Rockwall Independent School District

Sherry and Paul Hamm Elementary

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

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Demographics

Summary

Hamm Elementary is located in Rockwall City limits. It is adjacent to Williams Middle School in the Stone Creek Neighborhood. Hamm Elementary has students in grades PreK-5th Grade. Our primary ethnicity is white which makes up 61% of our population.11.9% of our students are considered economically disadvantaged. Our parents are highly involved, active, and supportive. Our zoned neighborhoods are quickly growing as several neighborhoods are still incomplete.

2025-2026 Fall PEIMS School Population

School Population	Count	Percent
Student Total	623	100.00%
EE	11	1.77%
PK	32	5.14%
KG	77	12.36%
01	84	13.48%
02	93	14.93%
03	109	17.50%
04	111	17.82%
05	106	17.01%
Not Enrolled on Snapshot (*Notes*)	0	

2025-2026 Fall PEIMS Student Demographics

Gender		
Female	311	49.92%
Male	312	50.08%
Ethnicity		
Hispanic-Latino	102	16.37%
Race		
American Indian - Alaskan Native	1	0.16%
Asian	49	7.87%
Black - African American	77	12.36%
Native Hawaiian - Pacific Islander	1	0.16%
White	360	57.78%
Two-or-More	33	5.30%

2025-2026 Fall PEIMS Student Programs

Dyslexia	44	7.06%

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Dyslexia	44	7.86%
Gifted and Talented	42	6.74%
Regional Day School Program for the Deaf	1	0.16%
Section 504	33	5.30%
Special Education (SPED)	109	17.50%
Bilingual/ESL		
Emergent Bilingual (EB)	54	8.67%
Bilingual	0	0.00%
English as a Second Language (ESL)	51	8.19%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	1	0.16%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

2025-2026 Fall PEIMS Student Indicators

Student Indicators		
At-Risk	149	23.92%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	5	0.80%
Intervention Indicator	162	26.00%
Migratory	0	0.00%
Military Connected	50	8.03%
Transfer In Students	15	2.41%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	63	10.11%
Free Meals	54	8.67%
Reduced-Price Meals	9	1.44%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

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Strengths

Many of our parents report they purchased a home in the area, or are staying in the neighborhood so their children can attend Hamm Elementary. Our families are highly supportive.

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Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	We have new families and students and are a growing campus, resulting in gaps in learning from previous campuses.	Several of the neighborhoods have either just began to build or are still finishing out the neighborhoods.

★ = Priority

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Student Learning

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**93**	A	
Student Achievement		**93**	A	**70%**
STAAR Performance	71	93		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**92**	A	**0%**
Academic Growth	83	92	A	✓
Relative Performance (Eco Dis: 10.1%)		79	C	
Closing the Gaps	**80**	**92**	A	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Strengths

Our student achievement has consistently received an A rating. In addition we received a distinction in the area of Closing the Gap, and Reading.

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Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Lack of monitor and adjust instruction when students are not producing high quality answers.	Not intentionally focused on rehearsal for those moments

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School Processes & Programs

Summary

- **Use academic monitoring to regularly check student understanding and adjust instruction as needed.**
- **Incorporate Depth and Complexity strategies to promote student thinking and discussion.**
- **Plan scaffolds and supports aligned to campus exemplars to help all students access learning.**
- **Provide small group instruction and interventions to close gaps and support student growth.**

Strengths

We meet regularly with Team leaders to discuss campus needs. Our PLCs meet weekly and work specifically on one of the 4 PLC questions. We have a narrow focus on school-wide goals.

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Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Lack of improvement in student achievement among our special education population.	Lack of intervention during Tier 1 instruction

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Perceptions

Summary

At Hamm Elementary our campus has strong parent involvement. Our culture and climate and parent involvement has been very high since COVID restrictions have been lifted. Staff retention has been high. Staff members leaving campus have sought moving up within the district or have been relocated due to family needs. At Hamm Elementary we have Positive Behavior Interventions and supports (PBIS) to strengthen our ability to create a culture of leaders for academics and appropriate social behaviors. We work collaboratively to promote and celebrate student character and the well-being of students in their success.

