

Cypress-Fairbanks Independent School District

Hamilton Elementary School

2022-2023



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

American Indian- .3%

Asian- 9%

Black- 10%

Hispanic- 23%

Two or More Races- 6%

White- 52%

22% Economically Disadvantaged

Demographics Strengths

We have multiple special programs at Hamilton. These include Life Skills, ECSE, and Pre K. We also have a special education program supporting students with various disabilities.

Student Achievement

Student Achievement Summary

Student Achievement Strengths

Masters Level for 2021-22 STAAR Te

44% 3rd Grade Math

36%- 4th Grade Math

51%- 5th Grade Math

60%- 3rd Grade Reading

48%- 4th Grade Reading

69%- 5th Grade Reading

41% 5th Grade Science

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: 4th grade math did not meet campus expectations and targets in the Masters category. **Root Cause:** Math: Teachers need more training in differentiation strategies to help bridge experience and learning gaps.

Problem Statement 2: Reading: 4th grade reading did not meet campus expectations and targets in the Masters category. **Root Cause:** Teachers need more training in differentiation strategies to help bridge experience and learning gaps.

Problem Statement 3: Science: Economically disadvantaged 5th graders did not show expected growth on Science STAAR. **Root Cause:** Science: Teachers need more training in differentiation strategies to help bridge experience and learning gaps.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate. (Summarize the campus strengths in regard to student attendance, restorative discipline, and campus safety based on 2019-20 data available before the onset of COVID-19.)

PBIS leadership committee implemented new PBIS strategies including matrix and PAW bucks menu

Pep Rallies every grading period highlighted school spirit and school culture

Restorative Discipline kept discipline referrals low.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: There is a consistent need to use PBIS strategies to keep discipline referrals low and for consistent common language to be used throughout the school. **Root Cause:** School Culture and Climate: There is a need to increase PBIS participation and understanding of PBIS strategies which will happen due to a PBIS reboot.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

CF-TESS gives teachers the opportunity to set goals that impact their overall growth as an educator. Teachers continue to learn and implement best practices in order to meet the specific needs of their students. Teachers primarily set goals to provide more differentiated instruction in order to best meet the needs of the students. Campus administrators provide timely and specific feedback regarding instructional practices. Professional development opportunities are provided throughout the year based on teacher and student across all grade levels and content areas.

All teachers are highly qualified.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance has decreased and substitute jobs are not consistently picked up. **Root Cause:** Teacher/Paraprofessional Attendance: When staff members are absent good first time instruction is lost.

Parent and Community Engagement

Parent and Community Engagement Strengths

Veterans Day Celebration included many community members and relatives of Hamilton Elementary.

Volunteers clocked in over 100 hours.

Parents/guardians attended multiple school wide activities such as Field Day, Mom/Son Food Truck event, Open House, Curriculum Night, Pep Rallies, Choir Concerts, Music Performances, Spelling Bee, Name that Book Contest

Families participated in Marcos Pizza Night and Whataburger as a mini fundraiser.

PTO volunteers at Day of Awesome

Social Media presence increased.

Multiple modes of communication utilized.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Small percentage of families are volunteer base. **Root Cause:** Parent and Community Engagement: Hamilton needs to use social media and face to face opportunities as avenue to reach broader volunteer base to reach out to new families.

