

Hamshire-Fannett Independent School District
Hamshire-Fannett Elementary School
Campus Improvement Plan
2020-2021

Mission Statement

At Hamshire-Fannett Elementary, we make a difference by growing, educating, and loving all little minds.

Vision

Hamshire-Fannett Elementary will create a learning environment that will prepare all students to be productive members of society.

Core Beliefs

Honest - We communicate honestly

Optimistic - We stay optimistic

Respectful - We respect one another

Navigate - We guide our students' learning

Service - We serve our students and community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	2015-2016	2016-2017	2017-2018	2018-2019
Total Students	566	580	621	605
Early Childhood Education	4	5	8	9
PreKindergarten	34	27	35	22
Kindergarten	127	121	132	133
First Grade	136	143	151	153
Second Grade	131	149	140	145
Third Grade	134	135	155	143
Ethnic Distribution				
African American	24	26	47	42
Hispanic	99	116	132	100
White	424	408	416	433
American Indian	1	3	2	7
Asian	10	10	12	11
Pacific Islander	0	0	0	0
Two or More Races	8	17	12	12
Economically Disadvantage	194	209	332	303
Non-Educationally Disadvantage	372	371	289	302
English Language Learners	52	46	55	49
Students with Disciplinary Placement	0 (2014-2015)	0 (2015-2016)	1 (2016-2017)	0 (2017-2018)
At Risk	260	295	330	263
Mobility	48 (2014-2015)	50 (2015-2016)	46 (2016-2017)	38 (2017-2018)

The above information is from the TAPR data from TEA.

Demographics Strengths

Student enrollment has continually increased since 2014-2015, but due to Hurricane Harvey in August 2017, Tropical Storm Imelda in 2019, and COVID-19 2020 we have seen a decline in our enrollment. HFE's kindergarten enrollment was lower than expected for the 2019-2020 and 2020-2021 school years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: HFE is seeing a decline in enrollment for the last two years. **Root Cause:** Hurricane Harvey, Tropical Storm Imelda, COVID 19 Pandemic

Student Learning

Student Learning Summary

	May 2017 STAAR Mathematics, Grade 3						May 2018 STAAR Mathematics, Grade 3						May 2019 STAAR Mathematics, Grade 3					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
Elementary School	133	70.05%	1489	81.20%	51.88%	23.31%	152	71.20%	1493	88.16%	51.32%	25%	144	71.66%	1490	84.72%	54.86%	21.53%
American Indian/Alaskan Native	1	81%	1533	100%	100%	0%	-	-	-	-	-	-	-	-	-	-	-	-
Asian	2	84.50%	1614	100%	50%	50%	3	76.33%	1541	66.67%	66.67%	66.67%	4	67%	1451	75%	50%	0%
Black/African American	8	51.63%	1373	50%	12.50%	12.50%	11	64.18%	1443	90.91%	18.18%	18.18%	13	58.54%	1397	53.85%	38.46%	0%
Hispanic	29	71.38%	1496	86.21%	55.17%	24.14%	25	69.36%	1480	88%	44%	24%	29	73.24%	1490	93.10%	55.17%	17.24%
Two or More Races	3	69%	1471	66.67%	33.33%	33.33%	4	70.50%	1470	100%	25%	0%	1	81%	1535	100%	100%	0%
White	90	70.86%	1494	82.22%	54.44%	23.33%	109	72.22%	1500	88.07%	56.88%	25.69%	97	73.04%	1504	86.60%	56.70%	26.80%
Female	72	68.61%	1481	77.78%	50%	23.61%	69	72.30%	1501	85.51%	53.62%	27.54%	67	71.12%	1480	83.58%	55.22%	22.39%
Male	61	71.75%	1499	85.25%	54.10%	22.95%	83	70.29%	1486	90.36%	49.40%	22.89%	77	72.13%	1499	85.71%	54.55%	20.78%
Special Ed Indicator	14	56.36%	1413	50%	28.57%	21.43%	10	48.90%	1376	30%	30%	30%	14	52.57%	1360	50%	14.29%	0%

