Cypress-Fairbanks Independent School District

Hamilton Middle School

2023-2024

Mission Statement

Hamilton Middle School ensures a quality learning environment while striving for each student to feel safe, understood, and valued.

Vision

Empower our students with the character, competence, and confidence needed to overcome the challenges faced in achieving excellence.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

1. Our highest scoring reporting category for Social Studies is Geography and Culture.
2. Our highest scoring reporting category for Science is Earth and Space.
3. Our highest scoring reporting category for 6th grade RLA is Writing.
4. Our highest scoring reporting category for 7th & 8th grade RLA is Reading.
5. Our highest scoring reporting category for Algebra is Quadratic Functions and Equations.
6. Our highest scoring reporting category for 6th grade Math is Data Analysis and Personal Financial Literacy.
7. Our highest scoring reporting category for 7th grade Math Probability and Numerical Representations.
8. Our highest scoring reporting category for 8th grade Numerical Representations and Relationships.
9. We had a 5% increase in overall passing rate (at 89%) in 6th grade RLA.
10. We had a 100% passing rate in Algebra.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our students are under-performing when questions require combining two skills. **Root Cause:** RLA: Students need direct instruction on strategies for breaking down a question, as well as more opportunities to apply the strategies.

Problem Statement 2: Math: The lowest performing questions require students to apply their skills in "real world" scenarios that many students are unfamiliar with. **Root Cause:** Math: Students need specific feedback in smaller groups to help them build their background knowledge of various real world scenarios.

Problem Statement 3: Science: Students were not able to consistently apply their strategies to tests. **Root Cause:** Science: We need to build students' capacity to maximize the online tools for test taking to implement their strategies.

Problem Statement 4: Social Studies: We need to increase the rate of students reaching "approaches" in the SpEd and LEP groups. **Root Cause:** Social Studies: We need to spiral vocabulary and vertical alignment skills throughout the year and provide activities for students to apply test analysis skills.

Problem Statement 5: Students are beginning the 2023-24 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.

According to our 2022-23 PBIS survey results, 85% or more of our staff members reported that the following were "in place":

- A small number of positive and clearly stated school-wide student expectations are defined
- Procedures are in place to address emergency/dangerous situations
- Expected student behaviors and routines in classrooms are stated positively and defined clearly

We met our 2022-2023 CIP goals for:

- New supervision assignments in response to infraction location data.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: On the 22-23 PBIS survey, only 50% of our staff reported that "transitions between instructional and non-instructional activities (we)re efficient and orderly."
Root Cause: Too many students were in the hallway at the same time.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- 93% of Hamilton MS staff believe decisions are data-driven.
- When compared to the 21-22 Employee Perception Survey results, HMS saw a 9% increase in the number of staff members who agreed with the following statements:
    - Opportunities exist for me to think for myself;
    - Opportunities are available for me to provide input;
    - Information related to my job is accessible.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: In the 2022-23 school year, the rate of teacher and paraprofessional attendance was 91.4%.   **Root Cause:** Teacher/Paraprofessional Attendance: The residual effects of virtual learning in response to COVID-19 (such as increased demands for time, social isolation and decreased classroom routines) resulted in unanticipated demands on the entire staff.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

1. Our VIPS program has increased in membership and developed new opportunities to be engaged at Hamilton Middle School, including our PBIS Store, face-painting, and Tiger Dads.
2. Our teachers communicate weekly with our community regarding academics via email blasts.
3. Our campus effectively utilizes social media (Facebook, Twitter, and Instagram) to communicate events, celebrations, and opportunities to engage at Hamilton Middle School.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents reported that Schoology was difficult to navigate.   **Root Cause:** Every teacher organized their Schoology course in a different way.

