

Cypress-Fairbanks Independent School District

Hamilton Middle School

2021-2022 Campus Improvement Plan



Mission Statement

Hamilton Middle School's Mission Statement

Hamilton Middle School will provide a nurturing yet challenging atmosphere that meets the varied developmental needs of middle school students. We will strive to create a distinctive and quality learning environment based on rigor, relevance, and relationships at the highest level to promote growth and learning opportunities. Our goal is to prepare Hamilton students to become productive citizens.

Vision

Hamilton Middle School students and staff are respectful, excellent, accountable leaders. We are R.E.A.L.

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Achievement 4
 - School Culture and Climate 4
 - Staff Quality, Recruitment, and Retention 5
 - Parent and Community Engagement 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 9
 - Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. 10
 - Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 14
 - Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 19
 - Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 21
- State Compensatory 22
 - Budget for Hamilton Middle School 23
 - Personnel for Hamilton Middle School 23
- Campus Funding Summary 23
- Addendums 24

Comprehensive Needs Assessment

Revised/Approved: August 17, 2021

Student Achievement

Student Achievement Strengths

We identified the following strengths based on our 2020-2021 STAAR data:

- We exceeded the target in almost all groups for “approaches” in Reading, including our 7th grade LEP students.
- We surpassed our 8th grade Reading SpEd Masters target by 7%.
- Our Math SpEd students were above the district average in all grade levels and above our cluster comparison group in 7th grade.
- Our 7th grade LEP Math scores were 21% above target in Masters and 8% above target in Meets.
- Our 6th grade Math Masters scores exceeded our target in Masters.
- Both our 6th and 8th grade Math scores were above the district average in every category and level, except one.
- In Science, our Hispanic Masters rate increased, our White sub-group, LEP population and SpEd students exceeded the targets.
- In Social Studies, we exceeded the 2019 district results (overall higher than 2021 district results) in all levels and sub-populations except 4 of the 21 combinations. We exceeded the 2021 district results in all levels and sub-populations except 1, as well.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our African-American students are not meeting the targets. **Root Cause:** Reading: We need to work to increase accountability for quality work on rigorous applications.

Problem Statement 2: Writing: Our African-American students are under-performing the district average for all targets. **Root Cause:** Writing: We need to increase opportunities for critical writing.

Problem Statement 3: Math: Our African-American students are under-performing in the Meets level of performance. **Root Cause:** Math: We need to increase student motivation.

Problem Statement 4: Science: There is a gap in both Hispanic and LEP student groups' performance when compared to our highest performing student group at all levels of STAAR performance. **Root Cause:** Science: We need to build students vocabulary and reading comprehension skills.

Problem Statement 5: Social Studies: The "All Students" group scored lower than the cluster average in the Approaches level of performance. **Root Cause:** Social Studies: We need to return to using our proven instructional practices.

Problem Statement 6: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

1. Hamilton Middle School met our goal to include Restorative Practice sharing and PBIS implementation at all REAL talk meetings in an effort to decrease office referrals.
2. Hamilton Middle School Assistant Principals increased their use of Restorative Practices to increase students' abilities to understand multiple perspectives and decrease the number of repeated behaviors, including Restorative Circles, research, writing narratives and developing authentic apologies.
3. 100% of the HMS staff was trained in PBIS.
4. Our students all participated in the Fitnessgram to improve overall health and well-being.
5. Hamilton Middle School met our goal to make regular contact with Connect students who indicate a lack of activity in Schoology and/or attendance on Zoom.
6. Hamilton Middle School met all deadlines for our EOP safety drills.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: During a survey of 8th grade students in 20-21, many students expressed a need for increased mental health awareness. **Root Cause:** School Culture and Climate: We need to work to eliminate the trauma from the impacts of the pandemic which led to isolation and separation of many students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Hamilton Middle School continued the implementation of Grading Period recognition for staff members to recognize special efforts. The continuation of our Shout-outs, also provided opportunities to celebrate and recognize each others efforts throughout the year.

We successfully delivered purposeful professional development sessions centered around the use of Schoology and PBIS for all staff to address the need for focus and support in both areas to help with the management of dual platform teaching.

Our Employee Perception survey indicated a increase in those who Strongly Agree that collaboration is encouraged and practiced (up 6%), that there are opportunities to discuss my concerns with my campus administrators (up 9%), and that various forms of feedback are given to me to help me improve my performance (up 6%).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We scored 32% below the district in those who "strongly agree" that staff recognition is built into the school culture.

Root Cause: Teacher/Paraprofessional Attendance: Limitations presented by COVID-19 practices (such as time, safety measures and management of classrooms) placed a burden on the entire staff.

Parent and Community Engagement

Parent and Community Engagement Strengths

All community engagement opportunities for the 20-21 school year were available to our On-campus and Connect families. (i.e. Open House, Yearbook photographs, Four-Year Planning, Concerts, Games, Parent Nights, etc.)

Our Fine Arts programs found creative ways to include community members in opportunities for performances despite limitations by COVID-19.