	May 2017 STAAR Reading, Grade 3						May 2018 STAAR Reading, Grade 3						May 2019 STAAR Reading, Grade 3					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
Elementary School	133	73.49%	1489	84.96%	60.90%	38.35%	152	72.73%	1486	81.58%	55.92%	35.53%	144	73.52%	1487	89.58%	52.78%	35.42%
American Indian/Alaskan Native	1	76%	1468	100%	100%	0%	-	-	-	-	-	-	-	-	-	-	-	-
Asian	2	86.50%	1610	100%	100%	50%	3	87.33%	1641	100%	66.67%	66.67%	4	64.75%	1410	100%	25%	0%
Black/African American	8	59%	1391	50%	37.50%	25%	11	66.18%	1440	63.64%	45.45%	36.36%	13	63.31%	1412	69.23%	38.46%	23.08%
Hispanic	29	74.45%	1507	86.21%	62.07%	41.38%	25	71.24%	1477	84%	48%	40%	29	74.17%	1487	86.21%	55.17%	37.93%
Two or More Races	3	67.67%	1455	66.67%	33.33%	33.33%	4	75.75%	1482	100%	50%	25%	1	88%	1579	100%	100%	100%
White	90	74.34%	1491	87.78%	62.22%	38.89%	109	73.22%	1489	81.65%	58.72%	33.94%	97	74.91%	1499	92.78%	54.64%	37.11%
Female	72	74.60%	1499	86.11%	62.50%	36.11%	69	75.45%	1511	85.51%	63.77%	37.68%	67	76.27%	1502	94.03%	59.70%	40.30%
Male	61	72.18%	1478	83.61%	59.02%	40.98%	83	70.47%	1465	78.31%	49.40%	33.73%	77	71.13%	1473	85.71%	46.75%	31.17%
Special Ed Indicator	14	57.21%	1386	50%	35.71%	28.57%	10	54.90%	1393	40%	20%	20%	14	50.64%	1334	57.14%	7.14%	0%

Campus Math CBAs Summarized Results

	Total Students	Percent Score	Satisfactory	Advanced
Elementary School	592	81.92%	79.32%	39.78%
American Indian/Alaskan Native	6	83.96%	77.78%	40.74%
Asian	11	83.70%	82.61%	40.58%
Black/African American	39	72.76%	64.29%	23.11%
Hispanic	101	80.35%	78.84%	33.22%
Two or More Races	12	86.61%	88.24%	50.98%
White	423	83.09%	80.72%	42.93%
Female	289	81.91%	78.81%	39.66%
Male	303	81.93%	79.79%	39.90%
Special Ed Indicator	75	70.13%	57.49%	21.38%

Campus ELAR CBAs Summarized Results

	Total Students	Percent Score	Satisfactory	Advanced
Elementary School	594	80.63%	81.47%	35.23%
American Indian/Alaskan Native	6	81.57%	67.86%	39.29%
Asian	11	79.13%	83.54%	21.52%
Black/African American	39	73.30%	70.23%	19.08%
Hispanic	101	77.53%	76.74%	28.92%
Two or More Races	12	80.69%	70.91%	49.09%
White	425	82.25%	84.21%	38.66%
Female	289	82.09%	83.94%	38.17%
Male	305	79.31%	79.26%	32.59%
Special Ed Indicator	76	69.46%	59.38%	14.57%

Grade/Subject	State %	Region %	Hamshire-Fannett Elementary %	Percentage Difference
3rd Grade Reading	76%	72%	89%	13% above the state average
3rd Grade Mathematics	78%	71%	85%	7% above the state average

Student Learning Strengths

Hamshire-Fannett Elementary performed higher than the state and region averages for both 3rd Grade STAAR math and reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Readiness Standards are not being tested or documented on CBAs which may result in lower assessment scores. **Root Cause:** Reviewing Eduphoria data for specific achievement gaps

School Processes & Programs

School Processes & Programs Summary

Hamshire-Fannett Elementary is a PreKindergarten - 3rd grade campus. The Hamshire-Fannett Elementary is implementing Professional Learning Communities processes to guide our support and growth for administration, teachers, and staff.

Hamshire-Fannett Elementary has a PreKindergarten Program that is all day for students identified as needing special education services starting at 3 years old and also offers all-day PreKindergarten to students meeting specific qualifying criteria set forth by the Texas Education Agency starting at 4 years old.

Hamshire-Fannett Elementary utilizes Saxon-Phonics, Guided Reading and Math, and scheduled Intervention Time to meet the academic needs of our students. Hamshire-Fannett Elementary is self-contained for PreKindergarten, Kindergarten, and First Grade; and Second and Third Grades are departmentalized (two teachers partnered to split the following courses math, reading, language, science, and social studies). Each grade level meets weekly and every six weeks to discuss instructional strategies based on data from teacher observations, teacher-made assessments, curriculum-based assessments, common formative assessments, developmental reading assessments, and Istation reports.

