Hamilton Independent School District

Hamilton Junior High

2023-2024 Improvement Plan

Mission Statement

We are a team of learners with high expectations for success through developmentally-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment, fostered by positive relationships with students,staff, parents and community.

Vision

Hamilton Junior High is a team of learners working together to become better people every day.

Core Beliefs

Honesty

Always be kind.

Be respectful and polite.

Integrity in all we do.

Total effort every day.

Strive for excellence.

SCHOOL MOTTO: We are what we repeatedly do; Excellence then is not an act, but a habit.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

We will continue to prepare our students and teachers for the new testing delivery, and questioning changes is an area of continuous focus. While we still consider our scores to range from average to above average, we still have room for growth. We have identified our low issues and are working to improve our scores. Teachers new to the profession and/or the district have a mentor working with them. Through the TCLAS grant, the Region 12 Carnegie Specialists will provide support throughout the 23-24 school year. Teachers will work one-on-one with the specialist on campus and collaborate with other math teachers onsite at Reg 12. Ed Direction has provided professional development to our teachers regarding student discourse and small groups. We will continue to work with them throughout the school year.

Demographics

Demographics Summary

Hamilton ISD is a Title 1 School District located in Central Texas. HISD received an "A" District rating from TEA. Hamilton Junior High School was rated a "B" campus. TEA has not released campus and district ratings for the 22-23 school year. The city of Hamilton is considered rural, with a population of about 3,000, and maintains about 820 students in HISD each year.

As of September of 2023, attendance for Hamilton Junior High School was 203.

Demographics Strengths

The average years of experience for our teaching staff members is approximately 15 years of experience in the teaching profession.

30% of our teaching staff has obtained at least a Master's level advanced degree.

Our campus has a fully certified teacher supporting the special education population through content mastery and inclusion services.

All our English Language Arts content teachers hold an English as a Second Language (ESL) Supplement certification as required by the State of Texas.

Our 6th, 7th, and 8th Grade Gifted and Talented students are served through ELAR with our GT teacher teaching a joint 7th and 8th Grade class and a stand-alone 6th grade class.

We have expanded our ELAR and Math Resource offerings to 6th, 7th, and 8th-grade students. Students are served in the Resource and Inclusion settings based on their academic needs. Our Special Education Teachers serve as a Resource and Co-Teach model on campus.

Our ESL students participate regularly in an ESL tutorial period during our Intervention time to strengthen English Language Acquisition. We have transitioned one of our Life Skills aides to serve as an ESL aide due to the rising need for our campus and district.

We have continued encouraging our families to complete the Free and Reduced Lunch forms.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Economically Disadvantaged students continue to have gaps in state assessments. **Root Cause:** We must focus on data-driven instruction and small-group interventions to close the achievement gap.

Problem Statement 2 (Prioritized): Our Economically Disadvantaged students continue to perform below other sub-populations. **Root Cause:** We need to continue to align our curriculum and teaching practices.

Problem Statement 3 (Prioritized): We have approximately 15 ESL students on our campus. Our students are served primarily though ELAR teachers during their ELAR classes. Most of our ESL students participate in a tutorial window of approximately 90 to 120 minutes weekly with our district ESL teacher. Our students still struggle with the TELPAS assessments. **Root Cause:** Our Campus and District has experienced a steady growth in ESL students over the past few years. Many of our ESL parents are non-English speaking. With the increase in student need, we have not been able to hire more personnel to assist with the growth in the student population.

Problem Statement 4 (Prioritized): Our Resource Classroom serves all three grade levels, but due to the smaller amount of students in these courses, we have combined some grade levels making it difficult for teachers to ensure all students consistently access grade level materials. Although the majority of these students are below grade level, they will still be assessed on grade level TEKS.   **Root Cause:** We have only 2 fully certified Special Education FTE units designated to our campus. We are attempting to serve a Resource and Inclusion model with the students that are on our campus. In the event of an influx of Special Education students that require specialized instruction, a full time resource teacher may be needed in the future.

Problem Statement 5 (Prioritized): Due to our large percentage of students noted as economically disadvantaged (49.5%), many of our students lack resources at home that allow them to have additional academic support.   **Root Cause:** Approximately 49.5% of students at our campus are economically disadvantaged and live in homes where additional academic support is not readily available to our students.

Student Learning

Student Learning Summary

With the change of the STAAR to an online format and new item types, teachers and students learned new ways of answering questions and manipulating the curriculum to meet the needs of our students. Throughout the 22-23 school year, Hamilton Junior High used interim and pilot testing provided by TEA, REN360 Math and Reading, Carnegie's Mathia, Zearn, curriculum assessments, and other items to track student progress. The Junior High has continued to use the same curriculum and assessments throughout the 23-34 school year.

With the implementation of the new curriculum and state testing came uncertainty about how our students were doing compared to how they should be. It was a transition year for all our teachers in reading and math. Student outcomes in changing curriculum will sometimes decrease achievement before the student learning catches up to the curriculum ability. Carnegie Math is based on our students transitioning to new academic vocabulary. We will continue to provide professional development and training to our teachers.

REN360 Math and Reading assessment data showed positive growth throughout the year. We compared our EOY data to our BOY data and saw a decline, which is expected as the "summer slide" does happen.

State interim and pilot testing provided valuable for students to practice using the new question types. Teachers will continue to monitor and use the new item types and formats.

The attendance rate for Hamilton Junior High was 96% during the 22-23 school year.

Hamilton Junior High School

****2023 Accountability Ratings have not yet been released.*****

2022 Accountability Rating: B

Distinction Designations:

1. Academic Achievement in ELA/Reading

2. Academic Achievement in Mathematics

3. Academic Achievement in Science

4. Academic Achievement in Social Studies

5. Top 25 Percent: Comparative Academic Growth

6. Top 25 Percent: Comparative Closing the Gaps

7. Postsecondary Readiness

Student Learning Strengths

We have incorporated an Intervention period of 30 minutes into our school day. This period is used for targeted instruction for struggling learners. Groups were initially developed by STAAR failures but have been adjusted throughout the year to meet the needs of individual students and closing gaps identified by teachers and district assessments.

Teachers and students are using High-Quality Instructional Materials in Math and Reading. Instructional Coaches and ESC 12 Specialists support teachers on best practices, professional development, and any issues they are having with the curriculum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Economically Disadvantaged students continue to perform below other sub-populations. **Root Cause:** We need to continue to align our curriculum and our teaching practices.

Problem Statement 2 (Prioritized): Due to staffing limitations, our resource Math and ELAR classes contain multiple grade levels. This makes it difficult for scheduling. **Root Cause:** While we serve an Inclusion and Resource Model of Special Education support at the Junior High School, Our Resource classes serve grades 6-8 together. This makes it difficult to ensure that all students receive grade-level curriculum for most of the class period. With the rising need for inclusion and resource support. An additional SPED teacher may be needed.

Problem Statement 3 (Prioritized): HJH Special Education Students Approach Grade Level on approximately 30-45% of their STAAR exams. **Root Cause:** Many of our students are functioning far below grade level, while our state assessments test students at grade level TEKs mastery. An Additional SPED Teacher dedicated to one grade level would help us address educational gaps far more effectively.

Problem Statement 4 (Prioritized): While our students approach high levels of grade-level expectations on the STAAR test, we have struggled to maintain federal ESSA requirements for student performance regarding students meeting grade-level expectations. **Root Cause:** Until 2022, the district did not maintain an aligned curriculum for ELAR and Math from K-12 grades. Intervention time during the school day has been used as a "break" time traditionally in Junior High and High School. Only recently has the JH started to utilize an Intervention period.

Problem Statement 5 (Prioritized): While our 8th Grade Social Studies STAAR results increased in students meeting expectations, our approaches expectation numbers have stayed consistent at 73%. **Root Cause:** Many of our low performers in Social Studies also struggle in Reading and Math. Most intervention work for these students is completed in the classroom instead of WIN time.

Problem Statement 6 (Prioritized): Our 7th-grade Math STAAR scores have been consistently low over the past two school years. **Root Cause:** We have not had an aligned curriculum in grades 6-8 in this subject area. It is difficult to determine if this has been a curriculum or instruction issue.

Problem Statement 7 (Prioritized): Data-driven is needed to target specific learning gaps and to drive instruction and interventions. **Root Cause:** We have multiple data source. We must ensure that we have and use action plans that support students and close the gaps. We will continue to use whole-group teaching versus small-group interventions that are tagged and specific to student needs (Just-in-Time vs. Targeted).

Problem Statement 8 (Prioritized): Student growth and achievement gaps are not closing. We need to use data to make instructional decisions for daily and long-term instruction, student achievement, and to target individual student growth. **Root Cause:** We must ensure we continuously monitor student growth and interventions in all classrooms across all grade levels. The intentionally of instruction must always be considered and action taken.

Problem Statement 9 (Prioritized): Like most districts, Hamilton ISD struggles to find certified applicants for open positions. Many of our new hires are new to the profession. Even with a teacher mentor, monitoring effectiveness and providing the much-needed consistent formal support is difficult. **Root Cause:** Lack of personnel to support new teachers and those exiting the profession.

School Processes & Programs

School Processes & Programs Summary

Our district is in year 2 of the Teacher Incentive Allotment (TIA) program through TEA. The process encourages teachers to commit to a Student Learning Objective Goal and track student progress throughout the school year. Teachers also participate in T-TESS as a part of this process. T-TESS is the yearly assessment and growth cycle for teachers.

All ELAR Teachers on campus now utilize Savvas as our primary curriculum delivery program. All Math Teachers use Carnegie Math and Mathia as our primary curriculum delivery program. Our Social Studies Teachers utilize Lowman and Exploros to supplement TEKS resource system as curriculum. Our Science Teachers utilize Discovery Education and Stemscopes as their primary curriculum delivery program.

Teachers participate in quarterly Response to Intervention (RTI) meetings to identify struggling learners and negative school behaviors of students. Data from this meeting is collected to identify student needs during intervention planning.

All students and teachers participate in a WIN intervention period for 30 minutes each day. Students are grouped into targeted intervention groups: Math and ELAR groups for grades 6-8 and additional science and social studies intervention groups in 8th grade and BOY 6th Grade (To satisfy HB4545).

Our current class schedule only allows for two electives per grade level. One is PE (All students take), and the other is selected from Art, Theatre Arts, Band, and Coding. We have included a Tech Apps class and a health class component into our schedule for our 8th graders.

Our Math and ELAR classes are double-blocked for a full 90 minutes of instruction. Due to the implementation of the new curriculum, it may be difficult to reduce our Math class back to 45 minutes of instruction. 8th-grade math has been reduced to 45 minutes.

HJH Special Education consists of Resource, Inclusion, and Life Skills services for students at the Junior High. We have one dedicated Life Skills teacher with one aide assigned full-time to the program. We have two full-time Special Education Teachers who perform Resource classes and Inclusion. We also have a staffed content mastery aide who goes in for inclusion for some classes.

School Processes & Programs Strengths

Our Teachers have been trained to use Research-Based Instructional Strategies in all classrooms. Teachers have PLC times built into their schedules that include an action step. The principal and instructional coach follow up with walkthroughs to monitor the action steps. Following the walkthrough, the principal and instructional coach meet with the teachers to discuss what was observed.

Each teacher has been mentored by campus administration to create T-TESS and Student Learning Objective goals for the 23-24 school year.

Our students have been trained on all required training for students through the beginning of the year WIN groups.

Teachers and parents receive weekly new-letters via email, facebook and remind to keep them informed of upcoming events and the happenings of the campus.

In addition to WIN, HJH offers after-school tutoring from individual teachers and our after-school program, BrainBuilders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): HJH only offers Tech Apps and Health to our 8th-grade students as an elective class. **Root Cause:** Double-blocking Math and Reading while

maintaining an 8-period day only leaves enough time for two electives per class schedule. Our current staffing includes a Tech Apps and Health Teacher for our 8th graders.

Problem Statement 2 (Prioritized): PLCs need to focus on data and help drive the instruction and small group interventions based on student needs. Just-in-time interventions vs. closing-the-gap interventions are difficult to remediate. **Root Cause:** Difficulties in having time to discuss the action steps needed. Lack of specific intervention times, grouping, and progress monitoring.

Perceptions

Perceptions Summary

Based on Parent Surveys in Spring 2023

STRENGTHS:

- Communication with parents
- School Safety
- Informed about my child's academic progress
- 97% at the Junior High are happy with school responses

PARENT REQUESTS:

- Support for home learning
- Tips/Routines for learning at home
- Tools for social-emotional learning (SEL)
- 20% of those surveyed indicated tutorial support would be helpful
- Volunteer Opportunities
- 40%t of Junior High parents wanted facilities improvement
- Social and emotional needs of students

Perceptions Strengths

Teachers seem to enjoy working at Hamilton ISD, specifically Hamilton Junior High School.

Students respond positively to school administration, office staff, teachers, and other staff. Our students are some of the best around.

The community generally feels we care about students and do what is best for them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Negative media coverage from sometimes unrelated educational issues paints the district badly.   **Root Cause:** Misinformation from social media outlets and lack of communication from the school allow people to make stories that fit their agenda.

Problem Statement 2 (Prioritized): Students tend to treat one another poorly during the middle school years.   **Root Cause:** Students are navigating new social constructs in junior high school and oftentimes are influenced more by social media than they are by character education endeavors.

Problem Statement 3 (Prioritized): Attendance is down across the district.   **Root Cause:** There is not an easy tracking system. We do like to file on students for attendance issues because we do want to alienate many of them. It is easy for these students to home school and we want to keep them in our school so we can educate them.

Problem Statement 4 (Prioritized): Facilities were mentioned in the survey as needing attention.   **Root Cause:** The older building is deteriorating, and many classrooms are dealing with air conditioning and heating issues.

Priority Problem Statements

Problem Statement 1: HJH only offers Tech Apps and Health to our 8th-grade students as an elective class.

Root Cause 1: Double-blocking Math and Reading while maintaining an 8-period day only leaves enough time for two electives per class schedule. Our current staffing includes a Tech Apps and Health Teacher for our 8th graders.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students tend to treat one another poorly during the middle school years.

Root Cause 2: Students are navigating new social constructs in junior high school and oftentimes are influenced more by social media than they are by character education endeavors.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Negative media coverage from sometimes unrelated educational issues paints the district badly.

Root Cause 3: Misinformation from social media outlets and lack of communication from the school allow people to make stories that fit their agenda.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Attendance is down across the district.

Root Cause 4: There is not an easy tracking system. We do like to file on students for attendance issues because we do want to alienate many of them. It is easy for these students to home school and we want to keep them in our school so we can educate them.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our Economically Disadvantaged students continue to have gaps in state assessments.

Root Cause 5: We must focus on data-driven instruction and small-group interventions to close the achievement gap.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our Economically Disadvantaged students continue to perform below other sub-populations.

Root Cause 6: We need to continue to align our curriculum and teaching practices.

Problem Statement 6 Areas: Demographics

Problem Statement 7: We have approximately 15 ESL students on our campus. Our students are served primarily though ELAR teachers during their ELAR classes. Most of our ESL students participate in a tutorial window of approximately 90 to 120 minutes weekly with our district ESL teacher. Our students still struggle with the TELPAS assessments.

Root Cause 7: Our Campus and District has experienced a steady growth in ESL students over the past few years. Many of our ESL parents are non-English speaking. With the increase in student need, we have not been able to hire more personnel to assist with the growth in the student population.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our Resource Classroom serves all three grade levels, but due to the smaller amount of students in these courses, we have combined some grade levels making it difficult for teachers to ensure all students consistently access grade level materials. Although the majority of these students are below grade level, they will still be assessed on grade level TEKS.

