

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

Mission Statement

The mission of Hamshire-Fannett Independent School District is to provide all students the opportunity to attain their maximum potential as productive citizens by offering a safe environment and exemplary education that reflects the moral and ethical values of the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School and Student Information

Enrollment Data by year	Intermediate Campus	Number of Teachers	Number of Aides
2012-2013	395	28.2	.7
2013-2014	402	28.4	.7
2014-2015	405	26.6	1.6
2015-2016	415	29.9	2.3
2016-2017	428	30.0	2.3
2017-2018	450	30.0	2.3
2018-2019	465	30.0	2.3
2019-2020	315	21	2
2020-2021	287	21	2

Demographics Strengths

The Intermediate campus is becoming more diverse each year with the increased enrollment.

Student Learning

Student Learning Summary

2020 Beginning of the Year (BOY) Assessments

2020 (BOY) Mathematics 4th Grade

	Total Students	Approaches	Meets	Masters	Date Taken
Intermediate School	75	50.67%	13.33%	4%	09/16/20
Economic Disadvantage	37	48.65%	13.51%	5.41%	09/16/20
Black/African American	2	0%	0%	0%	09/16/20
Hispanic	12	41.67%	8.33%	0%	09/16/20
Two or More Races	3	66.67%	0%	0%	09/16/20
White	58	53.45%	15.52%	5.17%	09/16/20
First Year of Monitoring	1	100%	0%	0%	09/16/20
LEP	4	50%	0%	0%	09/16/20
Special Ed Indicator	11	27.27%	9.09%	9.09%	09/16/20

2020 (BOY) Reading Grade 4

	Total Students	Approaches	Meets	Masters	Date Taken
Intermediate School	77	61.04%	31.17%	14.29%	09/15/20
Economic Disadvantage	38	44.74%	23.68%	10.53%	09/15/20
Black/African American	2	50%	0%	0%	09/15/20
Hispanic	12	33.33%	8.33%	0%	09/15/20
Two or More Races	3	100%	33.33%	0%	09/15/20
White	60	65%	36.67%	18.33%	09/15/20
First Year of Monitoring	1	100%	0%	0%	09/15/20
LEP	4	25%	0%	0%	09/15/20
Special Ed Indicator	12	33.33%	8.33%	8.33%	09/15/20

2020 (BOY) Reading Grade 5

	Total Students	Approaches	Meets	Masters	Date Taken
Intermediate School	80	72.50%	27.50%	16.25%	09/15/20
Economic Disadvantage	22	68.18%	22.73%	13.64%	09/15/20
Asian	1	100%	0%	0%	09/15/20
Black/African American	2	50%	0%	0%	09/15/20
Hispanic	14	57.14%	14.29%	14.29%	09/15/20
White	63	76.19%	31.75%	17.46%	09/15/20
LEP	4	25%	0%	0%	09/15/20
Second Year of Monitoring	3	100%	0%	0%	09/15/20
Special Ed Indicator	5	20%	0%	0%	09/15/20

2020 (BOY) Mathematics Grade 5

	Total Students	Approaches	Meets	Masters	Date Taken
Intermediate School	80	47.50%	10%	2.50%	09/24/20
Economic Disadvantage	23	39.13%	8.70%	0%	09/24/20
Asian	1	0%	0%	0%	09/24/20
Black/African American	2	0%	0%	0%	09/24/20
Hispanic	15	40%	6.67%	6.67%	09/16/20
White	62	51.61%	11.29%	1.61%	09/24/20
LEP	5	0%	0%	0%	09/16/20
Second Year of Monitoring	3	66.67%	0%	0%	09/16/20
Special Ed Indicator	6	16.67%	0%	0%	09/24/20

