Cypress-Fairbanks Independent School District

Hamilton Elementary School

2023-2024

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.

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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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: **Root Cause:** Math:

Problem Statement 2: Reading: **Root Cause:** Reading:

Problem Statement 3: Science: **Root Cause:** Science:

Problem Statement 4: 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.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

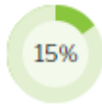The following are strengths of the campus in regard to parent and community engagement.

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, and Science

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue small group instruction throughout classrooms.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Through purposeful planning and using multiple sources of data, students will consistently be provided with small group instruction during the school day along with differentiation and targeted instruction.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targeted CIP tables. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Specialists	50%	70%	100%

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Administrators Teachers Instructional Specialists	50%	65%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Through planning and application, students will process questions and apply what is learned to tested scenarios (3d to 2d).	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed targeted CIP tables. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Specialists	30%	50%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	15%	50%	100%

Strategy 5 Details	Formative Reviews		
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.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Administrators Paraprofessionals Instructional Specialists	50%	65%	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 2: ESSER III: Throughout the current school year, students identified at risk, scored below level on district tests, or does not meet on STAAR, will receive small group math and/ or reading instruction during the school day.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.	Formative		
	Nov	Feb	May
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. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Specialists	30%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Primary Interventionist Primary will work with primary grades to work with students to improve their academic performance.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 90% of students in grades PK/K/1/2 will make a year's worth of growth in academics which will be measured by MAP, mClass, and EOY tests. **Staff Responsible for Monitoring:** Principal Instructional Specialists Assistant Principals	50%	65%	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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Students will meet standards by the end of the year on district tests and score at minimum approaches on STAAR testing for grades 3-5.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	20%	40%	80%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			
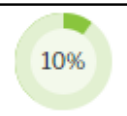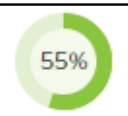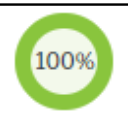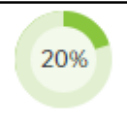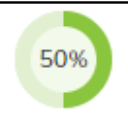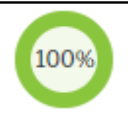
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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: Record of safety drills and other required safety actions

    Summative Evaluation: Met Objective
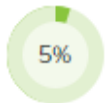
    Next Year's Recommendation: By the end of the current school year, 100% of the district's safety policies will be implemented.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All staff will be trained in the district's safety policies.	**Formative**		
Strategy's Expected Result/Impact: Executing the district's safety policies will create a safe environment for our students to grow and learn. **Staff Responsible for Monitoring:** Principal Assistant Principals	**Nov**	**Feb**	**May**
	10%	55%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal Assistant Principals	**Nov**	**Feb**	**May**
	20%	50%	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 97% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Continue campus wide incentive for attendance. Goal will continue to be 97%

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus incentive attendance plan "Lions Show Up" will be implemented with campus and grade level incentives to increase attendance percentages.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 97% overall attendance rate **Staff Responsible for Monitoring:** Principal Attendance Secretary	5%	20%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: "Lions Show Up" will be implemented to increase attendance. Phone calls and conferences will be made to address chronic absences.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 97% overall attendance rate **Staff Responsible for Monitoring:** Principal Attendance Secretary	10%	15%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue
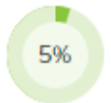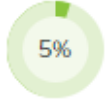
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Restorative practices will continue campus wide.

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. Professional development opportunities will be provided to continue to provide staff with ways to prevent violent incidences on campus.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Administrators
	Formative		

	Nov	Feb	May
	5%	10%	100%

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.
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 and Quantum Learning strategies will be used to increase student engagement.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Administrators
    Counselor
    Paraprofessionals
    Teachers
	Formative		

	Nov	Feb	May
	5%	10%	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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Incentives will be given for perfect attendance for staff members

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Incentives given for staff who have perfect attendance each grading period.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal Campus Secretary Administrators Attendance Secretary	N/A	30%	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.

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Vertical team planning will be implemented

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: All staff will be trained in Quantum Learning	**Formative**		
Strategy's Expected Result/Impact: Higher student engagement which will result in student growth and achievement	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers Administrators Instructional Specialists	20%	55%	90%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			
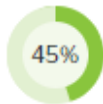
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue goal of parent and family engagement rising.