Root Cause 8: We have only 2 fully certified Special Education FTE units designated to our campus. We are attempting to serve a Resource and Inclusion model with the students that are on our campus. In the event of an influx of Special Education students that require specialized instruction, a full time resource teacher may be needed in the future.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Due to our large percentage of students noted as economically disadvantaged (49.5%), many of our students lack resources at home that allow them to have additional academic support.

Root Cause 9: Approximately 49.5% of students at our campus are economically disadvantaged and live in homes where additional academic support is not readily available to our students.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Our Economically Disadvantaged students continue to perform below other sub-populations.

Root Cause 10: We need to continue to align our curriculum and our teaching practices.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Due to staffing limitations, our resource Math and ELAR classes contain multiple grade levels. This makes it difficult for scheduling.

Root Cause 11: While we serve an Inclusion and Resource Model of Special Education support at the Junior High School, Our Resource classes serve grades 6-8 together. This makes it difficult to ensure that all students receive grade-level curriculum for most of the class period. With the rising need for inclusion and resource support. An additional SPED teacher may be needed.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: HJH Special Education Students Approach Grade Level on approximately 30-45% of their STAAR exams.

Root Cause 12: Many of our students are functioning far below grade level, while our state assessments test students at grade level TEKs mastery. An Additional SPED Teacher dedicated to one grade level would help us address educational gaps far more effectively.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: While our students approach high levels of grade-level expectations on the STAAR test, we have struggled to maintain federal ESSA requirements for student performance regarding students meeting grade-level expectations.

Root Cause 13: Until 2022, the district did not maintain an aligned curriculum for ELAR and Math from K-12 grades. Intervention time during the school day has been used as a "break" time traditionally in Junior High and High School. Only recently has the JH started to utilize an Intervention period.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: While our 8th Grade Social Studies STAAR results increased in students meeting expectations, our approaches expectation numbers have stayed consistent at 73%.

Root Cause 14: Many of our low performers in Social Studies also struggle in Reading and Math. Most intervention work for these students is completed in the classroom instead of WIN time.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Our 7th-grade Math STAAR scores have been consistently low over the past two school years.

Root Cause 15: We have not had an aligned curriculum in grades 6-8 in this subject area. It is difficult to determine if this has been a curriculum or instruction issue.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Data-driven is needed to target specific learning gaps and to drive instruction and interventions.

Root Cause 16: We have multiple data source. We must ensure that we have and use action plans that support students and close the gaps. We will continue to use whole-group teaching versus small-group interventions that are tagged and specific to student needs (Just-in-Time vs. Targeted).

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Student growth and achievement gaps are not closing. We need to use data to make instructional decisions for daily and long-term instruction, student achievement, and to target individual student growth.

Root Cause 17: We must ensure we continuously monitor student growth and interventions in all classrooms across all grade levels. The intentionally of instruction must always be considered and action taken.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Like most districts, Hamilton ISD struggles to find certified applicants for open positions. Many of our new hires are new to the profession. Even with a teacher mentor, monitoring effectiveness and providing the much-needed consistent formal support is difficult.

Root Cause 18: Lack of personnel to support new teachers and those exiting the profession.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: PLCs need to focus on data and help drive the instruction and small group interventions based on student needs. Just-in-time interventions vs. closing-the-gap interventions are difficult to remediate.

Root Cause 19: Difficulties in having time to discuss the action steps needed. Lack of specific intervention times, grouping, and progress monitoring.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: Facilities were mentioned in the survey as needing attention.

Root Cause 20: The older building is deteriorating, and many classrooms are dealing with air conditioning and heating issues.

Problem Statement 20 Areas: Perceptions

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: SY23-24: All students will reach their academic and social potential.

Performance Objective 1: HJH will achieve an A rating. This rating will encompass accountability on testing as well as student growth measures.

High Priority

HB3 Goal

Evaluation Data Sources: Accountable domain and student achievement from assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: HJH will use standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessment, scope and sequence, integrated supports to meet the needs of all students, including special populations, and all necessary material from implementation with fidelity (HQIM reading and math)	**Formative**		
	Feb	**Apr**	**May**
Strategy's Expected Result/Impact: Students will continue to show growth and close gaps between sub-populations throughout the grade levels in reading and math due to a vertically aligned, high-quality curriculum. **Staff Responsible for Monitoring:** Curriculum director, campus principals, instructional coaches, data fellows, ESC coaches			

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional coaches will help with the internalization and implementation of HQIM. This will be funded through the TCLAS. (ESF Lever 5)	**Formative**		
	Feb	**Apr**	**May**
Strategy's Expected Result/Impact: Equity of an HQIM in Reading and Math at HJH will impact STAAR scores and other state assessment scores. **Staff Responsible for Monitoring:** Campus principal, instructional coaches, and data fellows.			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students (RBIS provided through TCLAS PK-8).	**Formative**		
	Feb	**Apr**	**May**
Strategy's Expected Result/Impact: Increased of RBIS in all classrooms PK-8. Student learning/growth will be impacted which will impact student achievement. **Staff Responsible for Monitoring:** Principals, institutional coaches, data fellows, and ESC coaches.			

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will be trained in best practices using the T-TESS accountability model.	**Formative**		
Strategy's Expected Result/Impact: Best practices will be observed, and student achievement will be impacted (SLOs). **Staff Responsible for Monitoring:** Principals	**Feb**	**Apr**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: SY23-24: All students will reach their academic and social potential.

Performance Objective 2: HJH will be proactive and responsive with student support services. We will put in place ways to identify student needs and work together to support and monitor individual progress, behavior, and mental health.

Evaluation Data Sources: Support Service documentation - counseling, mentoring, and other mental health services.

Strategy 1 Details	Formative Reviews		
Strategy 1: HJH will be trained in Capturing Kids Hearts process.	**Formative**		
Strategy's Expected Result/Impact: Social and emotional learning will be consistent across the campus.	**Feb**	**Apr**	**May**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: HJH will utilize the District Mental Health Therapist to support our students in mental health needs.	**Formative**		
Strategy's Expected Result/Impact: Support to students struggling with mental health needs. **Staff Responsible for Monitoring:** Mrs. Kolodziej **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Feb**	**Apr**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: The percentage of students achieving meets and masters on the 6th-8th Grade Reading and Math EOY STAAR assessments at Hamilton Junior High School will increase to 65% in all grade levels.

Performance Objective 1: HJH will utilize high quality instructional materials in Math and Reading to align with state TEKS and learning criteria.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR and Interim Assessments

Goal 3: Hamilton Junior High will create a culture of communication that is welcoming and engaging to parents, community, and district employees.

Performance Objective 1: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. The district will provide data systems to track pertinent school culture data (discipline referrals, attendance, and campus climate)

High Priority

Evaluation Data Sources: Discipline, attendance, teacher retention, surveys tools

Goal 3: Hamilton Junior High will create a culture of communication that is welcoming and engaging to parents, community, and district employees.

Performance Objective 2: The district provides campuses with best-practice resources and tools for engaging families, students, and staff.

    High Priority

    HB3 Goal

    Evaluation Data Sources: translation services, parent/student surveys, staff surveys, online communication structures, conferences, and social media

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to involve our Hispanic/ESL population through parent training and translation services.	**Formative**		
Strategy's Expected Result/Impact: Hispanic/ESL parent involvement/training increases and student growth in ESL population. **Staff Responsible for Monitoring:** ESL Director/Principals	**Feb**	**Apr**	**May**
Strategy 2 Details	Formative Reviews		
Strategy 2: Update, publish and implement a parent engagement plan on all campuses to foster communication and collaboration between school, parents, and community. This plan will be reviewed and revised annually and published on the HISD website with stakeholder input.	**Formative**		
Strategy's Expected Result/Impact: Increased parent engagement/involvement in HISD at all campuses **Staff Responsible for Monitoring:** Principals/Counselors	**Feb**	**Apr**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: Hamilton Junior High will create a culture of communication that is welcoming and engaging to parents, community, and district employees.

Performance Objective 3: Multiple communication strategies with families are integrated into teacher roles and responsibilities. Parent engagement opportunities will be provided at all campuses throughout the school year.

> **High Priority**

> **Evaluation Data Sources:** Conferences, surveys, parent engagement, phone calls, parent meetings.

Goal 3: Hamilton Junior High will create a culture of communication that is welcoming and engaging to parents, community, and district employees.

Performance Objective 4: Recruit widely, train, support, and retain a highly effective workforce to facilitate student success.

High Priority

HB3 Goal

Evaluation Data Sources: TIA, Teacher retention records, recruitment process, Professional Development Records, Use of RBIS in classrooms

Strategy 1 Details	Formative Reviews		
Strategy 1: Hamilton ISD will train teachers in T-TESS to create the growth model through appraisals in all students having a highly effective teacher in every classroom.	Formative		
Strategy's Expected Result/Impact: Designations, teacher growth, student performance increases **Staff Responsible for Monitoring:** Principals	**Feb**	**Apr**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will receive training in RBIS and the data fellows/ICs will track use of RBIS in classrooms.	Formative		
Strategy's Expected Result/Impact: Teacher TIA designations, effective instruction in every classroom, student performance increases on standardized tests **Staff Responsible for Monitoring:** IC/Data Fellows/ Principals **Problem Statements:** Demographics 1, 2 - Student Learning 1, 6	**Feb**	**Apr**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will use SLOs to track the effectiveness of targeted skills and monitor student growth.	Formative		
Strategy's Expected Result/Impact: Student growth on targeted skills **Staff Responsible for Monitoring:** Teachers & principals	**Feb**	**Apr**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Education teachers will receive training on determining specific needs of students and writing and evaluating PLAFF goals for students.	Formative		
Strategy's Expected Result/Impact: Special education goals are written for students based on needs and teachers are documenting progress toward those needs. **Staff Responsible for Monitoring:** SPED teachers/Principals	**Feb**	**Apr**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our Economically Disadvantaged students continue to have gaps in state assessments.   **Root Cause**: We must focus on data-driven instruction and small-group interventions to close the achievement gap.
Problem Statement 2: Our Economically Disadvantaged students continue to perform below other sub-populations.   **Root Cause**: We need to continue to align our curriculum and teaching practices.

Student Learning
Problem Statement 1: Our Economically Disadvantaged students continue to perform below other sub-populations.   **Root Cause**: We need to continue to align our curriculum and our teaching practices.
Problem Statement 6: Our 7th-grade Math STAAR scores have been consistently low over the past two school years.   **Root Cause**: We have not had an aligned curriculum in grades 6-8 in this subject area. It is difficult to determine if this has been a curriculum or instruction issue.

Goal 4: Hamilton Junior High School will ensure that campus buildings are well-maintained, safe, and conducive to learning.

Performance Objective 1: HJH staff will commit to reporting maintenance issues with the physical plant of HJH in a timely manner.

    High Priority

    Evaluation Data Sources: Teachers/Administrators

Strategy 1 Details			Formative Reviews		
Strategy 1: Utilize email to submit maintenance requests in a timely manner.			**Formative**		
Staff Responsible for Monitoring: All staff			**Feb**	**Apr**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 5: Hamilton Junior High School will train, support and retain a highly effective workforce to facilitate student success.

Performance Objective 1: HJH will engage in a Professional Learning Community cycle on campus that emphasizes pedagogical best practices in the classroom.

High Priority

Evaluation Data Sources: Administrator collection of PLC Agendas

Goal 5: Hamilton Junior High School will train, support and retain a highly effective workforce to facilitate student success.

Performance Objective 2: HJH will collect data associated with TIA to be able to subsidize effective teaching in the classroom.

HB3 Goal

Evaluation Data Sources: Designated Teachers

Title I

1.1: Comprehensive Needs Assessment

Hamilton Junior High worked alongside Hamilton ISD in participation in the Resilient Schools Support Program (RSSP). Working with a Technical Assistance Provider, our campus needs have been identified. We will utilize the data gathered from a stakeholder meeting with the HISD Board of Trustees, a parent, a teacher survey, and a performance review to help create goals for the campus. We also conducted a campus-based internal assessment by the administration to determine educational and cultural priorities for the campus.

For Hamilton Junior High School, the need for a centralized location for student support in general education and special education classrooms has been identified as a specific need for our campus. We have chosen to incorporate the content mastery program in our school to ensure that we can assist every student on campus with TEKS mastery, regardless of the content area. This program is run by a fully certified teacher working as an instructional aide administering the program.

Another need area at Hamilton Junior High School comes from the goal of 65% of our students meeting grade level expectations on all content area STAAR tests. To facilitate this goal, a qualified aide working closely with the Region 12 librarian is needed for our district to ensure that grade-level reading materials are readily available to all students on campus. Our campus aide oversees our Accelerated Reader, a reading incentive program for the campus.

2.3: Available to parents and community in an understandable format and language

Our Campus Improvement Plan will be made available to parents following acceptance from the HISD Board of Trustees.

3.1: Annually evaluate the schoolwide plan

We will meet in October 2023 to discuss and evaluate our school-wide plan.

4.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy was reviewed and distributed at our Title 1 parent meeting in August. A copy of the policy and parent compact is located in the foyer of the Junior High School at all times. We will continue to review and develop our policies on an annual basis.

4.2: Offer flexible number of parent involvement meetings

Our parent involvement is through our site base and several opportunities throughout each campus. We host opportunities for our Title 1 Planning. We host parent nights, programs, sports, lunches, and parent-teacher conferences throughout the year. Our parents can participate through the parent portal and are encouraged to monitor their child's progress throughout the year. Parents are encouraged to meet with teachers and ask questions if they need help understanding testing results or grading. Hamilton ISD supports our ESL parents with programs twice a year and also with a bilingual secretary who speaks Spanish. Hamilton ISD understands the importance of parent involvement.

5.1: Determine which students will be served by following local policy

Hamilton ISD is a Title 1 District. All our students are eligible to be served through the Title 1 program. We look at our students' needs to determine which would best qualify for supplemental Title 1 service. Our content mastery at all campuses is available to all students for extra help. We have a full-day PK program that is part of our Title 1 service and funded primarily through local funds and Title 1 funds for the teacher and the aide. Our PK program meets the needs of our economically disadvantaged and ELS/Bilingual students.

Based on STAAR results, dyslexia testing, and classroom recommendations, all our students may be served in the Title 1 supplemental program and services as needed.