2018-2019 4th Grade STAAR Data Detailed

May 2019 STAAR

Mathematics Grade 4

	Total Students	Approaches	Meets	Masters
Intermediate School	149	81.88%	42.95%	24.16%
Economic Disadvantage	70	74.29%	31.43%	15.71%
Asian	3	100%	66.67%	66.67%
Black/African American	13	61.54%	15.38%	7.69%
Hispanic	26	76.92%	50%	30.77%
Two or More Races	5	80%	40%	0%
White	102	85.29%	44.12%	24.51%
Female	64	85.94%	42.19%	28.12%
Male	85	78.82%	43.53%	21.18%
First Year of Monitoring	2	100%	100%	50%
LEP	10	70%	20%	20%
Special Ed Indicator	11	45.45%	27.27%	18.18%

May 2019 STAAR**Reading Grade 4**

	Total Students	Approaches	Meets	Masters
Intermediate School	152	80.26%	54.61%	23.03%
Economic Disadvantage	70	72.86%	47.14%	15.71%
Asian	3	100%	66.67%	66.67%
Black/African American	13	76.92%	38.46%	23.08%
Hispanic	26	65.38%	46.15%	11.54%
Two or More Races	5	80%	60%	0%
White	105	83.81%	58.10%	25.71%
Female	66	83.33%	65.15%	25.76%
Male	86	77.91%	46.51%	20.93%
First Year of Monitoring	2	100%	100%	50%
LEP	10	50%	30%	10%
Special Ed Indicator	11	36.36%	18.18%	18.18%

May 2019 STAAR**Writing Grade 4**

	Total Students	Approaches	Meets	Masters
Intermediate School	154	68.83%	37.66%	12.34%
Economic Disadvantage	70	61.43%	28.57%	11.43%
Asian	3	66.67%	66.67%	33.33%
Black/African American	14	50%	21.43%	7.14%
Hispanic	26	69.23%	23.08%	3.85%
Two or More Races	5	60%	0%	0%
White	106	71.70%	44.34%	15.09%
Female	68	79.41%	50%	17.65%
Male	86	60.47%	27.91%	8.14%
First Year of Monitoring	2	100%	100%	50%
LEP	10	40%	20%	0%
Special Ed Indicator	11	27.27%	18.18%	18.18%

2018-2019 5th Grade STAAR Detailed Data

April 2019 STAAR

Mathematics Grade 5

	Total Students	Approaches	Meets	Masters
Intermediate School	156	83.97%	50%	30.77%
Economic Disadvantage	90	82.22%	44.44%	28.89%
American Indian/Alaskan Native	3	100%	100%	66.67%
Asian	2	100%	100%	50%
Black/African American	10	70%	50%	30%
Hispanic	33	78.79%	48.48%	30.30%
Two or More Races	3	100%	66.67%	33.33%
White	105	85.71%	47.62%	29.52%
Female	89	78.65%	49.44%	31.46%
Male	67	91.04%	50.75%	29.85%
First Year of Monitoring	4	75%	50%	0%
LEP	9	66.67%	33.33%	11.11%
Second Year of Monitoring	2	100%	0%	0%
Special Ed Indicator	16	56.25%	25%	6.25%

2019 STAAR

Reading/ELA Grade 5

	Total Students	Approaches	Meets	Masters
Intermediate School	157	89.81%	52.87%	28.66%
Economic Disadvantage	90	86.67%	46.67%	26.67%
American Indian/Alaskan Native	3	100%	100%	66.67%
Asian	2	100%	100%	50%
Black/African American	10	90%	50%	30%
Hispanic	33	87.88%	45.45%	27.27%
Two or More Races	3	66.67%	33.33%	33.33%
White	106	90.57%	53.77%	27.36%
Female	90	90%	47.78%	27.78%
Male	67	89.55%	59.70%	29.85%
First Year of Monitoring	4	75%	25%	0%
LEP	9	88.89%	22.22%	11.11%
Second Year of Monitoring	2	100%	50%	50%
Special Ed Indicator	16	62.50%	18.75%	12.50%