Strengths

Our families are highly involved and supported. Our staff members seek feedback to continuously grow and learn. We work collaboratively with families to make a plan to fit each child's needs.

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Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	We have seen an increase in students struggling with emotional regulation.	There is a growing need for support for students' well-being and behavior.

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Goals

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Goal 1

Sherry and Paul Hamm Elementary will establish an instructional environment that encompasses best practices for Tier 1 instruction and the implementation of RISD's guaranteed and viable curriculum, resulting in the highest accountability rating as set forth by the State of Texas accountability system.

Performance Objective 1

☑ **High Priority**

By June 2027, Hamm students in 3rd-5th grade will score at least 82% meets on STAAR Reading test.

Evaluation Data Source: 2026-2027 STAAR data

Strategy 1

Teachers will utilize Rockwall ISD Curriculum Documents, Unit Overviews, and Resources, focusing on the
essential standards through data analysis and collaborative planning.

Strategy's Expected Result/Impact: Grade Level, Vertical, and District Alignment, Increased Student Achievement/Growth

Staff Responsible for Monitoring: Leadership Team, Team Leaders, Teachers

Formative Reviews

December	February	April	June

Strategy 2

Teachers will utilize the Rockwall ISD Instructional Expectations document as a guide for designing their instructional day including instructional minutes, instructional expectations, instructional framework and assessments.

Strategy's Expected Result/Impact: Grade Level, Vertical, and District Alignment; Increased Student Achievement
and Growth

Staff Responsible for Monitoring: Leadership Team, Team Leaders, Teachers

Formative Reviews

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Strategy 3

Utilize monthly coaching focuses as well as campus instructional coaches to improve classroom teacher proficiency in utilizing best practices for Tier 1 instruction.

Strategy's Expected Result/Impact: Improved Instruction through Feedback
Increase Student Achievement
Intentional Tier 1 small group instruction

Staff Responsible for Monitoring: Teachers, Administrators and Instructional Coach

Formative Reviews

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Strategy 4

Teachers will meet as a collaborative PLC each week.

Strategy's Expected Result/Impact: Grade Level, Vertical and District Alignment; Increased Student Achievement/Growth; Plan and Rehearse Monitor and Adjust Moments; Deeper Understanding of Data and Plans to shift instruction.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators

Formative Reviews

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Strategy 5

Provide opportunities for teachers to participate in instructional rounds to look for Coaching Focus.

Strategy's Expected Result/Impact: Scheduled Instructional Rounds to see best practices and gain new learning to implement effectively in classrooms

Staff Responsible for Monitoring: Administrators, Teachers, Team Leads and Instructional Coaches

Formative Reviews

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Strategy 6

Teachers will meet in vertical teams monthly to align instruction and establish common

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vocabulary.

Strategy's Expected Result/Impact: Grade Level, Vertical, and District Alignment; Increased Student Achievement/Growth

Staff Responsible for Monitoring: administrators, teachers, team leaders

Formative Reviews

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Performance Objective 2 ☑ High Priority

By June 2027, Hamm students in 3rd-5th grade will score at least 78% meets on STAAR Math test.

Evaluation Data Source: 2026 - 2027 STAAR Scores

Strategy 1

Teachers and Students will utilize notebooks to set intentional goal and track progress.

Strategy's Expected Result/Impact: Improved RIT scores as tracked on MAP

Staff Responsible for Monitoring: Teachers, administrators

Formative Reviews

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Strategy 2

Teachers will work collaboratively in weekly PLCs to analyze student data and plan instruction to meet student needs.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Teachers, administration, instructional coaches

Formative Reviews

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Strategy 3

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Teachers will intentionally plan Tier 1 small group instruction to identify and target our students who are high achievers.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches.

Formative Reviews

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Strategy 4

Teachers will intentionally plan and rehearse "monitor and adjust" moments in Tier 1 instruction to increase high level thinking and accountability.

Strategy's Expected Result/Impact: Increased student achievement and performance

Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches.