Our student leaders developed a program to bring the On-campus and Connect students together, "Stu-gether", virtually to support their academic efforts.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents have expressed disappointment in the number of opportunities to participate on-campus in the VIPS program during 20-21. **Root Cause:** Parent and Community Engagement : We have a strong group of committed families that are willing to help in any way they can, but due to safety protocols were unable to do so.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices










Goals
















Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: At the beginning of each unit, teams will analyze the rigor of activities compared to the depth of the TEKS to ensure alignment and rigor levels are appropriate.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: ELAR teachers, ELAR CCIS, DI, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: In an effort to increase writing opportunities and in preparation for the anticipated changes in STAAR question types, all classes will increase the number of extended written response activities.</p> <p>Strategy's Expected Result/Impact: All students will be able to meet or exceed a three sentence response to an open ended prompt in any class.</p> <p>Staff Responsible for Monitoring: All teachers, CCIS, DI, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: To increase motivation, the math teachers will give out Tiger Tokens, post a Tiger Token menu for students and plan a day every 3 weeks for students to buy things from the menu.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Math teachers, Math CCIS, DI, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: We will incorporate more visual aides while spiraling in content vocabulary, as well as increasing the use of informational texts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Science teachers, Science CCIS, DI, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: Content will be adapted to include multiple learning styles: hands on activities, Blended Learning and collaboration will be utilized.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: SS teachers, SS CCIS, DI, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: Hamilton Middle School will conduct routine meetings with our attendance support staff to coordinate efforts in reaching out to parents of students who have left us and are unaccounted for though phone calls, emails, and sometimes agencies such as CPS.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at 0%.</p> <p>Staff Responsible for Monitoring: Registrar, Attendance Clerk, Principal, Assistant Principals</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction four days a week that includes a day dedicated to each of the four core content areas to address individual student areas for growth.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Core content teachers, CCIS, AAS, DI, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			






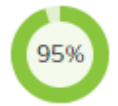




Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Accelerated Instruction Days: Students who did not demonstrate satisfactory knowledge of the previous year's content on STAAR will receive additional support to master the content and prepare for success in the correlating content areas this year.</p> <p>Strategy's Expected Result/Impact: Attendees will meet the Approaches standard or higher on their 2022 STAAR tests.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS and CCIS</p> <p>Funding Sources: Software Programs - ESSER III - \$6,650</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Intramural Soccer: Students will participate in a campus-wide soccer league with coaching and academic support. The team will focus on at-risk students primarily and teach a strong work ethic and academic accountability.</p> <p>Strategy's Expected Result/Impact: All team members will pass all academic core classes for each grading period during the soccer season semester.</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS</p> <p>Funding Sources: Snacks - ESSER III - \$3,000, Coaches Extra Duty Pay - ESSER III - \$4,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core content area interventionist: Math and Reading interventionists who will work with small groups of students on identified academic needs in a pull-out tutorial setting using data to drive content objectives.</p> <p>Strategy's Expected Result/Impact: 90% of student participants will reach Approaches or higher on the corresponding 2022 STAAR test.</p> <p>Staff Responsible for Monitoring: Principal and DI</p> <p>Funding Sources: Teacher level position - ESSER III - \$70,000</p>	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide professional development for relationship building and classroom management strategies.</p> <p>Strategy's Expected Result/Impact: Hamilton Middle School will see a 25% reduction in office referrals occurring in hallways and classrooms.</p> <p>Staff Responsible for Monitoring: Principal and DI</p> <p>Funding Sources: Consultant fees - ESSER III - \$10,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Tutorial accountability program and student support group sessions, as data indicates.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal, DI, AAS and counselors</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide high quality, research-based curriculum and activities to our intervention courses.</p> <p>Strategy's Expected Result/Impact: At least 85% of participating students will meet the Approaches standard on the 2022 Reading and Math STAAR tests.</p> <p>Staff Responsible for Monitoring: Director of Instruction, AAS</p> <p>Funding Sources: Intervention course materials - Special Allotment: Compensatory Education - \$3,700</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Our students and staff will utilize one-way hallways and six lunches.</p> <p>Strategy's Expected Result/Impact: Reduction in referrals due to hallway and commons behavior incidents</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 94%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: We will create an attendance committee to monitor attendance concerns and create action plans, as needed. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 93.1%. Staff Responsible for Monitoring: Assistant Principals, Principal, Registrar	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Homeless Students: We will work to identify homeless students. Strategy's Expected Result/Impact: 100% of homeless students will be identified Staff Responsible for Monitoring: Counselors, Assistant Principals	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			








Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 3%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Include time for sharing Restorative Practices, including PBIS, on each of the grade level REAL Talk meeting agendas.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 3%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Assistant Principals will implement extensive restorative practices to increase student understanding of multiple perspectives of their behavior. (including a research component, a narrative of what the lesson learned was, and apologizing for or rectifying the situation)</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: After identifying students with repeated behavior concerns/referrals, Assistant Principals will meet weekly to establish proactive preventative measures with students and teachers.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 1%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Disciplinary Alternative Education Program (DAEP) Placements: We will implement the use of restorative circles proactively to deescalate student conflict concerns.</p> <p>Strategy's Expected Result/Impact: DAEP placements of African American students will be reduced by 50% of what it was in the 2018-2019 school year.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			








Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Hamilton Middle School will elevate staff participation on the PBIS committee to increase positive contributions to the overall campus culture, such as token menus, mentors, difference makers, etc.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced to 0.</p> <p>Staff Responsible for Monitoring: Assistant Principals, AAS, Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 324 661 373">  No Progress </div> <div data-bbox="756 324 976 373">  Accomplished </div> <div data-bbox="1071 324 1333 373">  Continue/Modify </div> <div data-bbox="1428 324 1627 373">  Discontinue </div> </div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the students will have the opportunity to participate in coordinated school health activities and their evaluation.