May 2019 STAAR Science Grade 5

	Total Students	Approaches	Meets	Masters
Intermediate School	158	72.15%	50%	19.62%
Economic Disadvantage	91	68.13%	45.05%	15.38%
American Indian/Alaskan Native	3	100%	66.67%	66.67%
Asian	2	100%	100%	50%
Black/African American	10	50%	40%	20%
Hispanic	33	63.64%	36.36%	12.12%
Two or More Races	3	100%	66.67%	33.33%
White	107	74.77%	53.27%	19.63%
Female	90	67.78%	42.22%	13.33%
Male	68	77.94%	60.29%	27.94%
First Year of Monitoring	4	75%	25%	0%
LEP	9	44.44%	11.11%	11.11%
Second Year of Monitoring	2	100%	50%	0%
Special Ed Indicator	16	31.25%	18.75%	6.25%

***Numbers based solely on 2018-2019 STAAR Data**

4th Grade Results	Approaches	Meets	Masters
Math	81.88	42.95	24.16
State	74	46	28

Reading	80.14	52.48	21.99
State	74	43	22

Writing	68.83	37.66	12.34
State	65	33	10

5th Grade Results	Approaches	Meets	Masters
Math	83.97	50	30.77
State	83	56	36

Reading	78.21	53.21	28.85
State	77	51	29

Science	72.15	50	19.62
State	74	48	23

Texas Education Agency
2019 Closing the Gaps
HAMSHIRE-FANNETT INT (123914102) - HAMSHIRE-FANNETT ISD

	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	15	18	83%	33.3%	27.6
Growth Status	6	18	33%	55.6%	18.3
Student Success Status	9	11	82%	11.1%	9.1
Closing the Gaps Score					55

2019 Closing the Gaps

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y	Y	Y	N					Y	Y	Y		Y	Y		
% at Meets GL Standard or Above	51%	40%	41%	53%	*	83%	-	40%	42%	35%	33%	73%	52%	47%		
# at Meets GL Standard or Above	225	14	32	166	*	5	-	**	95	13	12	8	161	64		
Total Tests (Adjusted)	445	35	79	311	*	6	-	**	227	37	36	11	308	137		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y	Y	Y	N					Y	N	Y		Y	Y		
% at Meets GL Standard or Above	48%	31%	44%	50%	*	83%	-	40%	39%	38%	39%	64%	49%	47%		
# at Meets GL Standard or Above	214	11	35	155	*	5	-	**	89	14	14	7	150	64		
Total Tests (Adjusted)	442	35	79	308	*	6	-	**	227	37	36	11	306	136		

Growth Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	N	N	N	N					N	N	Y		N	N		
Academic Growth Score	62	52	63	63	*	58	-	60	60	54	73	73	63	59		
Growth Points	264	15.5	47.5	188.5	*	**	-	6	130	18.5	23.5	8	192	72		
Total Tests	426	30	75	301	*	**	-	10	217	34	32	11	303	123		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y	N	Y	N					Y	N	Y		Y	N		
Academic Growth Score	73	58	78	72	*	100	-	80	70	66	77	59	75	69		
Growth Points	310.5	17.5	59	216	*	**	-	8	152	23	24.5	6.5	225.5	85		
Total Tests	424	30	76	298	*	**	-	10	218	35	32	11	301	123		
Total Indicators															6	18

English Language Proficiency Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Target										36%						
Target Met																
TELPAS Progress Rate										18%						
TELPAS Progress										4						
TELPAS Total										22						
Total Indicators																

Student Success Status

	All Students	African American	Hispanic	White	American-Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current) & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Y	Y	Y	N				N	Y	Y	Y	Y	Y	Y		
STAAR Component Score	51	39	44	53	85	74	-	42	44	39	36	64	52	49		
% at Approaches GL Standard or Above	81%	62%	74%	85%	100%	94%	-	78%	75%	68%	55%	86%	83%	77%		
% at Meets GL Standard or Above	48%	35%	39%	51%	91%	82%	-	37%	40%	33%	34%	68%	49%	47%		
% at Masters GL Standard	24%	19%	20%	24%	64%	47%	-	11%	18%	15%	20%	39%	23%	24%		
Total Tests	1,188	94	218	821	11	17	-	27	604	103	98	28	821	367		
Total Indicators															9	11

