

Cypress-Fairbanks Independent School District

Hamilton Middle School

2024-2025

Accountability Rating: Not Rated



Mission Statement

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

Vision

Our students will become college and career ready with the character, competence, and confidence needed to overcome the challenges faced in achieving excellence.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will expose students to a variety of strategies to improve their comprehension and ability to respond to texts across genres, especially paired selections.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: ELAR teachers, ELAR CCIS, DI, Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will enhance students' understanding of math vocabulary and problem solving skills through hands-on practice, repeated review, and targeted strategies that focus on reinforcing foundational topics.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Math teachers, Math CCIS, DI, Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will guide students to make real-world connections utilizing a CER (claim, evidence, reasoning) writing format and scientific vocabulary.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Science teachers, Science CCIS, DI, Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teachers will build the "picture" of life as time progresses by using primary sources, retrieval practices, and talk moves.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: SS teachers, SS CCIS, DI, Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
<p>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 through phone calls, emails, and sometimes agencies such as CPS.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at 0%.</p> <p>Staff Responsible for Monitoring: Registrar, Attendance Clerk, Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Our staff will attend campus safety training in August, keep all classroom doors locked, and monitor door prop alarms.</p> <p>Strategy's Expected Result/Impact: Staff will be more prepared in the event of a safety emergency.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector 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: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in daily Tiger Ten lessons that emphasize campus expectations and 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.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: Staff will be trained on how to effectively implement classroom routines and procedures, including the development of class norms for each period. 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.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: We will have at least a 10% gain in our current EPS results for "various forms of feedback are given to me to help me improve my performance."

Evaluation Data Sources: Employee Perception Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The Hamilton MS instructional leadership team will utilize Pete Hall's coaching protocols to facilitate weekly instructional rounds, allow teachers the opportunity to participate in learning walks to view fellow teachers' classrooms, and work in conjunction with appraisers who conduct CF-TESS informal and formal observations.</p> <p>Strategy's Expected Result/Impact: We will have at least a 10% gain in our current EPS results for "various forms of feedback are given to me to help me improve my performance."</p> <p>Staff Responsible for Monitoring: Principal, DI, Assistant Principals, AAS, DIHT, BI, CCIS</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus professional development will be focused on teacher clarity, high-quality first-time instruction, and effective data analysis.</p> <p>Strategy's Expected Result/Impact: We will improve the level of cognitive engagement among our students, which will, in turn, increase their success on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Principal, DI, Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: 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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Families will have a 90% or higher satisfaction rate with the quality and frequency of communication from Hamilton.</p> <p>Staff Responsible for Monitoring: Principal, DI, Assistant Principals</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communication: Hamilton Middle School will streamline communication in the following ways: 1) archive all SchoolMessenger emails in one location that parents may access at any time; 2) create a monthly newsletter detailing important notes and events; and 3) ensure a more robust social media presence that highlights teachers and students and communicates upcoming events.</p> <p>Strategy's Expected Result/Impact: To facilitate increased effective communication with parents and guardians</p> <p>Staff Responsible for Monitoring: DI, AAS, CCIS</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

Addendums

Campus **Hamilton MS**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	88%	90%	92%	94%	96%
Meets or Above	70%	73%	76%	79%	82%
Masters Grade Level	41%	44%	47%	50%	53%