Title I Personnel

Name	Position	Program	FTE
Haley Ward	Content Mastery	Content Mastery	Teacher
Tanya Guinn	Library Aide	HJH Library	Aide

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Luke Nichols	Principal
Parent	Chrissy Hopper	Parent
Parent	Dawn Johnson	Parent
Parent	Grant Lengefeld	Parent
Parent	Ashley Adams	Parent
Counselor	Kristin Summers	Counselor
Classroom Teacher	Maury Heers	Teacher
Classroom Teacher	Mary Jo Singleton	Teacher
Classroom Teacher	Chelsie Kelley	Teacher
Classroom Teacher	Abigail Padilla	Teacher
Classroom Teacher	Katie Emeyabbi	Teacher

Addendums

Comprehensive Needs Assessment

Hamilton Junior High School Spring 2023 Data

#BestSchoolinTexas

About Hamilton ISD - Region 12 ESC
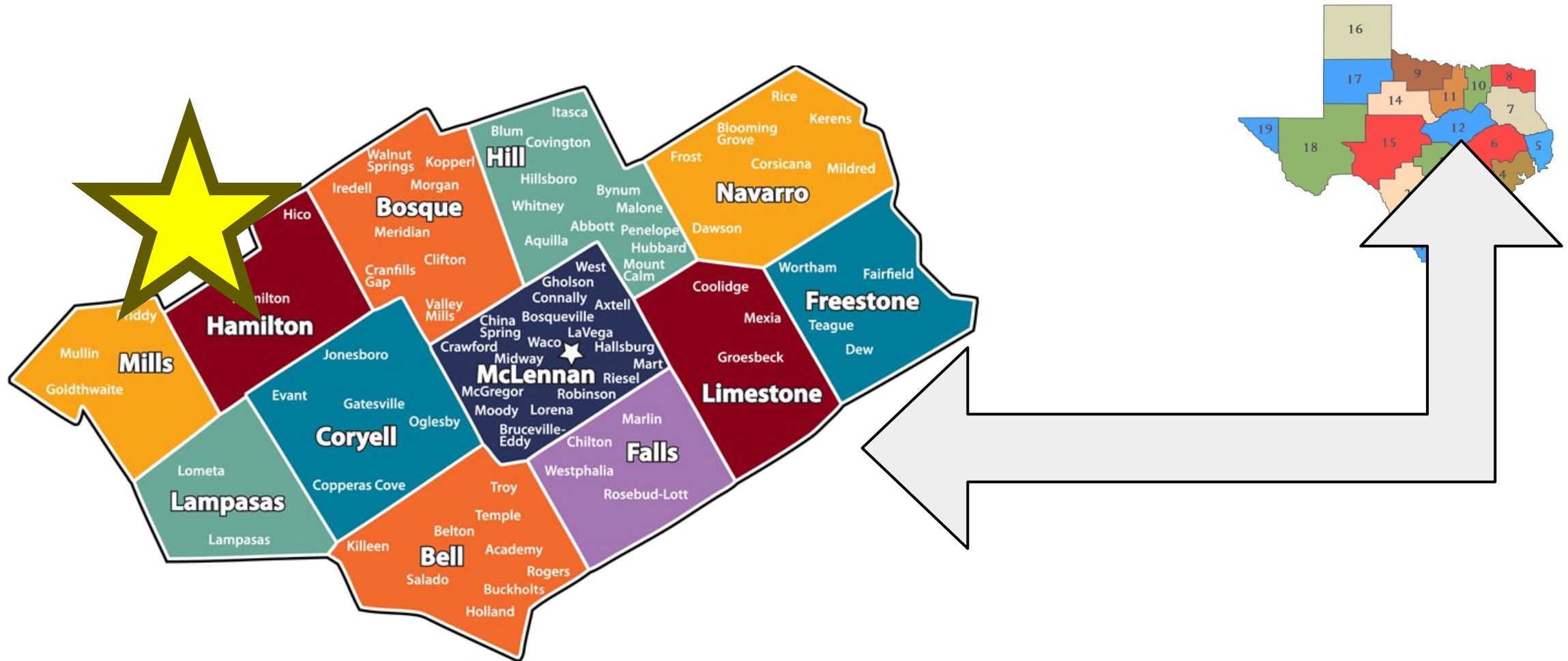
Hamilton Junior High

Grade	Enrollment
6th	58
7th	56
8th	70

TOTAL ENROLLMENT: 184

2022-2023 HJH Fall Student Demographics

Ethnicity	Count
Hawaiian/Pacific Islander	0
Asian	0
American Indian	0
African American	1
Two or More	2
Hispanic	36
White	145

Count vs. Ethnicity
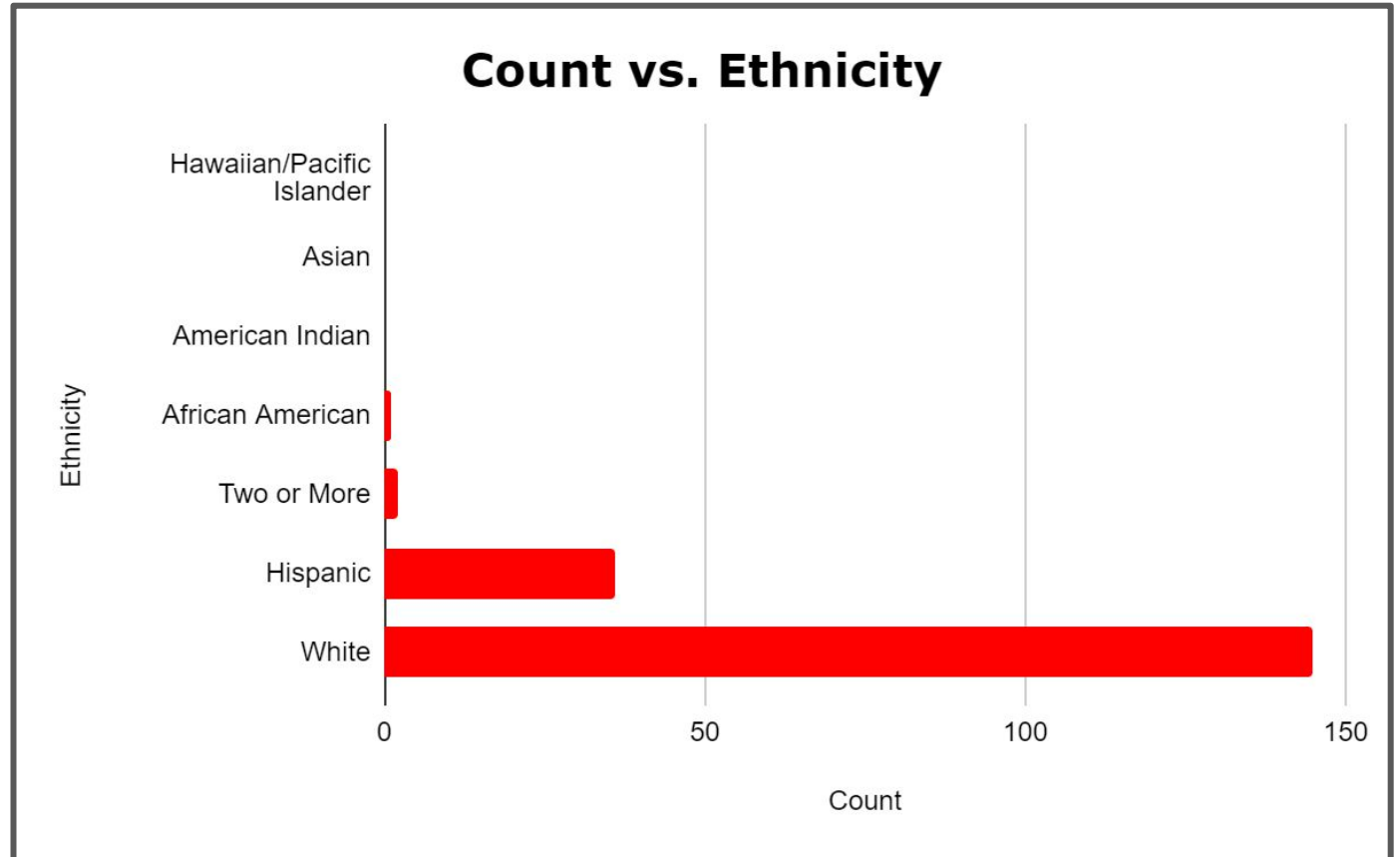
HJH Economically Disadvantaged

Ethnicity	Ethnicity of Economically Disadvantaged
Hispanic/Latino	31
White	65
Two or More	2

Ethnicity of Economically Disadvantaged

HISPANIC
31 (31.6%)

WHITE
65 (66.3%)
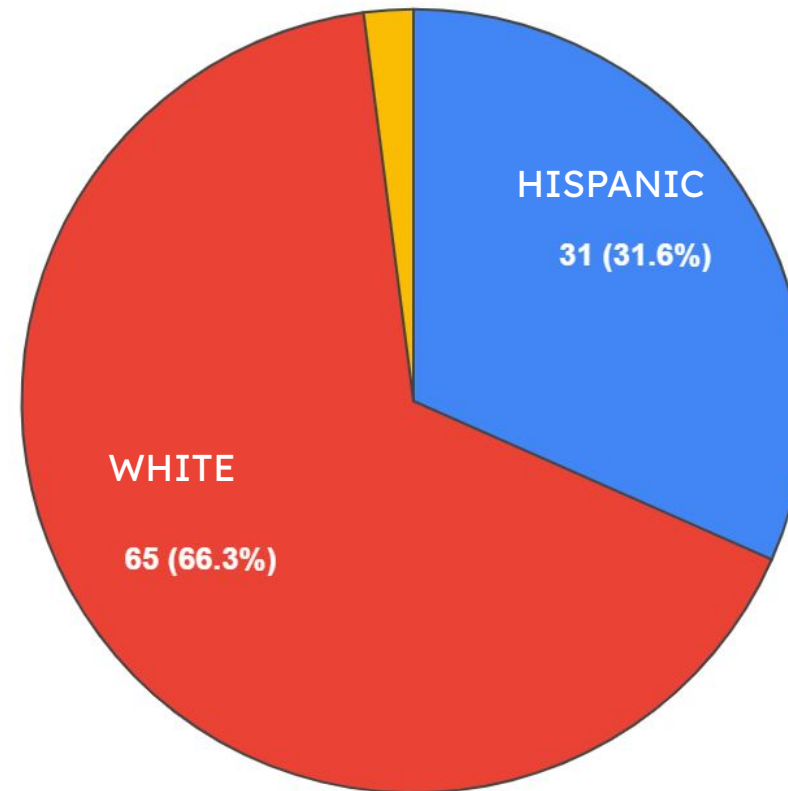
HJH 2022-2023 Special Populations

6th Grade STAAR Spring 2022

21-22 6th Grade Reading

- 15.5% — Did Not Meet Grade Level
- 22.4% — Approaches Grade Level
- 31% — Meets Grade Level
- 31% — Masters Grade Level

READING

21-22 6th Grade Math

- 13.8% — Did Not Meet Grade Level
- 27.6% — Approaches Grade Level
- 27.6% — Meets Grade Level
- 31% — Masters Grade Level

MATH

7th Grade STAAR Spring 2022

21-22
7th Grade
Reading

- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

17.9%
13.4%
20.9%
47.8%

21-22
7th Grade
Math

- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

23.9%
28.4%
28.4%
19.4%

READING

MATH

8th Grade STAAR Spring 2022
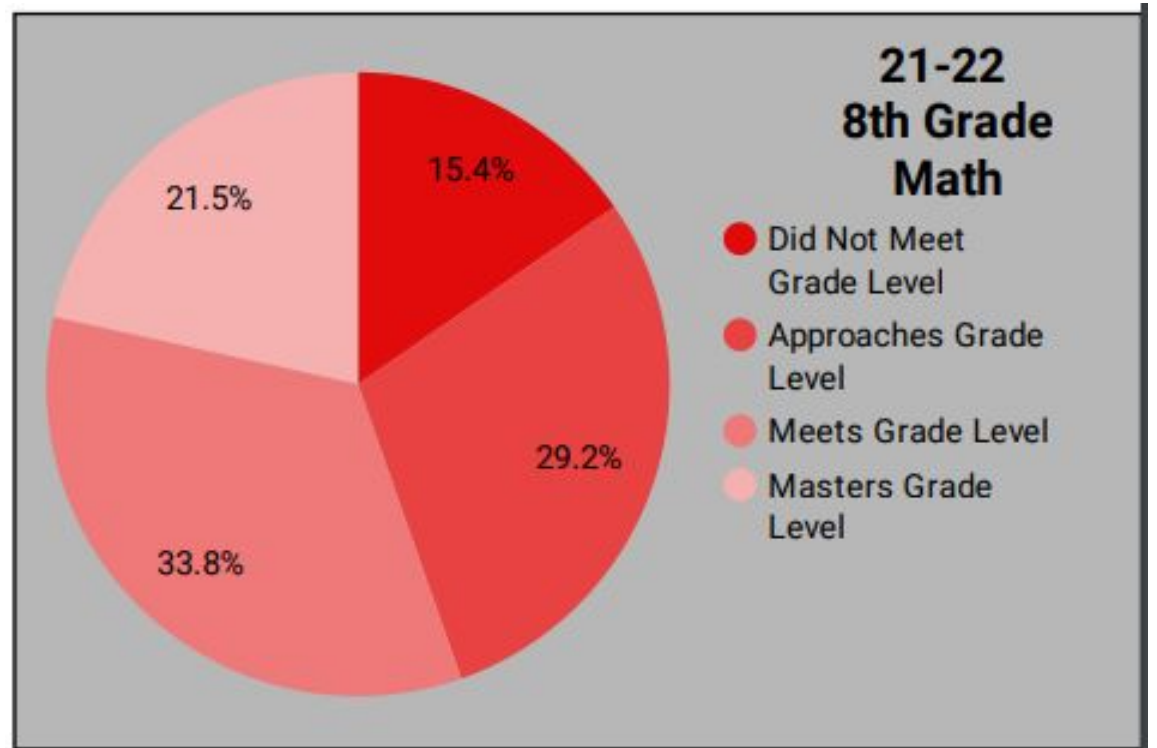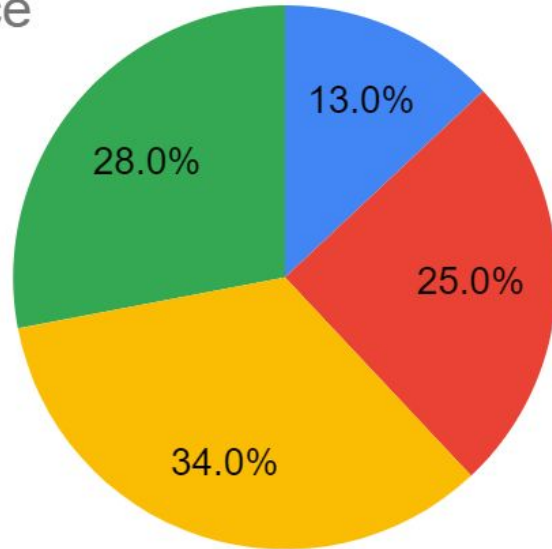
21-22 8th Grade Reading

- 11.3%
- 16.9%
- 53.5%
- 18.3%

Legend:
- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

READING

21-22 8th Grade Math

- 15.4%
- 21.5%
- 29.2%
- 33.8%

Legend:
- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level
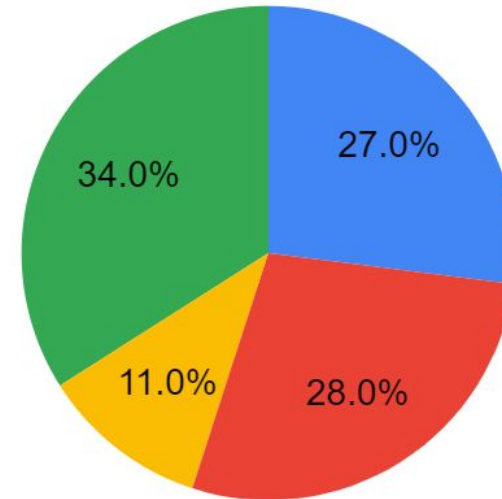
MATH