School Quality Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current) & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																

Participation

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	97%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	99%		
# Participants	465	37	83	323	*	**	-	12	231	39	39	11	313	152		
Total Tests	466	38	83	323	*	**	-	12	232	39	39	11	313	153		
Mathematics																
% Participation	99%	97%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	99%	99%		
# Participants	462	37	83	320	*	**	-	12	231	39	39	11	311	151		
Total Tests	466	38	83	323	*	**	-	12	232	39	39	11	313	153		

Student Learning Strengths

- 2019 STAAR Results -HFI passing rates are higher than 2018 year.
- Academic Achievement Distinction in English Language Arts & Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The Intermediate campus will increase the English Language Proficiency Status to meet the target of at least 36% by May 2021. **Root Cause:** The teachers lack the appropriate ELPS training.

Problem Statement 2 (Prioritized): The Intermediate will close the gaps in student growth specifically academic growth in reading by improving student achievement by at least one grade level by May 2021. **Root Cause:** The need to align curriculum vertically and monitor student groups for effective differentiation and rigor.

Problem Statement 3 (Prioritized): The Intermediate will improve parent-school communication to at least 80% by May 2021. **Root Cause:** The office and teachers lack timely, consistent communication.

School Processes & Programs

School Processes & Programs Summary

Hamshire-Fannett Intermediate departmentalized (math, English language arts, science and social studies). Each department meets weekly and every six weeks as a grade level to discuss instructional strategies based on data from teacher observations, teacher-made assessments, curriculum-based assessments, developmental reading assessments, and Istation reports, Accelerated Math reports and Star Math reports. In addition, the math department is using Freckle to further progress monitor students. The campus is also utilizing Education Galaxy to progress monitoring students in reading, math and science.

There are two-30 minute WIN (What I Need) Times built into the master schedule to address the instructional gaps, which gives math and reading dedicated time for intervention as well as acceleration for students that need it. The campus has a Response to Intervention (RTI) team which reviews data to determine the progress of the students in reading and math. Tier II and III students receive specialized interventions.

Hamshire-Fannett Intermediate celebrates positive behavior every six weeks by recognizing Longhorn Leaders. The students are nominated by their teachers for having respect for their peers and teachers, shows love for learning, and has good attendance and discipline. Longhorn Leaders exhibit the characteristics of being a "Longhorn." At the end of each six weeks, students are rewarded with a conduct party for maintaining good behavior and achieving excellence in the classroom with good grades. 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.

HFI students are part of Kindness @HFI which is an online Classroom with weekly activities to promote kindness and good behavior on campus. Students are rewarded for their work with prizes each month.

-
- District provided professional development days including time to contact parents and hold face-to-face meetings.
 - District provided curriculum collaboration days.
 - Campus provided instructional rounds for new and volunteer teachers.
 - Administrative PLC meetings
 - Campus PLC meetings.
 - Campus Grade Level Chairs and mentor teachers for support.
 - Monthly Grade Level Chair Meetings and Faculty Meetings.
 - Weekly campus newsletter that includes upcoming information, Marla's Monday Message.

School Processes & Programs Strengths

Students are welcome try out to join the UIL teams to get involved. All students are participating in a digital Kindness Classroom with weekly activities to promote social and emotional well-being on campus. Students are rewarded for their participation and work in their Classroom.

Students are encouraged to conduct their behavior as a Longhorn Leaders to reflect the campus values and moral ethics of the community.

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- Instructional Rounds to help teachers learn from other teachers.
 - Multiple collaborative meetings foster teacher input in doing what is best for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Intermediate will close the gaps in student growth specifically academic growth in reading by improving student achievement by at least one grade level by May 2021. **Root Cause:** The need to align curriculum vertically and monitor student groups for effective differentiation and rigor.