2024-25	Target Check
88%	Met District Strategic Target
70%	Met District Strategic Target
42%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#									
Reading	6	Hamilton MS	MS2	All	523	84%	88%	83%	67%	72%	66%	35%	38%	37%
Reading	6	Hamilton MS	MS2	Hispanic	178	80%	88%	77%	59%	68%	57%	27%	30%	28%
Reading	6	Hamilton MS	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	6	Hamilton MS	MS2	Asian	44	94%	95%	93%	77%	80%	86%	62%	66%	60%
Reading	6	Hamilton MS	MS2	African Am.	81	59%	68%	71%	41%	49%	50%	10%	14%	21%
Reading	6	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	MS2	White	198	92%	94%	90%	79%	81%	77%	46%	48%	48%
Reading	6	Hamilton MS	MS2	Two or More	21	92%	95%	86%	76%	86%	64%	24%	43%	27%
Reading	6	Hamilton MS	MS2	Eco. Dis.	220	73%	75%	73%	50%	52%	51%	17%	19%	24%
Reading	6	Hamilton MS	MS2	EB	74	75%	78%	56%	52%	55%	23%	14%	15%	*
Reading	6	Hamilton MS	MS2	At-Risk	234	72%	73%	72%	45%	46%	44%	14%	15%	20%
Reading	6	Hamilton MS	MS2	SPED	84	42%	45%	53%	24%	27%	31%	9%	12%	*
Reading	7	Hamilton MS	MS2	All	475	87%	89%	83%	72%	74%	65%	46%	49%	35%
Reading	7	Hamilton MS	MS2	Hispanic	155	81%	82%	81%	59%	60%	58%	38%	40%	30%
Reading	7	Hamilton MS	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	7	Hamilton MS	MS2	Asian	48	94%	96%	83%	94%	96%	77%	71%	73%	63%
Reading	7	Hamilton MS	MS2	African Am.	68	75%	76%	65%	60%	62%	44%	30%	32%	11%
Reading	7	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	MS2	White	182	95%	97%	88%	82%	84%	73%	54%	55%	42%
Reading	7	Hamilton MS	MS2	Two or More	21	95%	95%	100%	84%	86%	85%	58%	71%	30%
Reading	7	Hamilton MS	MS2	Eco. Dis.	180	79%	80%	70%	58%	59%	48%	30%	31%	17%
Reading	7	Hamilton MS	MS2	EB	66	67%	68%	61%	50%	53%	37%	26%	27%	8%
Reading	7	Hamilton MS	MS2	At-Risk	216	71%	73%	66%	48%	50%	42%	23%	24%	15%
Reading	7	Hamilton MS	MS2	SPED	71	56%	58%	41%	35%	37%	21%	*	18%	10%
Reading	8	Hamilton MS	MS2	All	471	90%	92%	91%	76%	77%	77%	52%	55%	51%
Reading	8	Hamilton MS	MS2	Hispanic	158	86%	90%	87%	61%	65%	67%	38%	47%	39%
Reading	8	Hamilton MS	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	8	Hamilton MS	MS2	Asian	33	98%	100%	97%	93%	94%	91%	78%	82%	78%
Reading	8	Hamilton MS	MS2	African Am.	78	79%	83%	83%	59%	62%	65%	29%	37%	35%
Reading	8	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	MS2	White	183	95%	97%	97%	88%	90%	88%	62%	64%	64%
Reading	8	Hamilton MS	MS2	Two or More	18	92%	94%	95%	88%	89%	89%	52%	67%	53%
Reading	8	Hamilton MS	MS2	Eco. Dis.	180	83%	84%	82%	59%	60%	61%	37%	38%	34%
Reading	8	Hamilton MS	MS2	EB	57	71%	72%	60%	40%	40%	37%	23%	24%	14%
Reading	8	Hamilton MS	MS2	At-Risk	196	79%	80%	82%	51%	52%	57%	28%	29%	30%
Reading	8	Hamilton MS	MS2	SPED	48	53%	53%	65%	25%	25%	28%	17%	17%	16%
Math	6	Hamilton MS	MS2	All	523	80%	86%	82%	50%	64%	49%	18%	24%	21%
Math	6	Hamilton MS	MS2	Hispanic	178	78%	83%	76%	39%	64%	39%	11%	16%	13%
Math	6	Hamilton MS	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	6	Hamilton MS	MS2	Asian	44	85%	95%	95%	74%	84%	78%	46%	50%	46%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#	%	%	%	%	%	%	%	%	
Math	6	Hamilton MS	MS2	African Am.	81	65%	74%	66%	24%	37%	36%	*	19%	10%
Math	6	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	MS2	White	198	87%	90%	89%	64%	69%	59%	22%	25%	28%
Math	6	Hamilton MS	MS2	Two or More	21	76%	95%	95%	40%	76%	36%	*	38%	23%
Math	6	Hamilton MS	MS2	Eco. Dis.	220	70%	72%	74%	29%	33%	30%	8%	10%	8%
Math	6	Hamilton MS	MS2	EB	74	70%	72%	57%	40%	43%	11%	10%	12%	*
Math	6	Hamilton MS	MS2	At-Risk	234	68%	70%	70%	27%	30%	26%	7%	10%	8%
Math	6	Hamilton MS	MS2	SPED	84	56%	60%	52%	17%	20%	13%	*	10%	*
Math	7	Hamilton MS	MS2	All	471	76%	83%	74%	56%	64%	54%	25%	29%	23%
Math	7	Hamilton MS	MS2	Hispanic	155	68%	77%	65%	44%	55%	43%	15%	17%	18%
Math	7	Hamilton MS	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	7	Hamilton MS	MS2	Asian	44	94%	98%	89%	83%	89%	80%	60%	61%	60%
Math	7	Hamilton MS	MS2	African Am.	68	64%	69%	46%	36%	44%	25%	12%	15%	*
Math	7	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	MS2	White	182	84%	88%	86%	67%	71%	68%	32%	35%	27%
Math	7	Hamilton MS	MS2	Two or More	21	84%	95%	90%	58%	71%	60%	*	33%	*
Math	7	Hamilton MS	MS2	Eco. Dis.	180	64%	66%	55%	39%	41%	38%	14%	16%	12%
Math	7	Hamilton MS	MS2	EB	66	58%	60%	57%	36%	38%	31%	*	20%	10%
Math	7	Hamilton MS	MS2	At-Risk	214	55%	57%	54%	30%	32%	30%	12%	14%	10%
Math	7	Hamilton MS	MS2	SPED	71	42%	45%	41%	21%	24%	19%	*	8%	*
Math	8	Hamilton MS	MS2	All	221	72%	79%	72%	41%	48%	47%	15%	21%	12%
Math	8	Hamilton MS	MS2	Hispanic	92	65%	75%	67%	38%	45%	40%	14%	16%	7%
Math	8	Hamilton MS	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	8	Hamilton MS	MS2	Asian	8	100%	100%	88%	81%	88%	75%	44%	50%	*
Math	8	Hamilton MS	MS2	African Am.	50	60%	70%	64%	25%	30%	47%	*	20%	*
Math	8	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	MS2	White	63	84%	89%	79%	50%	57%	54%	18%	21%	17%
Math	8	Hamilton MS	MS2	Two or More	7	75%	86%	88%	*	71%	*	*	43%	*
Math	8	Hamilton MS	MS2	Eco. Dis.	116	69%	71%	65%	39%	41%	40%	11%	13%	7%
Math	8	Hamilton MS	MS2	EB	49	53%	55%	49%	33%	35%	26%	21%	22%	*
Math	8	Hamilton MS	MS2	At-Risk	142	60%	63%	64%	26%	28%	35%	9%	11%	7%
Math	8	Hamilton MS	MS2	SPED	44	45%	50%	40%	*	25%	25%	*	11%	*
Science	8	Hamilton MS	MS2	All	471	85%	88%	89%	66%	70%	70%	32%	37%	37%
Science	8	Hamilton MS	MS2	Hispanic	158	78%	82%	84%	50%	58%	57%	18%	30%	25%
Science	8	Hamilton MS	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	8	Hamilton MS	MS2	Asian	33	98%	100%	100%	91%	97%	91%	67%	76%	66%
Science	8	Hamilton MS	MS2	African Am.	78	61%	68%	77%	41%	45%	59%	8%	13%	19%
Science	8	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
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Science	8	Hamilton MS	MS2	At-Risk	196	68%	71%	79%	41%	44%	46%	16%	19%	16%
Science	8	Hamilton MS	MS2	SPED	48	42%	45%	64%	25%	28%	26%	14%	17%	14%
Social Studies	8	Hamilton MS	MS2	All	471	83%	88%	77%	58%	65%	54%	36%	39%	38%
Social Studies	8	Hamilton MS	MS2	Hispanic	158	74%	85%	69%	45%	60%	47%	24%	28%	29%
Social Studies	8	Hamilton MS	MS2	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
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Social Studies	8	Hamilton MS	MS2	African Am.	78	61%	71%	64%	31%	36%	37%	17%	23%	27%

