BUILD

BRIDGE

BELIEVE

Campus Name: Alexander Hamilton Middle School

Campus Number: 049

Principal: Wendy Hampton

School Support Officer: Jocelyn Mouton

Chief School Officer: Michael Cardona

Becoming #GreatAllOver

SCHOOL IMPROVEMENT PLAN 2015-2016

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Stregthen the knowledge. Stregthen the character. Stregthen 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 1,275 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 33%. The school also offers pre-advanced placement courses to serve our students. Our special education students, which make up 9 % of our enrollment, are served through five different programs. These programs include a Behavior Support Class, In Class Support Facilitation, Skills for Living and Learning, Structured Learning Classes nd 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, Biology, and Art I. The average daily attendance rate during the past school year was approximately 97.1%. Student ethnicities represented at Hamilton include 86% Hispanic, 4% White, 8% Black, and 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 11% Limited English Proficient (LEP). Approximately 84% 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, Rice University Coalition on Hunger and Homelessness, the Heights Association, Communities in Schools and Kickstart. The immediate residential community is transitioning from small single family homes to include more condominiums and multi-family homes.

SHARED DECISION MAKING (sample language provided – modify as needed)

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) 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. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. 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 CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT 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 SDMC

| Number of Classroom Teachers | 7 | Number of Parents (at least 2) | 2 |
| Number of School-based Staff | 2 | Number of Community Members | 2 |

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(Half the number of classroom teachers)		(at least 2)	
Number of Non-Instructional Staff	1	Number of Business Members	1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Term expires)
Erica Alderete	Classroom Teacher
Craig Lira	Classroom Teacher
Dana Luterman	School-based Staff
Miguel Nazario	Non-Instructional Staff
Hanna White	Business Member
Rose Scharning	Community Member
Nancy Luthy	Community Member
Latoya Shields	Parent
Claudia Mitchel	Parent
Wendy Hampton	Principal
Rose Ochoa	Classroom teacher
Alec Martinez	Classroom teacher
Jayna Hawkins	Classroom teacher
Andrea McDaneil	Classroom teacher
Barbara Valentine	Classroom teacher

Other Campus Intervention Team members (non-SDMC):

For campuses designated for *Improvement Required*, *Focus* or *Priority* for 2014-2015:

Name	Position
Click here to enter text.	School Support Officer (SSO)
Click here to enter text.	Professional Service Provider (PSP)
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other: Click here to enter text.

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Narrative of Data Analysis and Root Causes (causal factors)

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 2014 State of Texas Assessment of Academic Readiness (STAAR) administration, we have remained consistent in reading, math, and writing, but had drops in science and 8th grade social studies and science. Using the Phase I standards at Level II: Satisfactory, our data indicates: STAAR Reading 6th grade 78%, STAAR Reading 7th grade 74%, and STAAR reading 8th grade 89%. STAAR math standards have not yet been established. The STAAR Writing results show that 73% of our students were at Level II: Satisfactory. The STAAR results for 8th grade social studies show that only 56% of our students met the Level II: Satisfactory. Science STAAR 8th grade results reveal that 54% of our students performed at the 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 reading our LEP students scored at only 52% compared to 78% overall, this trend continues in 7th grade with a 26% for our LEP compared to 74% overall and 53% to 84% in grade 8. This same achievement type of gap repeats itself in all subjects and all grade levels. In analyzing the STAAR data, we also notice that the gender gap is declining. Female students outperformed male students last year by 2 points. This gap jumps to 23% at Phase II Satisfactory performance. However in reading and writing we find that girls outscore boys in 7th grade reading and writing by 9% and 15% respectively. Our special education students are also scoring significantly below their peers in math and reading. **Demographic Data Analysis** Student enrollment at Hamilton has remained steady at approximately 1250 students for the last three years with a slight increase for the 2015 – 201 school year and with the 2015 – 2016 school year, the decline in Vanguard enrollments has reversed with an increase of 33% in 6th grade Vanguard enrollment. Attendance also improved by ½ a percentage point. **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. 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 2015-2016 school year, we are focusing our Professional Learning Communities on developing the global graduate profile through the following: incorporating technology to engage students; using thinking maps to help students organize their thoughts and think critically; students will read write, think and speak every day in every class; develop student academic vocabulary with the incorporation of word generation during flex; promote literacy across our campus; work towards a a growth mindset and teach students the power of a growth mindset; plan purposefully so that we ensure all students can access the curriculum. Teachers will set individual learning goals with students so they take more ownership in their own learning and progress. Additionally we will work on systems of looking at student data to drive classroom interventions and provide opportunities for students to demonstrate mastery of all objectives. Professional learning communities will focus on designing lessons that focus on TEKS, the lesson cycle, student engagement, 21st century learning, and meeting the needs of all learners. We believe that a strong focus on planning will ensure that we are teaching what students need to learn in order to be successful in their current level but also prepared for future courses of study. **Acts of Leadership**: A team comprised of department heads meets bi-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