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Reading/ELA: Through purposeful planning and using multiple sources of data students will consistently be provided with small group instruction during the school day to provide differentiation and targeted instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Through purposeful planning and multiple sources of data classroom teachers will use small group instruction to meet the differentiated levels of learners.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Through purposeful planning the focus will be vocabulary development. Hands on experiences will be provided. Large group teachers as well as the librarian will incorporate vocabulary into lessons. Word walls will be used throughout the building and science words will be incorporated into morning announcements.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: targeted small group instruction. GAP time is scheduled the first or last 30 minutes of the day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Paraprofessionals Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: Students identified to participate in small groups with temporary workers will pass district provided reading and math assessments with at least 70% accuracy. Students identified will score in the minimum score in "Meets" range.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Primary Instructional Specialist</p> <p>Strategy's Expected Result/Impact: 90% of students in grades PK/K/1/2 will make a years worth of growth in academics which will be measured by IRL, mClass, and EOY tests.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students identified at risk, score below level on district tests, or did not meet standards on STAAR testing in math will receive small group instruction during the school day .</p> <p>Strategy's Expected Result/Impact: Students will meet standards by end of year district tests and score at minimum approaches on STAAR testing for grades 3-5.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff will be trained in the district's safety policies.</p> <p>Strategy's Expected Result/Impact: Executing the district's safety policies will create a safe environment for our students to grow and learn.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Formative		
	Nov	Feb	May
	 10%	 75%	 100%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative		
	Nov	Feb	May
	 30%	 75%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 95%.</p> <p>Staff Responsible for Monitoring: Attendance Secretary Teachers Administrators</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 1%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: All staff members will effectively teach and reward students according to our PBIS matrix and PAWS. Students will also be taught 8 Keys of Excellence.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 1%.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Paraprofessionals Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Restorative Discipline and using the PBIS matrix will continue to be used. Staff development opportunities will be provided.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%</p> <p>Staff Responsible for Monitoring: Counselors Teachers Administrators Paraprofessionals Behavior Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Restorative Discipline and PBIS techniques will be used. Staff development opportunities will be provided.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be 0%.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselors Paraprofessionals</p>	Formative		
	Nov	Feb	May
	N/A		N/A

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Restorative Discipline techniques and PBIS matrix will be used. Professional development opportunities will be provided.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Paraprofessionals Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Professional development opportunities will be provided to continue to provide staff with ways to prevent violent incidences on campus.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Incentives given for staff who have perfect attendance each grading period.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal Campus Secretary Administrators</p>	Formative		
	Nov	Feb	May
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: All staff will be trained in Quantum Learning Strategy's Expected Result/Impact: Higher student engagement which will result in student growth and achievement Staff Responsible for Monitoring: Teachers Administrators Instructional Specialists	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will increase parent and family engagement by providing more opportunities to engage in school activities. We will also increase communication via social media, newsletters, and other modes of communication.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal Campus Secretary Administrators</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Sage Papaioannou	Principal
Classroom Teacher	Mandy Schaefer	Teacher #1
Classroom Teacher	Robin Young	Teacher #2
Classroom Teacher	Stephanie Arnoldid	Teacher #3
Classroom Teacher	Stephanie Geveshausen	Teacher #4
Classroom Teacher	Heather Rachu	Teacher #5
Classroom Teacher	Tracey Sherrod	Teacher #6
Classroom Teacher	Melissa Phillips	Teacher #7
Classroom Teacher	Graciella Blankenship	Teacher #8
Non-classroom Professional	Sheri Huffstetler	Other School Leader #1
Non-classroom Professional	Patricia Pace	Other School Leader #2
Non-classroom Professional	Vikki McCoy	Other School Leader #3
Non-classroom Professional	Michelle Erickson	Other School Leader #4
District-level Professional	Shannon Thompson	Administrator (LEA) #1
Parent	Lisa Wittliff	Parent #1
Parent	Rebecca Weverka	parent #2
Community Representative	add name	Community Resident #1
Community Representative	Kyle Reynolds	Community Resident #2
Business Representative	Maritza Zuniga	Business Representative #1
Business Representative	add name	Business Representative #2