Hamshire-Fannett Elementary has a Response to Intervention (RTI) / Multi-Tiered Support System (MTSS) team made up of teachers, specialists, and administration which reviews data to determine the appropriate interventions and steps to implement. Tier-II and Tier-III students receive specialized interventions.

Hamshire-Fannett Elementary has a campus-wide positive behavior program (PRIDE). P stands for Patience, R stands for Respect, I stands for Integrity, and D stands for Determination, and E stands for Excellence. Students are nominated every six weeks by demonstrating one of the PRIDE standards, an announcement is made describing why the student was nominated and then displayed on their grade level bulletin board. At the end of each six weeks, one student for each standard in each grade level will be nominated to receive recognition from the campus. Hamshire-Fannett Elementary also communicates daily behavior results home using a class folder that documents the student's behavior for the day using a classroom behavior management system (moving their clip or documenting in Classroom Dojo). For students needing additional support, they are given a personal behavior plan which allows them to earn incentives for reaching his/her goals for the day or week.

School Processes & Programs Strengths

Hamshire-Fannett Elementary PRIDE behavior program, scheduled intervention, and common planning times in our master schedule have positively impacted our growth academically and behaviorally.

Perceptions

Perceptions Summary

PARENT INFORMATION

Item	2019 % Strongly agree/Agree	2019 (n)
I am satisfied with our school's efforts to prevent bullying.	83%	4.04 (107)
I feel welcomed at my child's school.	94%	4.49 (111)
School facilities are clean and well-kept.	96%	4.54 (114)
I am satisfied with the appearance of our school grounds and landscaping.	88%	4.27 (115)
The school provides appropriate opportunities for parent involvement.	94%	4.40 (113)
I am satisfied with the communication that comes from the school.	88%	4.16 (114)
Rules and standards of student conduct are clearly defined and enforced.	87%	4.21 (110)
My child enjoys going to school.	96%	4.51 (113)
I feel comfortable sharing ideas for school improvement with staff.	79%	3.97 (104)
I am proud of our school.	98%	4.64 (112)
My child feels safe at school.	98%	4.54 (114)
The school staff maintains a positive attitude with parents and students.	93%	4.32 (110)
I receive timely feedback when my child's achievement/behavior is below expectations.	88%	4.24 (108)
I know how to get school information when I need it.	93%	4.32 (115)
My phone calls/emails to staff are returned promptly.	95%	4.42 (107)
When my child has a problem at school, he/she knows how to get help.	87%	4.09 (109)
The information on my child's report card/progress report is easy to understand.	98%	4.51 (113)
My child has a positive relationship with at least one adult at school.	97%	4.66 (112)
Technology is used effectively to support teaching and learning.	98%	4.45 (106)
Counselors help students solve problems they may be having.	89%	4.21 (71)
Social and cultural differences are respected.	92%	4.32 (99)
The school challenges my child to his/her full potential.	89%	4.15 (114)
Teachers personalize instruction to meet my child's needs.	81%	3.98 (107)
I am informed of school events and activities.	87%	4.20 (114)

Counselors help students solve problems they may be having.	89%	4.21 (71)
Parent/teacher conferences provide productive communication.	93%	4.35 (93)
School staff works hard to build trusting relationships with parents.	85%	4.14 (111)
My child is being adequately prepared for the next grade level or post-secondary pursuit.	90%	4.31 (113)
The assigned homework enhances my child's education/learning.	77%	3.80 (109)

63.3% of the Hamshire Fannett Elementary community voted "no" to supporting students wearing masks on campus and 36.7% voted "yes" to supporting students wearing masks on campus.

Perceptions Strengths

Hamshire-Fannett Elementary builds a positive culture/environment for staff, students, and the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents feel the school can do a better job using homework to enhance their student's education/learning (77% on the survey). **Root Cause:** Communication with parents about homework activities need to improve.

Priority Problem Statements

Problem Statement 1: Parents feel the school can do a better job using homework to enhance their student's education/learning (77% on the survey).

Root Cause 1: Communication with parents about homework activities need to improve.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Readiness Standards are not being tested or documented on CBAs which may result in lower assessment scores.

Root Cause 2: Reviewing Eduphoria data for specific achievement gaps

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Observation Survey results

Employee Data

- Professional development needs assessment data

Goals

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett ISD campuses and district will obtain ratings of a "B" or higher.