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instruction. However, 31% 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. While approximately 92% of parents and 75% of both parents and students say that they feel their school is safe and secure, approximately 50% of students say that students do not treat each other with respect and that students don't respect adults on campus. Additional more than 50% of students do not agree that their school is free of violence or bullying when in fact we have one of the lowest levels of violence and bullying in all of HISD middle schools. In the previous year, parents have been notified of events through a bi-weekly campus newsletter sent through e-blast and posted on the websites, a monthly calendar that is sent home and posted on the website, call outs, open house, grade level meetings, and the school website. Additionally important announcements are made on the marquee and there is a monthly meeting between parents and the principal. The school handbook is a part of each student's 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. In 2013-2014 Hamilton added partnerships with Rice University's Coalition on Hunger and Homelessness and Kids Meals Houston.   In 2014-2015 the AHMS is making a concerted effort to communicate the school positioning statements, school achievement data, and academic successes of the school more effectively with parent and the community to restore our reputation as the number one choice for students and parents in the greater Heights area. In 2015 – 2016, we are continuing a laser like focus on student learning, building our sense of school community, and celebrating our accomplishments within our community.

Narrative of Identified Needs

In 2015-2016 our academic goals are based on satisfactory performance for STAAR and increasing the number of students reading on grade level. Our primary focus will be on increasing literacy skills campus wide and thereby increasing the number of students that read on grade level.   Our second area of focus will be to improve academic achievement in all areas for our at risk learners. 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.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. Student Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
IV. Postsecondary Readiness	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Federal System Safeguards				

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Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Reading Performance	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reading Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Reading Alt/Mod	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Performance	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Alt/Mod	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
4 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
5 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS

2015-2016 Development Plan		
Date	**Who should attend**	**Purpose**
Full Day Staff Development		
August 10, 2015	All Staff	Welcome Back HUB Training Department Planning
August 11, 2015	All Teaching Staff	Mission and Vision Growth Mindset School Data Department Planning
August 12, 2015	All Teaching Staff	Rigor Readiness Protocol Unpacking the Standards Department Planning
August 13, 2015	All Teaching Staff	ipadpoolaza: Tech Integration HISD Mandatory Trainings Department Planning
August 14, 2015	All Teaching Staff	Cluster Expectations Promethean Board and Clickers HISD Mandatory Trainings
August 17, 2015	All Teaching Staff	Thinking Maps
August 18, 2015	All Teaching Staff	Literacy Focus Word Generation Listening/ Speaking/Reading/Writing every day in every classroom ESL Support

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August 19, 2015	All Teaching Staff	One Book, One School TADS Training
August 20, 2015	All Teaching Staff	Opening Day Procedures Arts Access Initiative
Early Dismissal Staff Development		
September 22, 2015	All Staff	ESL Training
October 28, 2015	All Staff	Review Literacy Plan and SIP Goals and HUB Training – Online Courses
November 18, 2015	All staff	Thinking Maps Review
January 27, 2015	All Staff	Professional Development by Dept
February 24, 2015	All Staff	Professional Development Testing training

SIP Part 2: Goals & Objectives – Planning, Implementing, Monitoring

Based on the Data Analysis and Needs Assessment, the following Goals and Objectives have been developed to address the identified needs:

GOAL AREA I: Reading

Priority Need:	Reading
Critical Success Factor(s):	
Goal:	90% of students will achieve satisfactory performance at the phase 2 standard. 90% of all Vanguard students will achieve level 3 performance.

