

Cypress-Fairbanks Independent School District

Hamilton Middle School

2022-2023

Accountability Rating: A

Distinction Designations:

Academic Achievement in Social Studies
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

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

Vision

Empower our students with the character, competence, and confidence needed to overcome the challenges faced in achieving excellence.

Comprehensive Needs Assessment

Revised/Approved: June 14, 2022

Student Achievement

Student Achievement Strengths

We identified the following strengths based on our 2021-2022 STAAR data:

- We earned an overall rating of "A".
- We earned three distinctions, Social Studies, Post-secondary Readiness and Comparative Closing the Gaps.
- We "returned to the whole" performance from 2019 in each of the following areas: 8th grade Social Studies, 6th grade Reading, 8th grade Reading and Algebra.
- Our highest scoring reporting category for Social Studies is Government and Citizenship.
- Our highest scoring reporting category for Science is Matter and Energy.
- Our highest scoring reporting category for 6th & 7th grade Reading is Understanding and Analysis of Informational Texts.
- Our highest scoring reporting category for 8th grade Reading is Understanding and Analysis Across Genres.
- Our highest scoring reporting category for Algebra is Exponential Functions and Equations.
- We scored highest in two reporting categories for 6th grade Math, Computations and Algebraic Relationships & Geometry and Measurement.
- We scored highest in two reporting categories for 7th grade Math, Computations and Algebraic Relationships & Data Analysis and Personal Financial Literacy.
- We had a 2% increase in overall passing rate (at 91%) and recovered 29 students in 7th grade Reading.
- We had a 5% increase in overall passing rate (at 93%) and recovered 26 students in 8th grade Reading.
- We recovered 21 students in 6th grade Math.
- We had an increase of 2.5% in overall passing rate in 7th grade Math.
- We had an increase of 9.4% in overall passing rate and recovered 2.5% of students in 8th grade Math and Algebra.
- We had an increase of 6% in Mastery for Algebra EOC results.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our students are under-performing when questions require combining two skills. **Root Cause:** RLA: Students need direct instruction on strategies for breaking down a question, as well as more opportunities to apply the strategies.

Problem Statement 2: Math: The lowest performing questions are applications of skills in "real world" scenarios that many students are unfamiliar with. **Root Cause:** Math: Students need more time with critical skills and specific feedback in smaller groups.

Problem Statement 3: Science: Students were not able to consistently apply their strategies to tests. **Root Cause:** Science: We need to build students' capacity to maximize the online tools for test taking to implement their strategies.

Problem Statement 4: Social Studies: We need to increase the rate of students reaching "approaches" in the SpEd and LEP groups. **Root Cause:** Social Studies: We need to spiral in vocabulary and vertical alignment skills throughout the year and provide activities for students to apply test analysis skills.

Problem Statement 5: Students are beginning the 2022-23 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 implemented the following strategies successfully in the 21-22 school year:
 - utilization of one-way hallways,
 - conducting all our EOP safety drills,
 - collaborating to monitor students with attendance concerns and homeless students,
 - incorporating PBIS and Restorative Practices at our REAL Talks,
 - extensive use of restorative practices,
 - increased staff participation on the PBIS committee and
 - the completion of Fitnessgram.
2. The highest scoring area on our 21-22 Employee Perception Survey for teachers is Quality work is expected of me.
3. The highest scoring area on our 21-22 Employee Perception Survey for para-professionals is a tie between Qualify work is expected of me and I am clear about my job responsibilities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Less than 25% of the staff had created a classroom store in the PBIS rewards app. **Root Cause:** School Culture and Climate: We did not provide sufficient training for teachers to learn the features in the PBIS rewards app due to late implementation.

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.

We successfully provided professional development focused on the effective and efficient implementation of PBIS and instructional technologies.

Our staff absences with unfilled substitutes decreased by about half from the 20-21 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our Employee Perception Survey scores are down for "Strongly Agree" in all fifteen areas, with the highest decline in opportunities to think for myself, provide input and have information related to my job. **Root Cause:** Teacher/Paraprofessional Attendance: The residual effects of virtual learning in response to COVID-19 (such as increased demands for time, social isolation and decreased classroom routines) resulted in unanticipated demands on the entire staff.