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level		
				2022	#	%			#	%			#	%			#	%
				#														
Reading	3	Hamilton ES	White	90	87	97%	98%	94%	78	87%	90%	82%	62	69%	73%	46%		
Reading	3	Hamilton ES	Two or More	5	4	80%	90%	100%	2	40%	42%	100%	0	0%	5%	80%		
Reading	3	Hamilton ES	Eco. Dis.	34	32	94%	95%	72%	27	79%	80%	46%	12	35%	37%	18%		
Reading	3	Hamilton ES	Emergent Bilingual	8	7	88%	90%	67%	3	38%	40%	*	2	25%	27%	*		
Reading	3	Hamilton ES	At-Risk	52	45	87%	90%	62%	30	58%	60%	29%	21	40%	43%	14%		
Reading	3	Hamilton ES	SPED	16	11	69%	70%	70%	7	44%	45%	43%	4	25%	28%	22%		
Reading	4	Hamilton ES	All	180	163	91%	95%	93%	134	74%	75%	69%	87	48%	50%	46%		
Reading	4	Hamilton ES	Hispanic	38	31	82%	85%	93%	24	63%	64%	64%	15	39%	44%	34%		
Reading	4	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Hamilton ES	Asian	27	24	89%	90%	100%	22	81%	85%	82%	19	70%	75%	71%		
Reading	4	Hamilton ES	African Am.	18	13	72%	77%	81%	9	50%	55%	44%	5	28%	35%	*		
Reading	4	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Hamilton ES	White	90	88	98%	99%	95%	73	81%	85%	76%	45	50%	53%	54%		
Reading	4	Hamilton ES	Two or More	7	7	100%	100%	83%	6	86%	87%	*	3	43%	45%	*		
Reading	4	Hamilton ES	Eco. Dis.	32	26	81%	90%	90%	16	50%	55%	63%	8	25%	27%	35%		
Reading	4	Hamilton ES	Emergent Bilingual	6	3	50%	55%	83%	1	17%	18%	*	0	0%	5%	*		
Reading	4	Hamilton ES	At-Risk	54	44	81%	90%	82%	26	48%	50%	41%	13	24%	27%	14%		
Reading	4	Hamilton ES	SPED	9	6	67%	72%	70%	4	44%	50%	*	2	22%	25%	*		
Reading	5	Hamilton ES	All	169	165	98%	99%	97%	150	89%	90%	82%	116	69%	72%	60%		
Reading	5	Hamilton ES	Hispanic	32	30	94%	95%	93%	26	81%	82%	75%	17	53%	55%	48%		
Reading	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Hamilton ES	Asian	18	18	100%	100%	100%	17	94%	95%	84%	14	78%	80%	68%		
Reading	5	Hamilton ES	African Am.	19	17	89%	90%	81%	14	74%	75%	63%	10	53%	55%	44%		
Reading	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Hamilton ES	White	95	95	100%	100%	100%	88	93%	95%	88%	71	75%	77%	67%		
Reading	5	Hamilton ES	Two or More	5	5	100%	100%	100%	5	100%	100%	86%	4	80%	82%	*		
Reading	5	Hamilton ES	Eco. Dis.	33	31	94%	95%	91%	24	73%	75%	50%	15	45%	47%	25%		
Reading	5	Hamilton ES	Emergent Bilingual	14	13	93%	94%	88%	9	64%	65%	*	6	43%	45%	*		
Reading	5	Hamilton ES	At-Risk	65	62	95%	96%	88%	50	77%	78%	66%	27	42%	44%	32%		
Reading	5	Hamilton ES	SPED	12	10	83%	90%	79%	9	75%	76%	43%	4	33%	35%	*		
Science	5	Hamilton ES	All	169	154	91%	95%	88%	121	72%	73%	65%	70	41%	45%	35%		
Science	5	Hamilton ES	Hispanic	31	26	84%	90%	83%	18	58%	60%	55%	8	26%	28%	28%		
Science	5	Hamilton ES	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Hamilton ES	Asian	18	18	100%	100%	87%	15	83%	90%	77%	11	61%	62%	55%		
Science	5	Hamilton ES	African Am.	19	16	84%	90%	69%	9	47%	50%	*	3	16%	20%	*		
Science	5	Hamilton ES	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Hamilton ES	White	96	90	94%	95%	95%	76	79%	80%	75%	47	49%	50%	39%		
Science	5	Hamilton ES	Two or More	5	4	80%	83%	86%	3	60%	61%	*	1	20%	22%	*		
Science	5	Hamilton ES	Eco. Dis.	32	25	78%	80%	74%	15	47%	48%	32%	7	22%	23%	*		
Science	5	Hamilton ES	Emergent Bilingual	14	12	86%	90%	75%	5	36%	37%	*	0	0%	2%	*		
Science	5	Hamilton ES	At-Risk	65	54	83%	84%	74%	33	51%	52%	40%	14	22%	25%	16%		
Science	5	Hamilton ES	SPED	12	8	67%	68%	69%	6	50%	51%	*	3	25%	26%	*		