Performance Objective 1: Hamshire-Fannett Elementary percent of 3rd graders that score meets grade level or above on the 2020-2021 STAAR Reading will score 55% or above.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Identified Essential Standards using the R.E.A.L. (Readiness, Endurance, Assessed, Leverage) Method Use Assessments (Circle, Kindergarten Entry Assessment, Texas Primary Reading Inventory, I-Station, Developmental Reading Assessment, and Common Formative Assessments) to identify strengths and weaknesses to adapt instruction to meet the needs of the students</p> <p>Scheduled common planning times to implement the Professional Learning Communities process to improve students learning and teacher instruction</p> <p>Scheduled intervention time to implement a Multi-Tiered Support System to assist students not meeting standards</p> <p>Purchased Education Galaxy & Lift Off and IXL to assist students not meeting standards and for those students that are meeting standards to extend their learning</p> <p>Strategy's Expected Result/Impact: The above strategies are expected to improve student learning using the Professional Learning Communities Process by answering the following questions: What do we want students to learn? (Essential Standards) How do we know the students learned it? (Assessments) How do we respond if the students didn't learn it? (Multi-Tiered Support System, Education Galaxy & Lift Off, and IXL) How do we respond if the students already know it? (Multi-Tiered Support System, Education Galaxy & Lift Off, and IXL)</p> <p>Staff Responsible for Monitoring: HFE Teachers HFE Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A Improving Basic Program - \$10,456.15</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett ISD campuses and district will obtain ratings of a "B" or higher.

Performance Objective 2: Hamshire-Fannett Elementary percent of 3rd grade students that score meets grade level or above on the 2020-2021 STAAR Math will score 56% or above.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment

Summative Evaluation: None

<p>Strategy 1: Identified Essential Standards using the R.E.A.L. (Readiness, Endurance, Assessed, Leverage) Method Use Assessments (Circle, Kindergarten Entry Assessment, Texas Primary Reading Inventory, I-Station, Developmental Reading Assessment, and Common Formative Assessments) to identify strengths and weaknesses to adapt instruction to meet the needs of the students</p> <p>Scheduled common planning times to implement the Professional Learning Communities process to improve students learning and teacher instruction</p> <p>Scheduled intervention time to implement a Multi-Tiered Support System to assist students not meeting standards</p> <p>Purchased Education Galaxy & Lift Off and IXL to assist students not meeting standards and for those students that are meeting standards to extend their learning</p> <p>Strategy's Expected Result/Impact: The above strategies are expected to improve student learning using the Professional Learning Communities Process by answering the following questions: What do we want students to learn? (Essential Standards) How do we know the students learned it? (Assessments) How do we respond if the students didn't learn it? (Multi-Tiered Support System, Education Galaxy & Lift Off, and IXL) How do we respond if the students already know it? (Multi-Tiered Support System, Education Galaxy & Lift Off, and IXL)</p> <p>Staff Responsible for Monitoring: HFE Teachers HFE Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I, Part A Improving Basic Program - \$8,295</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett ISD campuses and district will obtain ratings of a "B" or higher.

Performance Objective 3: Hamshire-Fannett Elementary will increase its technology integration level by 10% above the 2020-2021 baseline based on the SAMR model survey.

Evaluation Data Sources: SAMR model survey data

Summative Evaluation: None

Strategy 1: The Instructional Technology Department will send out a weekly technology newsletter to aid in supporting the teachers with technology implementation. Strategy's Expected Result/Impact: The newsletter will reach all teachers on a weekly basis and we expect to observe at least 5 teachers per campus utilizing at least one of the resources shared in the newsletter. Staff Responsible for Monitoring: Campus Administration Instructional Technologist Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett ISD campuses and district will obtain ratings of a "B" or higher.

Performance Objective 4: Hamshire-Fannett Elementary increase program options that develop the strength, needs, and interest of students served in special programs.