Formative Reviews

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Performance Objective 3

By May 2027, as measured by the universal screener, 92% of our students will be on Tier 1 in the area of Reading.

Evaluation Data Source: EOY district screening data

Strategy 1

Teams will analyze data from BOY and MOY mClass assessments to make and implement targeted instructional plans.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Teachers, Instructional Coaches

Formative Reviews

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Strategy 2

All teachers will actively monitor and attend PLCs to dig into progress monitoring data to monitor and adjust instruction.

Strategy's Expected Result/Impact: improved academic performance

Staff Responsible for Monitoring: teachers, instructional coaches, administration

Formative Reviews

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Strategy 3

Utilize Fundations and LLI as an intervention resources to build and support strong, phonetically based foundation for future reading success.

Strategy's Expected Result/Impact: improved progress monitoring and adjustment of instruction

Staff Responsible for Monitoring: teachers, instructional coaches and administrators

Formative Reviews

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Strategy 4

Teachers will work collaboratively in weekly PLCs to analyze student data and plan instruction to meet student needs.

Strategy's Expected Result/Impact: improved student success

Staff Responsible for Monitoring: teachers, administrators, instructional coaches

Formative Reviews

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Strategy 5

Teachers will intentionally plan Tier 1 small group instruction to identify and target our students who are high achievers.

Strategy's Expected Result/Impact: improved student achievement

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Staff Responsible for Monitoring: teachers, administrators, instructional coaches

Formative Reviews

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Strategy 6

Teachers will intentionally plan and rehearse "monitor and adjust" moments in Tier 1 instruction to increase high level thinking and accountability.

Strategy's Expected Result/Impact: Improved Tier 1 instruction

Staff Responsible for Monitoring: teachers, instructional coaches

Formative Reviews

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Performance Objective 4 ☑ High Priority

By May 2027, as measured by the universal screener, 80% of our students will be on Tier 1 in the area of Math.

Evaluation Data Source: EOY Math iReady Assessment

Strategy 1

Implementation of small group instruction including guided math, math workshop and investigate approach to increase student achievement in all student groups.

Strategy's Expected Result/Impact: improved student achievement

Staff Responsible for Monitoring: teachers, administrators and instructional coaches

Formative Reviews

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Strategy 2

Intentional feedback given through instructional rounds focused around our monthly instructional math coaching focus.

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Strategy's Expected Result/Impact: improved instructional performance

Staff Responsible for Monitoring: teachers, instructional coaches, and administration

Formative Reviews

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Strategy 3

Teachers will work collaboratively in weekly PLCs to analyze student data and plan instruction to meet student needs.

Strategy's Expected Result/Impact: monitor and adjustment to improve student achievement

Staff Responsible for Monitoring: teachers, instructional coaches and administrators

Formative Reviews

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Goal 2 By June 2027, student attendance in all student groups will be at 97% as measured by the State Accountability System.

Performance Objective 1

By the end of the 2026-2027 school year, Hamm Elementary will increase attendance rate to 97%.

Evaluation Data Source: Attendance Reports

Strategy 1

Daily attendance and parent contacts via phone, emails, Sky-alert on a weekly basis.

Strategy's Expected Result/Impact: Attendance reports

Staff Responsible for Monitoring: Teachers

Formative Reviews

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Strategy 2

Assistant Principal will communicate by phone or in person with families whose children have missed more than 10% of their school days.

Strategy's Expected Result/Impact: Documentation within A2A system and Skyward

Staff Responsible for Monitoring: Assistant Principal

Formative Reviews

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Strategy 3

Continued using A2A to track attendance rates, send letters to parents with updated absence counts and document communications to increase attendance of all students

Strategy's Expected Result/Impact: A2A reports, Skyward alerts

Staff Responsible for Monitoring: Assistant Principal and PEIMS clerk

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Formative Reviews

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Strategy 4

Implement a schoolwide incentive to encourage student attendance

Strategy's Expected Result/Impact: Attendance reports, tracking of high attendance and perfect attendance

Staff Responsible for Monitoring: teachers, assistant principal and PEIMS clerk

Formative Reviews

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Goal 3

Sherry and Paul Hamm Elementary will foster students' well-being and encourage future readiness for all students while building leadership capacity in students.