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Teachers will participate and in training on conferencing as a technique for differentiation.	Teachers will more accurately assess students reading and be able to adjust and change instruction and reteach on a student by student basis.	Wendy Hampton Beth Garcia	Houston A+ Challenge	Initial training in September; follow up is ongoing	Classroom walkthroughs and observations
Reading teachers will participate in a book study on The book Whisperer and Notebook Connections.	Teachers will be able to differentiate instruction based on student ability and interest as well as more accurately assess students reading abilities and growth.	Wendy Hampton Beth Garcia	The Book Whisperer Notebook Connections		
Tutors will be used to provide opportunities for one on one fluency work with Tier III readers.	Students will read more fluently, increase vocabulary both of which aid in student comprehension.	Wendy Hampton, Beth Garcia, Chad Dykes	Funds of Academic tutors; materials for fluency work;	September 2015 – May 2016	I-station assesse
Students in reading intervention classes will receive instruction on I-lit	Students working in I+1 tests will develop skills through the use of assessable texts and vocabulary development will be supported.	Oros	Devices for I-lit Training from I-lit team	August 2015-May 2016	I-lit assessments, I-stations assessments, classroom walkthroughs and observations.
One School, One Book will be chosen with a male protagonist and	The objective is to increase the number of books boys read each year. Research has	Wendy Hampton Evelyn Oros Beth Garcia Reading teachers			

high interest for male readers. Boys Book club will be created and led by a male teacher. Increase visibility of male readers through bulletin boards with favorite books of male teacher and strong male role models (athletes, entertainers, etc)	continuously shows that to improve reading one has to read more. The objective is to close the achievement gap between boys and girls when it comes to reading.				

Milestones Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

Fall	
Date of Review	10/28/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

Mid-Year	
Date of Review	1/27/2016
Major intervention(s)	
Data reviewed	

Achievements?	
Challenges?	
On track?	
Modifications?	

	Spring
Date of Review	4/28/2016
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

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GOAL AREA I: Mathematics

Priority Need:	8th grade math
Critical Success Factor(s):	Student Achievement
Goal:	80% of students will achieve satisfactory performance at the phase 2 standard. 80% of all Vanguard students will achieve level 3 performance.

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Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Students not meeting current Level II academic achievement in mathematics in 7th and 8th grade will receive extended instruction with an 80 minute intervention period as one of their electives. Class sizes will be kept below 25 students for both their regular math class and intervention class	This strategy has the following objectives *allows teachers additional time to fill in skill gaps of students from previous years in order for them to master new learning *allows teachers sufficient time to provide in-class intervention to students not showing mastery of concepts *allows teachers the opportunity to use additional high impact strategies such as manipulatives, technology, small group instruction *provides teachers less students so that they may have a better focus on the progress and needs of their students	Scheduling responsibility: All grade level deans W. Montanez Wendy Hampton	STAAR Released test HISD Curriculum Documents PSD Exemplar Lessons Think Through Math Measuring UP	August 2015 – May 2016	Evidence of student mastery on campus based common assessments. Demonstrated mastery on district benchmark assessments.
Students not demonstrating mastery of student expectations on district wide common assessments	When students do not learn mathematical concepts, it makes it difficult to learn new concepts because they	Wendy Hampton All Deans	Think Through Math Common Assessments PSD Exemplar Lessons	September 2015 – May 2016	Common assessment data