Evaluation Data Sources: 3-4 week Common Formative Assessments, STAAR test, I-station, Eduphoria, three-week progress reports, 6-week report cards

Summative Evaluation: None

Strategy 1: Disaggregate special education data using Eduphoria and CFA's focusing on objective weaknesses below 70%. Strategy's Expected Result/Impact: Teachers identify low scoring standards and implement interventions to improve learning. Staff Responsible for Monitoring: Campus Teacher Campus Administration Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor strategies to promote continuous improvement for students receiving services in Special Education and 504. Strategy's Expected Result/Impact: Increase the percentage scored on Common Formative Assessments and STAAR Assessments Staff Responsible for Monitoring: Campus Teachers Campus Paraprofessionals Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Tutorials/Intervention/Summer Programs-Accelerated instructional time focusing on re-teaching to assist students with mastering TEKS and daily lessons during the school year and summer school. Strategy's Expected Result/Impact: Increase the percentage scored on Common Formative Assessments and STAAR Assessments, and mastery of TEKS. Staff Responsible for Monitoring: Campus Teachers Campus Paraprofessionals Campus Administration Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Results Driven Accountability Funding Sources: - 199 - State Compensatory Ed (SCE): State, - 211 - Title I, Part A Improving Basic Program - \$124,381	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continue vertical/horizontal teaming/planning to align, write, extend, and revise TEKS lessons - based on Formal/Informal Assessments. Strategy's Expected Result/Impact: Improve lessons and differentiation to increase student learning Staff Responsible for Monitoring: Campus Teachers Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett ISD campuses and district will obtain ratings of a "B" or higher.

Performance Objective 5: Hamshire-Fannett Elementary will increase the attendance rate from 95% in 2019-2020 to 96% for the 2020-2021 school year.

Evaluation Data Sources: TAPR, State Accountability Reports

Summative Evaluation: None





Strategy 1: Increase parent/guardian involvement and communication by having parent/teacher and administrator conferences with those parents whose children are at risk or chronically absents. Strategy's Expected Result/Impact: Improve attendance on campus Staff Responsible for Monitoring: Campus Teachers Campus Administration Campus Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Acknowledge students with perfect attendance with an incentive every six weeks, first and second semester, and for the entire year. Strategy's Expected Result/Impact: Improve attendance on campus Staff Responsible for Monitoring: Campus Teachers Campus Administration Campus Counselor Funding Sources: - 461 - Campus Activity Fund - \$750, - 199 - General Fund: Local - \$2,250	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement interventions required by the State of Texas Compulsory Attendance Law regarding Truancy. Strategy's Expected Result/Impact: Improve attendance on campus Staff Responsible for Monitoring: Campus Administration Campus Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett ISD campuses and district will obtain ratings of a "B" or higher.

Performance Objective 6: Hamshire-Fannett Elementary TELPAS average score for 2nd and 3rd grade students will increase from 55% to 58% by June of 2021

Evaluation Data Sources: TELPAS

Summative Evaluation: None

Strategy 1: Students in ESL will receive support from an ESL teacher in the students' assigned classroom and in small group instruction. Strategy's Expected Result/Impact: Improve TELPAS scores Staff Responsible for Monitoring: ESL Teacher Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett ISD campuses and district will obtain ratings of a "B" or higher.

Performance Objective 7: Hamshire-Fannett Elementary students will perform above regional and state averages in 90% of the established categories for 3rd grade during the 2020-2021 STAAR assessments.

Evaluation Data Sources: TEA Accountability Reports, STAAR reports, State and Federal Report Cards

Summative Evaluation: None

Strategy 1: Use staff development days to have staff collaborate on the written, taught, and tested curriculum and make adjustments to their lesson plans accordingly. Strategy's Expected Result/Impact: CBAs STAAR Reports TAPR Data Analysis Report Lesson Plans Staff Responsible for Monitoring: Campus Administration Counselor Grade Level Leaders	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue Region V STAAR training for teachers. Strategy's Expected Result/Impact: CBAs STAAR Reports TAPR Lesson Plans Staff Responsible for Monitoring: Campus Administration Counselor Grade Level Leaders Funding Sources: - 199 - General Fund: Local - \$2,800	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize Lead4ward, Texas Resource System, and Texas Gateway trainings and strategies to improve vertical alignment planning. Strategy's Expected Result/Impact: CBAs STAAR Reports TAPR Lesson Plans Staff Responsible for Monitoring: Campus Administration Counselor Grade Level Leaders	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4: Conduct tutorials to provide students the opportunity to learn and/or reduce education gaps. Strategy's Expected Result/Impact: CBAs STAAR Reports TAPR RTI Documentation Staff Responsible for Monitoring: Campus Administration Counselor Grade Level Leaders Funding Sources: - 199 - General Fund: Local - \$2,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: OPERATIONAL: Hamshire-Fannett ISD will provide a safe and secure environment for all students and staff.

Performance Objective 1: Hamshire-Fannett Elementary will train 100% of the staff on EOP procedures and processes by June 2021.