Evaluation Data Sources: Lesson plans

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the Fitnessgram program with fidelity.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: PE Teachers, Director of Instruction</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will implement a Recognition Program for the Teacher and Paraprofessional of the Grading Period to recognize efforts.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, AAS, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus professional development will remain focused on the effective and efficient implementation of PBIS and technology use in the classroom.</p> <p>Strategy's Expected Result/Impact: We will see increased implementation of PBIS classroom menus and purposeful applications of technology for instruction.</p> <p>Staff Responsible for Monitoring: DI, Assistant Principals, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 20% in VIPS activities offered and completed.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Hamilton Middle School will ensure that on-campus community engagement opportunities are increased by exploring opportunities through the library, AAS office, Assistant Principals' office and classrooms.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%.</p> <p>Staff Responsible for Monitoring: DI, AAS, Assistant Principals, Principal, Librarian</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Hamilton Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

--

Personnel for Hamilton Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Content Curriculum Instr Specialist	1
1 position	AAS	1
3 positions	Teacher	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Software Programs		\$6,650.00
1	2	2	Coaches Extra Duty Pay		\$4,000.00
1	2	2	Snacks		\$3,000.00
1	2	3	Teacher level position		\$70,000.00
1	2	4	Consultant fees		\$10,000.00
Sub-Total					\$93,650.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Intervention course materials		\$3,700.00
Sub-Total					\$3,700.00