Performance Objective 1

Implement ways to teach students about the importance of higher education and how it can help students achieve their post secondary goals.

Evaluation Data Source: Plan created and implemented

Strategy 1

Student Data Notebooks will be utilized for students to set goals, track progress towards achievement of goals, and reflect on progress toward achievement of the goal.

Strategy's Expected Result/Impact: Importance of goal setting

Staff Responsible for Monitoring: teachers

Formative Reviews

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Strategy 2

Counselor will develop activities and classroom guidance about College and Career Readiness for all students. (College Tee Thursday, College Wall Display, guidance lessons)

Strategy's Expected Result/Impact: increased knowledge of college and careers

Staff Responsible for Monitoring: Counselor

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Performance Objective 2

Build leadership capacity among our students.

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Evaluation Data Source: plan and implement plan

Strategy 1

Students will participate in Serve our School program. The program provides opportunities for students to display and develop leadership skills.

Strategy's Expected Result/Impact: improved sense of responsibility and leadership

Staff Responsible for Monitoring: teachers, counselor, administrator

Formative Reviews

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Strategy 2

Student Council with 5th grade elections and officers attending training

Strategy's Expected Result/Impact: Student leaders increased leadership skills

Staff Responsible for Monitoring: student council leaders, administration

Formative Reviews

December	February	April	June

Performance Objective 3

Sherry and Paul Hamm Elementary will foster student's well being and success

Evaluation Data Source: Create and implement plan

Strategy 1

Monthly Character Word Focus through Newsletters, Announcements, Guidance and Classroom Meetings/Circles

Strategy's Expected Result/Impact: Students will become more resilient and empathetic. Students will be civil towards peers and their community.

Staff Responsible for Monitoring: counselor, teachers and administrators

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Formative Reviews

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Strategy 2

Continue School-wide Dojo as positive behavior incentive as well as CHAMPS in the classroom that recognizes and spotlights students demonstrating kind, respectful behavior.

Strategy's Expected Result/Impact: decrease in negative student behavior

Staff Responsible for Monitoring: counselor, teachers and administrators

Formative Reviews

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Strategy 3

Recite the Hero Promise as a focus for how HEROES act at school and recognize a student from each classroom from each term for positive impacting behavior

Strategy's Expected Result/Impact: increased in responsibility and kindness

Staff Responsible for Monitoring: teachers and administrators

Formative Reviews

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Goal 4

Sherry and Paul Hamm will ensure compliance with the Local Wellness Policy through the implementation of the district wellness plan in areas of nutrition promotion, nutrition education, physical activity, and other school-based activities,

Performance Objective 1

We will educate and promote healthy nutrition and physical activity with all students and staff.

Evaluation Data Source: Increased awareness of healthy habits; FitnessGram in grades 3-5; 21 Day Challenge data; Hamm Hero Health Challenge participation and progress.

Strategy 1

We will utilize the Fitness Gram assessment in grades 3-5 to monitor physical fitness.

Strategy's Expected Result/Impact: Increase in physical fitness awareness and ability.

Staff Responsible for Monitoring: PE teacher

Formative Reviews

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Strategy 2

All students and staff will have access to drinking water throughout the day.

Strategy's Expected Result/Impact: Increased water consumption leading to healthier habits.

Staff Responsible for Monitoring: Classroom Teachers and Staff

Formative Reviews

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Strategy 3

As a campus, we will utilize brain breaks and at least 20 minutes of recess scheduled daily to increase physical activities for all students.

Strategy's Expected Result/Impact: Increased physical activity and overall health for all students

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Staff Responsible for Monitoring: Classroom teachers

Formative Reviews

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Strategy 4

We will have Wellness activities for staff and students (Workout Wednesday, Marathon Kids, etc.)

Strategy's Expected Result/Impact: increased awareness for self-care

Staff Responsible for Monitoring: staff, administration

Formative Reviews

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Policies, Procedures, and Requirements

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Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Patrick Just	6/9/2026	Kevin Samples	6/9/2026

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