Problem Statement 2 (Prioritized): The Intermediate campus will increase the English Language Proficiency Status to meet the target of at least 36% by May 2021. **Root Cause:** The teachers lack the appropriate ELPS training.

Perceptions

Perceptions Summary

Intermediate Parent Survey

Item	2019		2018	Difference
	% Strongly agree/Agree	2019 (n)		
I am satisfied with the appearance of our school grounds and landscaping.	80%	3.78 (80)	3.60	0.18
School facilities are clean and well-kept.	87%	3.93 (81)	3.83	0.10
I feel comfortable sharing ideas for school improvement with staff.	58%	3.17 (72)	3.15	0.02
Social and cultural differences are respected.	84%	3.84 (70)	3.83	0.01
My child has a positive relationship with at least one adult at school.	93%	4.19 (79)	4.19	0.00
The school provides appropriate opportunities for parent involvement.	69%	3.48 (73)	3.48	0.00
Rules and standards of student conduct are clearly defined and enforced.	63%	3.29 (79)	3.33	-0.04
My child enjoys going to school.	73%	3.58 (83)	3.63	-0.06
My child feels safe at school.	85%	3.85 (80)	3.91	-0.06
I am satisfied with the communication that comes from the school.	52%	2.93 (83)	3.03	-0.11

Item	2019		2018	Difference
	% Strongly agree/Agree	2019 (n)		
The information on my child's report card/progress report is easy to understand.	95%	4.20 (83)	4.35	-0.15
I know how to get school information when I need it.	74%	3.53 (83)	3.70	-0.17
My phone calls/emails to staff are returned promptly.	76%	3.58 (80)	3.75	-0.18
I receive timely feedback when my child's achievement/behavior is below expectations.	65%	3.36 (72)	3.56	-0.19
When my child has a problem at school, he/she knows how to get help.	62%	3.25 (79)	3.44	-0.19
School staff work hard to build trusting relationships with parents.	56%	3.05 (77)	3.29	-0.24
Technology is used effectively to support teaching and learning.	82%	3.77 (78)	4.01	-0.24
I am informed of school events and activities.	63%	3.20 (82)	3.47	-0.27
I am satisfied with our school's efforts to prevent bullying.	47%	2.78 (73)	3.05	-0.27

Item	2019		2018	Difference
	% Strongly agree/Agree	2019 (n)		
The school challenges my child to his/her full potential.	68%	3.38 (78)	3.69	-0.30
I feel welcomed at my child's school.	58%	3.20 (81)	3.51	-0.31
My child is being adequately prepared for the next grade level or post-secondary pursuit.	64%	3.37 (79)	3.68	-0.31
Teachers personalize instruction to meet my child's needs.	48%	2.93 (76)	3.29	-0.35
Parent/teacher conferences provide productive communication.	65%	3.32 (68)	3.77	-0.44
I am proud of our school.	68%	3.49 (79)	3.93	-0.44
The assigned homework enhances my child's education/learning.	57%	3.08 (76)	3.52	-0.44
School staff maintains a positive attitude with parents and students.	58%	3.13 (76)	3.58	-0.45
Counselors help students solve problems they may be having.	58%	3.09 (54)	3.62	-0.53

HFI lives by our mission, vision, and values.

Our vision is to make a positive IMPACT on all students by providing them the opportunity to attain their maximum potential as productive citizens.

Our values are the actions we take each day to live by our vision:

I -Inspire

M- Make a Difference

P - Provide Opportunities

A - Achieve

C - Consistency

T - Teach

We start each faculty meeting with this and share ways that we are living proof of having IMPACT on campus.

Our staff nominates a person each six weeks as a Staff Longhorn Leader for living by our values.

Perceptions Strengths

Students feel that they have at least one positive relationship with an adult at school and students feel safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 2 (Prioritized): The Intermediate will improve parent-school communication to at least 80% by May 2021. **Root Cause:** The office and teachers lack timely, consistent communication.