Addendums

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	6	Hamilton MS	All	446	405	91%	92%	1%	498	446	90%
Math	6	Hamilton MS	Hispanic	104	87	84%	88%	4%	143	125	87%
Math	6	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	Asian	48	47	98%	100%	2%	57	57	100%
Math	6	Hamilton MS	African Am.	51	37	73%	81%	8%	70	53	76%
Math	6	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	White	217	209	96%	98%	2%	206	192	93%
Math	6	Hamilton MS	Two or More	25	24	96%	98%	2%	21	18	86%
Math	6	Hamilton MS	Eco. Dis.	138	111	80%	82%	2%	201	164	82%
Math	6	Hamilton MS	LEP Current	21	15	71%	73%	2%	37	28	76%
Math	6	Hamilton MS	At-Risk	190	159	84%	86%	2%	216	179	83%
Math	6	Hamilton MS	SPED	38	27	71%	73%	2%	58	34	59%
Math	7	Hamilton MS	All	471	384	82%	95%	13%	507	429	85%
Math	7	Hamilton MS	Hispanic	141	107	76%	94%	18%	137	105	77%
Math	7	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	Asian	34	31	91%	93%	2%	51	49	96%
Math	7	Hamilton MS	African Am.	60	36	60%	81%	21%	72	46	64%
Math	7	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	White	221	196	89%	98%	9%	222	208	94%
Math	7	Hamilton MS	Two or More	14	13	93%	95%	2%	25	21	84%
Math	7	Hamilton MS	Eco. Dis.	144	98	68%	90%	22%	178	131	74%
Math	7	Hamilton MS	LEP Current	17	10	59%	75%	16%	41	25	61%
Math	7	Hamilton MS	At-Risk	168	109	65%	67%	2%	184	129	70%
Math	7	Hamilton MS	SPED	37	24	65%	84%	19%	37	20	54%
Math	8	Hamilton MS	All	224	167	75%	84%	9%	256	214	84%
Math	8	Hamilton MS	Hispanic	81	55	68%	78%	10%	92	81	88%
Math	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	Asian	13	12	92%	93%	1%	11	10	91%
Math	8	Hamilton MS	African Am.	44	28	64%	66%	2%	53	36	68%
Math	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	White	77	65	84%	91%	7%	92	80	87%
Math	8	Hamilton MS	Two or More	9	7	78%	95%	17%	8	7	88%
Math	8	Hamilton MS	Eco. Dis.	98	70	71%	73%	2%	124	100	81%
Math	8	Hamilton MS	LEP Current	14	6	43%	61%	18%	14	9	64%
Math	8	Hamilton MS	At-Risk	123	82	67%	69%	2%	167	137	82%
Math	8	Hamilton MS	SPED	20	11	55%	67%	12%	32	19	59%
Reading	6	Hamilton MS	All	447	381	85%	87%	2%	499	420	84%
Reading	6	Hamilton MS	Hispanic	104	83	80%	82%	2%	144	115	80%
Reading	6	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	Asian	48	45	94%	96%	2%	57	55	96%
Reading	6	Hamilton MS	African Am.	51	33	65%	72%	7%	70	45	64%
Reading	6	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	White	218	197	90%	92%	2%	206	186	90%
Reading	6	Hamilton MS	Two or More	25	22	88%	90%	2%	21	18	86%
Reading	6	Hamilton MS	Eco. Dis.	138	102	74%	76%	2%	201	148	74%
Reading	6	Hamilton MS	LEP Current	21	14	67%	69%	2%	37	24	65%
Reading	6	Hamilton MS	At-Risk	190	139	73%	75%	2%	217	158	73%
Reading	6	Hamilton MS	SPED	38	12	32%	34%	2%	58	27	47%
Reading	7	Hamilton MS	All	469	418	89%	94%	5%	515	468	91%
Reading	7	Hamilton MS	Hispanic	140	125	89%	91%	2%	137	115	84%
Reading	7	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	Asian	35	33	94%	96%	2%	53	52	98%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	7	Hamilton MS	African Am.	60	44	73%	87%	14%	73	59	81%
Reading	7	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	White	218	201	92%	97%	5%	226	216	96%
Reading	7	Hamilton MS	Two or More	15	14	93%	95%	2%	26	26	100%
Reading	7	Hamilton MS	Eco. Dis.	144	115	80%	89%	9%	178	149	84%
Reading	7	Hamilton MS	LEP Current	17	10	59%	61%	2%	41	23	56%
Reading	7	Hamilton MS	At-Risk	165	128	78%	80%	2%	186	148	80%
Reading	7	Hamilton MS	SPED	37	23	62%	69%	7%	38	25	66%
Reading	8	Hamilton MS	All	480	437	91%	93%	2%	504	469	93%
Reading	8	Hamilton MS	Hispanic	136	119	88%	90%	2%	152	137	90%
Reading	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	Asian	47	46	98%	100%	2%	41	40	98%
Reading	8	Hamilton MS	African Am.	52	41	79%	81%	2%	68	57	84%
Reading	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	White	219	207	95%	97%	2%	229	222	97%
Reading	8	Hamilton MS	Two or More	26	24	92%	94%	2%	12	11	92%
Reading	8	Hamilton MS	Eco. Dis.	136	113	83%	85%	2%	169	146	86%
Reading	8	Hamilton MS	LEP Current	14	8	57%	59%	2%	17	12	71%
Reading	8	Hamilton MS	At-Risk	164	127	77%	79%	2%	220	190	86%
Reading	8	Hamilton MS	SPED	26	15	58%	60%	2%	35	24	69%
Science	8	Hamilton MS	All	479	429	90%	93%	3%	503	449	89%
Science	8	Hamilton MS	Hispanic	137	112	82%	87%	5%	152	130	86%
Science	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	Asian	47	47	100%	100%	0%	41	39	95%
Science	8	Hamilton MS	African Am.	51	37	73%	84%	11%	68	50	74%
Science	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	White	219	210	96%	98%	2%	228	217	95%
Science	8	Hamilton MS	Two or More	25	23	92%	94%	2%	12	11	92%
Science	8	Hamilton MS	Eco. Dis.	137	110	80%	84%	4%	168	136	81%
Science	8	Hamilton MS	LEP Current	14	7	50%	52%	2%	17	9	53%
Science	8	Hamilton MS	At-Risk	163	124	76%	78%	2%	219	177	81%
Science	8	Hamilton MS	SPED	26	15	58%	60%	2%	34	24	71%
Social Studies	8	Hamilton MS	All	478	408	85%	87%	2%	504	431	86%
Social Studies	8	Hamilton MS	Hispanic	136	104	76%	80%	4%	152	121	80%
Social Studies	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	Asian	47	47	100%	100%	0%	41	37	90%
Social Studies	8	Hamilton MS	African Am.	51	34	67%	69%	2%	68	53	78%
Social Studies	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	White	218	200	92%	94%	2%	229	209	91%
Social Studies	8	Hamilton MS	Two or More	26	23	88%	90%	2%	12	9	75%
Social Studies	8	Hamilton MS	Eco. Dis.	136	99	73%	75%	2%	169	128	76%
Social Studies	8	Hamilton MS	LEP Current	14	6	43%	46%	3%	17	7	41%
Social Studies	8	Hamilton MS	At-Risk	162	107	66%	68%	2%	220	163	74%
Social Studies	8	Hamilton MS	SPED	26	15	58%	60%	2%	35	18	51%