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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Focus on differentiating instruction for subpops.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: The RLA teams will identify at least 2 priority readiness standards per grading period. For each standard, teams will identify specific learning targets, create appropriate common formative assessments, analyze the data from these assessments and provide intervention to students not showing mastery through small group instruction during class.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** ELAR teachers, ELAR CCIS, DI, Principal	35%	50%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: The Math teams will use assessment data to select students needing targeted instruction and will provide this through small group interventions during class.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Math teachers, Math CCIS, DI, Principal	35%	50%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will spiral in previous content through anchor charts/visual aids and online test taking strategies continuously throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Science teachers, Science CCIS, DI, Principal	30%	50%	85%

Strategy 4 Details	Formative Reviews		

Strategy 4: Social Studies: Teachers will spiral content with a strong emphasis on vocabulary with implementation through vertical alignment and increase our understanding for content with writing composition.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: SS teachers, SS CCIS, DI, Principal
	Formative		

	Nov	Feb	May
	35%	50%	80%

Strategy 5 Details	Formative Reviews		

Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
 	
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	30%	55%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: Dropout Prevention: Hamilton Middle School will conduct routine meetings with our attendance support staff to coordinate efforts in reaching out to parents of students who have left us and are unaccounted for though phone calls, emails, and sometimes agencies such as CPS.
 	
    Strategy's Expected Result/Impact: The dropout rate will remain at 0%.
    Staff Responsible for Monitoring: Registrar, Attendance Clerk, Principal, Assistant Principals
	Formative		

	Nov	Feb	May
	25%	50%	75%

Strategy 7 Details	Formative Reviews		

Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Core content teachers, CCIS, AAS, DI, Principal
	Formative		

	Nov	Feb	May
	40%	45%	50%

0% No Progress   100% 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:** Significant progress made toward meeting Objective
>
> **Next Year's Recommendation:** Make use of available funds to sustain after school tutorials.

Strategy 1 Details	Formative Reviews		

Strategy 1: Before/After School Program: After-school tutoring - Students will participate in an intramural soccer league with academic and coaching support. The teams will focus on a strong work ethic and academic accountability.
     Strategy's Expected Result/Impact: All team members will pass their core classes during the soccer season.
     Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	5%	10%	40%

Strategy 2 Details	Formative Reviews		

Strategy 2: Before/After School Program: Accelerated instruction - Students who did not demonstrate satisfactory knowledge of the previous year's content in STAAR will receive additional support to master the content and prepare for success in the correlating content areas this year.
     Strategy's Expected Result/Impact: Attendees will meet the Approaching standard or higher for the 2024 STAAR tests.
     Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	25%	50%	90%

Strategy 3 Details	Formative Reviews		

Strategy 3: Professional Development: Framework of Poverty training focused on relationship building, SEL skills, and research-based instructional strategies. The consultant is Ruben Perez.
     Strategy's Expected Result/Impact: The number of disciplinary referrals in the areas of classroom disruption and non-compliance will decrease by 10%. The Employee Perception survey for question #4, "Information is available to help me do my job effectively." will eliminate the "Strongly Disagree" to 0%.
     Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Before/After School Program: Accelerated instruction will include individualized instruction through a specialized software program for the required content areas.	**Formative**		
Strategy's Expected Result/Impact: Attendees will meet the "Approaches" standard or higher for the 2024 STAAR test. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Academic Achievement Specialist	**Nov**	**Feb**	**May**
	25%	100%	100%

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Implement PBIS Rewards.	**Formative**		
Strategy's Expected Result/Impact: Reduced discipline infractions and additional time time in class **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	45%	55%

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Professional Development: Region 4 Dyslexia training for a new RLA teacher.	**Formative**		
Strategy's Expected Result/Impact: Targeted instruction for students with dyslexia. **Staff Responsible for Monitoring:** Principal, Director of Instruction	**Nov**	**Feb**	**May**
	100%	100%	100%

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Professional Development: Select science teachers will attend the Conference for the Advancement of Science Teachers (CAST) in an effort to support more hands-on learning opportunities for students.	**Formative**		
Strategy's Expected Result/Impact: 5% increase in the number of 8th grade science students who meet "Meets" and "Masters" standard on STAAR.	**Nov**	**Feb**	**May**
	100%	100%	100%

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Professional Development: CCIS and DI will participate in the Amplify Your Impact virtual training. The skills acquired during this training will support the CCIS in their knowledge of how to coach teams to effectively implement the PLC (Professional Learning Community) process, thus providing job-embedded professional development to all core-content teachers.	**Formative**		
Strategy's Expected Result/Impact: Teams will meet or exceed targets set on attached CIP data table. **Staff Responsible for Monitoring:** Principal, Director of Instruction	**Nov**	**Feb**	**May**
	100%	100%	100%

Strategy 9 Details	Formative Reviews		

Strategy 9: Professional Development: Hillary Woest, a consultant from Solution Tree, will train the entire campus on the essential elements of how to become a Professional Learning Community. She will emphasize the impact of data-driven instruction on student performance and the implementation of job-embedded professional development through effective data analysis.
 	