Priority Problem Statements

Problem Statement 1: The Intermediate will close the gaps in student growth specifically academic growth in reading by improving student achievement by at least one grade level by May 2021.

Root Cause 1: The need to align curriculum vertically and monitor student groups for effective differentiation and rigor.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: The Intermediate will improve parent-school communication to at least 80% by May 2021.

Root Cause 2: The office and teachers lack timely, consistent communication.

Problem Statement 2 Areas: Student Learning - Perceptions

Problem Statement 3: The Intermediate campus will increase the English Language Proficiency Status to meet the target of at least 36% by May 2021.

Root Cause 3: The teachers lack the appropriate ELPS training.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

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
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- STEM/STEAM data

Employee 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

Goals

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





Performance Objective 1: HFI students will achieve an 85% Approaches, a 60% Meets, and a 30% Master score on all STAAR exams in all grade levels in the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, TEA Accountability Data, Eduphoria, STAAR reports

Summative Evaluation: None

Strategy 1: Provide teachers with professional development on differentiated instruction. Strategy's Expected Result/Impact: To optimize individual learning styles and increase student performance. Staff Responsible for Monitoring: District Administrators Campus Principals All Teachers Comprehensive Support Strategy Funding Sources: - 199 - General Fund: Local, - 255 - Title II - Part A Training and Recruiting	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: District documented PLC time for vertical alignment, curriculum adjustments that include rigor, and CBA analysis and adjustments accordingly. Strategy's Expected Result/Impact: To challenge each student to achieve at a higher level than approaches grade level. Staff Responsible for Monitoring: District Administration Campus Principals All Teachers Comprehensive Support Strategy Funding Sources: - 199 - General Fund: Local	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Tutorial periods embedded in the schedule to help struggling learners Strategy's Expected Result/Impact: To optimize individual learning styles and increase student performance on standardized test Staff Responsible for Monitoring: Campus admin. and all teachers TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: STAAR Academy for 5th graders to help all students succeed including struggling learners Strategy's Expected Result/Impact: To optimize individual learning styles and increase student performance on standardized test Staff Responsible for Monitoring: Campus admin. and all teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	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 2: Increase campus attendance rate to 97% for the 2020-2021 school year.

Evaluation Data Sources: TAPR, State Accountability Reports

Summative Evaluation: None

Strategy 1: To communicate between school and home to reinforce the importance of attendance. Strategy's Expected Result/Impact: Attendance will be 97% or greater upon review of the six weeks statistics. Staff Responsible for Monitoring: Principals Counselor All teachers and staff. Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Acknowledge students with perfect attendance with an incentive per six weeks Strategy's Expected Result/Impact: Attendance will be 97% or greater upon review of the six weeks statistics. Staff Responsible for Monitoring: Principals Counselor All teachers and staff. Funding Sources: - 461 - Campus Activity Fund	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Acknowledge and reward students who maintain perfect attendance for the first or second semester. Strategy's Expected Result/Impact: Attendance will be 97% or greater upon review of the six weeks statistics. Staff Responsible for Monitoring: Principals Counselor All teachers and staff. Funding Sources: - 461 - Campus Activity Fund	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Students with perfect attendance for the entire year will be recognized at awards program and taken on a field trip. Strategy's Expected Result/Impact: Attendance will be 97% or greater upon review of the six weeks statistics. Staff Responsible for Monitoring: Principals Counselor All teachers and staff. Funding Sources: - 461 - Campus Activity Fund	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Implement extended day program for students that need to make-up absences. Strategy's Expected Result/Impact: To ensure student success and achievement of credit for course. Staff Responsible for Monitoring: Campus Principals	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Report truancy to local authorities. Strategy's Expected Result/Impact: For parents and students to understand the importance of being at school to learn and also obey the law by holding attendance improvement meetings with parents and students who do not meet the 90% rule. Staff Responsible for Monitoring: Campus Principals Attendance Clerk	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett ISD campuses and district will obtain ratings of a "B" or higher.

