

# Cypress-Fairbanks Independent School District

## Hamilton Elementary School

**2025-2026**

**Accountability Rating: A**

### **Distinction Designation**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Equip students today to impact tomorrow.

## Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Student Achievement

## Student Achievement Strengths

Hamilton Elementary School was rated as an A campus and received 5 out of 6 of Distinction Designations for the 2024-2025 school year.

92% of all students scored Approaches on the average of all 3 STAAR tests. This is an increase of 2% from the previous year.

75% of all students scored Meets on the average of all 3 STAAR tests. This is an increase of 4% from the previous year.

48% of all students scored Masters on the average of all 3 STAAR tests. This is an increase of 7% from the previous year.

Our campus received a letter grade A for Domain I-Student Achievement STAAR Performance, Domain II-School Progress Part A, and Domain III-Closing the Gaps.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Instructional Focus Problem #1: There was no growth in the Meets or Higher performance level in both 3rd and 5th grades.

**Root Cause:** Instructional Focus Root Cause #1: Planning time is not consistently used to analyze student data and intentionally design instruction that accelerates students from Approaches to Meets or Higher.

**Problem Statement 2:** Instructional Focus Problem #2: Our African American and Hispanic students scored lower in all student performance levels compared to our other subpopulations.

**Root Cause:** Instructional Focus Root Cause #2: We are not consistently differentiating instruction in every subject and every grade level.

**Problem Statement 3:** Instructional Focus Problem #3: The percentage of 3rd Grade students who scored Masters was significantly lower than other grade levels in the Masters performance level.

**Root Cause:** Instructional Focus Root Cause #3: Lesson planning does not consistently include aligned, rigorous learning objectives and differentiated strategies to push students beyond grade-level expectations, resulting in limited growth at the Meets and Masters performance levels

# School Culture and Climate

## School Culture and Climate Strengths

Hamilton is a PBIS campus that focuses on being Pride, Attitude, Wise Choices, and Self Control. Students know and understand the PAWS matrix. Behavior expectations are reviewed daily in campus-wide announcements, and there is a focused behavior retaught/reviewed each week, planned by the PBiS Team. There is a culminating activity at the end of the school year called PBiS Fest.

Teachers set clear expectations for their students and focus on building on student strengths. The vast majority of students respect classroom rules and follow routines. Per the Tiered Fidelity Inventory (TFI), 100% of the staff taught the behavior expectations to their students and our overall score was an 80.

Last year, our students had a 95.72 attendance rate which exceeded the district goal of 95%.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student learning is impacted by frequent absences due to travel, tardiness and students leaving early.

**Root Cause:** There is a need for staff to communicate early and consistently with families about the impact of missed instruction.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

Hamilton staff are deeply involved in the community, actively supporting students and colleagues through extracurricular activities. In addition, many staff members volunteer their time to sponsor school-based programs such as choir, garden crew, and student council.

According to the 2024-25 Employee Perception Survey, at least 93% of the staff indicated "strongly agree" or "agree" to the following statements:

- Opportunities exist for me to think for myself.96%
- Information is available to help me do my job effectively.98%
- Procedures have been implemented to keep me safe at work. 96%
- Quality work is expected of me. 98%
- Collaboration is encouraged and practiced.93%
- Information related to my job is accessible. 98%
- Staff appreciation is built into the school culture. 98%
- I am clear about my job responsibilities. 98%
- Quality work is expected of students.96%
- Decisions are data driven. 96%

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Staff attendance continues to be an area of concern.

**Root Cause:** Frequent use of personal days and extended absences reduces consistency in instruction and campus operations.

# Family and Community Engagement

## Family and Community Engagement Strengths

At Hamilton, traditions run deep! From spirited pep rallies to the whimsical fun of Whoville and countless other beloved events, our students, staff, and community come together year after year to celebrate what makes our campus special. These long-standing traditions not only create lasting memories but also strengthen the connections among students, teachers, and families, capturing the true spirit of Hamilton Pride.

Hamilton has a very active and supportive PTO that partner with us to host events throughout the school year.

Mosaic United Method Church and Team Tooke were recently added at Adopt-a-School Sponsors.

Student and community events include: Meet the Teacher, Boosterthon, Color Run, Nature Trails, Field Trips, Ready-to-Grow Gardens, Spirit Nights, Guest Story Tellers, Veterans' Day Celebration, 50th Day Celebration, Grandparent Day, Whoville, Watch DOGS, Father/Daughter and Mother/Son events, Chili Cook Off Event, PBIS Springfest, Talent Show, Kids Take Over Auction, Bucket Drumming, Coordinated Visits with Hamilton Middle School Band, Various Grade Level Events.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Parent engagement is strong in social activities; however, increasing participation in academic events remains an area for growth

**Root Cause:** The campus currently offers few engaging, curriculum-based family events. Communication about the value of these events is limited, and incentives for student and parent participation are not consistently provided.