Evaluation Data Sources: Sign-in sheets and certificates

Summative Evaluation: None





Strategy 1: Increase knowledge of Campus Crisis Management Plan/Emergency Operation Plan by having safety drills each month. Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue training and communication with staff on how to improve our emergency drills. Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Participate in active shooting training at the campus. Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Increase student awareness of various adult passes used on campus through teacher lessons. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Campus Administration Counselor Grade Level Leaders	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: LEADERSHIP: Hamshire-Fannett ISD will establish a positive district culture.

Performance Objective 1: By June 2021, Hamshire-Fannett Elementary will increase email and electronic communications to parents, staff, and community members concerning school events, grading periods, positive notifications, and all pertinent information.

Evaluation Data Sources: Number of parents receiving information from the campus using technology devices and apps

Summative Evaluation: None





Strategy 1: Use elementary technology to list the school calendar, special events, and other important information for parents/guardians. Strategy's Expected Result/Impact: Campus Website Marquee Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase the number of tweets on Twitter and Facebook posts to improve communication between Hamshire-Fannett Elementary and home. Strategy's Expected Result/Impact: Number of parents/guardians following the campus Twitter account. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Increase the number of teachers using technology apps to communicate with parents. Strategy's Expected Result/Impact: Teachers will report to administration if they are using an app in class to communicate with parents. Staff Responsible for Monitoring: Campus Administration Grade Level Leaders	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Hamshire-Fannett Elementary will develop a parent involvement policy, conduct parent conferences, and hold the Title I Annual Meeting. Strategy's Expected Result/Impact: Meet the expectations documented in our Title I Parent Compact and Parent Involvement Policy Staff Responsible for Monitoring: Campus Staff Title I Schoolwide Elements: 2.6, 3.1, 3.2	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: LEADERSHIP: Hamshire-Fannett ISD will establish a positive district culture.

Performance Objective 2: By June 2021, Hamshire-Fannett Elementary will establish a positive culture by increasing positive parent perception of bullying awareness from 83% to 85% or above for Hamshire-Fannett Elementary.

Evaluation Data Sources: Discipline Report, Bullying Reports

Summative Evaluation: None

Strategy 1: Campus wide participation in Bully Awareness Month (October). Strategy's Expected Result/Impact: Students will learn how to address bullying in a positive way. Staff Responsible for Monitoring: All Staff	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Watch Anti-Bullying videos and make an Anti-Bullying pledge. Strategy's Expected Result/Impact: Students will learn how to address bullying in a positive way. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Have guest speakers from around the community to come and speak with students about bullying. Strategy's Expected Result/Impact: Students will learn how to address bullying in a positive way. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: LEADERSHIP: Hamshire-Fannett ISD will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 1: Hamshire-Fannett Elementary will have a UIL team participate in every UIL category that is offered at the elementary level, with each team having max participants.

Evaluation Data Sources: Members of UIL academic teams

Summative Evaluation: None

Strategy 1: Request that all teachers advocate for the program and encourage students to try out to participate for Academic UIL. Strategy's Expected Result/Impact: Number of students trying out for Academic UIL Staff Responsible for Monitoring: Campus Administration Counselor Grade Level Leaders	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Send fliers home informing parents/guardians the benefits of participating in Academic UIL activities. Strategy's Expected Result/Impact: Communication Binder Staff Responsible for Monitoring: Campus Administration Counselor All Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: LEADERSHIP: Hamshire-Fannett ISD will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 2: Increase participation rates of students in all Athletic UIL activities, students advancing to regional and state competition, participating in CTE organizations, band, and choir by 10%.

Strategy 1: Work with Athletic, CTE, Band, and Choir sponsors in communicating to students in grades K-3 the camps and benefits these programs offer. Strategy's Expected Result/Impact: Communication Binder Staff Responsible for Monitoring: Campus Administration Counselor Teachers Funding Sources: - 199 - General Fund: Local - \$50	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Campus Funding Summary

199 - General Fund: Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$2,250.00
1	7	2			\$2,800.00
1	7	4			\$2,000.00
4	2	1			\$50.00
Sub-Total					\$7,100.00
199 - State Compensatory Ed (SCE): State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A Improving Basic Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,456.15
1	2	1			\$8,295.00
1	4	3			\$124,381.00
Sub-Total					\$143,132.15
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$750.00
Sub-Total					\$750.00
Grand Total					\$150,982.15

Addendums