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					2025									
					#	%	%	%	%	%	%	%	%	%
Social Studies	8	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	MS2	White	183	92%	96%	86%	69%	74%	64%	43%	46%	47%
Social Studies	8	Hamilton MS	MS2	Two or More	18	92%	94%	80%	68%	89%	50%	40%	67%	30%
Social Studies	8	Hamilton MS	MS2	Eco. Dis.	180	72%	74%	63%	40%	41%	38%	20%	21%	24%
Social Studies	8	Hamilton MS	MS2	EB	57	52%	54%	45%	27%	28%	19%	10%	12%	*
Social Studies	8	Hamilton MS	MS2	At-Risk	196	65%	67%	59%	35%	36%	30%	16%	17%	19%
Social Studies	8	Hamilton MS	MS2	SPED	48	36%	38%	43%	22%	23%	19%	*	10%	12%
Algebra I	MS	Hamilton MS	MS2	All	254	100%	100%	99%	94%	98%	91%	73%	79%	69%
Algebra I	MS	Hamilton MS	MS2	Hispanic	66	100%	100%	100%	88%	97%	89%	63%	76%	66%
Algebra I	MS	Hamilton MS	MS2	Am. Indian	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Hamilton MS	MS2	Asian	29	100%	100%	100%	97%	100%	96%	92%	93%	82%
Algebra I	MS	Hamilton MS	MS2	African Am.	28	100%	100%	100%	89%	96%	83%	63%	79%	42%
Algebra I	MS	Hamilton MS	MS2	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Algebra I	MS	Hamilton MS	MS2	White	120	100%	100%	98%	95%	98%	95%	72%	77%	76%
Algebra I	MS	Hamilton MS	MS2	Two or More	11	100%	100%	100%	100%	100%	67%	77%	82%	50%
Algebra I	MS	Hamilton MS	MS2	Eco. Dis.	64	100%	100%	100%	91%	93%	91%	67%	69%	63%
Algebra I	MS	Hamilton MS	MS2	EB	8	100%	100%	100%	67%	69%	88%	56%	58%	*
Algebra I	MS	Hamilton MS	MS2	At-Risk	56	100%	100%	98%	88%	90%	90%	72%	74%	60%
Algebra I	MS	Hamilton MS	MS2	SPED	4	100%	100%	*	100%	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

- Utilize teaching and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Use instructional practices and routines to create a classroom community that allows students to engage actively and safely in their learning.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS.
 - Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, grammar instruction that focuses on meaning and effect
- Use questioning strategies to guide students to depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic talk and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- 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 instruction.
- 1:1 Technology in the English Language Arts classroom should provide students with:
 - opportunities to engage safely with digital texts and resources
 - the environment to create, collaborate, and think with peers
 - activities to research and produce original products in the digital environment.

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, FluidMath, 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

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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