Grade Equivalent
Ren 360 Reading
Beginning of Year and
Middle of Year

BOY GE   MOY GE

Grade	BOY GE	MOY GE
1	0.8	1.25
2	1.85	2.45
3	3.23	3.6
4	3.5	3.7
5	4.1	4.7
6	5	5.3
7	5.7	5.8
8	5.8	6.6
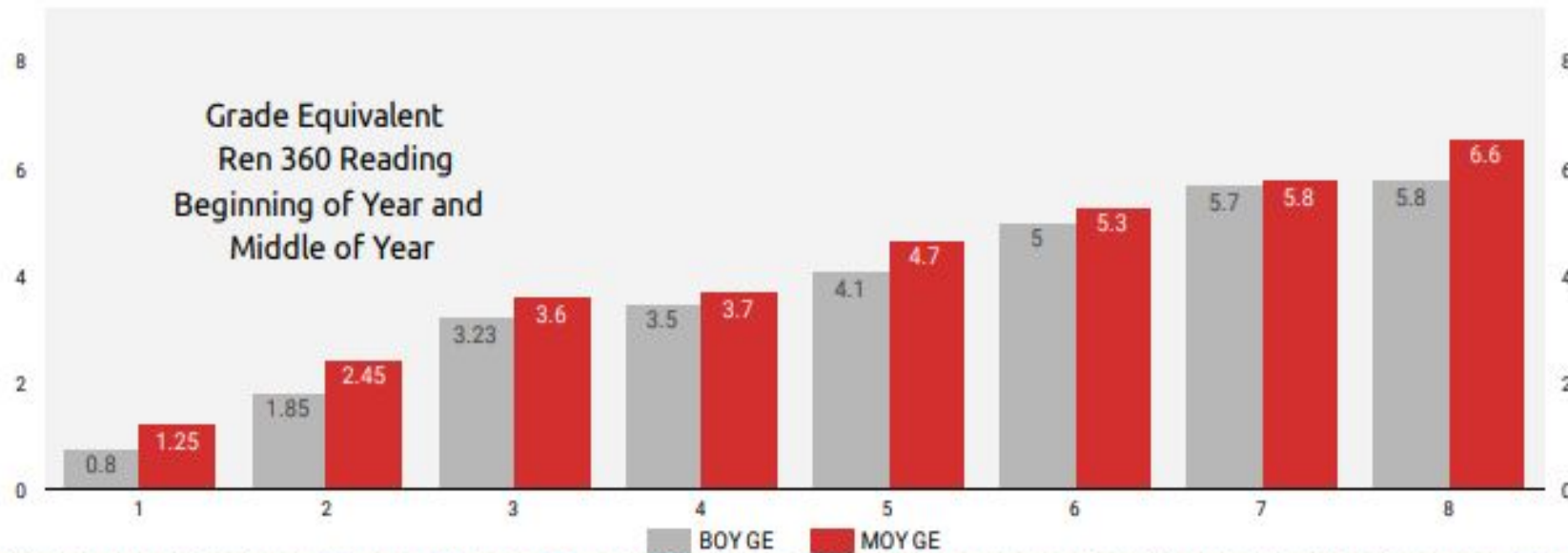
Grade Equivalent
Ren 360 Math
Beginning of Year and
Middle of Year

BOY GE   MOY GE

Grade	BOY GE	MOY GE
1	1	1.85
2	2.18	2.6
3	3.48	4
4	3.7	4.2
5	4.7	5.2
6	5.8	5.7
7	6.6	7.4
8	7.3	8.1
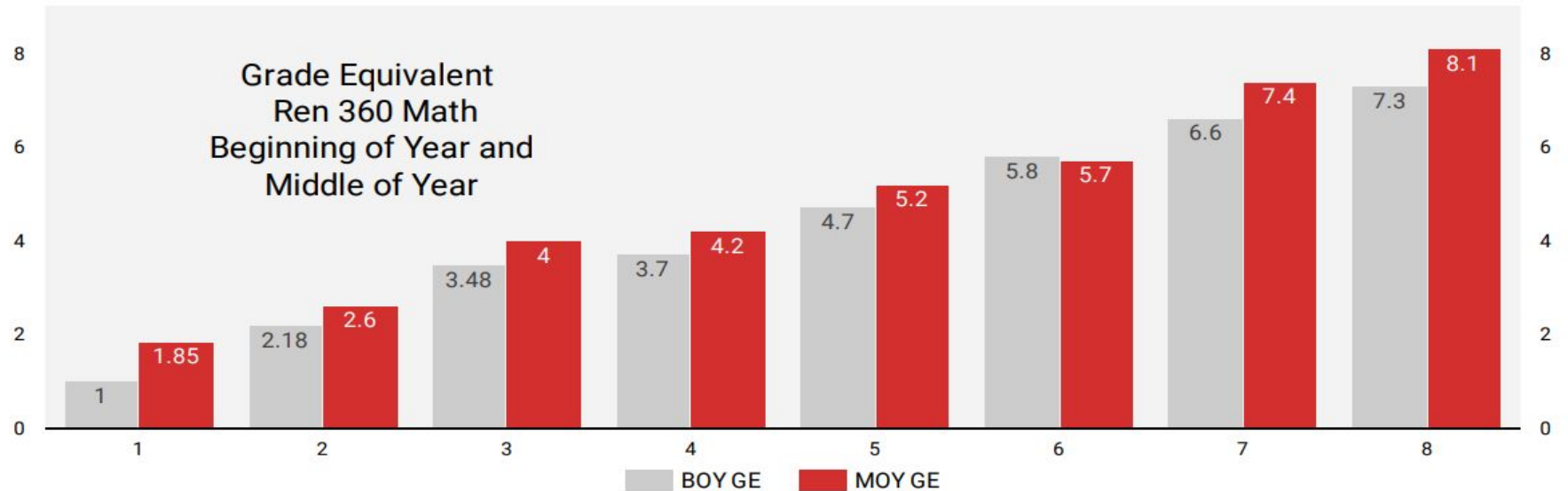
6th Grade Interim Testing and Through the Year Assessments

Date	Assessment	Likely Did Not Meet	Likely Approaches	Likely Meets	Likely Masters	Meets & Masters
Fall	6th Reading Interim	30%	32%	18%	20%	38%
Spring	6th Reading Interim	26%	33%	21%	18%	39%
Fall	6th Math TTYA	43%	51%	6%	0%	6%
Winter	6th Math TTYA	36%	54%	9%	2%	11%
Spring	6th Math TTYA	26%	50%	15%	9%	24%

7th Grade Interim Testing and Through the Year Assessments

Date	Assessment	Likely Did Not Meet	Likely Approaches	Likely Meets	Likely Masters	Meets & Masters
Fall	7th Reading	29%	34%	20%	17%	37%
Spring	7th Reading	18%	28%	23%	31%	54%
Fall	7th Math TTYA	40%	43%	13%	4%	17%
Winter	7th Math TTYA	39%	41%	15%	6%	21%
Spring	7th Math TTYA	37%	35%	25%	2%	27%

8th Grade Interim Testing and Through the Year Assessments

Date	Assessment	Likely Did Not Meet	Likely Approaches	Likely Meets	Likely Masters	Meets & Masters
Fall	8th Reading Interim	27%	30%	23%	20%	43%
Spring	8th Reading Interim	17%	31%	25%	27%	52%
Fall	8th Grade Math Interim	43%	34%	21%	2%	23%
Spring	8th Grade Math Interim	40%	29%	27%	4%	31%
Fall	Social Studies TTYA	47%	32%	14%	8%	22%
Winter	Social Studies TTYA	51%	32%	8%	10%	18%
Spring	Social Studies TTYA	35%	37%	14%	14%	28%
Winter	8th Science	44%	27%	13%	9%	22%

The Outcome

It is only through change that we grow...

Contact Us

Questions?

Dr. Harper Steward
Superintendent

Jennifer Zschiesche
Assistant Superintendent

Gina Poe
High School Principal

Luke Nichols
Junior High Principal

James Slone
Ann Whitney Elementary Principal

Ren360 Star Reading and Math Assessments Data 2023-2024

Our district provides Renaissance 360 Star Assessments for grades 1-8. We collect data with the same assessment instruments in each grade in order to make better comparisons, both from beginning of the year to end of the year and across grade levels.

Ann Whitney Elementary and Hamilton Junior High utilize Renaissance 360 assessments three times each year. In 2022-2023, we began conducting these assessments in grades 1-8 at the beginning of the year (BOY), middle of the year (MOY), and at the end of the school year. Data is collected across grade levels in math and reading and compared to previous years' results.

Ren360 Reading

Grade Equivalent Previous Year End of Year and Grade Equivalent Beginning of Year 2023 Comparison

Hamilton Independent School District

GRADE	1	2	3	4	5	6	7	8
GE Previous Year EOY		2.0	2.7	4.2	4.3	5.4	6.3	7.3
GE BOY 2023	0.9	1.4	2.9	4.4	4.5	5.1	4.8	5.7

GE Previous Year EOY   GE BOY 2023

Hamilton
Independent School District
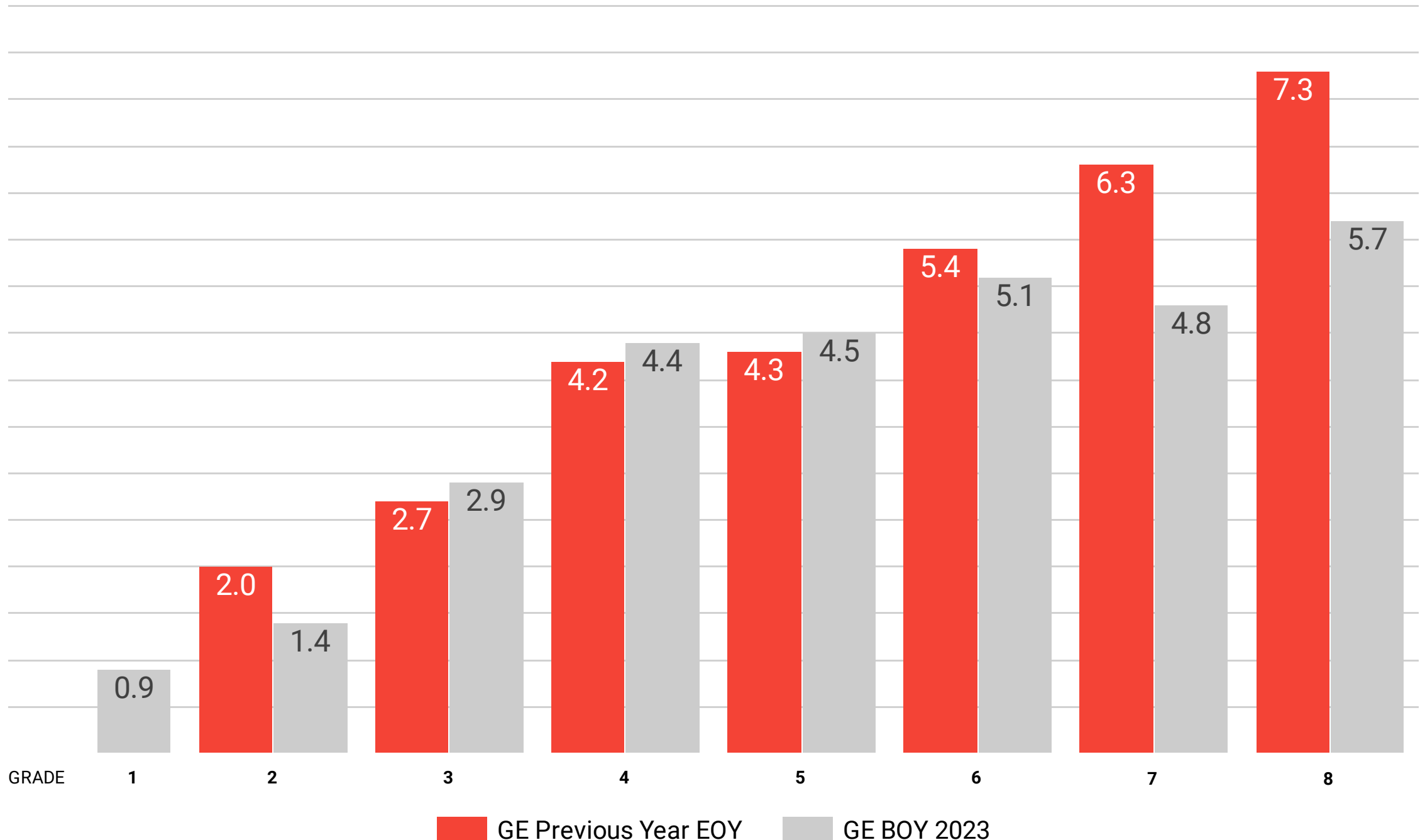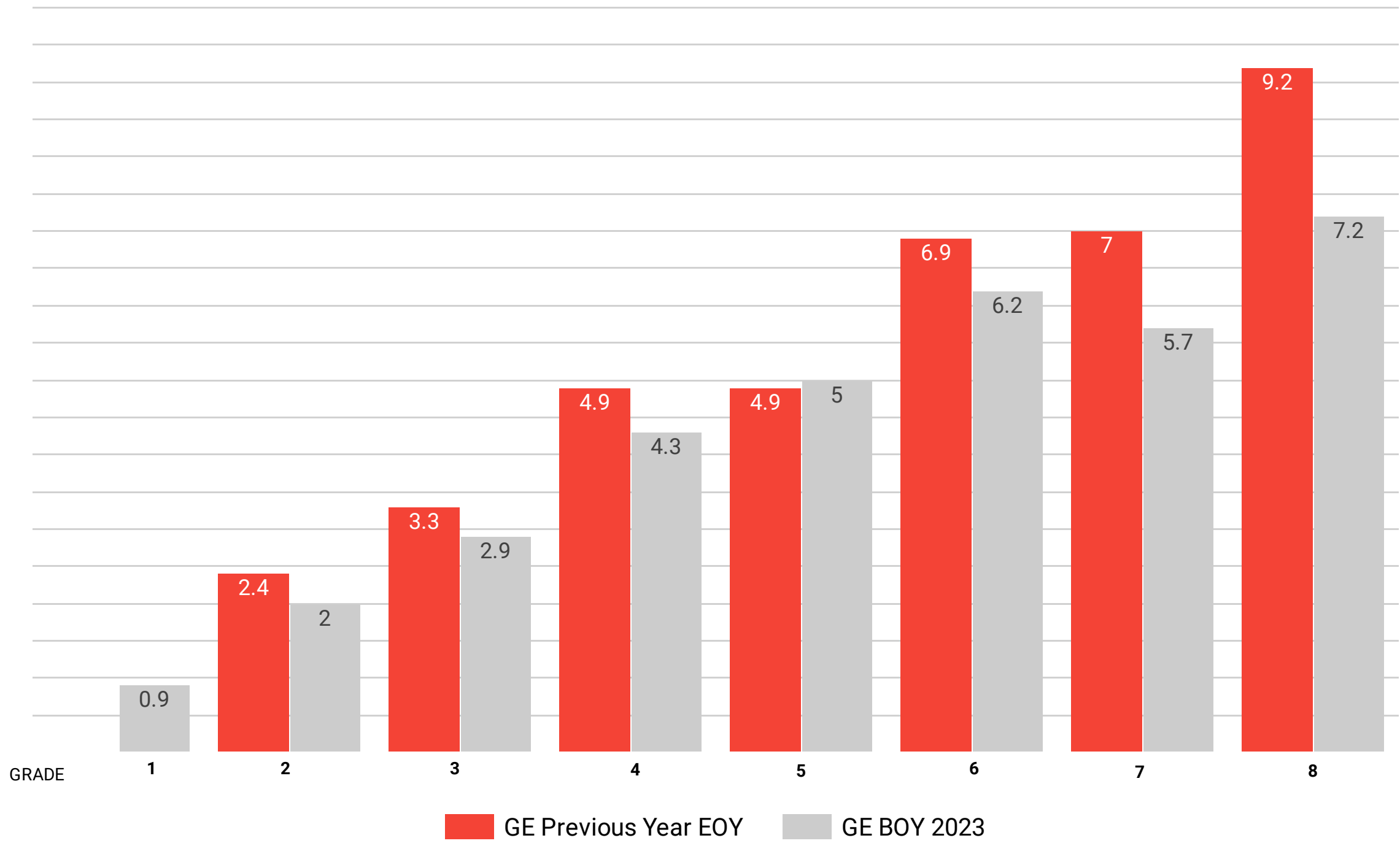
STAAR Comparison
6th Grade Reading
Spring 2022 and Spring 2023

6th Grade Reading STAAR Spring 2022

- 15.5% — Did Not Meet Grade Level
- 22.4% — Approaches Grade Level
- 31% — Meets Grade Level
- 31% — Masters Grade Level

6th Grade Reading STAAR Spring 2023

- 25.4% — Did Not Meet Grade Level
- 23.7% — Approaches Grade Level
- 35.6% — Meets Grade Level
- 15.3% — Masters Grade Level

In the **spring of 2022**, students took the STAAR test with a paper copy.
Questions were mostly multiple choice with a few gridable responses in math.