Parent and Community Engagement

Parent and Community Engagement Strengths

We experienced a significant rebound of VIPS participation on campus with multiple opportunities returning and the development of new opportunities, including Outside Time, luncheons, library support, community mentors, STAAR popcorn popping, chaperones for Fine Arts events, the 8th grade dance, spirit events and the annual Holiday Store & STAAR Carnival.

Problem Statements Identifying Parent and Community Engagement Needs


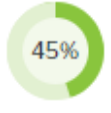




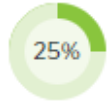

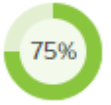
Problem Statement 1: Parent and Community Engagement: Parents volunteer participation declined as the year progressed. **Root Cause:** Parent and Community Engagement : We need effective and routine communication efforts to reach out to the community for support.







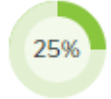


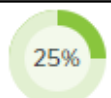






Goals

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 2023, 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: The RLA teams will identify at least 2 priority readiness standards per grading period. For each standard, teams will identify specific learning targets, create appropriate common formative assessments, analyze the data from these assessments and provide intervention to students not showing mastery through small group instruction during class.</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>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: The Math teams will use assessment data to select students needing targeted instruction and will provide this through small groups interventions during class.</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>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will spiral in previous content through anchor charts/visual aids and online test taking strategies continuously throughout the year.</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>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Social Studies: Teachers will spiral content with a strong emphasis on vocabulary and vertical alignment through Focused Instruction Time lessons.</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>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Dropout Prevention: Hamilton Middle School will conduct routine meetings with our attendance support staff to coordinate efforts in reaching out to parents of students who have left us and are unaccounted for through phone calls, emails, and sometimes agencies such as CPS.</p> <p>Strategy's Expected Result/Impact: The dropout rate will remain at 0%.</p> <p>Staff Responsible for Monitoring: Registrar, Attendance Clerk, Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.</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>	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 2: ESSER III: Throughout the current 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Accelerated instruction will include individualized instruction through a specialized software program for the required content areas.</p> <p>Strategy's Expected Result/Impact: Attendees will meet the "Approaches" standard or higher for the 2023 STAAR test.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Intramural Soccer League After School Academic Tutoring Program</p> <p>Strategy's Expected Result/Impact: All team members will pass their core classes during the soccer season.</p> <p>Staff Responsible for Monitoring: Principal, Soccer Liaison, Soccer Coaches</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core content area interventionist (math and reading)</p> <p>Strategy's Expected Result/Impact: 90% of student participants will reach Approaches or higher on the corresponding 2023 STAAR test.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: International Center for Leadership in Education will train our staff in effective implementation of professional learning communities.</p> <p>Strategy's Expected Result/Impact: At least 50% of all students will increase one performance level or more on the 2023 STAAR tests.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

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 current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.











Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education:: Hamilton Middle School will provide struggling students with a rich curriculum and research-based activities that addresses their individual needs.</p> <p>Strategy's Expected Result/Impact: Students in academic intervention programs will increase their performance levels by at least one category.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist.</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
<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 2022-23 school year, 100% of the district's safety policies will be implemented.

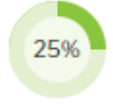


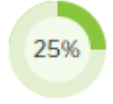






Evaluation Data Sources: Records of safety drills and other required safety actions.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Our staff will attend the CFPD CRASE training in August, keep all classroom doors locked and monitor door prop alarms.</p> <p>Strategy's Expected Result/Impact: Staff will be more prepared in the event of a safety emergency.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock Down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
 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 2022-2023 school year, student attendance will be at 94% or higher.