Strategy 1 Details		Formative Reviews		
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. Each grade level sponsors a parent engagement activity where parents/family members participate in activity with their student at Hamilton.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal Campus Secretary Administrators		5%	45%	100%
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Parent #1	Parent #1
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Teacher #8	Teacher #8	Teacher #8
Teacher #7	Teacher #7	Teacher #7
Teacher #6	Teacher #6	Teacher #6
Teacher #5	Teacher #5	Teacher #5
Teacher #4	Teacher #4	Teacher #4
Teacher #3	Teacher #3	Teacher #3
Teacher #2	Teacher #2	Teacher #2
Teacher #1	Teacher #1	Teacher #1
Principal	Sage Papaioannou	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	2023 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	3	Hamilton ES	ES 2	All	185	163	88%	90%	89%	117	63%	75%	63%	63	34%	50%	26%
Math	3	Hamilton ES	ES 2	Hispanic	37	26	70%	80%	82%	17	46%	47%	51%	8	22%	25%	20%
Math	3	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	ES 2	Asian	20	20	100%	100%	100%	16	80%	85%	78%	11	55%	56%	56%
Math	3	Hamilton ES	ES 2	African Am.	18	13	72%	75%	69%	5	28%	35%	31%	*	*	*	*
Math	3	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	ES 2	White	99	94	95%	96%	95%	70	71%	75%	74%	36	36%	38%	31%
Math	3	Hamilton ES	ES 2	Two or More	10	10	100%	100%	78%	9	90%	91%	*	5	50%	51%	*
Math	3	Hamilton ES	ES 2	Eco. Dis.	39	26	67%	75%	78%	15	38%	40%	43%	6	15%	20%	*
Math	3	Hamilton ES	ES 2	Emergent Bilingual	12	7	58%	75%	73%	*	*	*	*	*	*	*	*
Math	3	Hamilton ES	ES 2	At-Risk	42	26	62%	65%	73%	13	31%	33%	44%	7	17%	20%	13%
Math	3	Hamilton ES	ES 2	SPED	23	17	74%	75%	63%	9	39%	43%	30%	5	22%	23%	*
Math	4	Hamilton ES	ES 2	All	167	138	83%	90%	83%	99	59%	75%	63%	49	29%	50%	32%
Math	4	Hamilton ES	ES 2	Hispanic	44	33	75%	76%	68%	23	52%	55%	42%	8	18%	25%	21%
Math	4	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	ES 2	Asian	17	17	100%	100%	100%	14	82%	83%	94%	10	59%	65%	44%
Math	4	Hamilton ES	ES 2	African Am.	15	9	60%	75%	53%	*	*	*	29%	*	*	*	*
Math	4	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hamilton ES	ES 2	White	84	73	87%	90%	89%	57	68%	75%	69%	28	33%	50%	33%
Math	4	Hamilton ES	ES 2	Two or More	6	5	83%	90%	100%	*	*	*	80%	*	*	*	60%
Math	4	Hamilton ES	ES 2	Eco. Dis.	40	29	73%	75%	56%	13	33%	35%	35%	*	*	*	*
Math	4	Hamilton ES	ES 2	Emergent Bilingual	12	8	67%	70%	55%	5	42%	45%	*	*	*	*	*
Math	4	Hamilton ES	ES 2	At-Risk	43	27	63%	65%	51%	10	23%	30%	20%	5	12%	15%	13%
Math	4	Hamilton ES	ES 2	SPED	19	9	47%	50%	36%	*	*	*	24%	*	*	*	*
Math	5	Hamilton ES	ES 2	All	178	171	96%	97%	92%	134	75%	76%	74%	74	42%	50%	41%
Math	5	Hamilton ES	ES 2	Hispanic	40	35	88%	90%	91%	22	55%	56%	72%	10	25%	30%	37%
Math	5	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	ES 2	Asian	31	31	100%	100%	100%	27	87%	90%	88%	21	68%	70%	59%
Math	5	Hamilton ES	ES 2	African Am.	15	13	87%	88%	92%	9	60%	65%	67%	*	*	*	*
Math	5	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hamilton ES	ES 2	White	84	84	100%	100%	92%	70	83%	85%	76%	39	46%	50%	45%
Math	5	Hamilton ES	ES 2	Two or More	7	7	100%	100%	75%	5	71%	75%	*	*	*	*	*
Math	5	Hamilton ES	ES 2	Eco. Dis.	32	28	88%	90%	84%	12	38%	45%	60%	*	*	*	18%
Math	5	Hamilton ES	ES 2	Emergent Bilingual	8	7	88%	90%	80%	*	*	*	47%	*	*	*	*
Math	5	Hamilton ES	ES 2	At-Risk	50	43	86%	87%	80%	22	44%	45%	40%	9	18%	20%	9%