In the **spring of 2023**, the test was changed to an online version for students. In addition, the question types changed. Students had short constructive responses, constructive responses, and multiple-choice questions. *Many different factors need to be considered when making comparisons.*

Hamilton
Independent School District

6th Grade Math STAAR Spring 2022

- 13.8% — Did Not Meet Grade Level
- 27.6% — Approaches Grade Level
- 27.6% — Meets Grade Level
- 31% — Masters Grade Level

6th Grade Math STAAR Spring 2023

- 22% — Did Not Meet Grade Level
- 39% — Approaches Grade Level
- 30.5% — Meets Grade Level
- 8.5% — Masters Grade Level

In the spring of 2022, students took the STAAR test with a paper copy. Questions were mostly multiple choice with a few griddable responses in math.

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Hamilton
Independent School District

7th Grade Reading STAAR Spring 2022

- 17.9% Did Not Meet Grade Level
- 13.4% Approaches Grade Level
- 20.9% Meets Grade Level
- 47.8% Masters Grade Level

Legend:
- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

7th Grade Reading STAAR Spring 2023

- 19.3% Did Not Meet Grade Level
- 19.3% Approaches Grade Level
- 33.3% Meets Grade Level
- 28.1% Masters Grade Level

Legend:
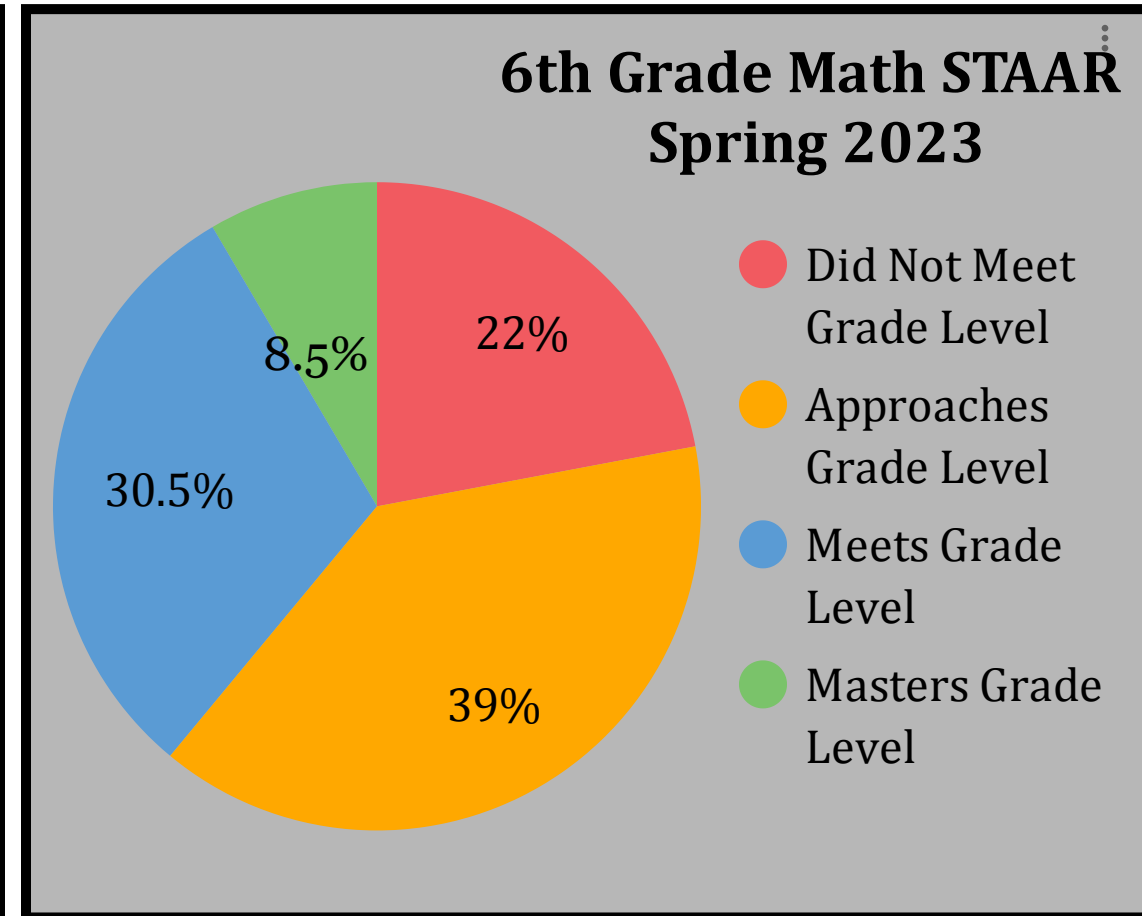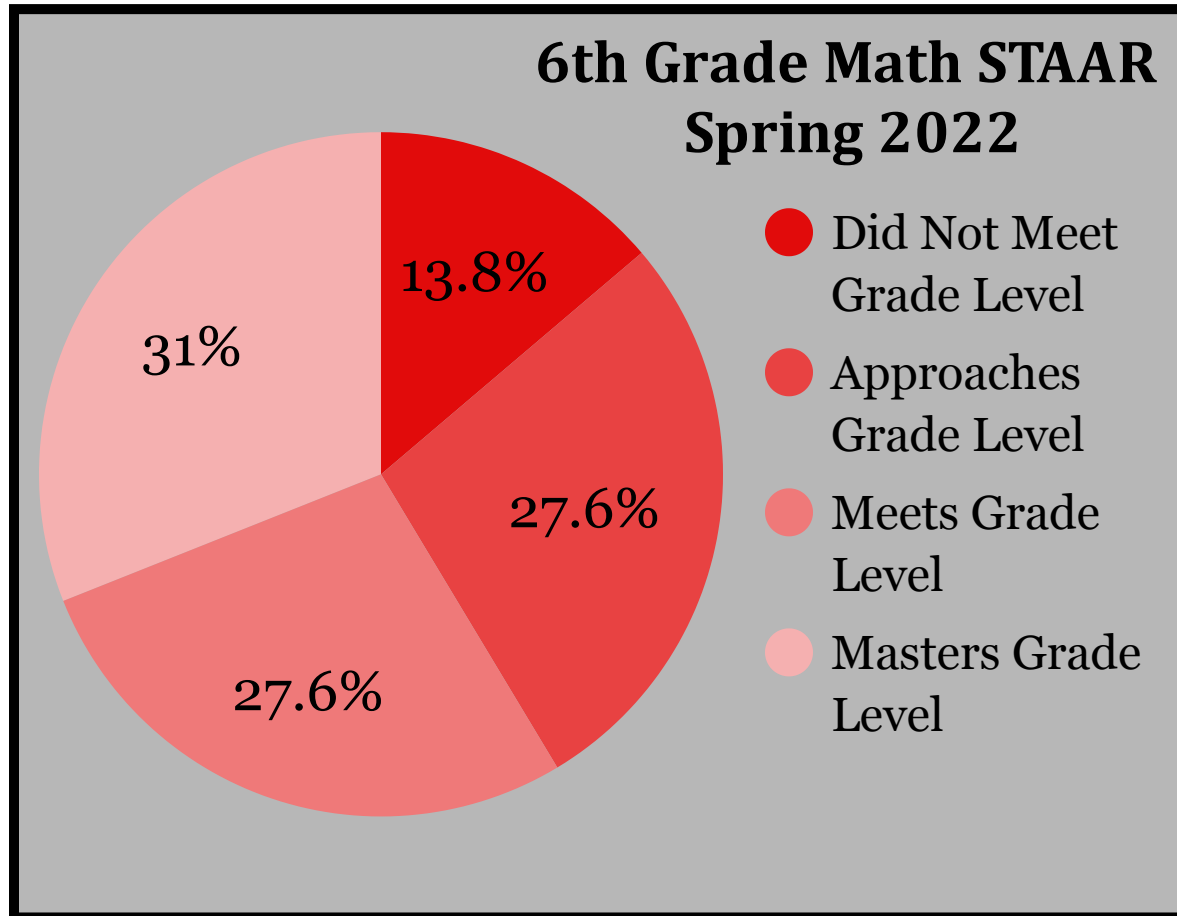- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

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Hamilton
Independent School District

7th Grade Math STAAR Spring 2022

- 23.9% Did Not Meet Grade Level
- 28.4% Approaches Grade Level
- 28.4% Meets Grade Level
- 19.4% Masters Grade Level

7th Grade Math STAAR Spring 2023

- 22.8% Did Not Meet Grade Level
- 36.8% Approaches Grade Level
- 35.1% Meets Grade Level
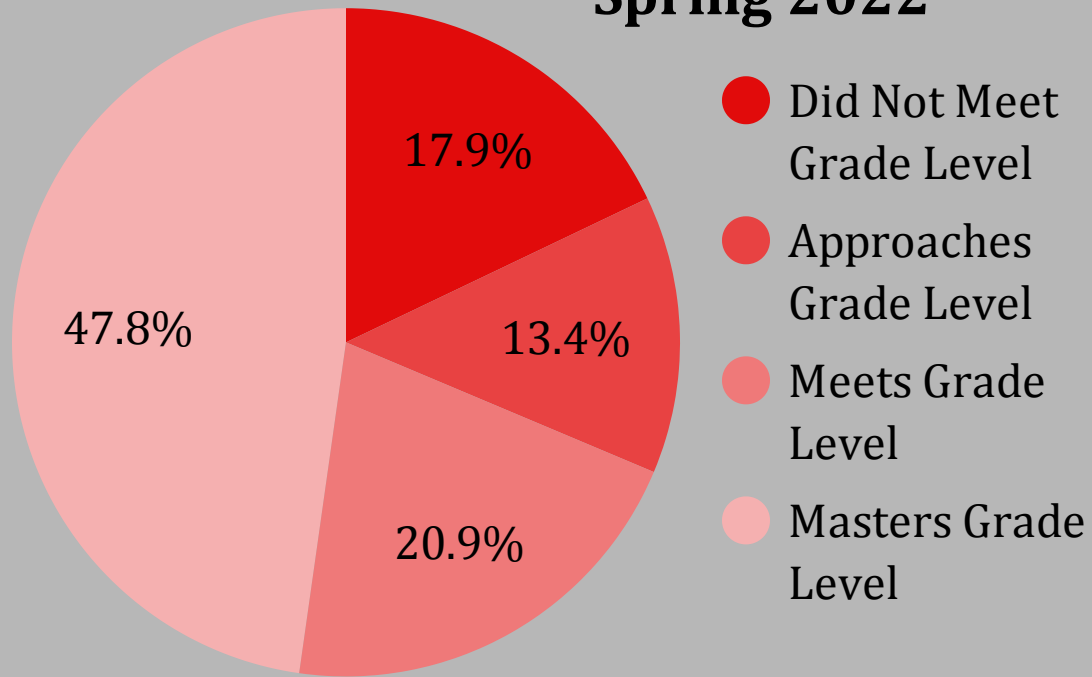- 5.3% Masters Grade Level

In the spring of 2022, students took the STAAR test with a paper copy. Questions were mostly multiple choice with a few griddable responses in math.
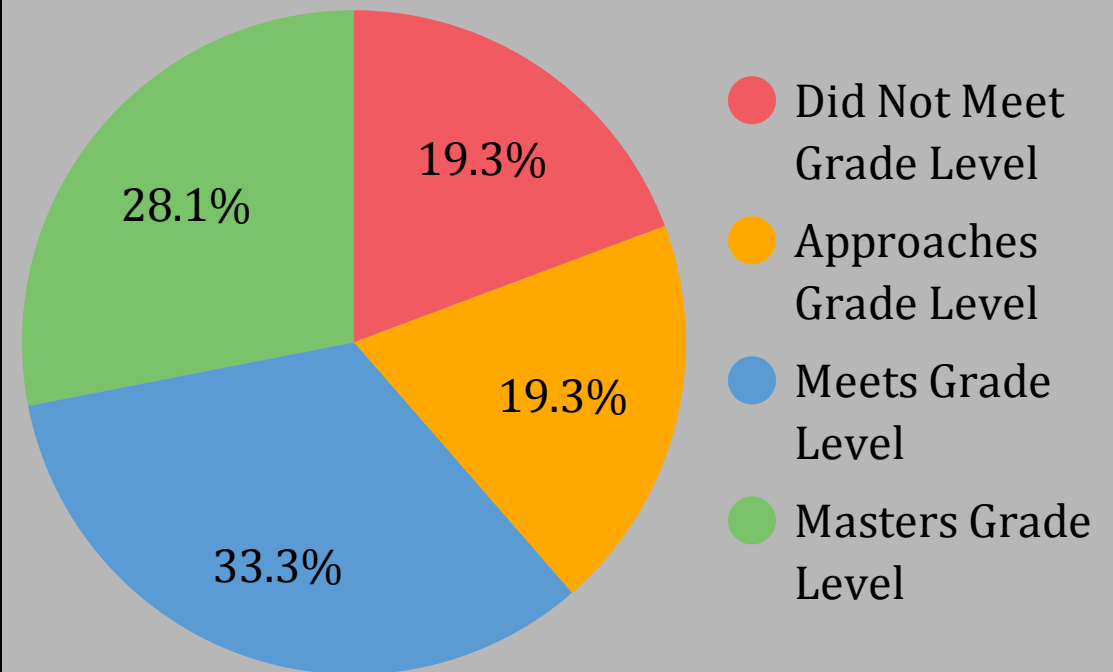
In the spring of 2023, the test was changed to an online version for students. In addition, the question types changed. Students had short constructive responses, constructive responses, and multiple-choice questions. Many different factors need to be considered when making comparisons.