Performance Objective 3: HFI will meet 17 out the 17 Closing The Gaps targets (Domain 3)on the campus report card by May 2021.

Evaluation Data Sources: STAAR Data, Campus Report Card.

Summative Evaluation: None

Strategy 1: District documented PLC time for vertical alignment and curriculum adjustments. This planning will allow for more detailed assessment of data and planning for individual student needs. Strategy's Expected Result/Impact: To improve all sub-groups of students to achieve the campus target for each. Staff Responsible for Monitoring: District Administrators Campus Principals Campus Counselor Curriculum Coaches Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: IStation - 211 - Title I, Part A Improving Basic Program - \$2,300	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Reorganize the campus RTI process to simplify the documentation process and to improve the monitoring aspect. Consistency for screening and progress monitoring. Organized RTI meetings to discuss student progress. Strategy's Expected Result/Impact: This strategy will allow the RTI committee easier access to student data and allow them assess each student's progress individually. Staff Responsible for Monitoring: Campus Principals Campus Counselor Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Check for consistent rigor in instruction by comparing CFA data with STAAR data. Strategy's Expected Result/Impact: To help ensure that our CFA's are STAAR level assessments. Staff Responsible for Monitoring: Campus Principals Teachers Title I Schoolwide Elements: 2.4	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 2: OPERATIONAL: Hamshire-Fannett ISD will provide a safe and secure environment for all students and staff .

Performance Objective 1: Train 100% of the staff on EOP procedures and processes by June, 2021.

Evaluation Data Sources: Sign- sheets, CRAZE certificates, drills

Summative Evaluation: None

Strategy 1: Provide initial and ongoing training for faculty and staff concerning various emergency operations. Strategy's Expected Result/Impact: To help ensure the safety of students and faculty during various emergencies. Staff Responsible for Monitoring: District Administrators Campus Principals	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div></div>				

Performance Objective 2: HFI will be a safe, positive learning environment where all students achieve their maximum potential in the 2020-2021 school year.

Summative Evaluation: None

Hamshire-Fannett Intermediate School
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Campus #409-794-1558
November 2, 2020 1:08 PM

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

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

Evaluation Data Sources: Campus web-page, campus Facebook, Blackboard Mass Communication emails/texts/phone calls, and notes that go home with students, Remind and DoJo messages to parents by teachers.

Summative Evaluation: None





Strategy 1: Use the Intermediate web-page and Facebook page to list the school calendar, special events, and other important information for parents and their students. Strategy's Expected Result/Impact: Provide current information for all community stakeholders with internet access. Staff Responsible for Monitoring: Campus Principals Office staff	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize the staff "Remind" for staff updates and clear communication. Strategy's Expected Result/Impact: Increase efforts to provide clear and effective communication Staff Responsible for Monitoring: Campus Principals Teachers Office Staff	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Continue to utilize email for parents to stay informed about assignments and to ask questions concerning their student. Google classroom to communicate class information weekly, Parent portals, agenda books/sheets and notes sent home. Strategy's Expected Result/Impact: Provide specific information concerning a student's status or assignments by a preferred method of communication. Staff Responsible for Monitoring: Campus Principals All Teachers and Staff	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 3: LEADERSHIP: Hamshire-Fannett ISD will establish a positive district culture.

Performance Objective 2: By May 2021, HFIS will establish a positive district culture by increasing positive parent perception of bullying awareness from 47% to 70% or above.

Evaluation Data Sources: parent survey, discipline report, bullying reports, bullying month lessons, kindness challenge

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: Campus Principal Counselor Teachers	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 Principal Counselor Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> 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 1: HFI 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 Teams

Summative Evaluation: None

Campus Funding Summary

199 - General Fund: Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A Improving Basic Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	IStation		\$2,300.00
Sub-Total					\$2,300.00
255 - Title II - Part A Training and Recruiting					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
2	2	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$2,300.00

Addendums