# 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, and Science

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Reviews                                                                                          |                                                                                                          |                                                                                                       |
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| <b>Strategy 1:</b> Instructional Focus: Strengthening first-time and small group instruction in all subjects through specific targeted planning.<br><br>Strategy: Teachers will participate in structured, collaborative planning time to regularly analyze student assessment data and design targeted, rigorous lessons using a campus planning template, with administrators participating in planning meetings and conducting regular check-ins to provide feedback and support.<br><br><b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets<br><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals, and Principal | Formative                                                                                                  |                                                                                                          |                                                                                                       |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Reviews                                                                                          |                                                                                                          |                                                                                                       |
| <b>Strategy 2:</b> Instructional Focus: Strengthening first-time and small group instruction in all subjects through specific targeted planning.<br><br>Strategy: Teachers will plan and regularly conduct targeted small group instruction, using student data to focus on specific skills and needs that differentiate instruction.<br><br><b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets<br><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals, and Principal                                                                                                                                                | Formative                                                                                                  |                                                                                                          |                                                                                                       |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative Reviews                                                                                          |                                                                                                            |                                                                                                       |
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| <b>Strategy 3:</b> Instructional Focus: Strengthening first-time and small group instruction in all subjects through specific targeted planning.<br><br>Strategy: Teachers will plan and implement lessons with higher-order questioning, student discourse, and strategies that promote critical thinking and deeper TEKS understanding, documented in lesson plans to support student growth to Masters.<br><br><b>Strategy's Expected Result/Impact:</b> Students will engage in rigorous, thought-provoking lessons that promote critical thinking and discourse, resulting in increased achievement and ensuring growth meets or exceeds district/state growth tables, with more students reaching the Masters level.<br><br><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals, and Principal | Formative                                                                                                  |                                                                                                            |                                                                                                       |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative Reviews                                                                                          |                                                                                                            |                                                                                                       |
| <b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.<br><br><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness<br><br><b>Staff Responsible for Monitoring:</b> Principal<br>PE Teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Formative                                                                                                  |                                                                                                            |                                                                                                       |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative Reviews                                                                                          |                                                                                                            |                                                                                                       |
| <b>Strategy 5:</b> Improving Student Engagement: The campus will increase student engagement by offering at least five enrichment or interest-based clubs, ensuring equitable access for all students, and recognizing staff members who volunteer to sponsor these clubs through incentives and acknowledgment.<br><br><b>Strategy's Expected Result/Impact:</b> Increased student engagement and sense of belonging, with staff recognized and motivated to support extracurricular programs.<br><br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Teachers                                                                                                                                                                                                                  | Formative                                                                                                  |                                                                                                            |                                                                                                       |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative Reviews                                                                                          |                                                                                                            |                                                                                                       |
| <b>Strategy 6:</b> Improving Student Engagement: The campus will partner with our PTO, community associations, and school sponsors to provide resources and support for our after-school programs.<br><br><b>Strategy's Expected Result/Impact:</b> The number of students participating in our after school groups will increase by 5%.<br><br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Teachers                                                                                                                                                                                                                                                                                                                                                                         | Formative                                                                                                  |                                                                                                            |                                                                                                       |
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No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

| Strategy 1 Details                                                                                                                                                                                                                                                                        | Formative Reviews                      |                                        |                                        |
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| <b>Strategy 1:</b> Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.<br><b>Strategy's Expected Result/Impact:</b> Increased reading proficiency<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Specialist | Formative                              |                                        |                                        |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                          |                                        |                                        |                                        |

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

**Evaluation Data Sources:** MAP Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews                                                                                        |                                                                                                          |                                                                                                     |
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| <b>Strategy 1:</b> Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.<br><b>Strategy's Expected Result/Impact:</b> Increased math proficiency<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Specialists                        | Formative                                                                                                |                                                                                                          |                                                                                                     |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews                                                                                        |                                                                                                          |                                                                                                     |
| <b>Strategy 2:</b> Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.<br><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Specialist                                                          | Formative                                                                                                |                                                                                                          |                                                                                                     |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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:** Record of safety drills and other required safety actions

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

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 97% or higher.