    Strategy's Expected Result/Impact: Teams will meet or exceed targets set on attached CIP data table.
    Staff Responsible for Monitoring: Principal, Director of Instruction
	Formative		

	Nov	**Feb**	**May**
	N/A	100%	100%

Strategy 10 Details	Formative Reviews		

Strategy 10: Professional Development: Crabtree Coaching Collaborative, LLC will engage the entire campus leadership team in training geared toward how to develop a common goal for the campus and facilitate stronger communication and collaboration among the leadership team.
 	
    Strategy's Expected Result/Impact: Teams will meet or exceed targets set on attached CIP data table.
    Staff Responsible for Monitoring: Principal, Director of Instruction
	Formative		

	Nov	**Feb**	**May**
	N/A	N/A	100%

0% No Progress	100% 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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to use available funds to support at-risk students.

Strategy 1 Details			Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.			**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal			15%	80%	95%

0% No Progress	100% 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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Records of safety drills and other required safety actions.

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Continue to follow all safety policies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Our staff will attend campus safety training in August, keep all classroom doors locked, and monitor door prop alarms.	**Formative**		
Strategy's Expected Result/Impact: Staff will be more prepared in the event of a safety emergency.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	100%	100%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Nov	Feb	May
Staff Responsible for Monitoring: Assistant Principals, Principal	95%	95%	100%

0% No Progress   100% 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 current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Continue to monitor and celebrate attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	15%	30%	95%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	15%	25%	95%

0% No Progress   100% 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 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to use restorative practices to support student behavior.

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will create and implement new supervision assignments based on incident location data and use the Hamilton Help email address to facilitate faster response time to support classrooms.
    Strategy's Expected Result/Impact: Violent Incidents will be 0%
    Staff Responsible for Monitoring: Assistant Principals, Principal
	Formative		

	Nov	Feb	May
	75%	85%	95%

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Our staff will utilize the PBIS rewards system to reinforce positive student behaviors, and we will mitigate the need for exclusionary placement by utilizing a tiered system of support led by our Behavior Interventionist.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Assistant Principals, Principal, Behavior Interventionist
	Formative		

	Nov	Feb	May
	45%	60%	95%

0% No Progress	100% 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: We will have at least a 10% gain in our current EPS results for "staff recognition is built into the school culture."

Evaluation Data Sources: Employee Perception Survey

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to support and recognize teachers and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The Hamilton MS Administrative team will develop a system to recognize all teachers and staff for the work they do, and they will work in conjunction with the PBIS sub-committee on Staff Acknowledgement to create opportunities for teachers and staff to build trusting collegial relationships.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We will have at least a 10% gain in our EPS results for staff recognition built into campus culture. **Staff Responsible for Monitoring:** Principal, DI, Assistant Principals, AAS	45%	60%	100%
0% No Progress 100% 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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs and requested areas.

    Evaluation Data Sources: Collaborative Team meetings
Walk-throughs
Data Dig Action Plans

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus professional development will be focused on effective data analysis and implementation of Professional Learning Community roles.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We will analyze student data, create plans of action and develop vertically aligned content practices during dedicated collaborative team planning meetings. **Staff Responsible for Monitoring:** Principal, DI, Assistant Principals	75%	85%	95%

0% No Progress	100% 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: At the end of the current school year, Hamilton families will report a 90% or higher approval rating regarding their satisfaction with the quantity and quality of information communicated by the campus.