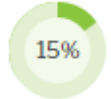








Evaluation Data Sources: Student attendance records

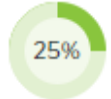






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: We will create an attendance committee to monitor attendance concerns and create action plans, as needed.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98.1%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal, Registrar</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Homeless Students: We will work to identify homeless students and monitor student situations that may indicate qualifications for services.</p> <p>Strategy's Expected Result/Impact: 100% of homeless students will be identified.</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals</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 3: Restorative Discipline: By the end of the 2022-2023 school year, discipline referrals and exclusionary discipline actions will be decreased by 3%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Our staff will utilize coaching feedback and implement training from our Stand 4 Kind consultant to increase the effective use of PBIS.</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: Appraisers will utilize focused walkthroughs monitoring the use of positive classroom management techniques.</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, Director of Instruction, Academic Achievement Specialist</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 create behavior contracts with students to encourage positive behavior choices.</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 conduct monthly grade level REAL talk meetings and lunches to review behavior expectations and positive reinforcement of met expectations.</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: We will create and implement new supervision assignments based on incident location data and use the Hamilton Help email address to facilitate faster response time to support classrooms.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be reduced to 0.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal</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 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: We will have at least a 10% gain in our 2022-2023 EPS results for staff having opportunities to collaborate and provide input.








Evaluation Data Sources: Employee Perception Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The Hamilton MS Administrative staff will develop at least 10 opportunities for staff to join solution-orientated teams that collaboratively develop guidelines and practices for the campus (i.e. CPOC, PBIS Committee, Late Work Reflection, 3-D Printer Pilot, Hospitality Committee, Technology Team, Campus Placement Review Committee, Principal visits, Teacher Input Form on weekly newsletter, etc.)</p> <p>Strategy's Expected Result/Impact: We will have at least a 10% gain in our EPS results for staff having opportunities to collaborate and provide input.</p> <p>Staff Responsible for Monitoring: Principal, D.I., Assistant Principals, AAS</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 2022-2023 school year, 100% of teachers will receive job targeted professional development based on identified needs and requested areas.

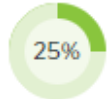






Evaluation Data Sources: PLC meetings
Walk-throughs
Data Dig Action Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus professional development will be focused on effective data analysis and implementation of Professional Learning Community roles.</p> <p>Strategy's Expected Result/Impact: We will analyze student data, create plans of action and develop vertically aligned content practices during dedicated PLC meetings.</p> <p>Staff Responsible for Monitoring: Principal, DI, Assistant 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: At the end of the 2022-2023 school year, Hamilton families will report a 90% or higher approval rating regarding their satisfaction with the quantity and quality of information communicated by the campus.

Evaluation Data Sources: Parent Survey, e-blast & School Messenger records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Hamilton Middle School will use email or Remind to communicate weekly e-blasts of instructional updates and School Messenger emails/texts to communicate campus-wide information and updates.</p> <p>Strategy's Expected Result/Impact: Families will have a 90% or higher satisfaction rate with the quality and frequency of communication from Hamilton.</p> <p>Staff Responsible for Monitoring: Principal, DI, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Jason Tullos	Principal
Classroom Teacher	Lisa Brewer	Teacher #1
Classroom Teacher	Sydney Davis	Teacher #2
Classroom Teacher	Michelle Heath	Teacher #3
Classroom Teacher	Kelley Hermon	Teacher #4
Classroom Teacher	Macey Kuzniarek	Teacher #5
Classroom Teacher	Magdalena Lopez	Teacher #6
Classroom Teacher	Linda Reins	Teacher #7
Classroom Teacher	Claire Wilson	Teacher #8
Non-classroom Professional	Nicole Domingues	Other School Leader #1
Non-classroom Professional	Casondra Ogrodowicz	Other School Leader #2
Non-classroom Professional	Catherine Redix	Other School Leader #3
Non-classroom Professional	Angela Yates	Other School Leader #4
District-level Professional	Mark Williams	Administrator (LEA) #1
Parent	Amy Allen	Parent #1
Parent	Stephanie Walker	Parent #2
Community Representative	Tina Holder	Community Resident #1
Community Representative	Becky Yerkes	Community Resident #2
Business Representative	Eric Domingues	Business Representative - Sam's
Business Representative	Jamie Roberts	Business Representative - Busy Lemon Boutique