**Evaluation Data Sources:** Student attendance records

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                       | Formative Reviews                                                                                        |                                                                                                     |                                                                                                     |
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| <b>Strategy 1:</b> Campus incentive attendance plan "Lions Show Up" will be implemented with campus and grade level incentives to increase attendance percentages.<br><b>Strategy's Expected Result/Impact:</b> 97% overall attendance rate<br><b>Staff Responsible for Monitoring:</b> Principal<br>Attendance Secretary<br>Administration<br>Classroom Teachers                                        | Formative                                                                                                |                                                                                                     |                                                                                                     |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                       | Formative Reviews                                                                                        |                                                                                                     |                                                                                                     |
| <b>Strategy 2:</b> "Lions Show Up" will be implemented to increase attendance. Phone calls and conferences will be made to address chronic absences.<br><b>Strategy's Expected Result/Impact:</b> 97% overall attendance rate<br><b>Staff Responsible for Monitoring:</b> Principal<br>Attendance Secretary<br>Assistant Principals<br>Classroom Teachers                                                | Formative                                                                                                |                                                                                                     |                                                                                                     |
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|  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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative Reviews                                                                                     |                                                                                                          |                                                                                                       |
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| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%<br><b>Staff Responsible for Monitoring:</b> Administrators                                                                                | Formative                                                                                             |                                                                                                          |                                                                                                       |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative Reviews                                                                                     |                                                                                                          |                                                                                                       |
| <b>Strategy 2:</b> Behavior Management: 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 weekly 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.<br><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Counselor<br>Paraprofessionals<br>Teachers                  | Formative                                                                                             |                                                                                                          |                                                                                                       |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative Reviews                                                                                     |                                                                                                          |                                                                                                       |
| <b>Strategy 3:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> 1. Increased awareness and reporting of possible bullying incidents.<br>2. Decrease in bullying incidents/behaviors.<br>3. Improved classroom and/or school culture.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal(s), Campus Bullying Committee | Formative                                                                                             |                                                                                                          |                                                                                                       |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative Reviews                                                                                   |                                                                                                     |                                                                                                     |
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| <b>Strategy 4:</b> Teachers will participate in CFISD's Classroom Management 101 course.<br><b>Strategy's Expected Result/Impact:</b> By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal(s)                                                                                             | Formative                                                                                           |                                                                                                     |                                                                                                     |
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| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> |                                                                                                     |                                                                                                     |                                                                                                     |

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

**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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                               | Formative Reviews                                                                                    |                                                                                                          |                                                                                                          |
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| <b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Incentives (lunch, covered duty, etc.) given for staff who have perfect attendance each grading period.<br><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Campus Secretary<br>Administrators<br>Attendance Secretary        | Formative                                                                                            |                                                                                                          |                                                                                                          |
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|  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.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative Reviews                               |                                                     |                                                |
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| <b>Strategy 1:</b> High Quality Professional Development: Digital Learning Conference, Math Consultant Garland Linkenhoger, Vertical Alignment Opportunities, and ECR teaching strategies.<br><b>Strategy's Expected Result/Impact:</b> Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Staff Development liaison | Formative                                       |                                                     |                                                |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                              |                                                 |                                                     |                                                |

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  
Parent Engagement Activity Attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews                                                                                          |                                                                                                       |                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Strategy 1:</b> Improving Social Media Presence: The campus will post at least one time per week on both Facebook and Instagram to engage the community, increase awareness of school events, and highlight student and staff achievements.<br><b>Strategy's Expected Result/Impact:</b> Increased visibility and awareness of school events and achievements, stronger community engagement, and improved communication between the campus, families, and stakeholders.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Counselor                           | Formative                                                                                                  |                                                                                                       |                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov                                                                                                        | Feb                                                                                                   | May                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <br>Moderate Progress   | <br>Considerable   | <br>Accomplished   |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews                                                                                          |                                                                                                       |                                                                                                       |
| <b>Strategy 2:</b> Improving Social Media Presence: The campus will implement a content calendar to post at least one themed post per week on both Facebook and Instagram, increasing consistent communication, promoting school events, and boosting community engagement.<br><b>Strategy's Expected Result/Impact:</b> Increased family and community engagement through consistent communication about school events, achievements, and initiatives.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Counselor                                               | Formative                                                                                                  |                                                                                                       |                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov                                                                                                        | Feb                                                                                                   | May                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <br>Moderate Progress   | <br>Considerable   | <br>Accomplished   |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative Reviews                                                                                          |                                                                                                       |                                                                                                       |
| <b>Strategy 3:</b> Improving Parent and Community Engagement: The campus will improve communication to families through consistency by sending home Friday grade level newsletters, Friday School Smore Newsletter, and Friday folders.<br><b>Strategy's Expected Result/Impact:</b> Families will know when to expect regular and consistent updates about classroom and school activities, leading to increased involvement, stronger home-school connections, and a more engaged school community.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Counselor | Formative                                                                                                  |                                                                                                       |                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov                                                                                                        | Feb                                                                                                   | May                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <br>Moderate Progress | <br>Considerable | <br>Accomplished |

| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Formative Reviews                                                                                  |                                                                                                     |                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Strategy 4:</b> Improving Parent and Community Engagement:The campus will conduct parent surveys in both the fall and spring to systematically gather input regarding parent and community engagement<br><b>Strategy's Expected Result/Impact:</b> The survey will provide actionable insights into parent and community engagement, allowing the campus to identify strengths, address areas for improvement, and tailor strategies to better involve families.<br><b>Staff Responsible for Monitoring:</b> Principal , Assistant Principals, Instructional Specialists, and Counselor | Formative                                                                                          |                                                                                                     |                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov                                                                                                | Feb                                                                                                 | May                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <br>No Progress | <br>Considerable | <br>Accomplished |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>                                                                                                                                               |                                                                                                    |                                                                                                     |                                                                                                     |

# CPOC

| Committee Role             | Name                                    | Position                                |
|----------------------------|-----------------------------------------|-----------------------------------------|
| Principal                  | Brandy Breaux                           | Principal (there is only one principal) |
| Teacher #1                 | Morgan Franks                           | Sped Teacher                            |
| Teacher #2                 | Carrie Vick                             | PK Teacher                              |
| Teacher #3                 | Robin Young                             | Provider of Dyslexia                    |
| Teacher #4                 | Ann Stubbins                            | PE Teacher                              |
| Teacher #5                 | Morgan Holcomb                          | Kindergarten                            |
| Teacher #6                 | Laura Evans                             | 1st Grade                               |
| Teacher #7                 | Rebecca Aleman                          | 3rd Grade                               |
| Teacher #8                 | Staci Shires                            | 5th Grade                               |
| Non Teaching Professional  | Suzanne Davies                          | Assistant Principal                     |
| Non Teaching Professional  | Chelsea Humphreys                       | Assistant Principal                     |
| Non Teaching Professional  | Bailey Tryon                            | Instructional Specialist                |
| Non Teaching Professional  | Heather DeCook                          | Instructional Specialist                |
| Administrator (LEA) #1     | Sarah Jane Spyрка                       | District Representative                 |
| Parent #1                  | Ashley Crumpler                         | Parent #1                               |
| Parent #2                  | Michelle Voelkel                        | Parent #2                               |
| Community Member #1        | Debbie Atnip                            | Community Member #1                     |
| Community Member #2        | Community Member #2 Community Member #2 | Community Member #2                     |
| Business Representative #1 | Maritza Zuñiga                          | Business Representative #1              |
| Business Representative #2 | Business Representative 2               | Business Representative #2              |

# Addendums

Campus

Hamilton ES

| Strategic Plan Goal 1 Campus 5-year Targets |         |         |         |         |         |
|---------------------------------------------|---------|---------|---------|---------|---------|
|                                             | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| Approaches or Above                         | 70%     | 72%     | 74%     | 76%     | 78%     |
| Meets or Above                              | 42%     | 45%     | 48%     | 51%     | 54%     |
| Masters Grade Level                         | 17%     | 20%     | 23%     | 26%     | 29%     |

| 2025-26 | Target Check                  |
|---------|-------------------------------|
| 93%     | Met District Strategic Target |
| 76%     | Met District Strategic Target |
| 51%     | Met District Strategic Target |

| 3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher) |         |         |         |         |         |
|-----------------------------------------------------------------------|---------|---------|---------|---------|---------|
|                                                                       | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| All                                                                   | 83%     | 85%     |         |         |         |
| African Am.                                                           | 64%     | 66%     |         |         |         |
| Hispanic                                                              | 70%     | 72%     |         |         |         |
| Eco. Dis.                                                             | 59%     | 61%     |         |         |         |
| EB                                                                    | 50%     | 52%     |         |         |         |
| SPED                                                                  | 60%     | 62%     |         |         |         |
| Highly Mobile                                                         | 0%      | 2%      |         |         |         |
| High Focus                                                            | 68%     | 70%     |         |         |         |

| 2025-26 | Target Check                     |
|---------|----------------------------------|
| 85%     | Met Reading Board Outcome Target |
| 69%     | Met Reading Board Outcome Target |
| 73%     | Met Reading Board Outcome Target |
| 61%     | Met Reading Board Outcome Target |
| 57%     | Met Reading Board Outcome Target |
| 62%     | Met Reading Board Outcome Target |
| *       | Met Reading Board Outcome Target |
| 70%     | Met Reading Board Outcome Target |