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		HAMILTON	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	67%	72%	69%	82%	71%	74%	77%
		Total Number Meets or Higher		108		121			
		Total Number Tested		149		147			
		Points away from or above target		+5		+13			
		Difference from Prior Year				+10			
		Growth from Prior Year				14%			
	Hispanic	Target and Actual Rate	64%	52%	66%	82%	68%	71%	74%
		Total Number Meets or Higher		15		27			
		Total Number Tested		29		33			
		Points away from or above target		-12		+16			
		Difference from Prior Year				+30			
		Growth from Prior Year				58%			
	White	Target and Actual Rate	67%	76%	69%	87%	71%	74%	77%
		Total Number Meets or Higher		63		76			
		Total Number Tested		83		87			
		Points away from or above target		+9		+18			
		Difference from Prior Year				+11			
		Growth from Prior Year				14%			
	Eco. Disadv.	Target and Actual Rate	37%	55%	39%	83%	41%	44%	47%
		Total Number Meets or Higher		12		24			
		Total Number Tested		22		29			
		Points away from or above target		+18		+44			
		Difference from Prior Year				+28			
		Growth from Prior Year				51%			
Cont. Enrolled	Target and Actual Rate	69%	75%	71%	82%	73%	76%	79%	
	Total Number Meets or Higher		92		97				
	Total Number Tested		122		119				
	Points away from or above target		+6		+11				
	Difference from Prior Year				+7				
	Growth from Prior Year				9%				
Non-Cont. Enrolled	Target and Actual Rate	56%	59%	58%	86%	60%	63%	66%	
	Total Number Meets or Higher		16		24				
	Total Number Tested		27		28				
	Points away from or above target		+3		+28				
	Difference from Prior Year				+27				
	Growth from Prior Year				46%				

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		HAMILTON	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	77%	60%	79%	69%	81%	84%	87%
		Total Number Meets or Higher		90		102			
		Total Number Tested		149		147			
		Points away from or above target		-17		-10			
		Difference from Prior Year				+9			
		Growth from Prior Year				15%			
	Hispanic	Target and Actual Rate	79%	41%	81%	67%	83%	86%	89%
		Total Number Meets or Higher		12		22			
		Total Number Tested		29		33			
		Points away from or above target		-38		-14			
		Difference from Prior Year				+26			
		Growth from Prior Year				63%			
	White	Target and Actual Rate	72%	61%	74%	74%	76%	79%	82%
		Total Number Meets or Higher		51		64			
		Total Number Tested		83		87			
		Points away from or above target		-11		0			
		Difference from Prior Year				+13			
		Growth from Prior Year				21%			
	Eco. Disadv.	Target and Actual Rate	63%	36%	65%	55%	67%	70%	73%
		Total Number Meets or Higher		8		16			
Total Number Tested			22		29				
Points away from or above target			-27		-10				
Difference from Prior Year					+19				
Growth from Prior Year					53%				
Cont. Enrolled	Target and Actual Rate	76%	61%	78%	67%	80%	83%	86%	
	Total Number Meets or Higher		74		80				
	Total Number Tested		122		119				
	Points away from or above target		-15		-11				
	Difference from Prior Year				+6				
	Growth from Prior Year				10%				
Non-Cont. Enrolled	Target and Actual Rate	80%	59%	82%	79%	84%	87%	90%	
	Total Number Meets or Higher		16		22				
	Total Number Tested		27		28				
	Points away from or above target		-21		-3				
	Difference from Prior Year				+20				
	Growth from Prior Year				34%				

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Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.