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Math	6	Hamilton MS	All	498	446	90%	92%	88%	323	65%	67%	61%	170	34%	36%	30%
Math	6	Hamilton MS	Hispanic	143	125	87%	89%	83%	76	53%	55%	52%	31	22%	24%	22%
Math	6	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	Asian	57	57	100%	100%	92%	51	89%	91%	83%	36	63%	65%	64%
Math	6	Hamilton MS	African Am.	70	53	76%	78%	78%	24	34%	36%	42%	8	11%	13%	12%
Math	6	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hamilton MS	White	206	192	93%	95%	94%	158	77%	79%	73%	88	43%	45%	37%
Math	6	Hamilton MS	Two or More	21	18	86%	88%	94%	14	67%	69%	56%	7	33%	35%	33%
Math	6	Hamilton MS	Eco. Dis.	201	164	82%	84%	81%	98	49%	51%	46%	41	20%	22%	15%
Math	6	Hamilton MS	Emergent Bilingual	37	28	76%	78%	69%	19	51%	53%	35%	6	16%	18%	15%
Math	6	Hamilton MS	At-Risk	216	179	83%	85%	79%	95	44%	46%	40%	30	14%	16%	13%
Math	6	Hamilton MS	SPED	58	34	59%	70%	68%	14	24%	26%	34%	5	9%	11%	11%
Math	7	Hamilton MS	All	507	429	85%	87%	82%	326	64%	66%	62%	166	33%	35%	23%
Math	7	Hamilton MS	Hispanic	137	105	77%	79%	75%	71	52%	54%	49%	27	20%	22%	11%
Math	7	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	Asian	51	49	96%	98%	98%	44	86%	88%	91%	35	69%	71%	53%
Math	7	Hamilton MS	African Am.	72	46	64%	70%	63%	27	38%	40%	35%	12	17%	19%	*
Math	7	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hamilton MS	White	222	208	94%	96%	91%	169	76%	78%	73%	84	38%	40%	31%
Math	7	Hamilton MS	Two or More	25	21	84%	86%	78%	15	60%	62%	52%	8	32%	34%	*
Math	7	Hamilton MS	Eco. Dis.	178	131	74%	76%	72%	83	47%	49%	46%	32	18%	20%	12%
Math	7	Hamilton MS	Emergent Bilingual	41	25	61%	70%	66%	16	39%	41%	41%	7	17%	19%	*
Math	7	Hamilton MS	At-Risk	184	129	70%	72%	64%	75	41%	43%	38%	33	18%	20%	12%
Math	7	Hamilton MS	SPED	37	20	54%	70%	48%	10	27%	29%	27%	4	11%	13%	*
Math	8	Hamilton MS	All	256	214	84%	86%	78%	118	46%	48%	40%	23	9%	11%	10%
Math	8	Hamilton MS	Hispanic	92	81	88%	90%	84%	40	43%	45%	39%	9	10%	12%	*
Math	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	Asian	11	10	91%	93%	91%	8	73%	75%	82%	3	27%	29%	45%
Math	8	Hamilton MS	African Am.	53	36	68%	70%	59%	22	42%	44%	20%	2	4%	6%	*
Math	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hamilton MS	White	92	80	87%	89%	83%	44	48%	50%	50%	8	9%	11%	14%
Math	8	Hamilton MS	Two or More	8	7	88%	90%	100%	4	50%	52%	*	1	13%	15%	*
Math	8	Hamilton MS	Eco. Dis.	124	100	81%	83%	75%	48	39%	41%	32%	7	6%	8%	5%
Math	8	Hamilton MS	Emergent Bilingual	14	9	64%	70%	79%	6	43%	45%	24%	3	21%	23%	*
Math	8	Hamilton MS	At-Risk	167	137	82%	84%	73%	62	37%	39%	27%	7	4%	6%	*
Math	8	Hamilton MS	SPED	32	19	59%	70%	63%	8	25%	27%	17%	1	3%	5%	*