| 3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher) |         |         |         |         |         |
|--------------------------------------------------------------------|---------|---------|---------|---------|---------|
|                                                                    | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| All                                                                | 71%     | 73%     |         |         |         |
| African Am.                                                        | 36%     | 38%     |         |         |         |
| Hispanic                                                           | 59%     | 61%     |         |         |         |
| Eco. Dis.                                                          | 51%     | 53%     |         |         |         |
| EB                                                                 | 64%     | 66%     |         |         |         |
| SPED                                                               | 40%     | 42%     |         |         |         |
| Highly Mobile                                                      | 0%      | 2%      |         |         |         |
| High Focus                                                         | 55%     | 57%     |         |         |         |

| 2025-26 | Target Check                  |
|---------|-------------------------------|
| 73%     | Met Math Board Outcome Target |
| 46%     | Met Math Board Outcome Target |
| 63%     | Met Math Board Outcome Target |
| 54%     | Met Math Board Outcome Target |
| 71%     | Met Math Board Outcome Target |
| 45%     | Met Math Board Outcome Target |
| *       | Met Math Board Outcome Target |
| 57%     | Met Math Board Outcome 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      | 2026 Cluster | Student Group | Estimated Student Count | 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 |
|---------|-----|-------------|--------------|---------------|-------------------------|--------------------------|--------------------------|------------------------|---------------------|---------------------|-------------------|--------------------------|--------------------------|---------------------|
|         |     |             |              |               | 2026                    |                          |                          |                        |                     |                     |                   |                          |                          |                     |
|         |     |             |              |               | #                       | %                        | #                        | %                      | %                   | #                   | %                 | %                        | #                        | %                   |
| Reading | 3   | Hamilton ES | ES2          | All           | 158                     | 93%                      | 150                      | 95%                    | 83%                 | 134                 | 85%               | 61%                      | 99                       | 63%                 |
| Reading | 3   | Hamilton ES | ES2          | Hispanic      | 48                      | 89%                      | 45                       | 91%                    | 70%                 | 35                  | 73%               | 49%                      | 25                       | 52%                 |
| Reading | 3   | Hamilton ES | ES2          | Am. Indian    | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 3   | Hamilton ES | ES2          | Asian         | 4                       | 100%                     | 4                        | 100%                   | 90%                 | 4                   | 100%              | 50%                      | 4                        | 100%                |
| Reading | 3   | Hamilton ES | ES2          | African Am.   | 13                      | 82%                      | 11                       | 84%                    | 64%                 | 9                   | 69%               | *                        | 1                        | 8%                  |
| Reading | 3   | Hamilton ES | ES2          | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 3   | Hamilton ES | ES2          | White         | 80                      | 94%                      | 77                       | 96%                    | 89%                 | 73                  | 91%               | 69%                      | 57                       | 71%                 |
| Reading | 3   | Hamilton ES | ES2          | Two or More   | 13                      | 100%                     | 13                       | 100%                   | 100%                | 13                  | 100%              | 86%                      | 12                       | 92%                 |
| Reading | 3   | Hamilton ES | ES2          | Eco. Dis.     | 28                      | 82%                      | 24                       | 86%                    | 59%                 | 17                  | 61%               | 36%                      | 11                       | 39%                 |
| Reading | 3   | Hamilton ES | ES2          | EB            | 14                      | 79%                      | 12                       | 86%                    | 50%                 | 8                   | 57%               | *                        | 0                        | 0%                  |
| Reading | 3   | Hamilton ES | ES2          | At-Risk       | 16                      | 80%                      | 14                       | 82%                    | 56%                 | 10                  | 63%               | 27%                      | 5                        | 31%                 |
| Reading | 3   | Hamilton ES | ES2          | SPED          | 29                      | 73%                      | 22                       | 76%                    | 60%                 | 18                  | 62%               | 37%                      | 12                       | 41%                 |
| Reading | 3   | Hamilton ES | ES2          | Highly Mobile | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 3   | Hamilton ES | ES2          | High Focus    | 60                      | 85%                      | 52                       | 87%                    | 68%                 | 42                  | 70%               | 45%                      | 28                       | 47%                 |
| Reading | 4   | Hamilton ES | ES2          | All           | 163                     | 92%                      | 153                      | 94%                    | 78%                 | 130                 | 80%               | 48%                      | 85                       | 52%                 |
| Reading | 4   | Hamilton ES | ES2          | Hispanic      | 37                      | 90%                      | 34                       | 92%                    | 71%                 | 27                  | 73%               | 31%                      | 13                       | 35%                 |
| Reading | 4   | Hamilton ES | ES2          | Am. Indian    | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 4   | Hamilton ES | ES2          | Asian         | 12                      | 100%                     | 12                       | 100%                   | 100%                | 12                  | 100%              | 88%                      | 11                       | 92%                 |
| Reading | 4   | Hamilton ES | ES2          | African Am.   | 11                      | 88%                      | 10                       | 91%                    | 63%                 | 8                   | 73%               | 38%                      | 5                        | 45%                 |