 Evaluation Data Sources: Parent Survey, e-blast & School Messenger records

 Summative Evaluation: Met Objective

 Next Year's Recommendation: Continue to utilize multiple modes of parent communication.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Hamilton Middle School will use email or Remind to communicate weekly e-blasts of instructional updates and School Messenger emails/texts to communicate campus-wide information and updates. **Strategy's Expected Result/Impact:** Families will have a 90% or higher satisfaction rate with the quality and frequency of communication from Hamilton. **Staff Responsible for Monitoring:** Principal, DI, Assistant Principals	**Formative**		
	Nov	**Feb**	**May**
	90%	95%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Communication: Hamilton Middle School will develop campus-wide Schoology expectations for how teachers should organize their courses, and teachers will ensure that assignments names and due dates are aligned in both Schoology and Home Access Center (HAC). **Strategy's Expected Result/Impact:** To facilitate increased effective communication with parents and guardians **Staff Responsible for Monitoring:** DI, AAS, CCIS	**Formative**		
	Nov	**Feb**	**May**
	90%	95%	100%

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Non-teaching Professional) #4	Kelli Zeutschel	Other School Leader (Non-teaching Professional) #4
Other School Leader (Non-teaching Professional) #3	Cathy Redix	Other School Leader (Non-teaching Professional) #3
Business Representative #2	Jamie Roberts	Business Representative #2
Business Representative #1	Eric Domingues	Business Representative #1
Community Member #2	Becky Yerkes	Community Member #2
Community Member #1	Tina Holder	Community Member #1
Parent #2	Stephanie Walker	Parent #2
Parent #1	Amy Allen	Parent #1
Administrator (LEA) #1	Stephanie Hodgins	Administrator (LEA) #1
Other School Leader (Non-teaching Professional) #2	Ashton Guerrero	Other School Leader (Non-teaching Professional) #2
Other School Leader (Non-teaching Professional) #1	Mark Williams	Other School Leader (Non-teaching Professional) #1
Teacher #8	Michelle Anderson	Teacher #8
Teacher #7	Kim Lloyd	Teacher #7
Teacher #6	Tessa LeBoeuf	Teacher #6
Teacher #5	Sydney Davis	Teacher #5
Teacher #4	Aaron Hamilton	Teacher #4
Teacher #3	Stephanie Bravo	Teacher #3
Teacher #2	Eliseo Rodriguez	Teacher #2
Teacher #1	Kelley Hermon	Teacher #1
Principal	Jason Tullos	Principal