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Reading	6	Hamilton MS	All	499	420	84%	86%	89%	298	60%	62%	74%	200	40%	42%	41%
Reading	6	Hamilton MS	Hispanic	144	115	80%	82%	81%	74	51%	53%	61%	47	33%	35%	31%
Reading	6	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	Asian	57	55	96%	98%	92%	42	74%	76%	87%	35	61%	63%	67%
Reading	6	Hamilton MS	African Am.	70	45	64%	70%	86%	26	37%	39%	62%	12	17%	19%	22%
Reading	6	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hamilton MS	White	206	186	90%	92%	96%	142	69%	71%	85%	99	48%	50%	50%
Reading	6	Hamilton MS	Two or More	21	18	86%	88%	89%	13	62%	64%	72%	6	29%	31%	56%
Reading	6	Hamilton MS	Eco. Dis.	201	148	74%	76%	78%	86	43%	45%	59%	49	24%	26%	23%
Reading	6	Hamilton MS	Emergent Bilingual	37	24	65%	70%	65%	9	24%	26%	47%	6	16%	18%	16%
Reading	6	Hamilton MS	At-Risk	217	158	73%	75%	80%	77	35%	37%	57%	41	19%	21%	19%
Reading	6	Hamilton MS	SPED	58	27	47%	70%	62%	15	26%	28%	33%	5	9%	11%	11%
Reading	7	Hamilton MS	All	515	468	91%	93%	88%	377	73%	75%	71%	302	59%	61%	42%
Reading	7	Hamilton MS	Hispanic	137	115	84%	86%	86%	81	59%	61%	60%	62	45%	47%	29%
Reading	7	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	Asian	53	52	98%	100%	96%	46	87%	89%	93%	41	77%	79%	75%
Reading	7	Hamilton MS	African Am.	73	59	81%	83%	73%	39	53%	55%	52%	28	38%	40%	19%
Reading	7	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hamilton MS	White	226	216	96%	98%	93%	190	84%	86%	80%	152	67%	69%	51%
Reading	7	Hamilton MS	Two or More	26	26	100%	100%	88%	21	81%	83%	63%	19	73%	75%	38%
Reading	7	Hamilton MS	Eco. Dis.	178	149	84%	86%	81%	103	58%	60%	57%	76	43%	45%	28%
Reading	7	Hamilton MS	Emergent Bilingual	41	23	56%	70%	66%	16	39%	41%	36%	9	22%	24%	16%
Reading	7	Hamilton MS	At-Risk	186	148	80%	82%	75%	87	47%	49%	46%	66	35%	37%	24%
Reading	7	Hamilton MS	SPED	38	25	66%	70%	56%	8	21%	23%	38%	4	11%	13%	16%
Reading	8	Hamilton MS	All	504	469	93%	95%	91%	378	75%	77%	76%	259	51%	53%	47%
Reading	8	Hamilton MS	Hispanic	152	137	90%	92%	88%	102	67%	69%	67%	66	43%	45%	36%
Reading	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	Asian	41	40	98%	100%	98%	36	88%	90%	93%	34	83%	85%	60%
Reading	8	Hamilton MS	African Am.	68	57	84%	86%	77%	40	59%	61%	49%	25	37%	39%	27%
Reading	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hamilton MS	White	229	222	97%	99%	97%	188	82%	84%	86%	126	55%	57%	57%
Reading	8	Hamilton MS	Two or More	12	11	92%	94%	96%	10	83%	85%	85%	6	50%	52%	48%
Reading	8	Hamilton MS	Eco. Dis.	169	146	86%	88%	83%	100	59%	61%	61%	60	36%	38%	27%
Reading	8	Hamilton MS	Emergent Bilingual	17	12	71%	73%	73%	7	41%	43%	45%	5	29%	31%	18%
Reading	8	Hamilton MS	At-Risk	220	190	86%	88%	80%	120	55%	57%	53%	62	28%	30%	21%
Reading	8	Hamilton MS	SPED	35	24	69%	71%	64%	9	26%	28%	21%	3	9%	11%	*