| Reading | 4   | Hamilton ES | ES2          | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 4   | Hamilton ES | ES2          | White         | 95                      | 93%                      | 90                       | 95%                    | 84%                 | 82                  | 86%               | 57%                      | 56                       | 59%                 |
| Reading | 4   | Hamilton ES | ES2          | Two or More   | 8                       | 83%                      | 7                        | 88%                    | *                   | 1                   | 13%               | *                        | 0                        | 0%                  |
| Reading | 4   | Hamilton ES | ES2          | Eco. Dis.     | 43                      | 85%                      | 38                       | 88%                    | 66%                 | 30                  | 70%               | 32%                      | 15                       | 35%                 |
| Reading | 4   | Hamilton ES | ES2          | EB            | 21                      | 91%                      | 20                       | 95%                    | 64%                 | 14                  | 67%               | *                        | 0                        | 0%                  |
| Reading | 4   | Hamilton ES | ES2          | At-Risk       | 24                      | 75%                      | 19                       | 79%                    | 54%                 | 14                  | 58%               | 15%                      | 5                        | 20%                 |
| Reading | 4   | Hamilton ES | ES2          | SPED          | 32                      | 64%                      | 21                       | 66%                    | 46%                 | 16                  | 50%               | *                        | 0                        | 0%                  |
| Reading | 5   | Hamilton ES | ES2          | All           | 183                     | 93%                      | 173                      | 95%                    | 82%                 | 154                 | 84%               | 57%                      | 108                      | 59%                 |
| Reading | 5   | Hamilton ES | ES2          | Hispanic      | 50                      | 84%                      | 44                       | 88%                    | 66%                 | 36                  | 72%               | 42%                      | 23                       | 46%                 |
| Reading | 5   | Hamilton ES | ES2          | Am. Indian    | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 5   | Hamilton ES | ES2          | Asian         | 8                       | 100%                     | 8                        | 100%                   | 100%                | 8                   | 100%              | 76%                      | 7                        | 88%                 |
| Reading | 5   | Hamilton ES | ES2          | African Am.   | 18                      | 74%                      | 14                       | 78%                    | 68%                 | 13                  | 72%               | 32%                      | 7                        | 39%                 |
| Reading | 5   | Hamilton ES | ES2          | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Reading | 5   | Hamilton ES | ES2          | White         | 100                     | 98%                      | 100                      | 100%                   | 87%                 | 90                  | 90%               | 63%                      | 65                       | 65%                 |
| Reading | 5   | Hamilton ES | ES2          | Two or More   | 7                       | 100%                     | 7                        | 100%                   | 92%                 | 7                   | 100%              | 75%                      | 6                        | 86%                 |
| Reading | 5   | Hamilton ES | ES2          | Eco. Dis.     | 44                      | 81%                      | 37                       | 84%                    | 61%                 | 28                  | 64%               | 33%                      | 16                       | 36%                 |
| Reading | 5   | Hamilton ES | ES2          | EB            | 19                      | 92%                      | 18                       | 95%                    | 50%                 | 10                  | 53%               | *                        | 0                        | 0%                  |
| Reading | 5   | Hamilton ES | ES2          | At-Risk       | 52                      | 77%                      | 41                       | 79%                    | 58%                 | 31                  | 60%               | 25%                      | 14                       | 27%                 |
| Reading | 5   | Hamilton ES | ES2          | SPED          | 32                      | 70%                      | 23                       | 72%                    | 43%                 | 15                  | 47%               | 17%                      | 7                        | 20%                 |
| Math    | 3   | Hamilton ES | ES2          | All           | 158                     | 89%                      | 143                      | 91%                    | 71%                 | 116                 | 73%               | 38%                      | 63                       | 40%                 |
| Math    | 3   | Hamilton ES | ES2          | Hispanic      | 48                      | 76%                      | 39                       | 81%                    | 59%                 | 30                  | 63%               | 22%                      | 13                       | 27%                 |
| Math    | 3   | Hamilton ES | ES2          | Am. Indian    | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math    | 3   | Hamilton ES | ES2          | Asian         | 4                       | 100%                     | 4                        | 100%                   | 80%                 | 4                   | 100%              | *                        | 1                        | 20%                 |
| Math    | 3   | Hamilton ES | ES2          | African Am.   | 13                      | 82%                      | 11                       | 85%                    | *                   | 6                   | 46%               | *                        | 3                        | 20%                 |
| Math    | 3   | Hamilton ES | ES2          | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math    | 3   | Hamilton ES | ES2          | White         | 80                      | 93%                      | 76                       | 95%                    | 78%                 | 64                  | 80%               | 49%                      | 43                       | 54%                 |
| Math    | 3   | Hamilton ES | ES2          | Two or More   | 13                      | 100%                     | 13                       | 100%                   | 86%                 | 12                  | 92%               | *                        | 3                        | 20%                 |
| Math    | 3   | Hamilton ES | ES2          | Eco. Dis.     | 28                      | 74%                      | 21                       | 75%                    | 51%                 | 15                  | 54%               | 21%                      | 7                        | 25%                 |