and benchmarks will be scheduled into an in school tutorial class in which they will receive immediate additional instruction specific to their individual needs.	do not understand the pre-requisite skills necessary. This allows us to pin-point the area of student misunderstanding quickly and apply the appropriate re-teaching so that they have the opportunity to learn the skills needed to continue to find success in their math class.				
Department level focus on teaching at the application level as opposed to the skill level.	The objective is that students know how to apply the mathematical skills as opposed to simply knowing the process or algorithm involved.	Wendy Hampton Wilfredo Montanez	District Curriculum documents, common planning time, exemplar lessons, time to observe master teachers, Edplan; released STAAR exams; STAAR item analysis sheets; Houston A+ Coaches	August 2015 – May 2016	Lesson plans Campus walkthroughs
Teachers will hold data talks with all students at the beginning of the year to help them set learning goals. All students will have a data tracker to track their performance throughout the year. Teachers will track individual student	The objectives is to students invest in their own learning, hold students accountable for their learning, and use data to drive instruction and intervention in the classroom.	Wendy Hampton Wilfredo Montanez	Training on using data trackers Training on data discussions Time for data discussions with students	August 2015 – May 2016	Intervention data shows that students are mastering material

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performance throughout the year.					
Math tutorials will be offered after school and on selected Saturdays	At least 90% of the students in targeted group that need tutorials will attend.	Administrators Department Chairs Math Teachers	Sign in sheets Materials specific to tutorial group	September 2015-May 2016	Report Cards, Common assessment data, STAAR, MOY
A full co-teach model has been established at each grade level in order to better serve our special education students. Additionally at the sixth grade level and math intervention class is also available for special education students that need additional math support.	Facilitative support offers direct intervention to students in the general ed class room. Small group instruction through enrichment will offer a second layer of support through a small group setting to fill in skill gaps and assist with new challenging coursework.	Principal Deans Special Education Dept. Chair		August 2015-May 2016	Classroom teacher Feedback Report cards, common assessment data, STAAR
Think through math will be utilized as part of daily instruction in double block classes. It will also be utilized for as daily intervention during flex for identified students at each grade level.	This meets students where they are to deliver additional support in math. It builds skills and fills in skill gaps that students that keep students from being successful in applying mathematics in situations.	Wendy Hampton Wilfredo Montanez Anthony White	Additional desk top computers for classroom use. TTM licenses Training for teachers	August 2015 – May 2016	Performance reports and usage reports from TTM Data from campus common assessments

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	Fall
Date of Review	Click here to enter a date.
Major intervention(s)	
Data reviewed	
Achievements?	

Challenges?	
On track?	
Modifications?	

	Mid-Year
Date of Review	Click here to enter a date.
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

	Spring
Date of Review	Click here to enter a date.
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

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GOAL AREA 2:   Safety

Priority Need:	The focus will be on the student perception that of treating adults and students with respect and bullying and violence on campus
Critical Success Factor(s):	Improve School Climate
Goal:	The number of students that believe students do not treat adults with respect or students with respect will decrease by 10% as measured by the Your Voice Survey taken in the spring of 2015

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Bullying preventions	Maintain status as No Place for Hate Campus	Administrators	Anti-defamation League CIS	August 2015-2016	Office referrals Campus survey Your Voice
	Continue Hamilton Hero's Campaign	Administrators	Announcements, bulletin boards, hero awards	August 2015-May 2016	Office referrals Campus survey Your voice survey
	Institute Connections Circle each Friday during Homeroom	Administrators	Topics related to school wide read aloud "Rogue"	September 2015-2016	Friday walk throughs, office referrals, campus survey, your voice survey

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	Fall
Date of Review	10/28/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

	Mid-Year
Date of Review	1/27/2016

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Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

	Spring
Date of Review	4/27/2016
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

GOAL AREA I: Additional Goal Area(s)

Goal Area(s) identified via TEA Accountability Ratings:

(These must be covered using the goal area section below)

Student Achievement I Closing Gaps I Postsecondary Readiness I

Use the section below to provide details about goal areas identified above or provide additional goal areas applicable to your campus. Please add multiple goal areas as required.

☐ Student Achievement	☐ Postsecondary Readiness
☐ Student Progress	☐ Attendance
☐ Closing Gaps	☐ Special Populations
☐ 4 Year Graduation	☐ Teacher & Administrator Quality
☐ 5 Year Graduation	☐ Parent and Community Involvement

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GOAL AREA I: Student Achievement

Priority Need:	Social Studies and non-vanguard students
Critical Success Factor(s):	Student achievement
Goal:	

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
There will be a department wide focus on 8.29B "Anyalyze…" This process standard will be measured on each assessment to determine student progress on this standard.	Students will be able to successfully apply strategies that enables them to successfully answer questions double coded with 8.29B.	Kevin Clark Wendy Hampton		Ongoing	Pre and post formative assessments over elements in 8.29B. Common assessments every 3 – 4 weeks.
English classes will support 8.29 A, 8.29E, 8.29F, and 8.29G as it relates to their curriculum.	Students will be able to successfully apply strategies that enable them to successfully answer questions double coded with 8.29A, 8.29E, 8.29F, and 8.29G.	Evelyn Oros Kevin Clark Wendy Hampton		Ongoing	Common assessment date every 3 – 4 weeks.
The Jarrett Grade 8 Social Studies Question Bank will be used extensively for common assessments and interventions.	Provide students with questions aligned to the TEKS and rigors of the STAAR test.	Wendy Hampton Kevin Clark	Jarrett Grade 8 Social Studies test bank	Ongoing	
Houston ISD TDS support will be provided to campus administators and teachers.	Lessons will be better aligned to the TEKS and feedback on instructional strategies will help all learners access the curriculum.	Wendy Hampton Kevin Clarks	TDS Personnel	Ongoing	Weekly classroom walkthroughs and observations/student performance on common assessments

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Incorporate the use of flashcards and card sorts into the social studies class. Provide sets of flash cards and card sorts to all 8th grade teachers to use when students finish classwork early.	Students will retain the "facts" and information required at the knowledge level so they can use that information when required for higher level thinking.	Wendy Hampton Kevin Clark	HISD Curriculum Guides Unit Plans TEKS	Ongoing	Weekly classroom walkthrough, flashcard quizzes, and common assessments.

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	Fall
Date of Review	10/28/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

	Mid-Year
Date of Review	1/27/2016
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

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	Spring
Date of Review	4/27/2016
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

Goal Area 3: Special Population Goals & Strategies

Priority Need:	ELL Students
Critical Success Factor(s):	Student achievement
Goal:	80% of ELL learners will show one year of growth on TELPAS

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Utilization of ESL Reading Smart	Students will increase language fluency	Elizabeth Garcia Anthony White	Reading Smart licenses	Aug 2015 – May 2016	Usage reports/fluency and comprehension checks
Establishes a Newcomers flex in which students use Rosetta Stone Tuesday-Thursday	Students will increase their Tier 1 (BICS) fluency.	Elizabeth Garcia Anthony White	Rosetta Stone licenses Access to computers	August 2015-May 2016	Usuage reports; fluency checks
Implementation of school wide vocabulary program (Word Generation) implemented during flex for all classes beginning the first week of school	Students will increase comprehension and usage of cross-curricular academic vocabulary	Wendy Hampton Elizabeth Garcia Evelyn Oros	Word Generation	August 2015 – May 2016	Classroom walkthroughs, writing samples, students grades, Telpas results
Word walls with cognates will be established in all ESL classrooms	Students will internalize vocabulary and make connections to vocabulary in native language.	All Deans	Sentence strips, markers, assistance with cognates	August 2015-May 2016	Walk throughs, observations conversations with students

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Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	Fall
Date of Review	10/28/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

	Mid-Year
Date of Review	1/27/2016
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

	Spring
Date of Review	4/27/2016
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	

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Financial Funding Goals

Goal Area: ***Title I Ten Components*** (standard language provided, update data)

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals 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.

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.

Goal Area: State Compensatory Education (standard language provided, update data)

Total amount of State Compensatory Education funds: $45770.00

Personnel funded with State Compensatory Education funds:

List names here: na

Total number of FTE's funded with State Compensatory Education funds: 0

Brief description of how these funds are utilized on your campus: Classroom Supplies and Technology

State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE. $XX.

For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

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Goal Area: Mandated Health Services

1. **Immunization Monitoring**

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Nurse J. Webster

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2015 (include an estimate of number of students that must be screened): Click here to enter text.

2. **Vision Screening at Grades: PK, K, 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse J. Webster

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): Click here to enter text.

3. **Hearing Screening at Grades: PK, K, 1, 3, 5, 7**

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Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse. J. Webster

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): Click here to enter text.

4. **Type 2 Diabetes Screening at Grades: 1, 3, 5, 7**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse J Webster

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2015 (include an estimate of number of students that must be screened): Click here to enter text.

5. **Spinal Screening at Grades: 6, 9**

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Nurse J Webster
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2016 (include an estimate of number of students that must be screened): Click here to enter text.

6. **Medication Administration**

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Nurse J. Webster

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2015-2016:

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY 2015-2016

Campus Name: Alexander Hamilton Middle School

School Overview

Alexander Hamilton Middle School (AHMS) is located at 139 E. 20th Street in the historic Houston Heights neighborhood. We are a Title I school serving approximately 1,275 students in grades six through eight. Hamilton Middle School serves a diverse population of learners. Approximately 30% of our students are Vanguard; 13.2% are Limited English Proficient; Special Education students making up 8% of the population are served through five different programs. Hamilton also offers 9 high school credit classes and pre-AP classes in all content areas. Hamilton serves a predominantly Hispanic population (84%) as well as African American (7.74%) and White (6.07%). We have a daily attendance rate of 97% and a 0.00% drop out rate. Community Partnerships include the Houston Heights Association, Rice Coalition on Hunger and Homelessness, Kids First, Communities in Schools and Kickstart.

Needs Assessment Summary

According to the 2015 State of Texas Assessment of Academic Readiness (STAAR) administration, we have made significant drops in 8th grade science and social studies. AHMS met standard on all 4 indices of the State Accountability system and received 2 distinctions. 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.

List of Measurable Objectives:

- **Literacy**: 90% of all students will meet the Standard on STAAR Reading and Writing
  Math: 80% of all student groups will reach Level II Satisfactory Performance on the STAAR
  Social Studies: 80% of all students will meet Level II Satisfactory Performance on the STAAR.
  Special Populations: 80% of all ELL learners will show one year of growth on TELPAS.
- **Perception Goal**: 10% more students will identify respect between peers and teachers as evident on campus according to the results of the 2015 Your Voice Survey

Major Strategies and Initiatives Summary

In order to address student achievement in reading, a three year literacy plan has been developed.   Teachers will receive extensive training and feedback on incorporating best practices for teaching reading, vocabulary, and writing in all content areas. A number of measures have been put in place to address student achievement in mathematics including: extended math classes for students with demonstrated skill gaps; a math intervention class for special education students; structured tutorials both in and outside the school day; extensive teacher training on new TEKS; daily walkthroughs with feedback to improve teacher practice. College readiness will be addressed with additional PreAP and high school credit courses, and additional enrichment for students that have almost met the final phase is standards for STAAR. In order to affect student perception about the school, we will continue our Hamilton Hero campaign, build relational trust in student clusters and remain a No Place for Hate campus. Finally a number of steps have been put in place to assist ELL learners with building fluency, vocabulary, comprehension and speaking skills.   Teachers will be trained on using appropriate modifications and differentiation strategies in order to meet the needs of all learners.

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SIP APPROVAL 2015-2016

Campus: Hamilton Middle School

Principal: Wendy Hampton

This School Improvement Plan for Hamilton Middle School was developed according to the procedures described in this document. The final draft of the plan was submitted to the Shared Decision Making Committee on 9/1/2015 as evidenced by the SDMC agenda. Through the SDMC the SIP was reviewed with parents, community members, and the professional staff. The plan was presented to the professional staff for a vote of approval by secret ballot on 9/3/2015 . The plan received at least two-thirds approval. I attest that if this school is under a designation as Required Improvement, Focus, or Priority, an on-site needs assessment has been conducted in compliance with TEC §39.106(b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

_____   _____

Principal   Date

Signatures below indicate review and approval of this document.

_____   _____

PTO/PTA or other Parent Representative   Date

_____   _____

SDMC Teacher Representative   Date

_____   _____

School Support Officer / Lead Principal (DCSI)   Date

_____   _____

Chief School Officer   Date

_____   _____

Professional Service Provider (for IR, Focus, Priority)   Date

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