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	2023 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	5	Hamilton ES	ES 2	SPED	14	12	86%	87%	71%	6	43%	45%	*	*	*	*	*
Reading	3	Hamilton ES	ES 2	All	184	164	89%	93%	92%	139	76%	77%	83%	78	42%	50%	56%
Reading	3	Hamilton ES	ES 2	Hispanic	37	31	84%	90%	89%	22	59%	60%	76%	10	27%	30%	44%
Reading	3	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	ES 2	Asian	20	18	90%	91%	100%	17	85%	86%	100%	10	50%	55%	78%
Reading	3	Hamilton ES	ES 2	African Am.	18	13	72%	80%	81%	10	56%	60%	63%	5	28%	35%	38%
Reading	3	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hamilton ES	ES 2	White	98	92	94%	95%	96%	80	82%	85%	89%	45	46%	50%	65%
Reading	3	Hamilton ES	ES 2	Two or More	10	10	100%	100%	78%	10	100%	100%	67%	8	80%	81%	*
Reading	3	Hamilton ES	ES 2	Eco. Dis.	39	28	72%	80%	83%	18	46%	50%	63%	7	18%	20%	33%
Reading	3	Hamilton ES	ES 2	Emergent Bilingual	12	8	67%	75%	82%	*	*	*	64%	*	*	*	55%
Reading	3	Hamilton ES	ES 2	At-Risk	42	26	62%	75%	79%	12	29%	33%	56%	6	14%	15%	31%
Reading	3	Hamilton ES	ES 2	SPED	23	16	70%	72%	67%	10	43%	44%	47%	5	22%	23%	23%
Reading	4	Hamilton ES	ES 2	All	168	157	93%	94%	94%	116	69%	75%	75%	77	46%	50%	53%
Reading	4	Hamilton ES	ES 2	Hispanic	44	41	93%	94%	87%	28	64%	65%	55%	15	34%	35%	26%
Reading	4	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	ES 2	Asian	17	17	100%	100%	100%	14	82%	85%	94%	12	71%	75%	89%
Reading	4	Hamilton ES	ES 2	African Am.	16	13	81%	85%	82%	7	44%	45%	47%	*	*	*	*
Reading	4	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	ES 2	White	84	80	95%	96%	97%	64	76%	77%	83%	45	54%	60%	58%
Reading	4	Hamilton ES	ES 2	Two or More	6	5	83%	84%	100%	*	*	*	90%	*	*	*	90%
Reading	4	Hamilton ES	ES 2	Eco. Dis.	40	36	90%	91%	88%	25	63%	65%	41%	14	35%	37%	26%
Reading	4	Hamilton ES	ES 2	Emergent Bilingual	12	10	83%	84%	82%	*	*	*	*	*	*	*	*
Reading	4	Hamilton ES	ES 2	At-Risk	44	36	82%	83%	78%	18	41%	45%	36%	6	14%	15%	18%
Reading	4	Hamilton ES	ES 2	SPED	20	14	70%	75%	68%	*	*	*	28%	*	*	*	*
Reading	5	Hamilton ES	ES 2	All	179	173	97%	98%	90%	146	82%	85%	75%	107	60%	61%	50%
Reading	5	Hamilton ES	ES 2	Hispanic	40	37	93%	94%	85%	30	75%	76%	70%	19	48%	50%	43%
Reading	5	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	ES 2	Asian	31	31	100%	100%	100%	26	84%	85%	82%	21	68%	70%	65%
Reading	5	Hamilton ES	ES 2	African Am.	16	13	81%	82%	92%	10	63%	65%	75%	7	44%	45%	*
Reading	5	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hamilton ES	ES 2	White	84	84	100%	100%	93%	74	88%	90%	82%	56	67%	70%	58%
Reading	5	Hamilton ES	ES 2	Two or More	7	7	100%	100%	75%	6	86%	87%	*	*	*	*	*
Reading	5	Hamilton ES	ES 2	Eco. Dis.	32	29	91%	92%	80%	16	50%	52%	58%	8	25%	30%	24%
Reading	5	Hamilton ES	ES 2	Emergent Bilingual	8	7	88%	90%	73%	*	*	*	40%	*	*	*	*

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	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	5	Hamilton ES	ES 2	At-Risk	50	44	88%	90%	75%	33	66%	67%	45%	16	32%	35%	16%
Reading	5	Hamilton ES	ES 2	SPED	14	11	79%	80%	67%	6	43%	44%	29%	*	*	*	*
Science	5	Hamilton ES	ES 2	All	178	157	88%	90%	81%	115	65%	75%	51%	63	35%	50%	29%
Science	5	Hamilton ES	ES 2	Hispanic	40	33	83%	84%	78%	22	55%	56%	46%	11	28%	30%	26%
Science	5	Hamilton ES	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	ES 2	Asian	31	27	87%	90%	94%	24	77%	80%	59%	17	55%	60%	47%
Science	5	Hamilton ES	ES 2	African Am.	16	11	69%	75%	67%	*	*	*	42%	*	*	*	*
Science	5	Hamilton ES	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	ES 2	White	83	79	95%	96%	86%	62	75%	76%	57%	32	39%	50%	30%
Science	5	Hamilton ES	ES 2	Two or More	7	6	86%	88%	*	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	ES 2	Eco. Dis.	31	23	74%	90%	64%	10	32%	35%	31%	*	*	*	11%
Science	5	Hamilton ES	ES 2	Emergent Bilingual	8	6	75%	76%	73%	*	*	*	*	*	*	*	*
Science	5	Hamilton ES	ES 2	At-Risk	50	37	74%	75%	53%	20	40%	45%	20%	8	16%	25%	9%
Science	5	Hamilton ES	ES 2	SPED	13	9	69%	75%	33%	*	*	*	*	*	*	*	*

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.

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in ‑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 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 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 the reading and writing block.
- 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)
    - Boost 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
  - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge or 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 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.