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	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	6	Hamilton MS	MS2	All	478	420	88%	90%	80%	295	62%	65%	50%	147	31%	32%	18%
Math	6	Hamilton MS	MS2	Hispanic	150	124	83%	85%	78%	78	52%	54%	39%	33	22%	25%	11%
Math	6	Hamilton MS	MS2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	MS2	Asian	38	35	92%	95%	85%	32	84%	85%	74%	25	66%	65%	46%
Math	6	Hamilton MS	MS2	African Am.	74	58	78%	80%	65%	31	42%	45%	24%	9	12%	14%	*
Math	6	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	MS2	White	198	186	94%	95%	87%	145	73%	75%	64%	75	38%	40%	22%
Math	6	Hamilton MS	MS2	Two or More	17	16	94%	95%	76%	9	53%	58%	40%	5	29%	35%	*
Math	6	Hamilton MS	MS2	Eco. Dis.	192	155	81%	83%	70%	88	46%	48%	29%	30	16%	16%	8%
Math	6	Hamilton MS	MS2	Emergent Bilingual	54	37	69%	70%	70%	19	35%	36%	40%	8	15%	16%	10%
Math	6	Hamilton MS	MS2	At-Risk	226	177	78%	80%	68%	90	40%	42%	27%	31	14%	15%	7%
Math	6	Hamilton MS	MS2	SPED	44	30	68%	70%	56%	15	34%	35%	17%	5	11%	12%	*
Math	7	Hamilton MS	MS2	All	481	394	82%	85%	76%	295	61%	65%	56%	109	23%	25%	25%
Math	7	Hamilton MS	MS2	Hispanic	144	107	74%	77%	68%	70	49%	50%	44%	16	11%	13%	15%
Math	7	Hamilton MS	MS2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	MS2	Asian	53	52	98%	99%	94%	48	91%	93%	83%	27	51%	55%	60%
Math	7	Hamilton MS	MS2	African Am.	66	41	62%	65%	64%	22	33%	37%	36%	*	*	*	12%
Math	7	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	MS2	White	196	178	91%	93%	84%	143	73%	75%	67%	60	31%	33%	32%
Math	7	Hamilton MS	MS2	Two or More	21	16	76%	80%	84%	12	57%	55%	58%	*	*	*	*
Math	7	Hamilton MS	MS2	Eco. Dis.	190	136	72%	74%	64%	88	46%	47%	39%	23	12%	13%	14%
Math	7	Hamilton MS	MS2	Emergent Bilingual	45	29	64%	68%	58%	18	40%	43%	36%	*	*	*	*
Math	7	Hamilton MS	MS2	At-Risk	193	123	64%	65%	55%	73	38%	40%	30%	20	10%	13%	12%
Math	7	Hamilton MS	MS2	SPED	44	18	41%	50%	42%	11	25%	29%	21%	*	*	*	*
Math	8	Hamilton MS	MS2	All	219	170	78%	80%	72%	87	40%	42%	41%	22	10%	12%	15%
Math	8	Hamilton MS	MS2	Hispanic	75	62	83%	85%	65%	28	37%	40%	38%	*	*	*	14%
Math	8	Hamilton MS	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	MS2	Asian	12	11	92%	93%	100%	10	83%	85%	81%	6	50%	50%	44%
Math	8	Hamilton MS	MS2	African Am.	59	35	59%	60%	60%	12	20%	22%	25%	*	*	*	*
Math	8	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	MS2	White	68	57	84%	85%	84%	34	50%	52%	50%	9	13%	15%	18%
Math	8	Hamilton MS	MS2	Two or More	5	5	100%	100%	75%	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	MS2	Eco. Dis.	117	87	74%	77%	69%	37	32%	33%	39%	5	4%	6%	11%
Math	8	Hamilton MS	MS2	Emergent Bilingual	31	23	74%	80%	53%	7	23%	25%	33%	*	*	*	21%
Math	8	Hamilton MS	MS2	At-Risk	136	99	73%	75%	60%	38	28%	29%	26%	*	*	*	9%
Math	8	Hamilton MS	MS2	SPED	36	22	61%	65%	45%	5	14%	19%	*	*	*	*	*
Reading	6	Hamilton MS	MS2	All	484	432	89%	91%	84%	357	74%	76%	67%	198	41%	44%	35%
Reading	6	Hamilton MS	MS2	Hispanic	153	124	81%	85%	80%	94	61%	63%	59%	48	31%	32%	27%
Reading	6	Hamilton MS	MS2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*