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	6	Hamilton MS	All	446	311	70%	72%	2%	498	323	65%
Math	6	Hamilton MS	Hispanic	104	61	59%	61%	2%	143	76	53%
Math	6	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	Asian	48	44	92%	94%	2%	57	51	89%
Math	6	Hamilton MS	African Am.	51	16	31%	42%	11%	70	24	34%
Math	6	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	White	217	172	79%	81%	2%	206	158	77%
Math	6	Hamilton MS	Two or More	25	17	68%	70%	2%	21	14	67%
Math	6	Hamilton MS	Eco. Dis.	138	70	51%	53%	2%	201	98	49%
Math	6	Hamilton MS	LEP Current	21	9	43%	45%	2%	37	19	51%
Math	6	Hamilton MS	At-Risk	190	95	50%	52%	2%	216	95	44%
Math	6	Hamilton MS	SPED	38	11	29%	38%	9%	58	14	24%
Math	7	Hamilton MS	All	471	252	54%	82%	28%	507	326	64%
Math	7	Hamilton MS	Hispanic	141	66	47%	78%	31%	137	71	52%
Math	7	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	Asian	34	28	82%	84%	2%	51	44	86%
Math	7	Hamilton MS	African Am.	60	14	23%	65%	42%	72	27	38%
Math	7	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	White	221	133	60%	83%	23%	222	169	76%
Math	7	Hamilton MS	Two or More	14	10	71%	73%	2%	25	15	60%
Math	7	Hamilton MS	Eco. Dis.	144	45	31%	69%	38%	178	83	47%
Math	7	Hamilton MS	LEP Current	17	7	41%	43%	2%	41	16	39%
Math	7	Hamilton MS	At-Risk	168	48	29%	31%	2%	184	75	41%
Math	7	Hamilton MS	SPED	37	8	22%	66%	44%	37	10	27%
Math	8	Hamilton MS	All	224	88	39%	72%	33%	256	118	46%
Math	8	Hamilton MS	Hispanic	81	27	33%	72%	39%	92	40	43%
Math	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	Asian	13	12	92%	94%	2%	11	8	73%
Math	8	Hamilton MS	African Am.	44	7	16%	50%	34%	53	22	42%
Math	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	White	77	38	49%	80%	31%	92	44	48%
Math	8	Hamilton MS	Two or More	9	4	44%	46%	2%	8	4	50%
Math	8	Hamilton MS	Eco. Dis.	98	30	31%	64%	33%	124	48	39%
Math	8	Hamilton MS	LEP Current	14	3	21%	42%	21%	14	6	43%
Math	8	Hamilton MS	At-Risk	123	28	23%	25%	2%	167	62	37%
Math	8	Hamilton MS	SPED	20	6	30%	35%	5%	32	8	25%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	6	Hamilton MS	All	447	268	60%	62%	2%	499	298	60%
Reading	6	Hamilton MS	Hispanic	104	55	53%	55%	2%	144	74	51%
Reading	6	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	Asian	48	36	75%	77%	2%	57	42	74%
Reading	6	Hamilton MS	African Am.	51	16	31%	40%	9%	70	26	37%
Reading	6	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	White	218	145	67%	69%	2%	206	142	69%
Reading	6	Hamilton MS	Two or More	25	15	60%	62%	2%	21	13	62%
Reading	6	Hamilton MS	Eco. Dis.	138	56	41%	43%	2%	201	86	43%
Reading	6	Hamilton MS	LEP Current	21	6	29%	31%	2%	37	9	24%
Reading	6	Hamilton MS	At-Risk	190	72	38%	40%	2%	217	77	35%
Reading	6	Hamilton MS	SPED	38	4	11%	14%	3%	58	15	26%
Reading	7	Hamilton MS	All	469	324	69%	75%	6%	515	377	73%
Reading	7	Hamilton MS	Hispanic	140	86	61%	65%	4%	137	81	59%
Reading	7	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	Asian	35	29	83%	85%	2%	53	46	87%
Reading	7	Hamilton MS	African Am.	60	30	50%	63%	13%	73	39	53%
Reading	7	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	White	218	168	77%	79%	2%	226	190	84%
Reading	7	Hamilton MS	Two or More	15	10	67%	69%	2%	26	21	81%
Reading	7	Hamilton MS	Eco. Dis.	144	75	52%	60%	8%	178	103	58%
Reading	7	Hamilton MS	LEP Current	17	4	24%	26%	2%	41	16	39%
Reading	7	Hamilton MS	At-Risk	165	74	45%	47%	2%	186	87	47%
Reading	7	Hamilton MS	SPED	37	11	30%	38%	8%	38	8	21%
Reading	8	Hamilton MS	All	480	336	70%	75%	5%	504	378	75%
Reading	8	Hamilton MS	Hispanic	136	74	54%	74%	20%	152	102	67%
Reading	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	Asian	47	40	85%	87%	2%	41	36	88%
Reading	8	Hamilton MS	African Am.	52	23	44%	53%	9%	68	40	59%
Reading	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	White	219	177	81%	83%	2%	229	188	82%
Reading	8	Hamilton MS	Two or More	26	22	85%	87%	2%	12	10	83%
Reading	8	Hamilton MS	Eco. Dis.	136	71	52%	62%	10%	169	100	59%
Reading	8	Hamilton MS	LEP Current	14	3	21%	29%	8%	17	7	41%
Reading	8	Hamilton MS	At-Risk	164	64	39%	41%	2%	220	120	55%
Reading	8	Hamilton MS	SPED	26	6	23%	25%	2%	35	9	26%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Science	8	Hamilton MS	All	479	349	73%	75%	2%	503	324	64%
Science	8	Hamilton MS	Hispanic	137	84	61%	70%	9%	152	86	57%
Science	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	Asian	47	44	94%	96%	2%	41	35	85%
Science	8	Hamilton MS	African Am.	51	20	39%	45%	6%	68	30	44%
Science	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	White	219	181	83%	85%	2%	228	163	71%
Science	8	Hamilton MS	Two or More	25	20	80%	82%	2%	12	8	67%
Science	8	Hamilton MS	Eco. Dis.	137	78	57%	59%	2%	168	75	45%
Science	8	Hamilton MS	LEP Current	14	2	14%	23%	9%	17	6	35%
Science	8	Hamilton MS	At-Risk	163	76	47%	49%	2%	219	95	43%
Science	8	Hamilton MS	SPED	26	10	38%	40%	2%	34	11	32%
Social Studies	8	Hamilton MS	All	478	298	62%	67%	5%	504	301	60%
Social Studies	8	Hamilton MS	Hispanic	136	70	51%	56%	5%	152	77	51%
Social Studies	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	Asian	47	39	83%	85%	2%	41	31	76%
Social Studies	8	Hamilton MS	African Am.	51	20	39%	47%	8%	68	28	41%
Social Studies	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	White	218	149	68%	73%	5%	229	157	69%
Social Studies	8	Hamilton MS	Two or More	26	20	77%	79%	2%	12	6	50%
Social Studies	8	Hamilton MS	Eco. Dis.	136	60	44%	47%	3%	169	74	44%
Social Studies	8	Hamilton MS	LEP Current	14	4	29%	31%	2%	17	6	35%
Social Studies	8	Hamilton MS	At-Risk	162	51	31%	33%	2%	220	92	42%