| Content | Gr. | Campus      | 2026 Cluster | Student Group | Estimated Student Count | 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 |
|---------|-----|-------------|--------------|---------------|-------------------------|--------------------------|--------------------------|------------------------|---------------------|---------------------|-------------------|--------------------------|--------------------------|---------------------|
|         |     |             |              |               | 2026                    |                          |                          |                        |                     |                     |                   |                          |                          |                     |
|         |     |             |              |               | #                       | %                        | #                        | %                      | %                   | #                   | %                 | %                        | #                        | %                   |
| Math    | 3   | Hamilton ES | ES2          | EB            | 14                      | 64%                      | 10                       | 71%                    | 64%                 | 10                  | 71%               | *                        | 3                        | 20%                 |
| Math    | 3   | Hamilton ES | ES2          | At-Risk       | 16                      | 73%                      | 12                       | 75%                    | 49%                 | 9                   | 56%               | 15%                      | 3                        | 20%                 |
| Math    | 3   | Hamilton ES | ES2          | SPED          | 29                      | 67%                      | 20                       | 69%                    | 40%                 | 13                  | 45%               | 20%                      | 7                        | 24%                 |
| Math    | 3   | Hamilton ES | ES2          | Highly Mobile | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math    | 3   | Hamilton ES | ES2          | High Focus    | 60                      | 79%                      | 49                       | 82%                    | 55%                 | 34                  | 57%               | 26%                      | 17                       | 28%                 |
| Math    | 4   | Hamilton ES | ES2          | All           | 163                     | 86%                      | 146                      | 90%                    | 62%                 | 105                 | 64%               | 37%                      | 67                       | 41%                 |
| Math    | 4   | Hamilton ES | ES2          | Hispanic      | 37                      | 75%                      | 29                       | 78%                    | 52%                 | 20                  | 54%               | 33%                      | 13                       | 35%                 |
| Math    | 4   | Hamilton ES | ES2          | Am. Indian    | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math    | 4   | Hamilton ES | ES2          | Asian         | 12                      | 100%                     | 12                       | 100%                   | 75%                 | 10                  | 83%               | 63%                      | 8                        | 67%                 |
| Math    | 4   | Hamilton ES | ES2          | African Am.   | 11                      | 75%                      | 9                        | 82%                    | 31%                 | 4                   | 34%               | *                        | 2                        | 20%                 |
| Math    | 4   | Hamilton ES | ES2          | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math    | 4   | Hamilton ES | ES2          | White         | 95                      | 93%                      | 90                       | 95%                    | 73%                 | 71                  | 75%               | 42%                      | 42                       | 44%                 |
| Math    | 4   | Hamilton ES | ES2          | Two or More   | 8                       | *                        | 6                        | 75%                    | *                   | 0                   | 0%                | *                        | 2                        | 25%                 |
| Math    | 4   | Hamilton ES | ES2          | Eco. Dis.     | 43                      | 76%                      | 34                       | 79%                    | 41%                 | 20                  | 45%               | 24%                      | 11                       | 26%                 |
| Math    | 4   | Hamilton ES | ES2          | EB            | 21                      | 82%                      | 18                       | 86%                    | 55%                 | 12                  | 57%               | *                        | 5                        | 24%                 |
| Math    | 4   | Hamilton ES | ES2          | At-Risk       | 24                      | 63%                      | 16                       | 67%                    | 33%                 | 11                  | 45%               | 17%                      | 5                        | 20%                 |
| Math    | 4   | Hamilton ES | ES2          | SPED          | 32                      | 61%                      | 20                       | 63%                    | 36%                 | 14                  | 45%               | 18%                      | 6                        | 20%                 |
| Math    | 5   | Hamilton ES | ES2          | All           | 183                     | 94%                      | 176                      | 96%                    | 74%                 | 137                 | 75%               | 50%                      | 95                       | 52%                 |
| Math    | 5   | Hamilton ES | ES2          | Hispanic      | 50                      | 87%                      | 45                       | 90%                    | 61%                 | 31                  | 62%               | 39%                      | 22                       | 44%                 |
| Math    | 5   | Hamilton ES | ES2          | Am. Indian    | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math    | 5   | Hamilton ES | ES2          | Asian         | 8                       | 100%                     | 8                        | 100%                   | 88%                 | 8                   | 100%              | 76%                      | 7                        | 88%                 |
| Math    | 5   | Hamilton ES | ES2          | African Am.   | 18                      | 84%                      | 16                       | 89%                    | 58%                 | 11                  | 61%               | 26%                      | 5                        | 28%                 |
