	NAME
For 2013-2014, the percent of students who have completed at least one advanced course will be at or above XX% .	
Formative	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.
Summative	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.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – Advanced Placement Exams	
Person responsible	NAME
For 2013-2014, the percent of students who take an AP exam will be at or above XX% .	
Formative	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.
Summative	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
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

High School AEIS Goal – SAT/ACT Exams	
Person responsible	NAME
For 2013-2014, the percent of graduates who take SAT/ACT exams will be at or above XX% .	
Formative	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.
Summative	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.
Strategy	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes and programs.

Dyslexia Program Goals	
Person responsible	Kimberly Fletcher
For 2013-2014, provisions for identification, assessment and instructional services to students having or suspected of having dyslexia or a related disorder, and the provisions for dyslexia teachers and parents are provided through compliance with laws governing dyslexia programming: TEC §11.252, TEC §38.003; TEC §28.006; TAC 19 §74.28; §504 of the Rehabilitation Act of 1973 and Dyslexia Program Guidelines/standards.	
Formative	By October 2013, develop a campus plan to ensure dyslexia services are provided to identify students. (i.e. seek district training and identify campus teachers trained in the components of dyslexia instruction).
Summative	By June 2014, identify campus progress using various objective data examples: number of students identified as dyslexic through Section 504 or Special Education evaluation, student progress monitoring

	data; program evaluation; in-service/meeting agendas and sign-in sheets; campus data files; documentation of procedures, Tier II and Tier III instruction, campus parent education program data; student records; program evaluation;
Strategy	Implement various strategies as determined by needs of campus. (i.e. appropriate use of Intervention Assistance Team (IAT) to locate and identify possible candidates for Section 504 and Special Education evaluation.)

District and State Waivers	
Faculty Advisory Council Waiver of Local Board Policy BQB (LEGAL) (SPM 2560B)	

2013 - 2014 Staff Development Plan		
Date	Who should attend	Purpose
Full Day Staff Development		
August 12, 2013	All Staff	Welcome Back Principal Expectations, Mission, Vision, Values Data Scavenger Hunt Changes in State Accountability Analyzing Released STAAR Exam Analyzing Results of Item Analysis
August 13-16, 2013	All Teaching Staff	Rigor Training
August 20, 2013	All Teaching Staff	Book Study Training on Sentence Stems Training on Concept Maps Curriculum Mapping
August 21, 2013	All Teaching Staff	Fire Safety Training Campus Handbook Training CPS Reporting Training Hazardous Materials Training EEO/Sexual Harassment Training Curriculum Mapping
August 22, 2013	All Teaching Staff	Opening Day Procedures Attendance Reporting Blood Born Pathogens Campus Discipline Plan Creating Common Assessment
August 23, 2013	All Teaching Staff	Book Study Special Education Modifications Lesson Cycle Planning
Early Dismissal Staff Development		
September 25, 2013	All Staff	Professional Learning Communities
October 30, 2013	All Staff	Professional Development by Dept.
November 20, 2013	All staff	Interpreting Data (DBAs)
January 29, 2014	All Staff	Professional Development by Dept
February 19, 2014	All Staff	Professional Development Testing training