Hamilton
Independent School District

STAAR Comparison
8th Grade Reading
Spring 2022 and Spring 2023

8th Grade Reading STAAR Spring 2022

- 11.3%
- 16.9%
- 53.5%
- 18.3%

- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

8th Grade Reading STAAR Spring 2023

- 11.1%
- 36.1%
- 25%
- 27.8%

- Did Not Meet Grade Level
- Approaches Grade Level
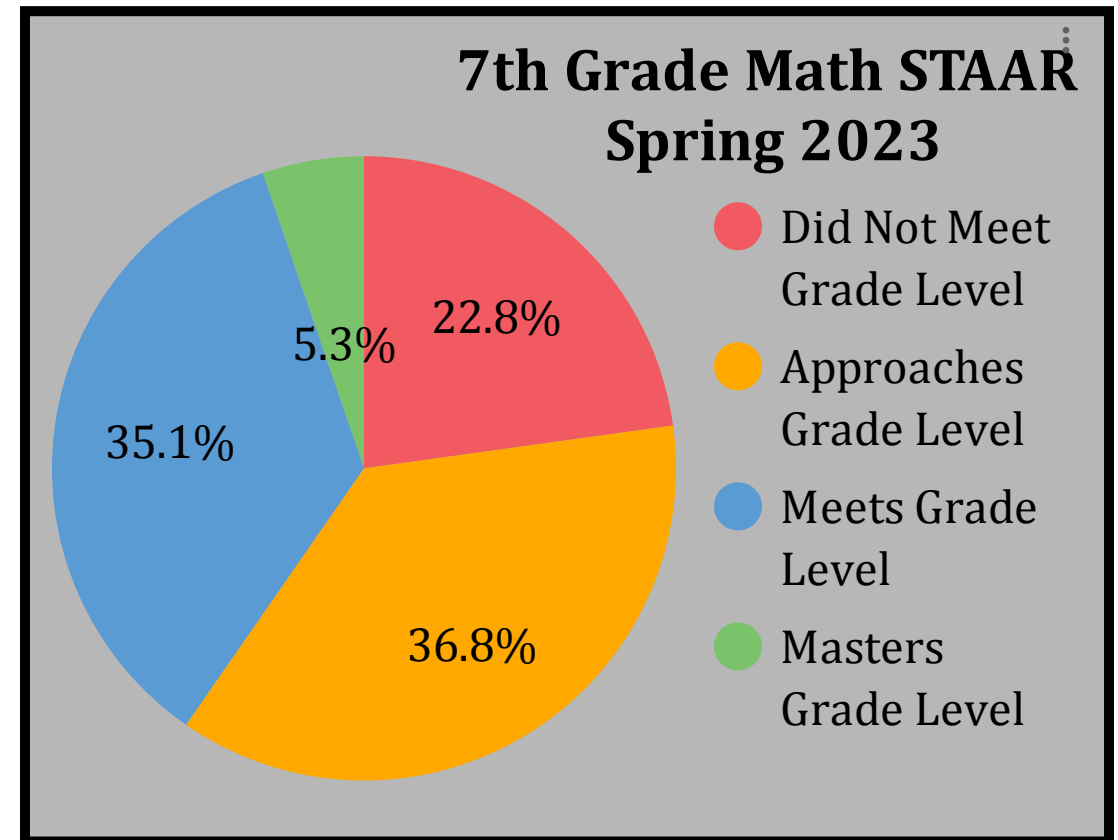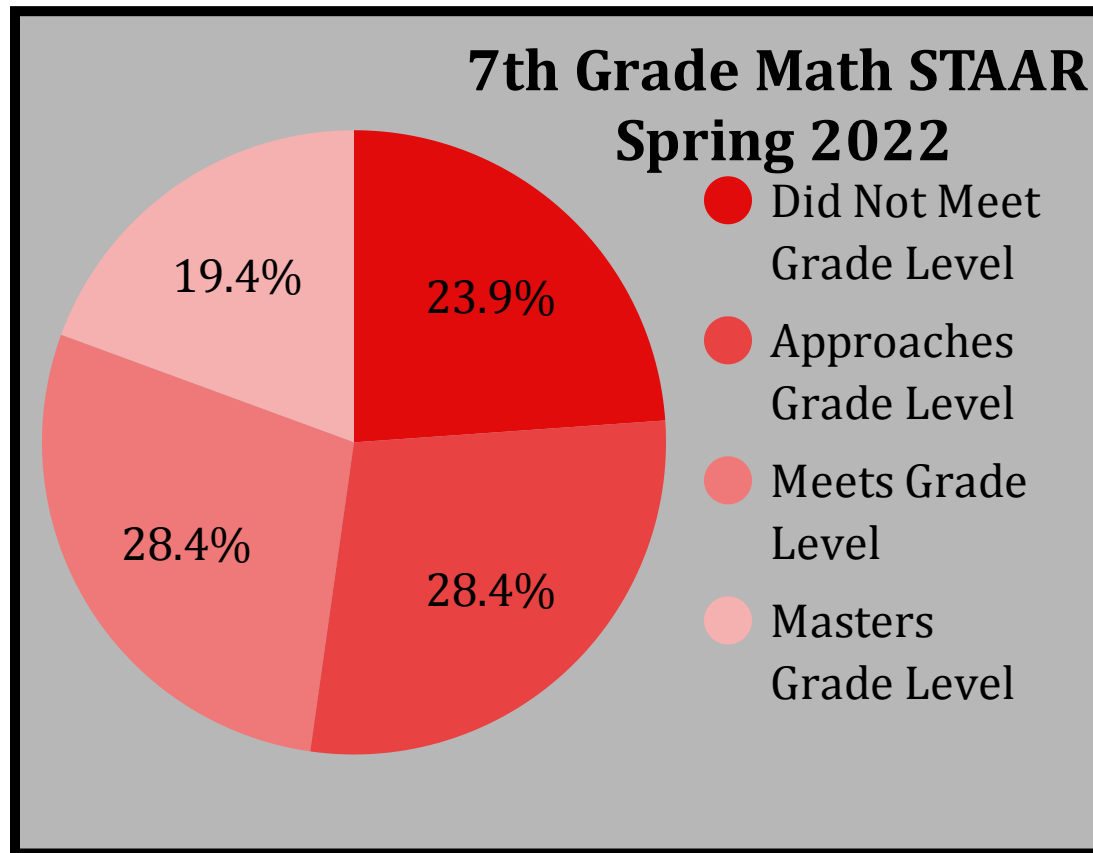- Meets Grade Level
- Masters Grade Level

In the spring of 2022, students took the STAAR test with a paper copy. Questions were mostly multiple choice with a few griddable responses in math.

In the spring of 2023, the test was changed to an online version for students. In addition, the question types changed. Students had short constructive responses, constructive responses, and multiple-choice questions. Many different factors need to be considered when making comparisons.

![Hamilton Independent School District logo]

Hamilton
Independent School District

8th Grade Math STAAR Spring 2022

- 15.4% Did Not Meet Grade Level
- 29.2% Approaches Grade Level
- 33.8% Meets Grade Level
- 21.5% Masters Grade Level

8th Grade Math STAAR Spring 2023

- 11.1% Did Not Meet Grade Level
- 25% Approaches Grade Level
- 27.8% Meets Grade Level
- 36.1% Masters Grade Level

In the spring of 2022, students took the STAAR test with a paper copy. Questions were mostly multiple choice with a few griddable responses in math.

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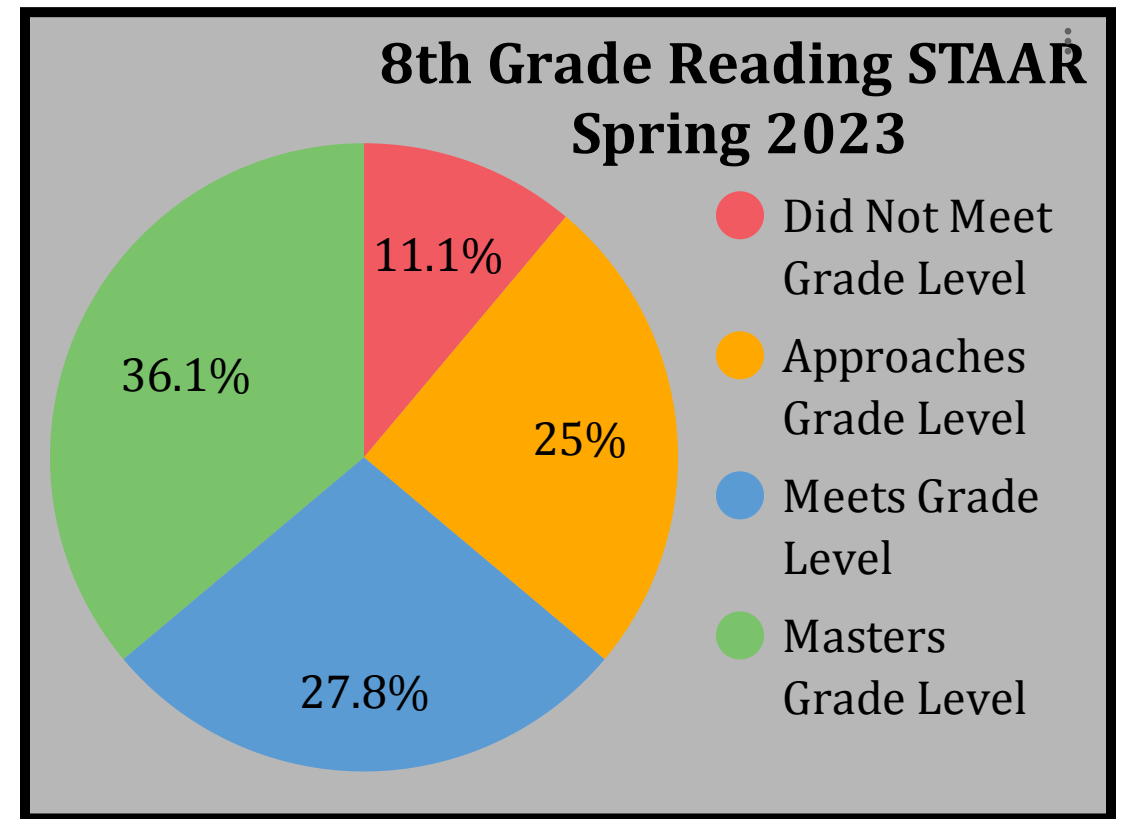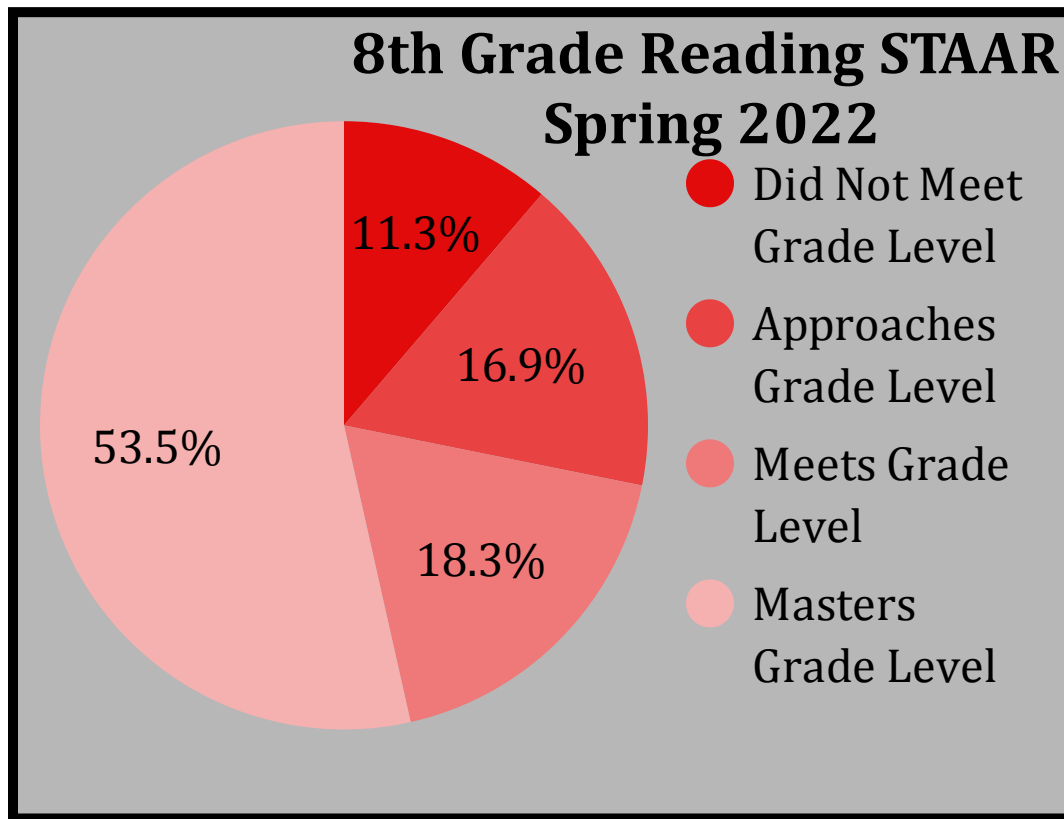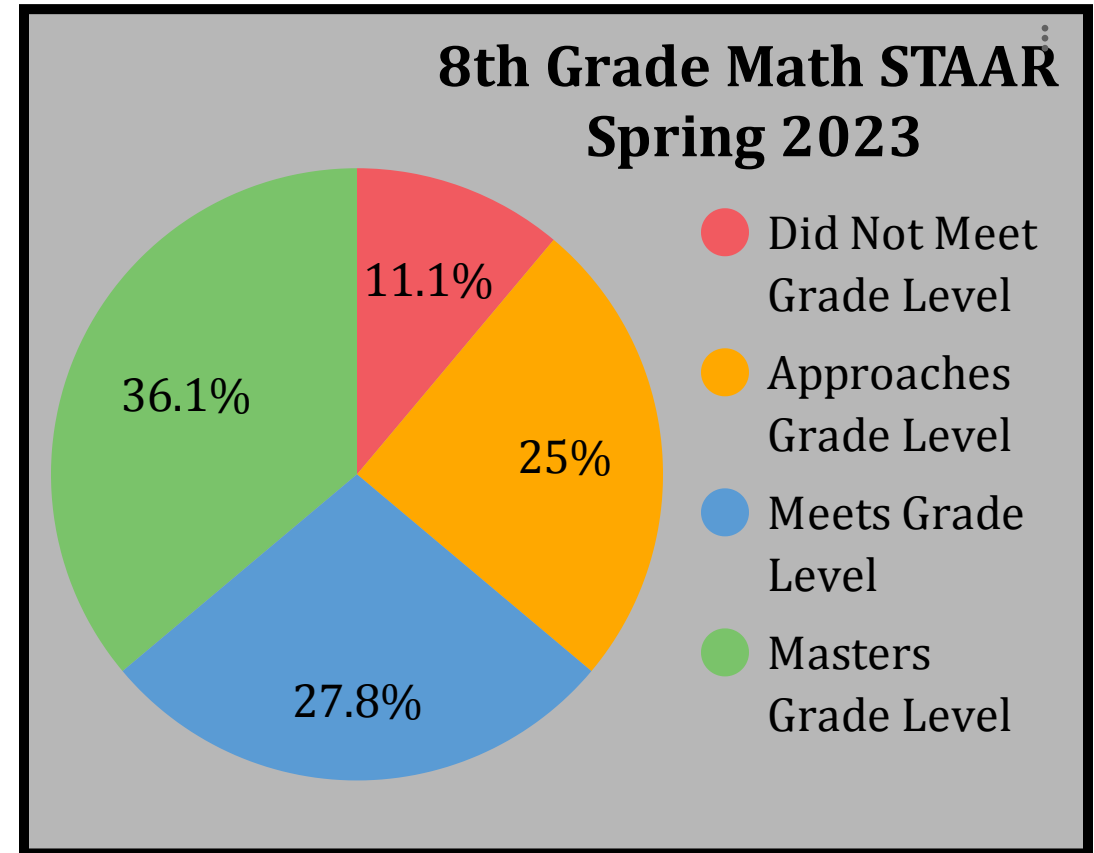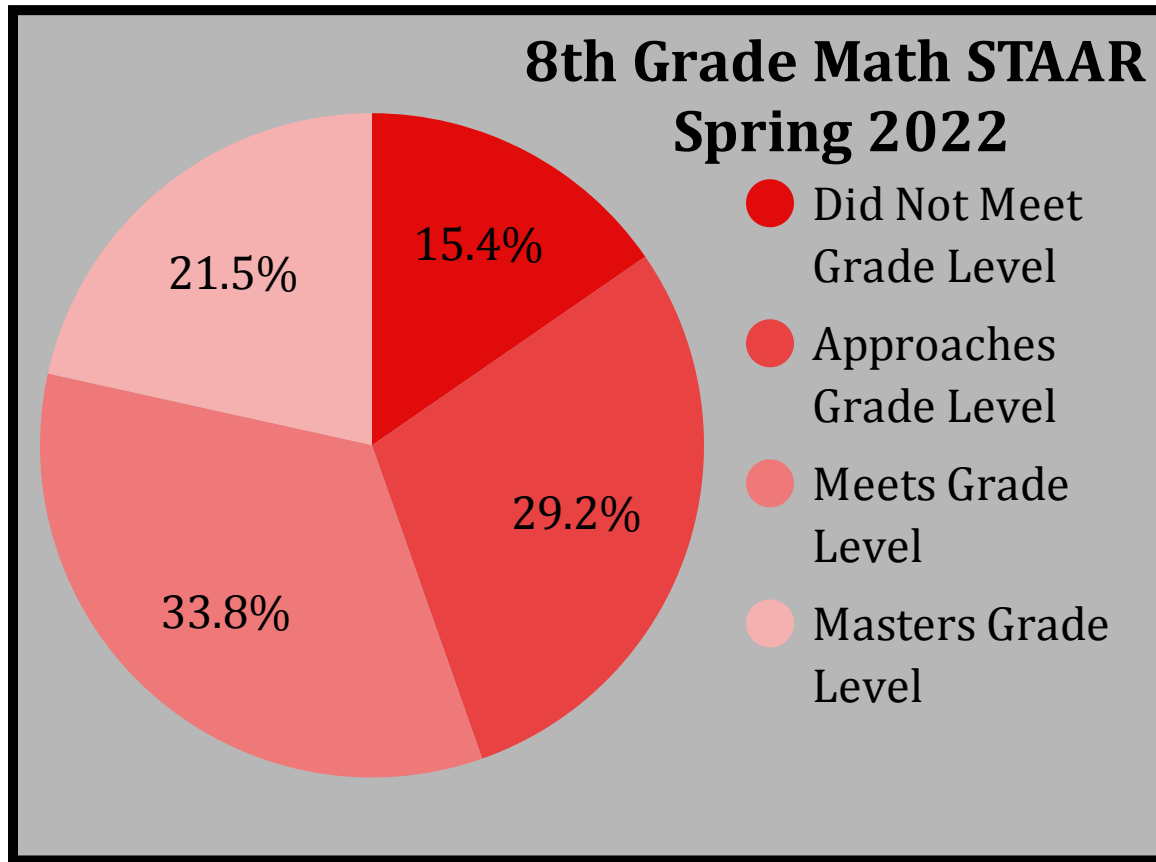
STAAR Comparison
8th Grade Science
Spring 2022 and Spring 2023