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Science	8	Hamilton MS	All	503	449	89%	91%	90%	324	64%	66%	70%	188	37%	39%	30%
Science	8	Hamilton MS	Hispanic	152	130	86%	88%	88%	86	57%	59%	61%	38	25%	27%	22%
Science	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	Asian	41	39	95%	97%	98%	35	85%	87%	86%	27	66%	68%	48%
Science	8	Hamilton MS	African Am.	68	50	74%	76%	70%	30	44%	46%	42%	12	18%	20%	14%
Science	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Hamilton MS	White	228	217	95%	97%	96%	163	71%	73%	81%	104	46%	48%	36%
Science	8	Hamilton MS	Two or More	12	11	92%	94%	93%	8	67%	69%	74%	5	42%	44%	30%
Science	8	Hamilton MS	Eco. Dis.	168	136	81%	83%	81%	75	45%	47%	51%	36	21%	23%	14%
Science	8	Hamilton MS	Emergent Bilingual	17	9	53%	70%	69%	6	35%	37%	33%	4	24%	26%	*
Science	8	Hamilton MS	At-Risk	219	177	81%	83%	80%	95	43%	45%	47%	37	17%	19%	14%
Science	8	Hamilton MS	SPED	34	24	71%	73%	64%	11	32%	34%	31%	5	15%	17%	*
Social Studies	8	Hamilton MS	All	504	431	86%	88%	85%	301	60%	62%	65%	222	44%	46%	39%
Social Studies	8	Hamilton MS	Hispanic	152	121	80%	82%	81%	77	51%	53%	54%	54	36%	38%	27%
Social Studies	8	Hamilton MS	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	Asian	41	37	90%	92%	97%	31	76%	78%	88%	29	71%	73%	60%
Social Studies	8	Hamilton MS	African Am.	68	53	78%	80%	64%	28	41%	43%	42%	18	26%	28%	20%
Social Studies	8	Hamilton MS	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Hamilton MS	White	229	209	91%	93%	92%	157	69%	71%	74%	114	50%	52%	49%
Social Studies	8	Hamilton MS	Two or More	12	9	75%	77%	89%	6	50%	52%	70%	5	42%	44%	44%
Social Studies	8	Hamilton MS	Eco. Dis.	169	128	76%	78%	74%	74	44%	46%	47%	44	26%	28%	22%
Social Studies	8	Hamilton MS	Emergent Bilingual	17	7	41%	70%	60%	6	35%	37%	33%	4	24%	26%	23%
Social Studies	8	Hamilton MS	At-Risk	220	163	74%	76%	70%	92	42%	44%	44%	56	25%	27%	25%
Social Studies	8	Hamilton MS	SPED	35	18	51%	70%	41%	11	31%	33%	26%	8	23%	25%	*

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.

Middle School Content Area Standard Expectations

English Language Arts/Reading (Grade 6-8)

- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Utilize reading and writing workshop routines 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, grammar instruction that focuses on meaning and effect (Patterns of Power), small group instruction, and conferring].
- Model reading and writing strategies including think alouds and demonstrations for students routinely.
- Design learning experiences that foster academic talk and partnerships including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks regularly.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for CTG/AI instruction.
- Provide opportunities for students to use technology, engage with digital texts and resources, to create, collaborate, and think.

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.

Secondary Science

Collaboratively plan science instruction 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;
- explore simulations;
- collect and represent data using probeware and other digital tools;
- analyze and interpret data using various digital tools;
- communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Speak the target language more than English in all levels.
- Limit English translation - use visual clues, anchor charts, modeling, or desk guides to enhance student learning.
- Use activities that move students beyond "word-level" performance. All students working towards building sentences (Lvl 1), strings of sentences (Lvl 2), and paragraph-length narration (Lvl 3+).
- Discover grammar in context instead of using isolated mechanical or rote drill.
- Use authentic real-world tasks that integrate listening, speaking, reading, and writing.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectations.