Cypress-Fairbanks Independent School District

Hamilton Middle School

2025-2026

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.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

The following are strengths in student achievement, as evidenced by our 2024-25 STAAR performance results:

- **6th Grade:**
  - *Reading Language Arts*
    - 2% increase in Masters Grade Level performance
  - *Math*
    - 2% increase in Approaches Grade Level performance
    - 4% increase in Masters Grade Level performance
- **8th Grade:**
  - *Reading Language Arts*
    - 1% increase in Approaches Grade Level performance
    - 1% increase in Meets Grade Level performance
    - High performance overall, outperforming the district and our cluster group
  - *Math*
    - 6% increase in Meets Grade Level performance
    - All student groups in Algebra I performed at or above district/cluster averages
  - *Science*
    - 4% increase in Approaches Grade Level performance
    - 4% increase in Meets Grade Level performance
    - 5% increase in Masters Grade Level performance
  - *Social Studies*
    - 2% increase in Masters Grade Level performance

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: In math and reading, there is a significant achievement gap in the performance levels of our African-American and Hispanic students. These two subpopulations are our lowest performing groups and will be included in our 2026 Accountability.
Root Cause: Instructional Focus Root Cause #1: Teachers are not consistently or intentionally planning for and implementing active participation and student engagement strategies, including structured student discourse and cooperative learning.

Problem Statement 2: Instructional Focus Problem #2: There is a significant disparity between math and reading STAAR scores. Students who demonstrate high capacity on Reading Language Arts STAAR are scoring significantly lower on Math STAAR across all three grade levels.
Root Cause: Instructional Focus Root Cause #2: There is not enough alignment between the rigor of daily math instruction and that of summative assessments. Students are not practicing at the same level at which they are expected to perform.

Problem Statement 3: Instructional Focus Problem #3: According to the 2024-25 accountability report, 126 of our students who earned Masters Grade Level on the previous year's Math and Reading Language Arts STAAR dropped to Meets Grade Level instead.
Root Cause: Instructional Focus Root Cause #3: Our Closing the Gap time was not used effectively to support all students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate:

- Teachers feel supported by administration (i.e. backpack procedure, no cell phones, etc.)
- Morning announcements feature campus slogan: "Work hard. Be kind." and end with a joke of the day
- Principal recognizes Team of the Week (who choose Cub of the Week) and Tiger of the Week, which is a staff member selected by our Instructional Leadership Team
- Morning supervision procedure allows teachers the opportunity to prepare for the day with minimal before-school duties

According to our 2024-25 PBIS survey results, 85% or more of our staff members reported that the following were "in place":

- Procedures are in place to address emergency/dangerous situations
- A team exists for behavior support planning and problem solving
- Data on problem behavior patterns are collected and summarized within an ongoing system
- Expected student behaviors and routines in classrooms are stated positively and defined clearly

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: On the 24-25 PBIS survey, only 67% of our staff reported that "transitions between instructional and non-instructional activities were efficient and orderly." While this is an increase of 24% from the previous year's survey, it remains an issue we need to address.
Root Cause: Too many students were in the hallway at the same time.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

In the spring of 2025, 74 faculty members at Hamilton Middle School engaged in a survey adapted from the book, *School Culture Rewired*. This survey was designed to help provide insight into key aspects of our school culture from the perspective of our staff.

The data was organized around six foundational dimensions: Collaborative Leadership, Teacher Collaboration, Professional Development, Collegial Support, Learning Partnership, and School Mission.

Three of these dimensions presented themselves as strengths for our campus: Professional Development, Collegial Support, and School Mission. Specifically, the following statements had an exceptionally high number of teachers and staff who agreed or strongly agreed:

- Teachers maintain a current knowledge base about the learning process.
- The faculty values school improvement.
- Teachers are willing to help out whenever there is a problem.
- The school mission provides a clear sense of direction for teachers.
- Teachers understand the mission of the school.
- The school mission statement reflects the values of the community.