Hamilton
Independent School District

8th Grade Science STAAR Spring 2022

- 5.1%
- 20.6%
- 41.7%
- 32.6%

Legend:
- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

8th Grade Science STAAR Spring 2023

- 6%
- 27.8%
- 38.9%
- 27.8%

Legend:
- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

In the spring of 2022, students took the STAAR test with a paper copy. Questions were mostly multiple choice with a few griddable responses in math.

In the spring of 2023, the test was changed to an online version for students. In addition, the question types changed. Students had short constructive responses, constructive responses, and multiple-choice questions. Many different factors need to be considered when making comparisons.
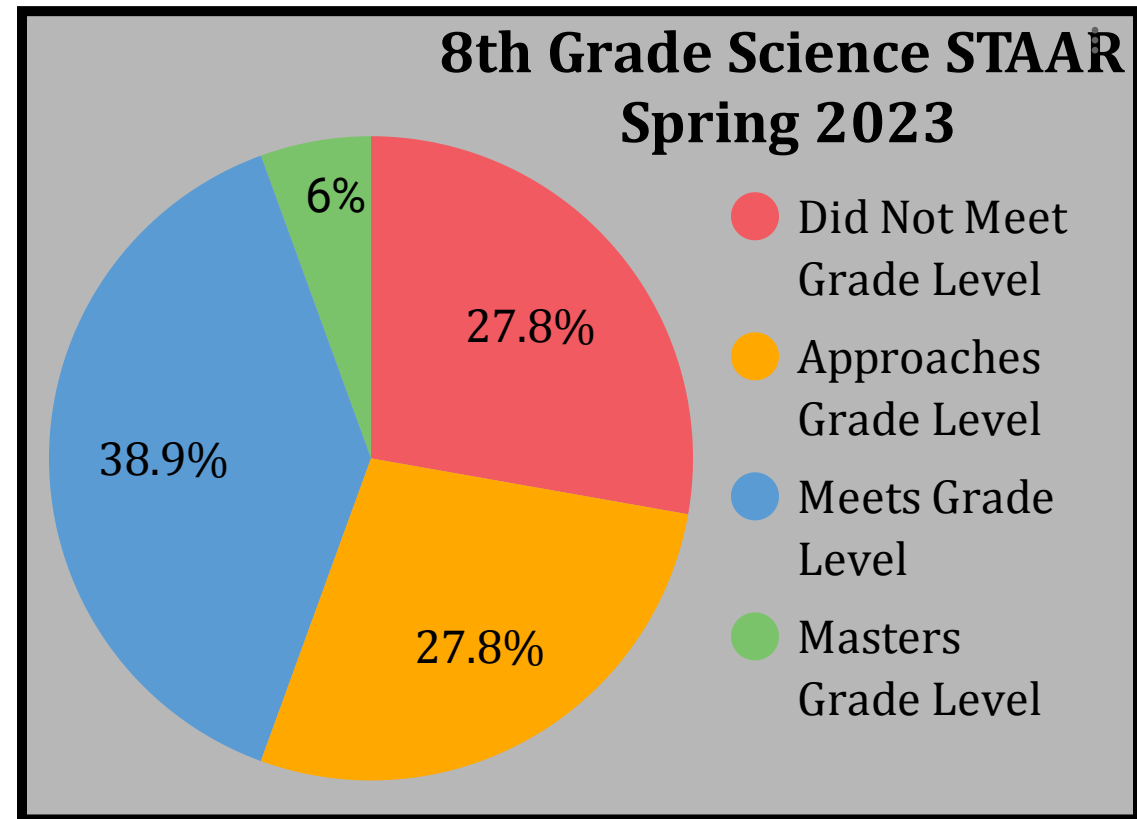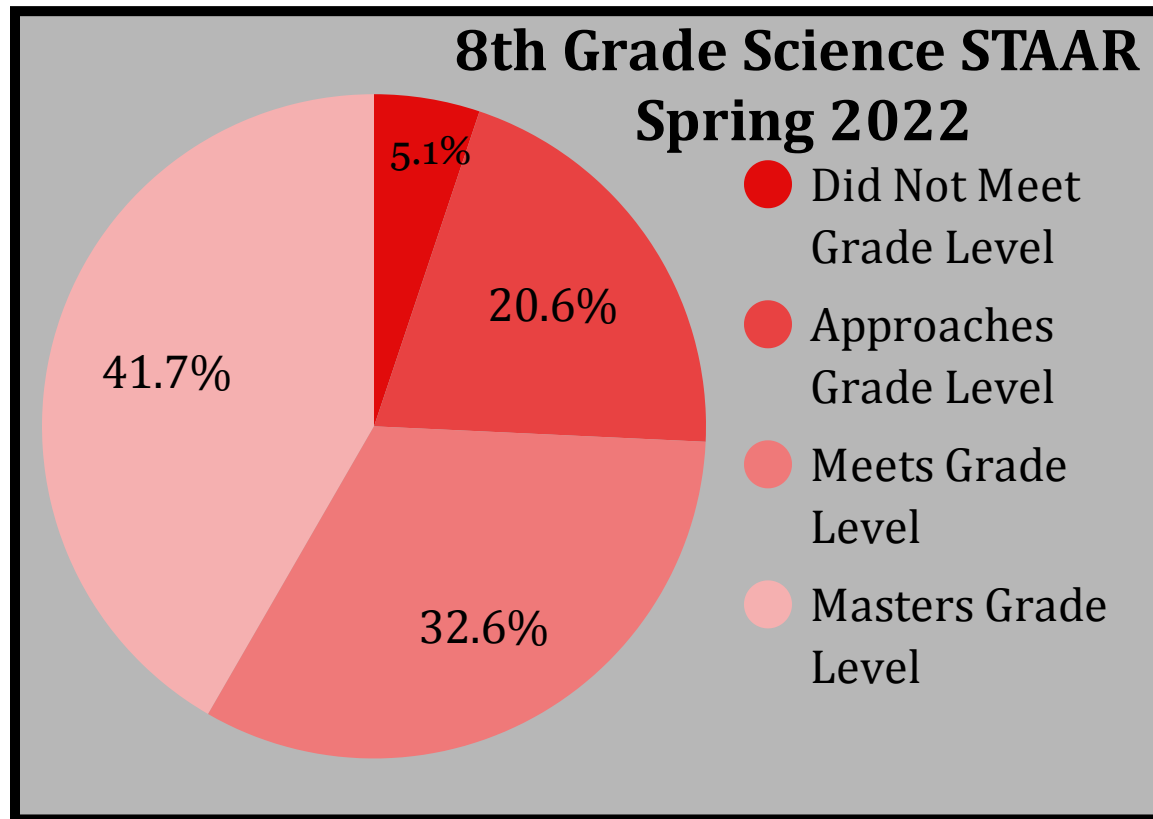
Hamilton
Independent School District

STAAR Comparison
8th Grade Social Studies
Spring 2022 and Spring 2023

8th Grade Social Studies STAAR Spring 2022

- Did Not Meet Grade Level
- Approaches Grade Level
- Meets Grade Level
- Masters Grade Level

29.6%
29.6%
11.3%
29.6%

8th Grade Social Studies STAAR Spring 2023

- Did Not Meet Grade Level
- Meets Grade Level
- Approaches Grade Level
- Masters Grade Level

22.2%
27.8%
30.6%
19.4%

In the spring of 2022, students took the STAAR test with a paper copy. Questions were mostly multiple choice with a few griddable responses in math.

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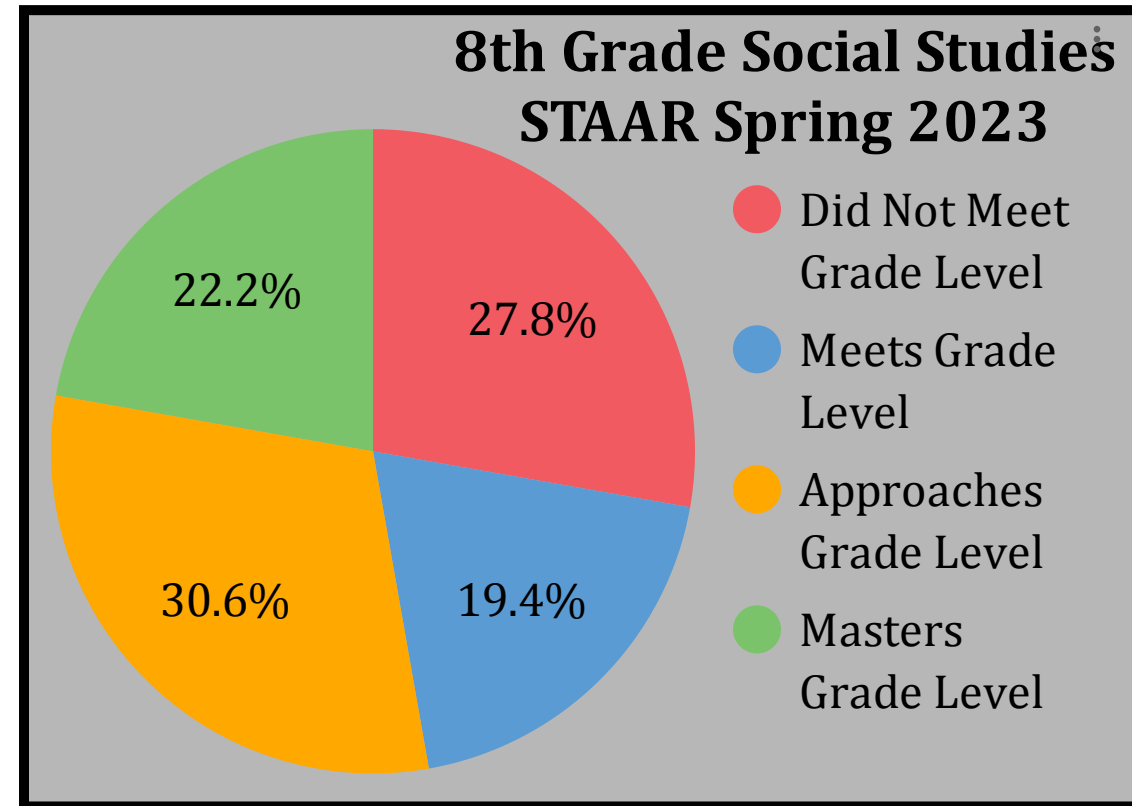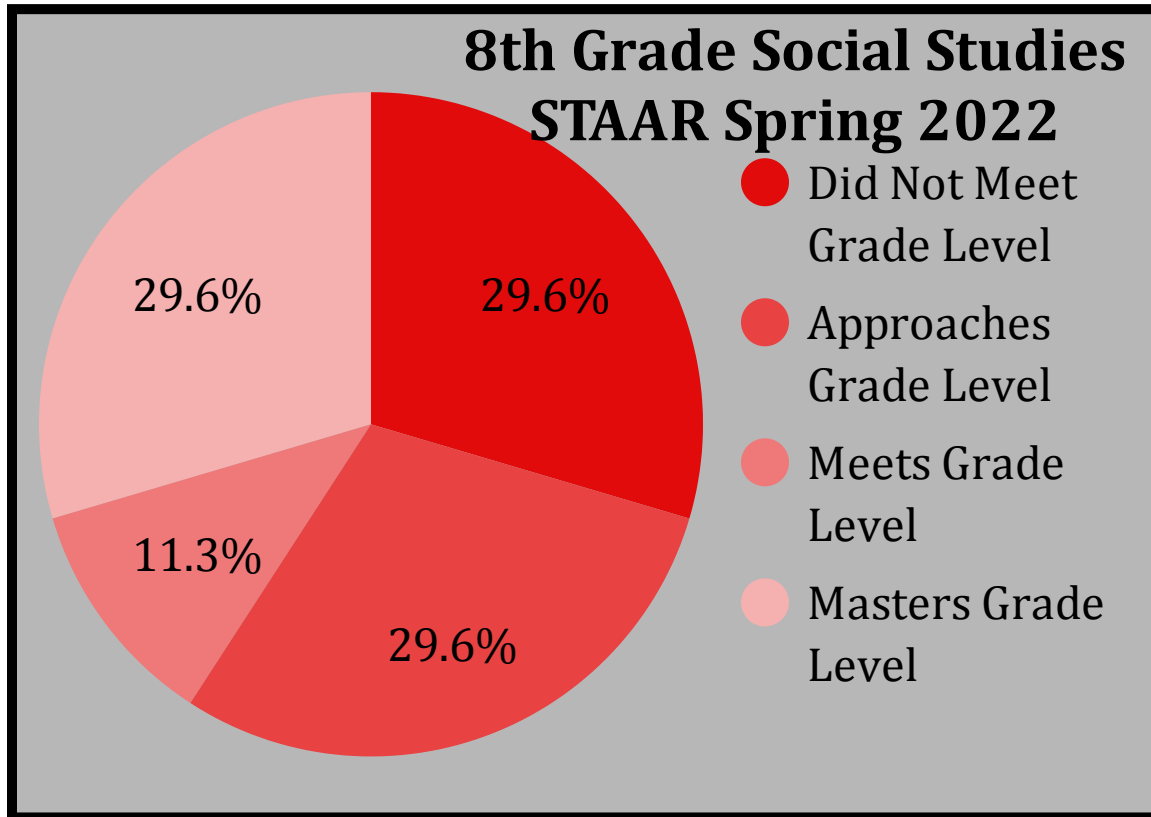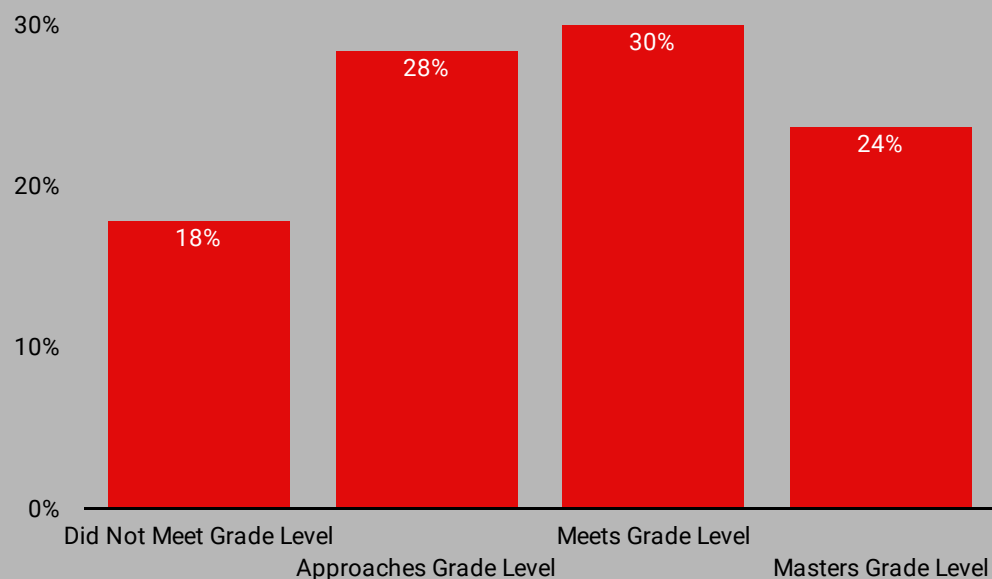
Hamilton
Independent School District