Social Studies	8	Hamilton MS	SPED	26	5	19%	21%	2%	35	11	31%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	6	Hamilton MS	All	446	153	34%	43%	9%	498	170	34%
Math	6	Hamilton MS	Hispanic	104	27	26%	29%	3%	143	31	22%
Math	6	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	Asian	48	33	69%	71%	2%	57	36	63%
Math	6	Hamilton MS	African Am.	51	3	6%	21%	15%	70	8	11%
Math	6	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	White	217	82	38%	47%	9%	206	88	43%
Math	6	Hamilton MS	Two or More	25	7	28%	30%	2%	21	7	33%
Math	6	Hamilton MS	Eco. Dis.	138	22	16%	25%	9%	201	41	20%
Math	6	Hamilton MS	LEP Current	21	3	14%	16%	2%	37	6	16%
Math	6	Hamilton MS	At-Risk	190	35	18%	20%	2%	216	30	14%
Math	6	Hamilton MS	SPED	38	4	11%	13%	2%	58	5	9%
Math	7	Hamilton MS	All	471	148	31%	49%	18%	507	166	33%
Math	7	Hamilton MS	Hispanic	141	35	25%	40%	15%	137	27	20%
Math	7	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	Asian	34	24	71%	73%	2%	51	35	69%
Math	7	Hamilton MS	African Am.	60	4	7%	27%	20%	72	12	17%
Math	7	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	White	221	81	37%	50%	13%	222	84	38%
Math	7	Hamilton MS	Two or More	14	4	29%	31%	2%	25	8	32%
Math	7	Hamilton MS	Eco. Dis.	144	22	15%	30%	15%	178	32	18%
Math	7	Hamilton MS	LEP Current	17	5	29%	31%	2%	41	7	17%
Math	7	Hamilton MS	At-Risk	168	25	15%	17%	2%	184	33	18%
Math	7	Hamilton MS	SPED	37	3	8%	19%	11%	37	4	11%
Math	8	Hamilton MS	All	224	25	11%	20%	9%	256	23	9%
Math	8	Hamilton MS	Hispanic	81	5	6%	17%	11%	92	9	10%
Math	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	Asian	13	8	62%	64%	2%	11	3	27%
Math	8	Hamilton MS	African Am.	44	2	5%	16%	11%	53	2	4%
Math	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	White	77	9	12%	21%	9%	92	8	9%
Math	8	Hamilton MS	Two or More	9	1	11%	13%	2%	8	1	13%
Math	8	Hamilton MS	Eco. Dis.	98	6	6%	21%	15%	124	7	6%
Math	8	Hamilton MS	LEP Current	14	0	0%	2%	2%	14	3	21%
Math	8	Hamilton MS	At-Risk	123	5	4%	6%	2%	167	7	4%
Math	8	Hamilton MS	SPED	20	0	0%	22%	22%	32	1	3%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	6	Hamilton MS	All	447	136	30%	31%	1%	499	200	40%
Reading	6	Hamilton MS	Hispanic	104	24	23%	26%	3%	144	47	33%
Reading	6	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	Asian	48	19	40%	42%	2%	57	35	61%
Reading	6	Hamilton MS	African Am.	51	4	8%	23%	15%	70	12	17%
Reading	6	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	White	218	80	37%	39%	2%	206	99	48%
Reading	6	Hamilton MS	Two or More	25	8	32%	34%	2%	21	6	29%
Reading	6	Hamilton MS	Eco. Dis.	138	16	12%	13%	1%	201	49	24%
Reading	6	Hamilton MS	LEP Current	21	1	5%	7%	2%	37	6	16%
Reading	6	Hamilton MS	At-Risk	190	30	16%	18%	2%	217	41	19%
Reading	6	Hamilton MS	SPED	38	2	5%	7%	2%	58	5	9%
Reading	7	Hamilton MS	All	469	206	44%	53%	9%	515	302	59%
Reading	7	Hamilton MS	Hispanic	140	53	38%	40%	2%	137	62	45%
Reading	7	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	Asian	35	22	63%	65%	2%	53	41	77%
Reading	7	Hamilton MS	African Am.	60	14	23%	31%	8%	73	28	38%
Reading	7	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	White	218	110	50%	57%	7%	226	152	67%
Reading	7	Hamilton MS	Two or More	15	6	40%	42%	2%	26	19	73%
Reading	7	Hamilton MS	Eco. Dis.	144	39	27%	36%	9%	178	76	43%
Reading	7	Hamilton MS	LEP Current	17	3	18%	20%	2%	41	9	22%
Reading	7	Hamilton MS	At-Risk	165	39	24%	26%	2%	186	66	35%
Reading	7	Hamilton MS	SPED	37	4	11%	19%	8%	38	4	11%
Reading	8	Hamilton MS	All	480	202	42%	52%	10%	504	259	51%
Reading	8	Hamilton MS	Hispanic	136	46	34%	45%	11%	152	66	43%
Reading	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	Asian	47	30	64%	66%	2%	41	34	83%
Reading	8	Hamilton MS	African Am.	52	6	12%	29%	17%	68	25	37%
Reading	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	White	219	110	50%	55%	5%	229	126	55%
Reading	8	Hamilton MS	Two or More	26	10	38%	40%	2%	12	6	50%
Reading	8	Hamilton MS	Eco. Dis.	136	35	26%	32%	6%	169	60	36%
Reading	8	Hamilton MS	LEP Current	14	1	7%	9%	2%	17	5	29%
Reading	8	Hamilton MS	At-Risk	164	23	14%	16%	2%	220	62	28%
Reading	8	Hamilton MS	SPED	26	3	12%	14%	2%	35	3	9%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	8	Hamilton MS	All	479	233	49%	51%	2%	503	188	37%
Science	8	Hamilton MS	Hispanic	137	55	40%	42%	2%	152	38	25%
Science	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	Asian	47	32	68%	70%	2%	41	27	66%
Science	8	Hamilton MS	African Am.	51	7	14%	20%	6%	68	12	18%
Science	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	White	219	124	57%	59%	2%	228	104	46%
Science	8	Hamilton MS	Two or More	25	15	60%	62%	2%	12	5	42%
Science	8	Hamilton MS	Eco. Dis.	137	41	30%	32%	2%	168	36	21%
Science	8	Hamilton MS	LEP Current	14	2	14%	16%	2%	17	4	24%
Science	8	Hamilton MS	At-Risk	163	34	21%	23%	2%	219	37	17%
Science	8	Hamilton MS	SPED	26	3	12%	14%	2%	34	5	15%
Social Studies	8	Hamilton MS	All	478	181	38%	50%	12%	504	222	44%
Social Studies	8	Hamilton MS	Hispanic	136	47	35%	43%	8%	152	54	36%
Social Studies	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	Asian	47	27	57%	59%	2%	41	29	71%
Social Studies	8	Hamilton MS	African Am.	51	8	16%	29%	13%	68	18	26%
Social Studies	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	White	218	89	41%	53%	12%	229	114	50%
Social Studies	8	Hamilton MS	Two or More	26	10	38%	40%	2%	12	5	42%
Social Studies	8	Hamilton MS	Eco. Dis.	136	29	21%	36%	15%	169	44	26%
Social Studies	8	Hamilton MS	LEP Current	14	2	14%	31%	17%	17	4	24%
Social Studies	8	Hamilton MS	At-Risk	162	21	13%	15%	2%	220	56	25%
Social Studies	8	Hamilton MS	SPED	26	1	4%	11%	7%	35	8	23%

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Algebra I	All Testers	Hamilton MS	All	265	264	100%	100%	0%	256	256	100%
Algebra I	All Testers	Hamilton MS	Hispanic	59	58	98%	100%	2%	62	62	100%
Algebra I	All Testers	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	Asian	36	36	100%	100%	0%	31	31	100%
Algebra I	All Testers	Hamilton MS	African Am.	9	9	100%	100%	0%	16	16	100%
Algebra I	All Testers	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	White	143	143	100%	100%	0%	139	139	100%
Algebra I	All Testers	Hamilton MS	Two or More	18	18	100%	100%	0%	7	7	100%
Algebra I	All Testers	Hamilton MS	Eco. Dis.	43	43	100%	100%	0%	45	45	100%
Algebra I	All Testers	Hamilton MS	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	At-Risk	42	42	100%	100%	0%	56	56	100%
Algebra I	All Testers	Hamilton MS	SPED	6	6	100%	100%	0%	*	*	*

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Algebra I	All Testers	Hamilton MS	All	265	253	95%	100%	5%	256	246	96%
Algebra I	All Testers	Hamilton MS	Hispanic	59	55	93%	100%	7%	62	59	95%
Algebra I	All Testers	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	Asian	36	35	97%	100%	3%	31	31	100%
Algebra I	All Testers	Hamilton MS	African Am.	9	9	100%	100%	0%	16	15	94%
Algebra I	All Testers	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	White	143	138	97%	100%	3%	139	133	96%
Algebra I	All Testers	Hamilton MS	Two or More	18	16	89%	100%	11%	7	7	100%
Algebra I	All Testers	Hamilton MS	Eco. Dis.	43	41	95%	100%	5%	45	44	98%
Algebra I	All Testers	Hamilton MS	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	At-Risk	42	39	93%	100%	7%	56	52	93%
Algebra I	All Testers	Hamilton MS	SPED	6	6	100%	100%	0%	*	*	*