When compared to the 24-25 Employee Perception Survey results, HMS saw an increase in the number of staff members who agreed with the following statements:

- 99% of Hamilton MS staff believe quality work is expected of them (2% increase).
- 88% of Hamilton MS staff believe quality work is expected of students (4% increase).
- 85% of Hamilton MS staff believe that various forms of feedback are given to help improve their personal professional performance (3% increase).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Collaboration: In the 2024-25 school year, only 79% of Hamilton MS staff agreed that collaboration was encouraged.
Root Cause: Staff Collaboration: We did not have effective systems in place to solicit teacher input for campus-wide decisions or to foster open dialogue around instructional differences.

Family and Community Engagement

Family 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 library volunteers.
2. Our teachers communicate with our community weekly regarding academics via email blasts, which are now streamlined in an easy-to-read format organized by core content and grade level.
3. Our campus effectively utilizes social media (Facebook and Instagram) to communicate events, celebrations, and opportunities to engage at Hamilton Middle School.
4. Our PBIS Committee is continuing newer traditions (i.e. Family Fun Night) to increase opportunities for families to engage at Hamilton Middle School.
5. A bilingual team of educators have formed a committee to host parent nights throughout the year to help Spanish-speaking parents learn to access and navigate Home Access Center and Schoology.
6. The Community Outreach Committee at HMS has committed to engaging with families at a local apartment complex where several of our students live.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Consistent, reliable communication was a barrier between our campus and our community.
Root Cause: We do not have airtight systems in place to ensure varied forms of communication across campus.

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

Next Year's Recommendation: Train staff on how to frame the lesson using LIs and SC (emphasize importance of opening with LI and closing the lesson with formative check).

Strategy 1 Details	Reviews			
Strategy 1: Instructional Focus: Strengthen Tier 1 instruction through intentional planning that promotes clarity, engagement, and academic language across all classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Deepen the implementation of Teacher Clarity to ensure daily lessons are grounded in clear learning intentions and success criteria that align with the depth of the standard and are formatively assessed to ensure progress toward mastery. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Director of Instruction, DIHT, AAS, CCIS	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Strengthen Tier 1 instruction through intentional planning that promotes clarity, engagement, and academic language across all classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Increase cognitive student engagement by implementing total participation strategies, incorporating regular opportunities for student discourse, and encouraging student choice where appropriate to increase motivation. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Director of Instruction, DIHT, AAS, CCIS	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: Strengthen Tier 1 instruction through intentional planning that promotes clarity, engagement, and academic language across all classrooms.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: Utilize Tiger Den to facilitate the following: 1) Closing the Gap for all students via the multidisciplinary project, 2) Tier 3 Intervention based on recent, relevant data points, 3) Opportunity Lab for students who have been absent, and 4) Monday Meetups for the opportunity to connect and build a sense of belonging. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Director of Instruction, DIHT, AAS	Moderate Progress			

Strategy 4 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 5 Details	Reviews			
Strategy 5: 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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The dropout rate will remain at 0%. **Staff Responsible for Monitoring:** Registrar, Attendance Clerk, Principal, Assistant Principals	Moderate Progress			

Strategy 6 Details	Reviews			
Strategy 6: Improving Student Engagement: Expand opportunities for student voice and choice by implementing regular student feedback surveys, increasing student participation in decision-making groups (such as advisory councils), and promoting interest groups and activities.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: To strengthen students' ownership and connection to school. **Staff Responsible for Monitoring:** Principal	Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Increase engagement through relevant and interactive learning experiences by providing professional development for teachers on student-centered instructional strategies (i.e., structured student discourse, stations, gallery walks, think-pair-share, technology integration).	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: To ensure lessons are interactive, relevant, and aligned to students' interests and real-world applications. **Staff Responsible for Monitoring:** Principal, Director of Instruction, DIHT, CCIS	Moderate Progress			

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.

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		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**			**Summative**
Strategy's Expected Result/Impact: Staff will be more prepared in the event of a safety emergency. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Assistant Principals		Nov	Feb	May	June
		Considerable			
Strategy 2 Details		Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Conduct Weekly Exterior Door Sweeps.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principals, Principal		Nov	Feb	May	June
		Considerable			

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.

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

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 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			Reviews			
Strategy 1: Violence Prevention: Teachers and students will 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, reorganize the building to mitigate foot traffic congestion, 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**			**Summative**
			Nov	**Feb**	**May**	**June**
			Moderate Progress			

Strategy 2 Details			Reviews			
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 Assistant Principals. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, Principal			**Formative**			**Summative**
			Nov	**Feb**	**May**	**June**
			Some Progress			

Strategy 3 Details			Reviews			
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. **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. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee			**Formative**			**Summative**
			Nov	**Feb**	**May**	**June**
			Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	Some Progress			

⬤ 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 "collaboration is encouraged and practiced."

    Evaluation Data Sources: Employee Perception Survey

Strategy 1 Details	Reviews			

Strategy 1: Teacher/Paraprofessional Attendance: The Hamilton MS instructional leadership team will build teacher capacity by facilitating weekly instructional rounds, allowing teachers the opportunity to participate in learning walks to view fellow teachers' classrooms, and working in conjunction with appraisers who conduct CF-TESS informal and formal observations.
 	
    Strategy's Expected Result/Impact: We will have at least a 10% gain in our current EPS results for "collaboration is encouraged and practiced."
    Staff Responsible for Monitoring: Principal, DI, Assistant Principals, AAS, DIHT, CCIS
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

○ 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 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	Reviews			
Strategy 1: High-Quality Professional Development: Campus professional development will be focused on teacher clarity, high-quality first-time instruction, and effective data analysis. We will offer optional micro-PD sessions on Fridays during teachers' planning periods.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
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. **Staff Responsible for Monitoring:** Principal, DI, DIHT	Considerable			
No Progress Accomplished Continue/Modify Discontinue				

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: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details		Reviews			
Strategy 1: Improving Social Media Presence: Implement a structured social media calendar to ensure consistent, positive communication. Posts will highlight student accomplishments, staff recognitions, extracurricular successes, and community partnerships at least three times per week.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Build stronger partnership with our parents and community. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Math CCIS/Social Media Liaison		Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: Improving Social Media Presence: Use social media to gather more family input by incorporating interactive content such as Q&A sessions and campus polls.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Build stronger partnership with our parents and community. **Staff Responsible for Monitoring:** Principal, Director of Instruction, Math CCIS/Social Media Liaison		Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Improving Parent and Community Engagement: Expand outreach through multiple platforms (parent newsletters, social media, texts, and School Messenger) and ensure communication is accessible in families' home languages with an increased focus on parents to share feedback through surveys and focus groups.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Build stronger partnership with our parents and community. **Staff Responsible for Monitoring:** Principal		Moderate Progress			

Strategy 4 Details	Reviews			

Strategy 4: Improving Parent and Community Engagement: Host family workshops, parent information nights, and community events at varied times (including evenings and weekends) and locations (local apartment complexes) to accommodate family schedules.
 	
    Strategy's Expected Result/Impact: Build stronger partnership with our parents and community.
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue

CPOC

Committee Role	Name	Position
Principal	Jason Tullos	Principal (there is only one principal)
Teacher #1	Teacher 1	Teacher #1
Teacher #2	Teacher 2	Teacher #2
Teacher #3	Teacher 3	Teacher #3
Teacher #4	Teacher 4	Teacher #4
Teacher #5	Teacher 5	Teacher #5
Teacher #6	Teacher 6	Teacher #6
Teacher #7	Teacher 7	Teacher #7
Teacher #8	Teacher 8	Teacher #8
Other School Leader (Non-teaching Professional) #1	Other School Leader (Non-teaching Professional) 1	Other School Leader (Non-teaching Professional) #1
Other School Leader (Non-teaching Professional) #2	Other School Leader (Non-teaching Professional) 2	Other School Leader (Non-teaching Professional) #2
Other School Leader (Non-teaching Professional) #3	Other School Leader (Non-teaching Professional) 3	Other School Leader (Non-teaching Professional) #3
Other School Leader (Non-teaching Professional) #4	Other School Leader (Non-teaching Professional) 4	Other School Leader (Non-teaching Professional) #4
Administrator (LEA) #1	Administrator (LEA) 1	Administrator (LEA) #1
Parent #1	Parent 1	Parent #1
Parent #2	Parent 2	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Business Representative 1	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2

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%

2025-26	Target Check
91%	Met District Strategic Target
77%	Met District Strategic Target
49%	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.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	6	Hamilton MS	MS1	All	505	83%	455	90%	66%	383	76%	37%	237	47%
Reading	6	Hamilton MS	MS1	Hispanic	150	77%	129	86%	57%	100	67%	28%	58	39%
Reading	6	Hamilton MS	MS1	Am. Indian	3	*	2	67%	*	1	33%	*	1	33%
Reading	6	Hamilton MS	MS1	Asian	45	93%	43	96%	86%	40	89%	60%	34	76%
Reading	6	Hamilton MS	MS1	African Am.	87	71%	72	83%	50%	60	69%	21%	35	40%
Reading	6	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Hamilton MS	MS1	White	191	90%	183	96%	77%	160	84%	48%	98	51%
Reading	6	Hamilton MS	MS1	Two or More	29	86%	26	90%	64%	22	76%	27%	11	38%
Reading	6	Hamilton MS	MS1	Eco. Dis.	223	73%	168	75%	51%	119	53%	24%	58	26%
Reading	6	Hamilton MS	MS1	EB	90	56%	52	58%	23%	23	26%	*	8	9%
Reading	6	Hamilton MS	MS1	At-Risk	204	72%	150	74%	44%	94	46%	20%	44	22%
Reading	6	Hamilton MS	MS1	SPED	87	53%	48	55%	31%	29	33%	*	2	2%
Reading	7	Hamilton MS	MS1	All	503	83%	453	90%	65%	380	76%	35%	235	47%
Reading	7	Hamilton MS	MS1	Hispanic	173	81%	159	92%	58%	135	78%	30%	80	46%
Reading	7	Hamilton MS	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	7	Hamilton MS	MS1	Asian	40	83%	37	93%	77%	32	80%	63%	28	70%
Reading	7	Hamilton MS	MS1	African Am.	78	65%	59	76%	44%	40	51%	11%	18	23%
Reading	7	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	7	Hamilton MS	MS1	White	188	88%	174	93%	73%	151	80%	42%	97	52%
Reading	7	Hamilton MS	MS1	Two or More	23	100%	23	100%	85%	21	91%	30%	12	52%
Reading	7	Hamilton MS	MS1	Eco. Dis.	212	70%	153	72%	48%	105	50%	17%	42	20%
Reading	7	Hamilton MS	MS1	EB	93	61%	59	63%	37%	36	39%	8%	10	11%
Reading	7	Hamilton MS	MS1	At-Risk	232	66%	157	68%	42%	103	44%	15%	41	18%
Reading	7	Hamilton MS	MS1	SPED	84	41%	36	43%	21%	19	23%	10%	10	12%
Reading	8	Hamilton MS	MS1	All	479	91%	444	93%	77%	377	79%	51%	254	53%
Reading	8	Hamilton MS	MS1	Hispanic	164	87%	145	88%	67%	111	68%	39%	65	40%
Reading	8	Hamilton MS	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	8	Hamilton MS	MS1	Asian	50	97%	49	98%	91%	46	92%	78%	40	80%
Reading	8	Hamilton MS	MS1	African Am.	67	83%	56	84%	65%	45	67%	35%	24	36%
Reading	8	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Hamilton MS	MS1	White	175	97%	171	98%	88%	156	89%	64%	113	65%
Reading	8	Hamilton MS	MS1	Two or More	22	95%	22	100%	89%	18	82%	53%	12	55%
Reading	8	Hamilton MS	MS1	Eco. Dis.	199	82%	168	84%	61%	126	63%	34%	71	36%
Reading	8	Hamilton MS	MS1	EB	92	60%	57	62%	37%	36	39%	14%	15	16%
Reading	8	Hamilton MS	MS1	At-Risk	224	82%	189	84%	57%	132	59%	30%	72	32%
Reading	8	Hamilton MS	MS1	SPED	77	65%	52	68%	28%	23	30%	16%	14	18%
Math	6	Hamilton MS	MS1	All	505	82%	455	90%	49%	383	76%	21%	237	47%
Math	6	Hamilton MS	MS1	Hispanic	150	76%	131	87%	39%	100	67%	13%	58	39%
Math	6	Hamilton MS	MS1	Am. Indian	3	*	2	67%	*	1	33%	0%	0	0%
Math	6	Hamilton MS	MS1	Asian	45	95%	43	96%	78%	40	89%	46%	34	76%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	6	Hamilton MS	MS1	African Am.	87	66%	68	78%	36%	60	69%	10%	35	40%
Math	6	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Hamilton MS	MS1	White	191	89%	183	96%	59%	160	84%	28%	98	51%
Math	6	Hamilton MS	MS1	Two or More	29	95%	28	97%	36%	22	76%	23%	12	41%
Math	6	Hamilton MS	MS1	Eco. Dis.	223	74%	170	76%	30%	72	32%	8%	26	12%
Math	6	Hamilton MS	MS1	EB	90	57%	53	59%	11%	12	13%	2%	5	6%
Math	6	Hamilton MS	MS1	At-Risk	204	70%	146	72%	26%	58	28%	8%	20	10%
Math	6	Hamilton MS	MS1	SPED	87	52%	46	53%	13%	14	16%	1%	2	2%
Math	7	Hamilton MS	MS1	All	499	74%	453	91%	54%	380	76%	21%	235	47%
Math	7	Hamilton MS	MS1	Hispanic	173	65%	159	92%	43%	135	78%	13%	80	46%
Math	7	Hamilton MS	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	7	Hamilton MS	MS1	Asian	36	89%	35	97%	80%	33	92%	46%	28	78%
Math	7	Hamilton MS	MS1	African Am.	78	46%	60	77%	25%	40	51%	10%	18	23%
Math	7	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	7	Hamilton MS	MS1	White	188	86%	176	94%	68%	151	80%	28%	97	52%
Math	7	Hamilton MS	MS1	Two or More	23	90%	22	96%	60%	20	87%	23%	12	52%
Math	7	Hamilton MS	MS1	Eco. Dis.	212	55%	121	57%	38%	84	40%	8%	21	10%
Math	7	Hamilton MS	MS1	EB	92	57%	54	59%	31%	30	33%	*	5	5%
Math	7	Hamilton MS	MS1	At-Risk	231	54%	129	56%	30%	74	32%	8%	22	10%
Math	7	Hamilton MS	MS1	SPED	84	41%	36	43%	19%	18	21%	*	2	2%
Math	8	Hamilton MS	MS1	All	269	72%	242	90%	47%	204	76%	23%	126	47%
Math	8	Hamilton MS	MS1	Hispanic	108	67%	97	90%	40%	90	83%	18%	65	60%
Math	8	Hamilton MS	MS1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	8	Hamilton MS	MS1	Asian	19	88%	17	89%	75%	15	79%	60%	12	63%
Math	8	Hamilton MS	MS1	African Am.	52	64%	45	87%	47%	32	62%	*	15	29%
Math	8	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Hamilton MS	MS1	White	78	79%	72	92%	54%	62	79%	27%	32	41%
Math	8	Hamilton MS	MS1	Two or More	12	88%	11	92%	*	5	42%	*	2	17%
Math	8	Hamilton MS	MS1	Eco. Dis.	149	65%	100	67%	40%	63	42%	12%	21	14%
Math	8	Hamilton MS	MS1	EB	55	49%	28	51%	26%	16	29%	10%	7	13%
Math	8	Hamilton MS	MS1	At-Risk	175	64%	115	66%	35%	65	37%	10%	21	12%
Math	8	Hamilton MS	MS1	SPED	73	40%	31	42%	25%	20	27%	*	5	7%
Science	8	Hamilton MS	MS1	All	479	89%	436	91%	70%	364	76%	12%	224	47%
Science	8	Hamilton MS	MS1	Hispanic	164	84%	141	86%	57%	106	65%	7%	75	46%
Science	8	Hamilton MS	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Hamilton MS	MS1	Asian	50	100%	50	100%	91%	47	94%	*	25	50%
Science	8	Hamilton MS	MS1	African Am.	67	77%	53	79%	59%	43	64%	*	23	34%
Science	8	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Hamilton MS	MS1	White	175	95%	169	97%	83%	150	86%	17%	90	51%
Science	8	Hamilton MS	MS1	Two or More	22	95%	22	100%	65%	17	77%	*	11	50%
Science	8	Hamilton MS	MS1	Eco. Dis.	199	79%	162	81%	54%	112	56%	7%	18	9%
Science	8	Hamilton MS	MS1	EB	92	64%	61	66%	36%	36	39%	*	6	7%
Science	8	Hamilton MS	MS1	At-Risk	224	79%	181	81%	46%	107	48%	7%	21	9%
Science	8	Hamilton MS	MS1	SPED	77	64%	51	66%	26%	22	29%	*	5	6%
Social Studies	8	Hamilton MS	MS1	All	479	77%	430	90%	54%	364	76%	38%	224	47%
Social Studies	8	Hamilton MS	MS1	Hispanic	164	69%	139	85%	47%	106	65%	29%	65	40%
Social Studies	8	Hamilton MS	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Social Studies	8	Hamilton MS	MS1	Asian	50	88%	48	96%	78%	47	94%	69%	35	70%
Social Studies	8	Hamilton MS	MS1	African Am.	67	64%	53	79%	37%	43	64%	27%	23	34%

Content	Gr.	Campus	25-26 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Social Studies	8	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Hamilton MS	MS1	White	175	86%	169	97%	64%	150	86%	47%	90	51%
Social Studies	8	Hamilton MS	MS1	Two or More	22	80%	20	91%	50%	17	77%	30%	11	50%
Social Studies	8	Hamilton MS	MS1	Eco. Dis.	199	63%	162	81%	38%	80	40%	24%	52	26%
Social Studies	8	Hamilton MS	MS1	EB	92	45%	61	66%	19%	19	21%	*	6	7%
Social Studies	8	Hamilton MS	MS1	At-Risk	224	59%	181	81%	30%	72	32%	19%	47	21%
Social Studies	8	Hamilton MS	MS1	SPED	77	43%	51	66%	19%	16	21%	12%	11	14%
Algebra I	MS	Hamilton MS	MS1	All	214	99%	214	100%	91%	199	93%	69%	155	72%
Algebra I	MS	Hamilton MS	MS1	Hispanic	56	100%	56	100%	89%	51	91%	66%	38	68%
Algebra I	MS	Hamilton MS	MS1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Algebra I	MS	Hamilton MS	MS1	Asian	35	100%	35	100%	96%	34	97%	82%	29	83%
Algebra I	MS	Hamilton MS	MS1	African Am.	15	100%	15	100%	83%	13	87%	42%	7	47%
Algebra I	MS	Hamilton MS	MS1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Hamilton MS	MS1	White	97	98%	97	100%	95%	93	96%	76%	75	77%
Algebra I	MS	Hamilton MS	MS1	Two or More	10	100%	10	100%	67%	7	70%	50%	6	60%
Algebra I	MS	Hamilton MS	MS1	Eco. Dis.	50	100%	50	100%	91%	47	94%	63%	33	66%
Algebra I	MS	Hamilton MS	MS1	EB	37	100%	37	100%	88%	34	92%	*	15	41%
Algebra I	MS	Hamilton MS	MS1	At-Risk	50	98%	50	100%	90%	46	92%	60%	32	64%
Algebra I	MS	Hamilton MS	MS1	SPED	4	*	4	100%	*	2	50%	*	1	25%

Content Area
Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- 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, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse 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.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE
- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond "word-level" performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students' ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.