Performance Levels of Grades 6-8 Math

32% of All Students in grades 6-8 performed at Approaches Grade Level or Did Not Meet Grade Level on the Spring 2022 STAAR Math test.

Did Not Meet Grade Level — 18%
Approaches Grade Level — 28%
Meets Grade Level — 30%
Masters Grade Level — 24%

Over 61% of grades 6-8 economically disadvantaged students scored Approaches Grade Level or Did Not Meet Grades Level.

Only 34% of grades 6-8 non economically disadvantaged students scored Approaches Grade Level or Did Not Meet Grade Level.

Economically Disadvantaged Students

Performance Level	Record Count
Did Not Meet Grade Level	26%
Approaches Grade Level	35%
Meets Grade Level	23%
Masters Grade Level	17%

Non Economically Disadvantaged Students

Performance Level	Record Count
Did Not Meet Grade Le...	11%
Approaches Grade Level	23%
Meets Grade Level	35%
Masters Grade Level	31%

21-22 6th Grade Math

- Did Not Meet Grade Level — 13.8%
- Approaches Grade Level — 27.6%
- Meets Grade Level — 31%
- Masters Grade Level — 27.6%

21-22 7th Grade Math

- Did Not Meet Grade Level — 23.9%
- Approaches Grade Level — 28.4%
- Meets Grade Level — 28.4%
- Masters Grade Level — 19.4%

21-22 8th Grade Math

- Did Not Meet Grade Level — 15.4%
- Approaches Grade Level — 29.2%
- Meets Grade Level — 33.8%
- Masters Grade Level — 21.5%

Hamilton
Independent School District
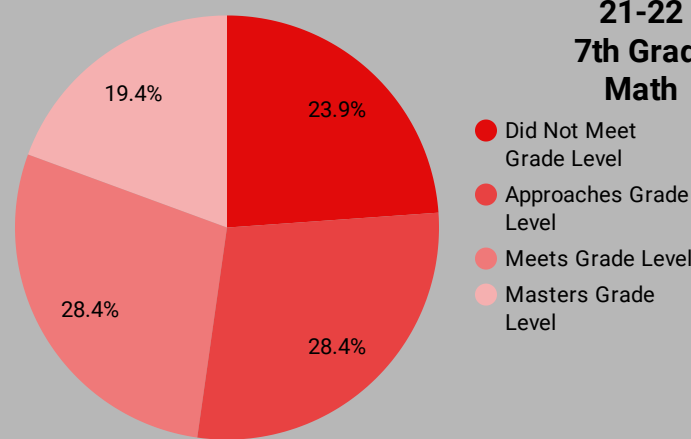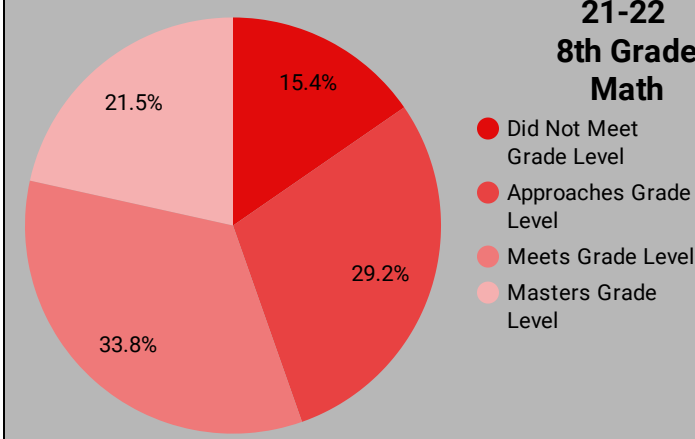
Performance Levels of Grades 6-8 Reading

32% of All Students in grades 6-8 performed at Approaches Grade Level or Did Not Meet Grade Level on the Spring 2022 STAAR Reading test.

Economically Disadvantaged Students

Performance Level	Record Count
Did Not Meet Grade Level	18%
Approaches Grade Level	28%
Meets Grade Level	24%
Masters Grade Level	29%

Over 46% of grades 6-8 economically disadvantaged students scored Approaches Grade Level or Did Not Meet Grades Level
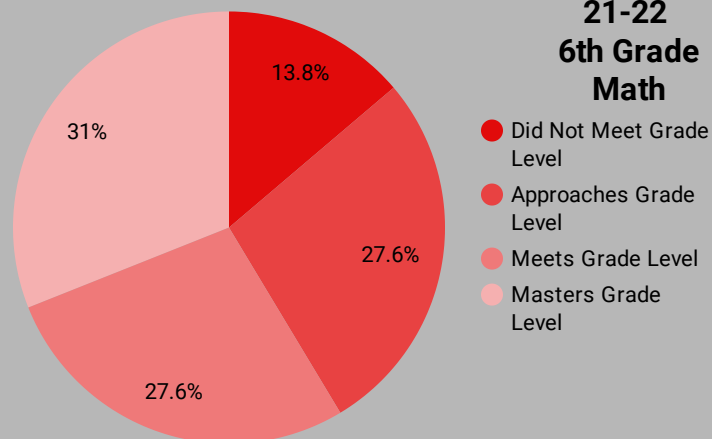
Non Economically Disadvantaged Students

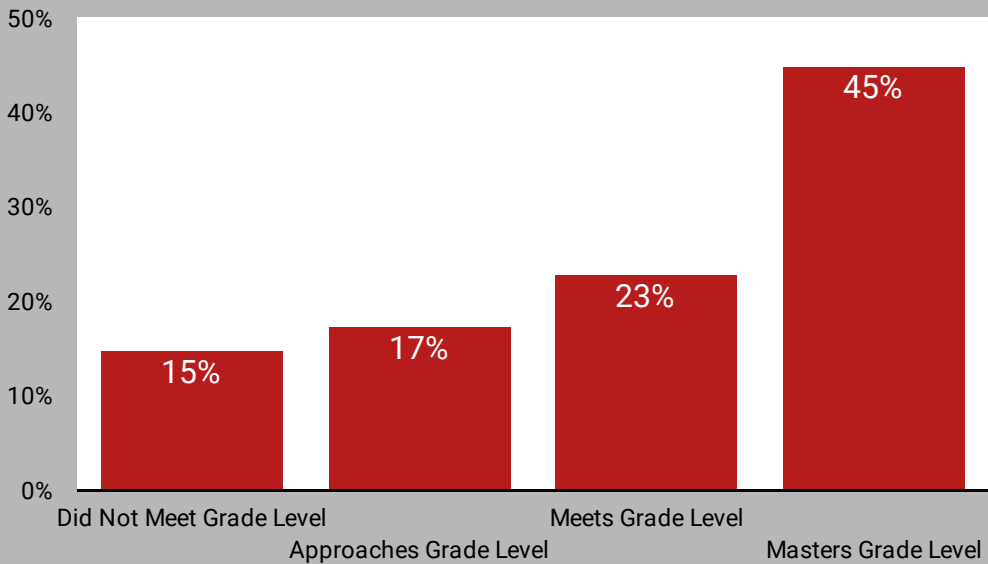| Performance Level	Record Count
Did Not Meet Grade Level	9%
Approaches Grade Level	11%
Meets Grade Level	24%
Masters Grade Level	56%

Only 20% of grades 6-8 non economically disadvantaged students scored Approaches Grade Level or Did Not Meet Grade Level.

21-22 6th Grade Reading
- 15.5% Did Not Meet Grade Level
- 22.4% Approaches Grade Level
- 31% Meets Grade Level
- 31% Masters Grade Level
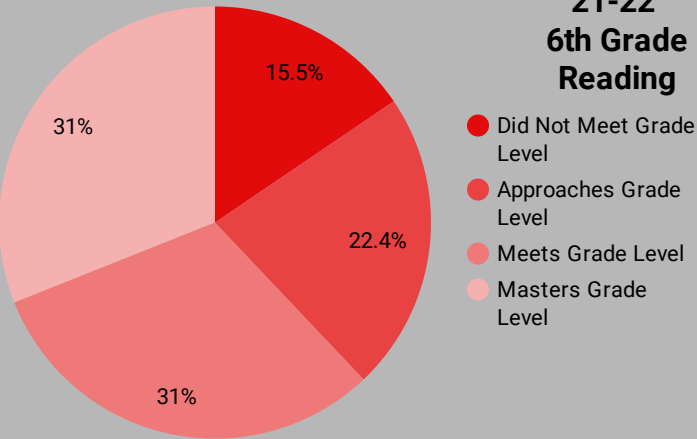
21-22 7th Grade Reading
- 17.9% Did Not Meet Grade Level
- 13.4% Approaches Grade Level
- 20.9% Meets Grade Level
- 47.8% Masters Grade Level
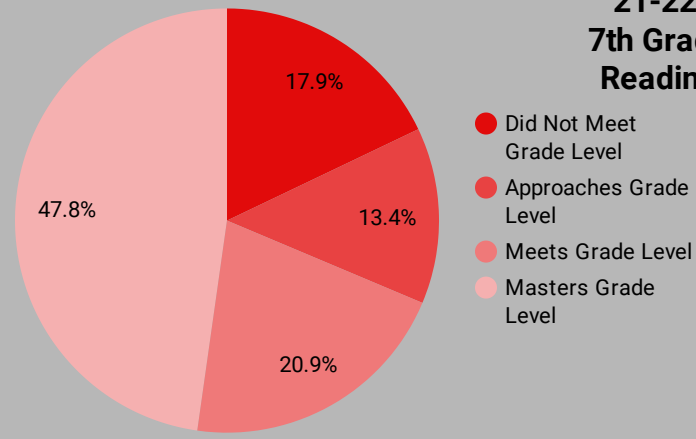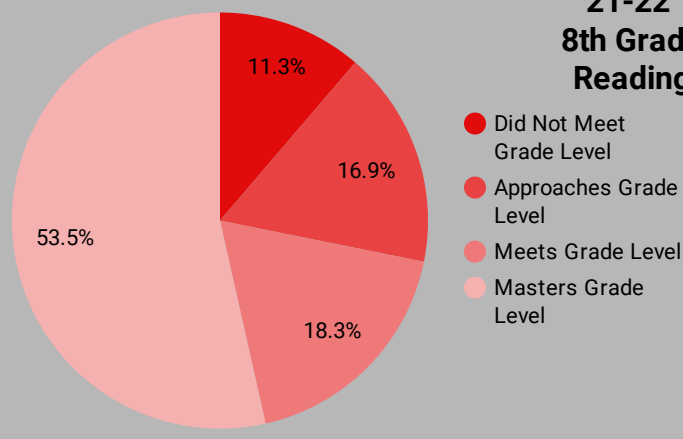
21-22 8th Grade Reading
- 11.3% Did Not Meet Grade Level
- 16.9% Approaches Grade Level
- 18.3% Meets Grade Level
- 53.5% Masters Grade Level

Definitions   "Bullying":

  Bullying   1. Means a single significant act or a pattern of acts by one or
                                    more students directed at another student that exploits an im-
                                    balance of power and involves engaging in written or verbal
                                    expression, expression through electronic means, or physical
                                    conduct that satisfies the applicability requirements below and
                                    that:

    a. Has the effect or will have the effect of physically harm-
                                        ing a student, damaging a student's property, or placing
                                        a student in reasonable fear of harm to the student's per-
                                        son or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough
                                        that the action or threat creates an intimidating, threaten-
                                        ing, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational
                                        process or the orderly operation of a classroom or
                                        school; or

    d. Infringes on the rights of the victim at school; and

                                2. Includes cyberbullying.

  Cyberbullying   "Cyberbullying" means bullying that is done through the use of any
                                electronic communication device, including through the use of a
                                cellular or other type of telephone, a computer, a camera, elec-
                                tronic mail, instant messaging, text messaging, a social media ap-
                                plication, an internet website, or any other internet-based commu-
                                nication tool.

Applicability   These provisions apply to:

                                1. Bullying that occurs on or is delivered to school property or to
                                    the site of a school-sponsored or school-related activity on or
                                    off school property;

                                2. Bullying that occurs on a publicly or privately owned school
                                    bus or vehicle being used for transportation of students to or
                                    from school or a school-sponsored or school-related activity;
                                    and

                                3. Cyberbullying that occurs off school property or outside of a
                                    school-sponsored or school-related activity if the cyberbully-
                                    ing:

    a. Interferes with a student's educational opportunities; or

      b.   Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy   The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prevents and mediates bullying incidents between students that:

      a.   Interfere with a student's educational opportunities; or

      b.   Substantially disrupt the orderly operation of a class-room, school, or school-sponsored or school-related activity;

3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

4. Establishes a procedure for providing notice of an incident of bullying to:

      a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

      b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;

9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: Minimum Standards for Bullying Prevention[1] are available on TEA's website.

Internet Posting   The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

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[1] TEA Minimum Standards for Bullying Prevention: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention

> ***Note:***   This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
>
> For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

   Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

   Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.