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

EOC	Tester Group	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Algebra I	All Testers	Hamilton MS	All	265	219	83%	95%	12%	256	229	89%
Algebra I	All Testers	Hamilton MS	Hispanic	59	48	81%	96%	15%	62	53	85%
Algebra I	All Testers	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	Asian	36	32	89%	95%	6%	31	30	97%
Algebra I	All Testers	Hamilton MS	African Am.	9	6	67%	100%	33%	16	12	75%
Algebra I	All Testers	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	White	143	119	83%	93%	10%	139	126	91%
Algebra I	All Testers	Hamilton MS	Two or More	18	14	78%	95%	17%	7	7	100%
Algebra I	All Testers	Hamilton MS	Eco. Dis.	43	34	79%	94%	15%	45	40	89%
Algebra I	All Testers	Hamilton MS	LEP Current	*	*	*	*	*	*	*	*
Algebra I	All Testers	Hamilton MS	At-Risk	42	31	74%	95%	21%	56	46	82%
Algebra I	All Testers	Hamilton MS	SPED	6	6	100%	100%	0%	*	*	*

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, embedding grammar instruction that focuses on meaning and effect, small group instruction, and conferring).
- Model reading and writing strategies, techniques, and concepts for students.
- Confer with students regularly about reading and writing, and maintain records of conferences. Records and other data sources should be used to make instructional decisions and form strategy groups.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Foster collaborative and independent opportunities for students to read, write, speak, listen and think in online and face-to-face environments.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
 - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
 - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
 - Conduct online academic discussions, debates and postings or podcasts.
 - Conduct, gather, and analyze academic research.
 - Create podcasts, websites, videos, and other multi-media publications.
 - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
 - Read online text and make online notes/annotations.
 - Submit work in Schoology, or via Google Doc. Review and respond to Feedback.

English/Language Arts 7-12

- Use instructional best practices, and predictable routines to create a classroom community that allows students to actively engage in their learning.
- Align instruction and assignments to the TEKS and the unique needs of the students.
- Utilize reading and writing workshop components such as mini-lessons, independent reading and writing, small group instruction, and conferring.
- Model the writing process through prewriting, drafting, revising, and editing alongside students.
- Utilize the invitation process of grammar instruction to encourage approximation and application of grammar skills in student writing.
- Have students read independently and allow choice in their reading selections.
- Provide collaborative opportunities for students to think, write, and respond to their reading.
- Facilitate academic discussions that allow students to practice both listening and speaking skills.
- Design learning experiences that cultivate a student-centered community, balancing online and offline learning tasks.
- 1:1 Technology in the ELA classroom may include any of the following student actions, provided that the assigned task supports the learning goal to be achieved.
 - Participate in online polls, entry/exit tickets, or submit class questions and responses to demonstrate understanding.
 - Collaborate with peers when reading, researching, viewing, writing, responding or reviewing others' work.
 - Conduct online academic discussions, Socratic seminars, debates, and postings or podcasts.
 - Conduct, gather, and analyze academic research.
 - Create podcasts, websites, videos, and other multi-media publications.
 - Listen to recordings of peers or other videos and make audio responses (i.e. Flipgrid).
 - Read online text and make online notes/annotations.
 - Submit work in Schoology, Turnitin, or via Google Doc. Review and respond to Feedback.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for student to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use the graphing calculator and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.

- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Science

Collaboratively plan instructional units in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
- encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
- provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
- allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
- seek current level of student understanding and provide appropriate next steps for learning;
- clearly define and communicate learning outcomes to students;
- incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
- allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
- provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to
 - use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - explore simulations (e.g. Explore Learning Gizmos, PhETs, CK-12, etc.);
 - collect and represent data using probeware and digital tools such as Vernier's Logger Pro, Google Sheets, etc;
 - analyze and interpret data using various digital tools (Logger Pro, Google Apps, etc.);
 - communicate and share conclusions using Google Apps, WeVideo, etc.

Social Studies

- Use STAAR formatted test questions and ensure that no more than 25% of test items are at the knowledge level.
- Facilitate discussions using higher level questioning strategies.
- “Chunk” lessons into 15 to 20 minute intervals followed by a variety of student processing activities.
- Use a variety of facilitation modes to meet diverse students’ needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - Engage in collaborative problem-solving activities and discussions
 - Use research tools such as primary and secondary sources for in depth study and relevant applications
 - Analyze visuals (cartoons, maps, images) using critical thinking skills
 - Participate in small group instruction to enhance learning or address areas of concern
 - Access differentiated content for readiness and skill level and/or interests
 - Utilize devices for self-directed learning
 - Demonstrate mastery by using/creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.