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Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	6	Hamilton MS	MS2	Asian	38	35	92%	93%	94%	33	87%	88%	77%	25	66%	70%	62%
Reading	6	Hamilton MS	MS2	African Am.	74	64	86%	90%	59%	46	62%	64%	41%	16	22%	27%	10%
Reading	6	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	MS2	White	201	193	96%	97%	92%	171	85%	87%	79%	100	50%	53%	46%
Reading	6	Hamilton MS	MS2	Two or More	17	15	88%	94%	92%	12	71%	75%	76%	9	53%	60%	24%
Reading	6	Hamilton MS	MS2	Eco. Dis.	197	154	78%	88%	73%	115	58%	63%	50%	45	23%	26%	17%
Reading	6	Hamilton MS	MS2	Emergent Bilingual	54	35	65%	73%	75%	25	46%	50%	52%	8	15%	18%	14%
Reading	6	Hamilton MS	MS2	At-Risk	231	182	79%	85%	72%	131	57%	58%	45%	42	18%	23%	14%
Reading	6	Hamilton MS	MS2	SPED	46	28	61%	78%	42%	15	33%	40%	24%	5	11%	12%	9%
Reading	7	Hamilton MS	MS2	All	488	430	88%	90%	87%	343	70%	74%	72%	205	42%	44%	46%
Reading	7	Hamilton MS	MS2	Hispanic	147	125	85%	90%	81%	87	59%	62%	59%	42	29%	31%	38%
Reading	7	Hamilton MS	MS2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	MS2	Asian	56	54	96%	97%	94%	52	93%	94%	94%	42	75%	78%	71%
Reading	7	Hamilton MS	MS2	African Am.	66	48	73%	80%	75%	32	48%	60%	60%	12	18%	22%	30%
Reading	7	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	MS2	White	196	183	93%	95%	95%	157	80%	82%	82%	100	51%	53%	54%
Reading	7	Hamilton MS	MS2	Two or More	22	19	86%	90%	95%	15	68%	67%	84%	9	41%	40%	58%
Reading	7	Hamilton MS	MS2	Eco. Dis.	193	155	80%	86%	79%	109	56%	60%	58%	54	28%	30%	30%
Reading	7	Hamilton MS	MS2	Emergent Bilingual	45	29	64%	80%	67%	16	36%	40%	50%	7	16%	19%	26%
Reading	7	Hamilton MS	MS2	At-Risk	197	148	75%	80%	71%	91	46%	48%	48%	48	24%	27%	23%
Reading	7	Hamilton MS	MS2	SPED	45	22	49%	67%	56%	13	29%	40%	35%	6	13%	18%	*
Reading	8	Hamilton MS	MS2	All	528	483	91%	93%	90%	400	76%	78%	76%	247	47%	50%	52%
Reading	8	Hamilton MS	MS2	Hispanic	139	122	88%	90%	86%	92	66%	70%	61%	49	35%	39%	38%
Reading	8	Hamilton MS	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	MS2	Asian	59	58	98%	100%	98%	55	93%	94%	93%	36	61%	62%	78%
Reading	8	Hamilton MS	MS2	African Am.	84	65	77%	84%	79%	42	50%	51%	59%	22	26%	30%	29%
Reading	8	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	MS2	White	223	216	97%	99%	95%	191	86%	87%	88%	127	57%	59%	62%
Reading	8	Hamilton MS	MS2	Two or More	23	22	96%	100%	92%	20	87%	87%	88%	13	57%	50%	52%
Reading	8	Hamilton MS	MS2	Eco. Dis.	187	154	82%	86%	83%	112	60%	63%	59%	49	26%	30%	37%
Reading	8	Hamilton MS	MS2	Emergent Bilingual	41	29	71%	88%	71%	18	44%	47%	40%	7	17%	20%	23%
Reading	8	Hamilton MS	MS2	At-Risk	202	162	80%	84%	79%	108	53%	55%	51%	42	21%	23%	28%
Reading	8	Hamilton MS	MS2	SPED	40	24	60%	70%	53%	7	18%	22%	25%	*	*	*	17%
Science	8	Hamilton MS	MS2	All	527	475	90%	93%	85%	368	70%	75%	66%	157	30%	35%	32%
Science	8	Hamilton MS	MS2	Hispanic	137	120	88%	91%	78%	82	60%	65%	50%	29	21%	25%	18%
Science	8	Hamilton MS	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	MS2	Asian	59	58	98%	99%	98%	51	86%	87%	91%	29	49%	50%	67%
Science	8	Hamilton MS	MS2	African Am.	85	60	71%	75%	61%	36	42%	52%	41%	12	14%	20%	8%
Science	8	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