| Math    | 5   | Hamilton ES | ES2          | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Math    | 5   | Hamilton ES | ES2          | White         | 100                     | 98%                      | 100                      | 100%                   | 79%                 | 81                  | 81%               | 55%                      | 57                       | 57%                 |
| Math    | 5   | Hamilton ES | ES2          | Two or More   | 7                       | 100%                     | 7                        | 100%                   | 83%                 | 6                   | 86%               | 50%                      | 4                        | 57%                 |
| Math    | 5   | Hamilton ES | ES2          | Eco. Dis.     | 44                      | 89%                      | 40                       | 91%                    | 50%                 | 23                  | 52%               | 22%                      | 11                       | 25%                 |
| Math    | 5   | Hamilton ES | ES2          | EB            | 19                      | 83%                      | 17                       | 89%                    | *                   | 0                   | 0%                | *                        | 4                        | 20%                 |
| Math    | 5   | Hamilton ES | ES2          | At-Risk       | 52                      | 81%                      | 43                       | 83%                    | 37%                 | 21                  | 40%               | 15%                      | 10                       | 20%                 |
| Math    | 5   | Hamilton ES | ES2          | SPED          | 32                      | 77%                      | 26                       | 81%                    | 37%                 | 14                  | 45%               | *                        | 6                        | 20%                 |
| Science | 5   | Hamilton ES | ES2          | All           | 183                     | 92%                      | 172                      | 94%                    | 67%                 | 126                 | 69%               | 45%                      | 86                       | 47%                 |
| Science | 5   | Hamilton ES | ES2          | Hispanic      | 50                      | 87%                      | 45                       | 90%                    | 55%                 | 29                  | 58%               | 39%                      | 21                       | 42%                 |
| Science | 5   | Hamilton ES | ES2          | Am. Indian    | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Science | 5   | Hamilton ES | ES2          | Asian         | 8                       | 94%                      | 8                        | 100%                   | 88%                 | 8                   | 100%              | 71%                      | 6                        | 75%                 |
| Science | 5   | Hamilton ES | ES2          | African Am.   | 18                      | 74%                      | 14                       | 78%                    | 32%                 | 8                   | 45%               | *                        | 4                        | 20%                 |
| Science | 5   | Hamilton ES | ES2          | Pac. Islander | 0                       | *                        | 0                        | *                      | *                   | 0                   | *                 | *                        | 0                        | *                   |
| Science | 5   | Hamilton ES | ES2          | White         | 100                     | 96%                      | 98                       | 98%                    | 72%                 | 74                  | 74%               | 47%                      | 50                       | 50%                 |
| Science | 5   | Hamilton ES | ES2          | Two or More   | 7                       | 100%                     | 7                        | 100%                   | 100%                | 7                   | 100%              | 67%                      | 5                        | 71%                 |
| Science | 5   | Hamilton ES | ES2          | Eco. Dis.     | 44                      | 81%                      | 37                       | 84%                    | 42%                 | 20                  | 45%               | 25%                      | 12                       | 27%                 |
| Science | 5   | Hamilton ES | ES2          | EB            | 19                      | 83%                      | 17                       | 89%                    | *                   | 0                   | 0%                | *                        | 4                        | 20%                 |
| Science | 5   | Hamilton ES | ES2          | At-Risk       | 52                      | 73%                      | 39                       | 75%                    | 27%                 | 23                  | 45%               | 15%                      | 10                       | 20%                 |
| Science | 5   | Hamilton ES | ES2          | SPED          | 32                      | 63%                      | 21                       | 66%                    | 20%                 | 14                  | 45%               | *                        | 6                        | 20%                 |

# 2025-2026 Elementary Content Area

## Standard Expectations

### Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2<sup>nd</sup>-5<sup>th</sup>)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

### Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5<sup>th</sup> grade and Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> 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, Performance Matters, 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
  - Use district-approved 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 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 50% of the time).
- Use an Interactive Science Notebook in 1<sup>st</sup>-5<sup>th</sup> grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2<sup>nd</sup>-5<sup>th</sup> grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2<sup>nd</sup>-5<sup>th</sup> grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2<sup>nd</sup>-5<sup>th</sup> grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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:
  - o Use Chromebook devices to engage in face-to-face and digital collaboration
  - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  - o Communicate and share conclusions using digital tools

## 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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.