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Content	Gr.	Campus	Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Science	8	Hamilton MS	MS2	White	223	215	96%	98%	94%	181	81%	85%	80%	80	36%	40%	42%
Science	8	Hamilton MS	MS2	Two or More	23	22	96%	96%	92%	18	78%	80%	72%	7	30%	35%	24%
Science	8	Hamilton MS	MS2	Eco. Dis.	185	151	82%	85%	73%	96	52%	60%	49%	25	14%	20%	17%
Science	8	Hamilton MS	MS2	Emergent Bilingual	40	27	68%	72%	62%	13	33%	40%	37%	*	*	*	*
Science	8	Hamilton MS	MS2	At-Risk	200	159	80%	83%	68%	93	47%	55%	41%	27	14%	20%	16%
Science	8	Hamilton MS	MS2	SPED	40	25	63%	70%	42%	11	28%	35%	25%	*	*	*	14%
Social Studies	8	Hamilton MS	MS2	All	529	451	85%	88%	83%	344	65%	68%	58%	209	40%	42%	36%
Social Studies	8	Hamilton MS	MS2	Hispanic	139	112	81%	84%	74%	74	53%	57%	45%	36	26%	30%	24%
Social Studies	8	Hamilton MS	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	MS2	Asian	59	57	97%	99%	95%	52	88%	90%	80%	36	61%	62%	64%
Social Studies	8	Hamilton MS	MS2	African Am.	85	55	65%	66%	61%	35	41%	44%	31%	17	20%	20%	17%
Social Studies	8	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	MS2	White	223	205	92%	95%	92%	165	74%	76%	69%	108	48%	50%	43%
Social Studies	8	Hamilton MS	MS2	Two or More	23	22	96%	90%	92%	18	78%	72%	68%	12	52%	45%	40%
Social Studies	8	Hamilton MS	MS2	Eco. Dis.	187	138	74%	76%	72%	87	47%	49%	40%	40	21%	23%	20%
Social Studies	8	Hamilton MS	MS2	Emergent Bilingual	41	24	59%	62%	52%	13	32%	35%	27%	9	22%	24%	10%
Social Studies	8	Hamilton MS	MS2	At-Risk	202	142	70%	72%	65%	89	44%	46%	35%	49	24%	26%	16%
Social Studies	8	Hamilton MS	MS2	SPED	40	15	38%	42%	36%	9	23%	27%	22%	*	*	*	*

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

Content	Campus	Cluster	Student Group	Tested 2023	2023: Approaches		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
				#	#	%	%	%	#	%	%		#	%	%	
Algebra I	Hamilton MS	MS 2	All	313	313	100%	100%	100%	303	97%	100%	94%	253	81%	85%	73%
Algebra I	Hamilton MS	MS 2	Hispanic	66	66	100%	100%	100%	64	97%	100%	88%	50	76%	80%	63%
Algebra I	Hamilton MS	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Hamilton MS	MS 2	Asian	49	49	100%	100%	100%	47	96%	100%	97%	45	92%	95%	92%
Algebra I	Hamilton MS	MS 2	African Am.	23	23	100%	100%	100%	22	96%	100%	89%	18	78%	82%	63%
Algebra I	Hamilton MS	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Algebra I	Hamilton MS	MS 2	White	156	156	100%	100%	100%	152	97%	100%	95%	124	79%	83%	72%
Algebra I	Hamilton MS	MS 2	Two or More	19	19	100%	100%	100%	18	95%	100%	100%	16	84%	88%	77%
Algebra I	Hamilton MS	MS 2	Eco. Dis.	70	70	100%	100%	100%	64	91%	100%	91%	48	69%	75%	67%
Algebra I	Hamilton MS	MS 2	Emergent Bilingual	11	11	100%	100%	100%	11	100%	100%	67%	9	82%	85%	56%
Algebra I	Hamilton MS	MS 2	At-Risk	66	66	100%	100%	100%	66	100%	100%	88%	50	76%	80%	72%
Algebra I	Hamilton MS	MS 2	SPED	4	*	*	*	100%	*	*	*	100%	*	*	*	100%

CYPRESS-FAIRBANKS ISD
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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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.

Middle School Content Area
Standard Expectations

MS ELA 6-8 Standard Expectations

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing routines to teach and reinforce critical TEKS [think aloud, explicit instruction, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology to engage with digital texts and resources to create, collaborate, and think.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 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
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
  - Incorporate the use of digital tools such as Desmos, Geogebra, 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.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;

- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.

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;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
  - engage in collaborative problem-solving activities and discussions
  - use research tools such as primary and secondary sources for in depth study and relevant applications
  - analyze visuals (cartoons, maps, images) using critical thinking skills
  - access differentiated content for readiness and skill level and/or interests
  - utilize devices for self-directed learning
  - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations